

TRUTH AND RECONCILIATION ADDRESSED IN CURRENT CURRICULUM

ISSUE: The Ministry of Education currently supports many of the recommendations from the Truth and Reconciliation Commission report.

KEY MESSAGES:

- **In Saskatchewan, the topic of residential schools is addressed directly in existing social sciences and social studies curricula.**
- **In Saskatchewan, treaty education is woven throughout the Broad Areas of Learning. Teachers have the flexibility to teach beyond the existing curriculum and incorporate new and emerging concepts when and where appropriate to support their students.**
- **We are looking to build on successes, such as teaching Treaty, First Nations and Métis histories in the classroom and the Joint Task Force on improving education and employment outcomes for First Nations and Métis people.**

CURRENT STATUS:

- First Nations and Métis content, perspectives and ways of knowing are always integrated within renewed curricula.
- Ministry of Education mandatory and elective curricula used in K-12 classrooms include a variety of outcomes and indicators addressing residential schools, treaties and Aboriginal peoples in Canadian history, as well contemporary issues facing Aboriginal peoples. For examples, see Appendix A.
- A filter has been added to the curriculum website to enable teachers to search for truth and reconciliation resources.
- The ministry has developed a website Supporting Reconciliation in Saskatchewan Schools that allows for collaboration and sharing of resources and projects across the province. This website can be accessed from the curriculum webpage. Since its launch in the spring of 2017, the website has had 3,979 visitors as of March 31, 2018.
- The ministry partnered with the University of Regina to list curriculum connections for their Shattering the Silence resource.
 - A French adaptation of the website was completed.
 - A French translation of this resource has been completed.
- Treaty education teacher resources have been revised by the Office of the Treaty Commissioner (OTC) and are now being reviewed and formatted by the Ministry of Education.

- Provincial grades K-12 Aboriginal languages curricula are currently available.
- *Nēhiyawēwin* 10, 20 and 30 curricula are available.
- Locally developed courses are available for Cree Cultural Programs 10L, 20L and 30L, as well as Dene 10L, 20L and 30L, Michif 10L, 20L and 30L, Nakawe 10L, 20L and 30L, and Sauteaux 10L, 20L and 30L.
- The Ministry of Education worked with Pearson Canada Inc. to develop social studies texts, which were published in 2014, for grades 4 to 7 students that specifically address the impact of residential schools and their lasting effects.
- The Ministry of Education currently has a contract with the Saskatchewan Teachers' Federation to evaluate learning resources that connect to Saskatchewan curricula. Recommended resources are posted online for teacher use, including resources about residential schools, treaties and other First Nations and Metis content, perspectives and ways of knowing. The Ministry of Education purchases provincial licencing rights to broadcast video resources via the Recommended Online Video Education Resources (ROVER) initiative. Video resources are available relating to residential schools, treaties and First Nations and Metis content and perspectives.
- The Help Me Tell My Story (pre-kindergarten and kindergarten) and Help Me Talk About Math (Grade 1) initiatives are two holistic approaches to assessment in oral language development and math respectively. While these assessments are intended for use with any child, Help Me Tell My Story and Help Me Talk About Math are rooted in First Nations worldviews and ways of knowing.

BACKGROUND:

- In 2007, Saskatchewan was the first province to implement mandatory treaty education for K-12 students.
- Treaty resource kits for teachers have been in classrooms since 2008. They were developed with the ongoing help of the OTC to create awareness and understanding that all Saskatchewan residents are beneficiaries of treaties.
- On June 10, 2015 the final report of the Truth and Reconciliation Commission of Canada was presented, with several recommendations relating to education.
- On July 9, 2014, the Council of Ministers of Education (CMEC) met in Charlottetown, Prince Edward Island. Ministers agreed with the Alberta and Northwest Territories proposal highlighting the following four focus areas:
 - supporting the professional development of Aboriginal students interested in pursuing teaching as a career; considering teacher-training needs, sharing knowledge and initiating dialogue among Aboriginal and non-Aboriginal educators;
 - developing curriculum and teaching resources focused on Canadian history and the legacy of residential schools for use in Bachelor of Education and teacher-education programs across Canada;
 - sharing resources and promising practices in Aboriginal education; and
 - continuing to promote and encourage the development of resources that address the legacy and history of residential schools within all K-12 education systems in Canada.

APPENDIX A

Opportunities to Address Truth and Reconciliation in Saskatchewan Curricula

Grade 1 social studies: Students are introduced to the concept of reconciliation when describing personal actions that promote peace and harmony and ways in which each student may influence the lives of others.

Grade 2 social studies: Students learn about past shared experiences and stories of community members and describe past events that affect life today. Students also research the origins of, and reasons for, the names of public sites and landmarks in the local community and trace the evolution of the Treaty relationship in the community. Reconciliation can be explored by identifying possible sources of conflict and processes for resolving conflicting in their communities.

Grade 2 health: Students can expand their understanding of reconciliation by discussing the importance of respect within relationships, describing how people demonstrate respect for each other, illustrating what respect looks like, sounds like, and feels like in culturally appropriate ways and discussing basic individual responsibilities for showing respect such as recognizing and fixing the mistakes.

Grade 3 social studies: Students can examine reconciliation by considering situations in which divergent viewpoints exist, construct a list of reasons why groups and communities may experience conflict, and identify ways in which conflict could be resolved and harmony restored.

Grade 4 social studies: Students have opportunities to consider truth and reconciliation in our province by exploring ways in which First Nations and Métis people have shaped and continue to shape Saskatchewan by creating an inventory of the contributions of First Nations and Métis people to life in Saskatchewan, representing the current and historic challenges faced by First Nations and Métis people, describing the implications and benefits of Treaties for all Saskatchewan people and identifying strategies by which communities in Saskatchewan work together for the common good.

Grade 5 social studies: Students identify the goals of various advocacy organizations in Canada, including First Nations, Inuit, and Métis organizations and examine the extent to which treaty promises have been met, and why the fulfillment of treaty obligations is important for all Canadians.

Grade 6 social studies: Students inquire into the contributions of indigenous peoples in various areas. Students examine historical origins of a current issue affecting youth in Canada (such as colonization and the indigenous people's relationships with colonizing peoples) and learn about the concept of white privilege, assessing the degree to which it exists within Canada and the personal and societal impact of white privilege on individuals and groups within Canada.

Grade 6 social studies: Students explore how people may be affected by injustice or abuses of power. Students also describe incidents of the misuse of power and propose changes needed in human behaviour and institutions in order to prevent the abuse of power. Students investigate the relationship between people and their governments in Canada including such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education with reference to residential schools and the intergenerational impact of those experiences.

Grade 7 social studies: Students relate current issues and historical events to location by using a variety of maps of Canada in order to understand the role of geography in shaping political events. Students explore the Treaty relationship and the values and beliefs associated with sharing the land, including the impact of the reserve system on First Nations populations and identify examples of the use of co-operation, balance and harmony used to effect change in their communities.

Grade 8 social studies: Students describe the influence and benefits of the treaty relationship and explore unfulfilled aspects of Treaty in Canada. Students can compare the perspectives taken in cases of injustice in Canadian history and examine the personal implications of the rights and responsibilities of Canadian citizenship. Reconciliation can be considered when discussing the reasons for, importance and impact of actively engaging in the Canadian political processes.

Grade 9 social studies: Students explore personal student beliefs about contemporary issues or problems, examine concepts of power and authority in the governance of societies and analyze the effects of ethnocentrism on indigenous peoples.

Catholic Studies 9, 10, 20 and 30: Truth and Reconciliation is directly addressed. For example, some of the big ideas for inquiry proposed by the Grade 9 course include residential schools and cultural, linguistic and spiritual loss; reclaiming cultures, languages and identities; and Truth and Reconciliation and Calls to Action.

Native Studies 10: The impacts of the residential school system are examined and students explore what Aboriginal people are doing to heal from the residential school experience.

Law 30: The topic of treaties is addressed and opportunities exist to examine current and historical court cases of interest to students to discuss ways the criminal justice system attempts to become more sensitive, relevant and effective in achieving fairness and equality under the law.

ELA 10, 20 and 30: Students in ELA 10 consider a variety of texts and communicate their thinking about issues involving equity and ethics as they inquire into, make decisions about and act on their ideas about what is right, what is just and what is fair. The topics of truth and reconciliation can be addressed in ELA 20 when using texts to explore childhood experiences and how they impact adulthood. Students in ELA 30 have further opportunities to inquire into truth and reconciliation as they explore issues that influence Canadian culture and Canadian identity, knowing that Canada's diversity has been a source of pride and pain, strength and struggle.

Exhibit: *National Inquiry into Missing and Murdered Indigenous Women and Girls*

Location/Phase: Part III: Quebec City

Witness: Panel 11

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Date: MAY 17 2018 P03P02P0401

Initials

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