



# Tetewatatyenawaise

(day-day-wah-dah-dyen-uh-WA-zay)

**“We Help Each Other”**

## **Approach to Engagement**

with Indigenous departments, communities and peoples

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Centre for Indigenous Relations, Knowledge and Learning (CIRKL)

### Purpose

This approach has been developed to ensure that all departments across Mohawk College are able to engage with Indigenous peoples, communities, organizations and content in a way which is grounded in Indigenous approaches, awareness, intention, safety and sensitivity. We will work together to ensure:

- Wise practices are being observed at all times.
- Employees at Mohawk College are able to contribute to an environment of awareness and respect.
- Connection and collaborative relationships with CIRKL and ISS have room to grow.
- We all have adequate time and space to plan and implement initiatives respectfully.
- Incidents of cultural appropriation are avoided.
- We all understand the role of CIRKL and ISS and our responsibility to our communities, learners from our communities, our knowledge, and our relations.

### Principles

Our guiding principles come from our teachings, our communities and wise practices that we use to develop and grow. This document will provide examples of Indigenous ways of approaching relationships. Some of the principles which guide and support us include:

- Consultation with community, which may mean the community of Indigenous colleagues and learners at the college; urban Indigenous communities; or our communities on-territory, for example, Six Nations of the Grand River and Mississaugas of the Credit First Nation.
- Hearing the community's needs: the results of our consultations drive our work. We infuse what our communities share with us as the foundational direction of our work.
- Intention: we approach projects and the work we do with clear intentions, honesty and openness to understanding.
- Community benefit: what we do must provide visible, tangible benefit for our communities.
- Responsibility: as Onkwehon:we (Kanien'keha, "Original Peoples") people, we are responsible to our communities first and always, and amplify their voices in the work that we do.
- Seven Generation Thinking: we recognize the impacts of our actions and decisions on future generations and acknowledge and accept our responsibility to consider the consequences of those choices.

### Perspective

Our work is grounded in our teachings, our practices, our worldviews and our ways of understanding. We accept our responsibility to the land, to creation, to community and to ourselves.

Our perspectives may look different from mainstream perspectives, and our approaches may look different from institutional approaches. This is reflective of our worldviews, which in turn inform how we guide our relationships and how we manage projects.

Our work is to bring our teachings, our knowledge, our ways and our selves to the work that we do in an effort to create empowered spaces for Indigenous learners, faculty and staff; to inform courses that will build understanding of Indigenous peoples and communities; and to enhance

## Purpose, Principles, Perspective

educational systems through the infusion of Indigenous ways of knowing and doing things into policies, procedures and approaches.

The work of our non-Indigenous colleagues is to meaningfully advance truth and reconciliation; there are stages to engaging in this important work. First, employees must be open to learning about true histories of Indigenous communities and the history of colonization and genocide in Canada. Second, they must be able to identify what reconciliation is, what it looks like, and how it is defined by First Nations, Métis and Inuit communities. Third, they must identify areas in their lives where they can make change and move towards a reconciliatory relationship. It is through these individual steps and actions that we all move forward together.

While our roles and our work are different, we must work together to achieve good results. In order to ensure we are taking positive steps, CIRKL and ISS collaborate to deliver informational programming, speakers and resources to college areas. Under the precedent of OCAP (Ownership, Control and Protection) Principles, we ensure that we steward programs, courses and content that pertains to Indigenous knowledge, data and research. Under NAUWU (“Nothing About Us Without Us”) principles, we are involved in all initiatives, projects and conversations that have to do with Indigenous knowledge, programs, courses, roles, learners and communities, or data or research about any of the above.

Through this ongoing collaboration, we ensure that we are walking forward together in peace, friendship and respect.

## Meaningfully Advance Truth & Reconciliation

The path towards Truth and Reconciliation involves sharing and understanding the truth of Indigenous peoples’ histories and contemporary lives; working towards decolonization and Indigenization; and building relationships to do good reconciliation work.

### Strategic directions

- Commit to including Indigenous knowledge, culture and history in all areas of the college experience, both in and out of the classroom, including the integration of Indigenous Learning Outcomes into programs of studies throughout the college.
- In partnership with Indigenous communities, create a Centre of Indigenous Knowledge to support increased Truth and Reconciliation. This Centre will increase our leadership and support of learning, research, Indigenization, decolonization and reconciliation in education.
- Develop an Indigenous knowledge program for faculty and staff, including an on-boarding process for new employees, and develop a training model for both public and private sectors.
- Working alongside Indigenous communities, evaluate our effectiveness on meeting our commitments to the Colleges and Institutes Canada Indigenous Education Protocol and the Truth and Reconciliation Commission Calls to Action.
- Work with Indigenous communities to provide leadership for protection and access to clean drinking water.

This protocol is supported by the Indigenous Education Protocol (IEP) developed by the Indigenous Education Committee of Colleges and Institutes Canada. Mohawk College is a signatory of the Protocol, and it is part of our commitment and our responsibility to achieve the stated principles. This protocol has been reviewed and approved by the Indigenous Education Council (IEC) at Mohawk College and the Mohawk Executive Group (MEG).

1. **Commit to making Indigenous Education a Priority.**
2. **Ensure governance structures recognize and respect Indigenous Peoples.**
3. **Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.**
4. **Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.**
5. **Commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.**
6. **Establish Indigenous-centred holistic services and learning environments for learner success.**
7. **Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.**

Click here to view a full copy of  
**the Indigenous Education Protocol**

# Working with CIRKL and ISS

## Indigenous-led initiatives

There are projects which must be Indigenous-led and may be supported by one or many areas in the college.

- Projects which fall under the Indigenous Education Protocol listed on page 4.
- Funding proposals which are centred on Indigenous learners, programs, courses, knowledge or communities.
- Access activities which focus on Indigenous communities or Indigenous learners in urban communities.
- Accountability for traditional knowledge and Indigenous ways of knowing and being.
- Examples of Indigenous-led projects at the college include:
  - Pathfinder and expansions to the Pathfinder program;
  - Indigenous Student Success activities;
  - Indigenous Knowledge Learning Outcomes.
- Creation of programs, courses and pathways related to Indigenous knowledge or communities.

## Collaborative initiatives

There are projects which will be partnerships between CIRKL/ISS and other college areas:

- Development of courses which require specialization from CIRKL and another school.
- Creating an event where there will be an Indigenous group/community/ speaker present.

## Consultation and information-sharing

There are times when it will be necessary to consult with CIRKL/ISS before proceeding with an initiative or idea. Remember: consultation must take place early and often!

Examples of consultation:

- Wanting to hire a speaker for a class to talk about Indigenous knowledge or teachings.
- Finding resources for September 30 or Indigenous Peoples month.

## Department Responsibilities & Contacts

| Department roles  | Responsibilities  |
|---|---|
| <b>Indigenous Student Services</b>                                      | <ul style="list-style-type: none"><li>• A safe space where Indigenous students can engage in culturally relevant experiences, extracurricular and social activities, and create connections</li><li>• Supports for Indigenous learners</li><li>• Access and outreach to Indigenous learners, potential applicants, and communities</li></ul>  |
| <b>Centre for Indigenous Relations, Knowledge, and Learning (CIRKL)</b> | <ul style="list-style-type: none"><li>• Academics<ul style="list-style-type: none"><li>▫ INDS Course code</li><li>▫ Indigenous Knowledge Learning Outcomes (IKLOs)</li><li>▫ 2+2 Pathway</li><li>▫ Academic partnership with Indigenous Institutions (for example, Six Nations Polytechnic) or utilizing Indigenous courses/programs</li></ul></li><li>• Professional Development<ul style="list-style-type: none"><li>▫ Internal PD for employees</li></ul></li><li>• Partnerships<ul style="list-style-type: none"><li>▫ Within communities or with community partners</li></ul></li><li>• Projects and Special Initiatives</li></ul> |
| <b>Centre for Teaching, Learning, and Innovation</b>                    | <p>The Teaching and Learning Consultant, Indigenous Education is responsible for developing faculty PD and curriculum supports for infusing appropriate Indigenous-focused content and resources to curriculum across the college. This role supports the implementation of the IKLOs and works closely with the Professor, Indigenous Curriculum &amp; Programs on curriculum changes, updates and new programs.</p>   |
| <b>Human Resources</b>  | <p>The Indigenous Human Resources Specialist liaises with CIRKL and ISS to consult on HR-related initiatives, projects and policies which require insight from Indigenous perspectives.</p>   |
| <b>Resources</b>  | <p>Journey to Self Discovery Guide<br/>Land Acknowledgement webpage<br/>Indigenous Student Services webpage<br/>CIRKL webpage<br/>Indigenous Content in College Events Policy<br/>Engagement with Indigenous Knowledge and Content Policy</p>   |

### Contacts

#### **Centre for Indigenous Relations, Knowledge and Learning (CIRKL)**

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#### **Indigenous Student Services**

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