



# Self-reflection sheet

Knowledge related to **First Nations, Métis** and **Inuit**



Parents  
partenaires  
en éducation



Outiller  
Éclairer  
Accompagner  
› vers la réconciliation

**Parents partenaires en éducation** (PPE) is committed to meeting the needs of all French-speaking parents with a child enrolled in a French-language school board in Ontario.



It is through the development of culturally adapted programming that demonstrates cultural competence that the PPE network will be able to build the sense of belonging of First Nations, Métis and Inuit parents to their school communities.

According to the National Center for Truth and Reconciliation, education is the key to reconciliation.

In order to play their role as effective allies, all parents have the responsibility to undertake important learning related to the history of First Nations, Métis and Inuit peoples in order to build their cultural competences.

This self-reflection sheet is a tool developed as part of the Indigenous Cultural Competency Building Project within PPE's Diversity and Inclusion Program.

This self-reflection sheet aims to build the indigenous cultural competencies of members of parent committees, school councils, parent involvement committees and school communities.



For full details on the PPE Indigenous Cultural Competency Building Project, please visit the project [webpage](#).



# Acknowledgment

## Parents partenaires en éducation (PPE) would like to thank all the people who contributed to the success of this project:

First, we extend our thanks to the author and esteemed resource person for PPE's Indigenous Cultural Competency Building Coordinator, **Aimée Lavoie**. Your commitment to improving the condition of First Nations, Métis and Inuit people in Canada and to see improving our relationships with these nations is admirable.

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We thank our staff members, **Julie Pilon**, coordonnatrice du renforcement des compétences culturelles autochtones (Coordinator of Indigenous Cultural Competency Building) and **Balguissa Ouedraogo**, directrice des projets d'inclusion (Director of Inclusion Projects). Your passion for your work is contagious, thank you for your personal commitment to the success of this project.

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Building capacity for First Nations, Métis, and Inuit community engagement requires groups and individuals to undertake certain actions such as listening to these communities' elders, asking probing questions regarding the history of their land and of its Indigenous people as well as increasing knowledge and understanding of Indigenous culture and practices. First Nations, Métis and Inuit community engagement requires school communities to undertake a process of self-reflection followed by a commitment towards **reconciliation.**

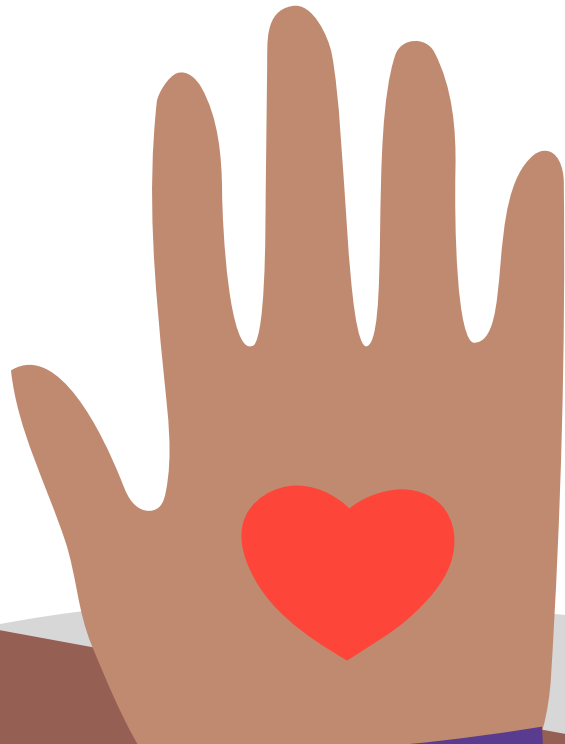


This self-reflection sheet is intended as a resource for parent school committees that are committed to enhancing their First Nations, Métis and Inuit community engagement practices.

Each parent committee member is encouraged to fully involve themselves in this process. It is recommended to the parent committee that they regularly reflect on the questions within this self-reflection sheet and consider which ones will require additional guidance, such as “which challenges (internal or external) prevent this parent committee and its individual members from making your school spaces inclusive and welcoming to First Nations, Métis and Inuit communities?”.



As each school community has a unique relationship with the First Nations, Métis and Inuit populations it serves, this self-reflection sheet will assist parent committees in contributing to their school's profile and help create an individualized work plan focused on First Nations, Métis and Inuit community engagement. The questions contained in the self-reflection sheet have been designed to facilitate a collective and individual reflection on the roles school boards and schools play in the Indigenous cultural milieu, and serve as a community-based starting point in the First Nations, Métis and Inuit engagement process.



This document is intended to be a “living” document that changes as your parent committee evolves along its journey towards increasing its knowledge of First Nations, Métis and Inuit communities, improving its relationship with Indigenous people and making progress on the path to truth and reconciliation.



## Self-reflection questions

For many indigenous cultures, water is sacred as it supports all life. A watershed is the area of land that drains into rivers and lakes, which, in turn, flow to a common outlet. Watersheds are nested systems, with smaller ones nesting into larger ones. All communities within a common watershed are connected by its waters. Water systems have long been used to delineate First Nations, Métis, and Inuit community boundaries, traplines and hunting grounds, sacred sites, and other aspects of indigenous lifeways.

### In which watershed(s) is your school board located?



**A good starting point: Ontario Watershed Boundaries (OWB)**

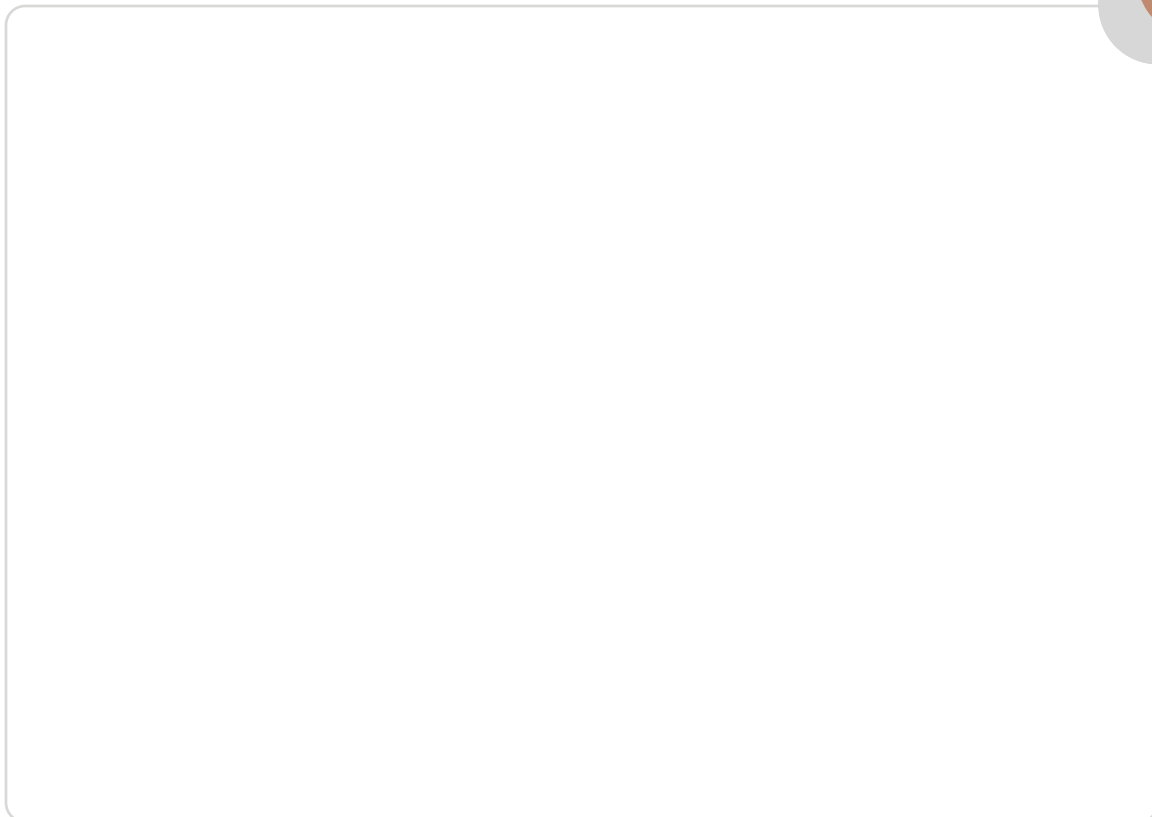


## Self-reflection questions

Indigenous cultures are borne of and shaped by the lands that sustain them. In some cases, a natural feature is the very entity that unites members and clans of a Nation. Familiarizing yourself with the ecological characteristics of the land where you are situated can bring great insight into the cultures of that place.

**Name some of those characteristics below.**

To discover what makes the land where you are unique, consider reaching out to your local Indigenous cultural centre, or conservation authority.



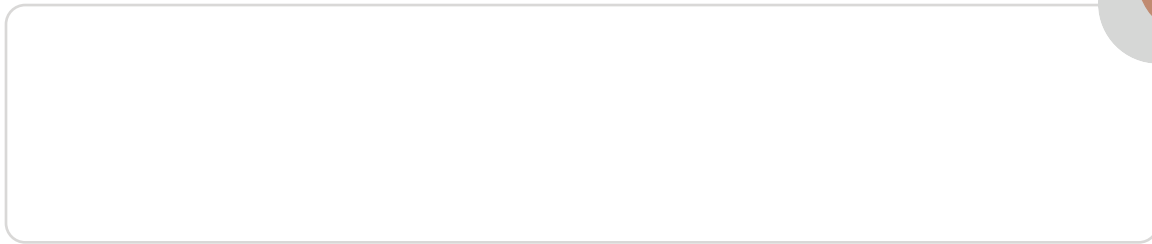





## Self-reflection questions

The lands of Turtle Island (now often known as North America) have been occupied since time immemorial by various Indigenous Nations. Through the process of colonization, a number of these nations and communities may have been displaced, while others may still reside on the lands of their ancestors.

**On whose traditional territory is your school board located?**

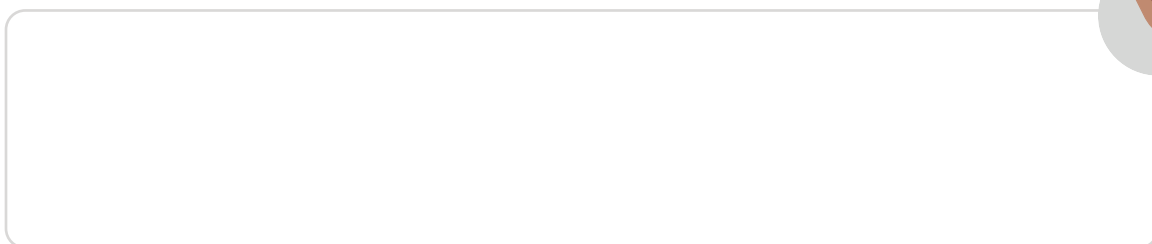




**A good starting point: [Native Land Digital](#)**

**Did you know?**

Ontario is home to six Indigenous language families which include over 18 unique languages and dialects!

**Which languages are spoken by the original nations of the land where you are?** Don't forget the Metis communities!






## Self-reflection questions

Land recognitions are becoming regular practice in many places. While the intention behind them may be well-meaning, there is growing concern that these acknowledgements are empty gestures unless accompanied by meaningful actions toward reconciliation or reparations with FNMI people.

It is therefore important that your parent committee be aware of the motivation behind its adoption of a land acknowledgement practice. Write your land acknowledgement below.

**Include your parent committee's intentions behind it and some actions it means to take to work toward reconciliation and reparations for First Nations, Métis, and Inuit people.**



**A good starting point:**

**Whose Land**

**Beyond Territorial Acknowledgments *apihtawikosisan***






# Self-reflection questions

Every indigenous nation has one or more creation stories which describe how its people came to be on their homelands.

These stories contain an immense amount of cultural information and connect people to the beings and places of those stories.

**What is a creation story of the First Nations, Métis, and Inuit nations where you are?**



**A good starting point:**

*Traditional Stories and Creation Stories*

**[Canadian Museum of History](#)**





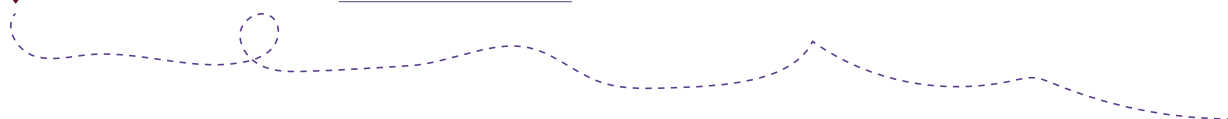
## Self-reflection questions

There are more than 40 treaties and other agreements covering Ontario. These agreements form the basis of the relationship between Indigenous and non-Indigenous people and set out the rights, responsibilities, and relationships of First Nations and the Federal and Provincial governments. Ottawa, including Parliament Hill, sits on unceded Algonquin Anishinaabeg territory. Unceded and unsurrendered land means that First Nations people never ceded or legally signed away their lands to the Crown or to Canada.

### Which treaties apply to the territories of your school board?



**A good starting point: [Native Land Digital](#)**





## Self-reflection questions

Early treaties were made between First Nations and European immigrants, while modern treaties were signed between First Nations and governments. All people living on treaty land are considered treaty people. The treaty responsibilities of individual non-indigenous people may not seem obvious at first but if we consider that governments are the representatives of the people, then it makes sense to say that holding one's government accountable for honouring the treaties is one of those responsibilities.

**What then might be some other responsibilities of non-indigenous treaty people?**



**Un bon point de départ :**

*Treaties with Indigenous Peoples in Canada*


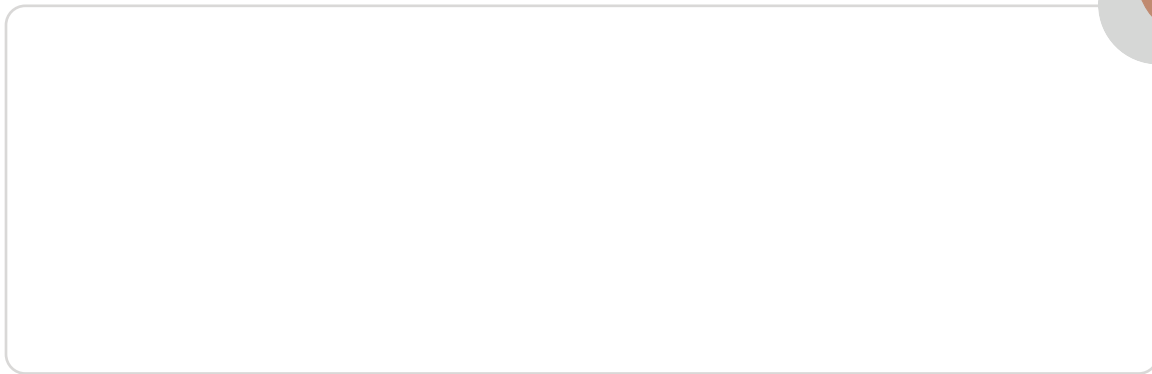
[The Canadian Encyclopedia](#)



## Self-reflection questions

There are 207 Indigenous communities in Ontario held by 123 First Nations, and 44% of registered Indigenous peoples in Ontario live on Indigenous land. A handful of First Nations do not have Indigenous land.

### Which Indigenous lands are closest to you?



**A good starting point:**

*Ontario First Nations Maps*

**Government of Ontario**



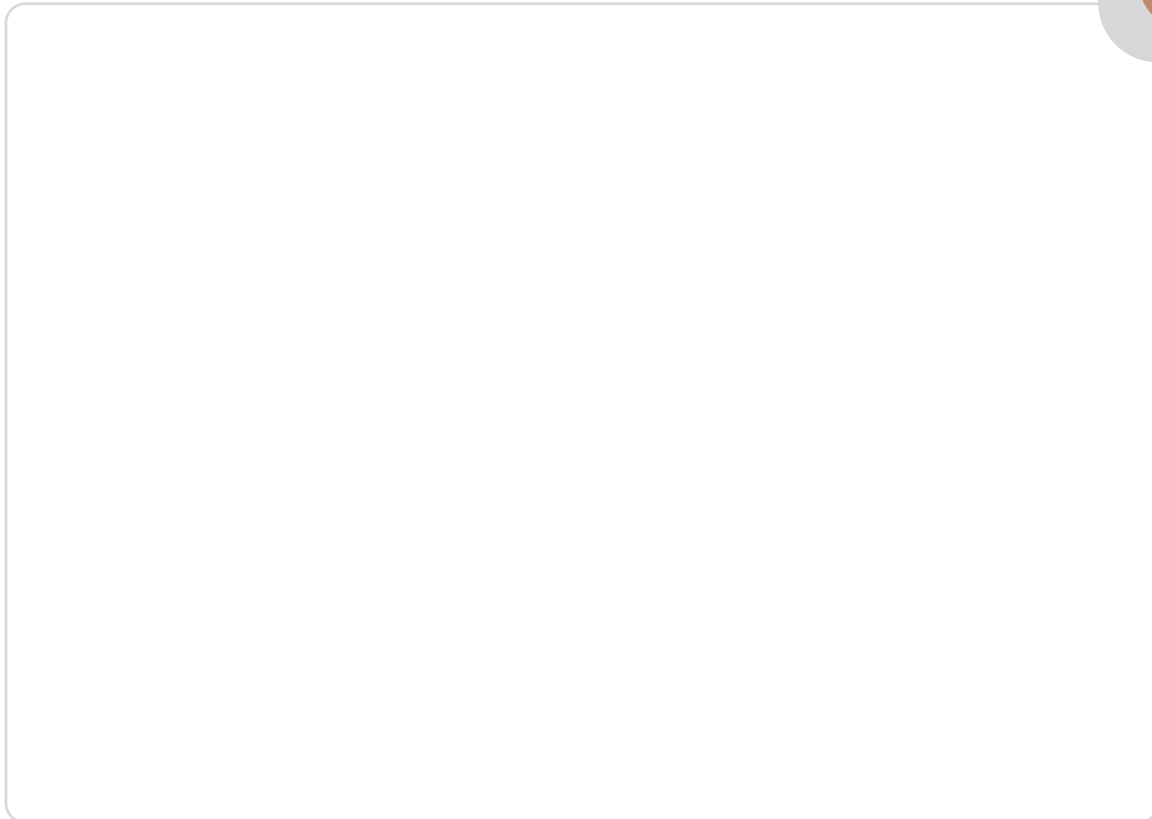


## Self-reflection questions

First Nations, Métis, and Inuit history is interwoven with Canadian history. Are there any recognized historical sites related to First Nations, Métis, and Inuit people near you?

These could include former settlements, sacred sites, treaty signing sites, etc. Information about these sites might be found at your local Indigenous Friendship Centre, museum, conservation area, or tourism association.

**Name some below.**





## Self-reflection questions

The Métis Nation of Ontario (MNO) has a democratic, province-wide governance structure which is divided into nine regions and supported by community councils.

- 1. In which region is your school board?**
- 2. Which community councils exist within that region?**
- 3. Where is the nearest MNO office?**



1.

2.

3.



**A good starting point: Métis Nation of Ontario/MNO Regions**





## Self-reflection questions

Did you know that there are more than **6500 Inuit** living in Ontario today?

1. **What is the Inuit population of your region?**
2. **How far are you from Inuit traditional territories?**

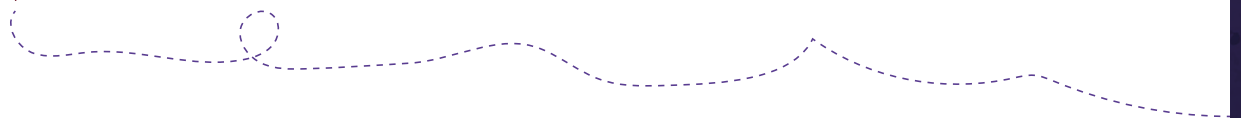


1.

2.



***Un bon point de départ : Tungasuvvingat Inuit***





## Self-reflection questions

To broaden your understanding of First Nations, Métis, and Inuit cultures, it is helpful to be aware of the current issues facing their communities.

- 1. Can you name any local issues currently at play?**
- 2. What are some things that First Nations, Métis, and Inuit people near you are fighting for/against?**

**Some examples might include:** lack of clean drinking water; land disputes; harvesting rights; Missing and Murdered Indigenous Women, Girls, & Two-Spirit (MMIWG2S).



1.

2.



## Self-reflection questions

If a First Nations, Métis, and Inuit family associated with your school board needed assistance, would you know where to direct them?

Which services exist in your catchment area to serve First Nations, Métis, and Inuit populations?

Consider that some may specifically be just for First Nations, or Métis, or Inuit people.

**Name some below.**



Health	
Culture	
Language	
Housing	
Lands/environment	
Other	

# Self-reflection questions

Whether they be solemn or celebratory, many opportunities exist to participate in First Nations, Métis, and Inuit events near you.

**Note the dates of the following events:**



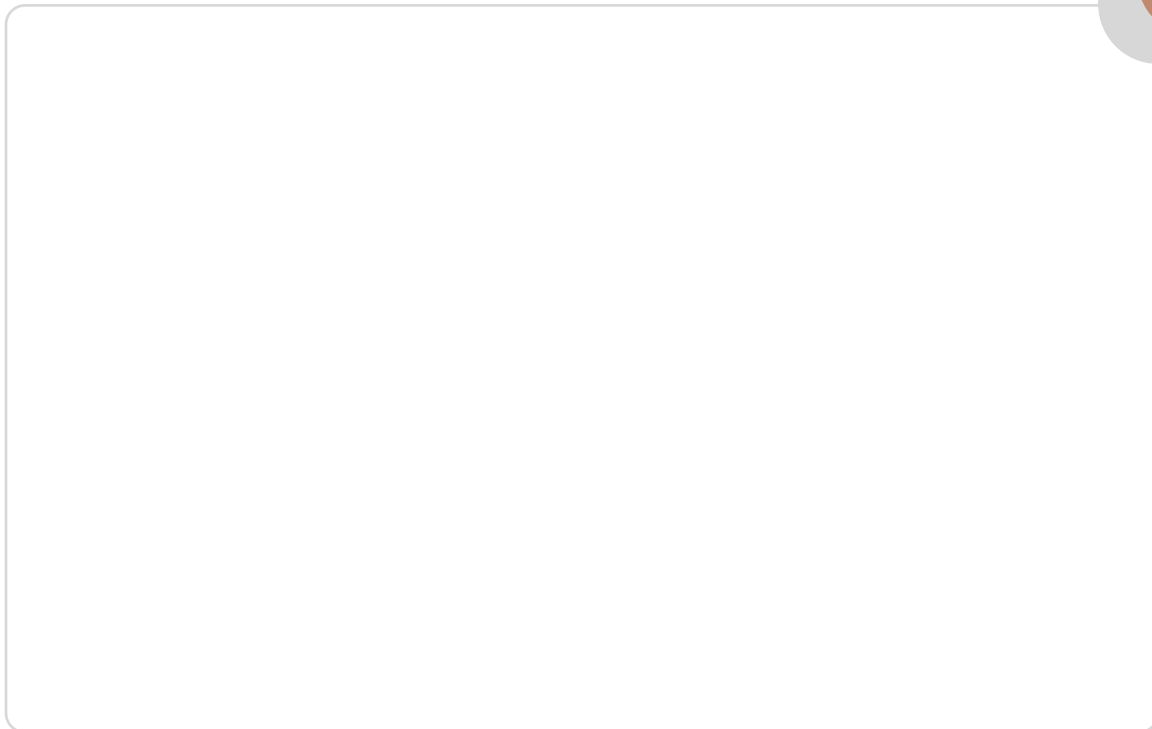
National Indigenous Peoples Day	
National Indigenous History Month	
National Aboriginal Veterans Day	
International Day of the World's Indigenous Peoples	
National Day for Truth and Reconciliation (Orange Shirt Day)	
MMIWG2S Day (Red Dress Day)	
Louis Riel Day	
International Inuit Day	
Treaties Recognition Week	
Pow Wows near me	



## Self-reflection questions

While there are many written sources about First Nations, Métis, and Inuit cultures, sometimes it is best to invite someone to share knowledge in person. Do you have any contact persons in your area for First Nations, Métis, and Inuit cultural sharing? This may include Elders, knowledge-keepers, ceremonial people, artisans, etc. If so, who are they and how can you continue to foster good relationships with them? If not, how can you make contact with some and begin the relationship-building process with them?

**Jot some thoughts below.**





## Self-reflection questions

Oftentimes there is a specific protocol to be followed if one is going to ask in good faith for an Indigenous knowledge holder to share something of their culture. One such example is the offering of tobacco.

Which cultural protocol(s) does your parent committee follow when working with First Nations, Métis, and Inuit people?

**Explain here.**



**A good starting point:**

*Guidelines for Working with Indigenous Community Members*

**University of Western Ontario**



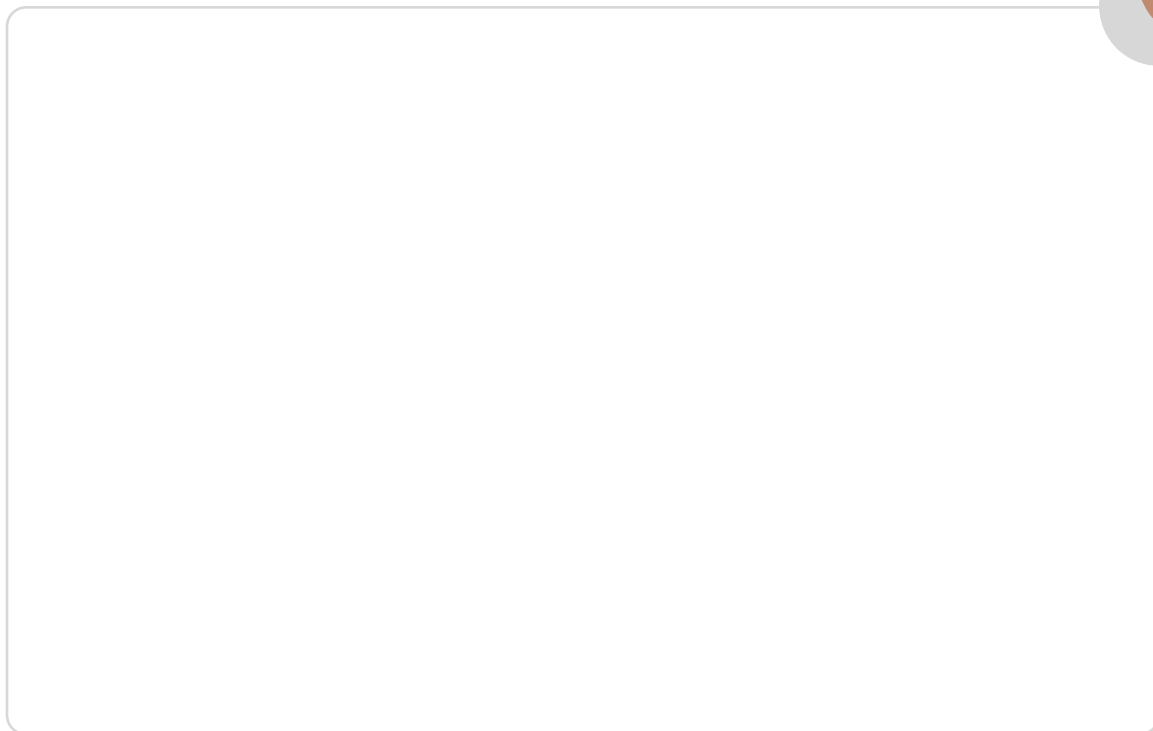


## Self-reflection questions

It is important to remember that First Nations, Métis, and Inuit history is rich with examples of individuals who inspire and whose stories made a positive impact on the world. They deserve to be remembered and celebrated.

**Can you name any notable First Nations, Métis, and Inuit people from your region?**

For example, did you know, Internationally acclaimed artist Daphne Odjig is from Wikwemikong Unceded Indian Reserve, on Manitoulin Island, Ontario? Her artistic career spanned six decades and she is the recipient of numerous accolades and awards for her contributions to the First Nations art community in North America and to the broader arts world.



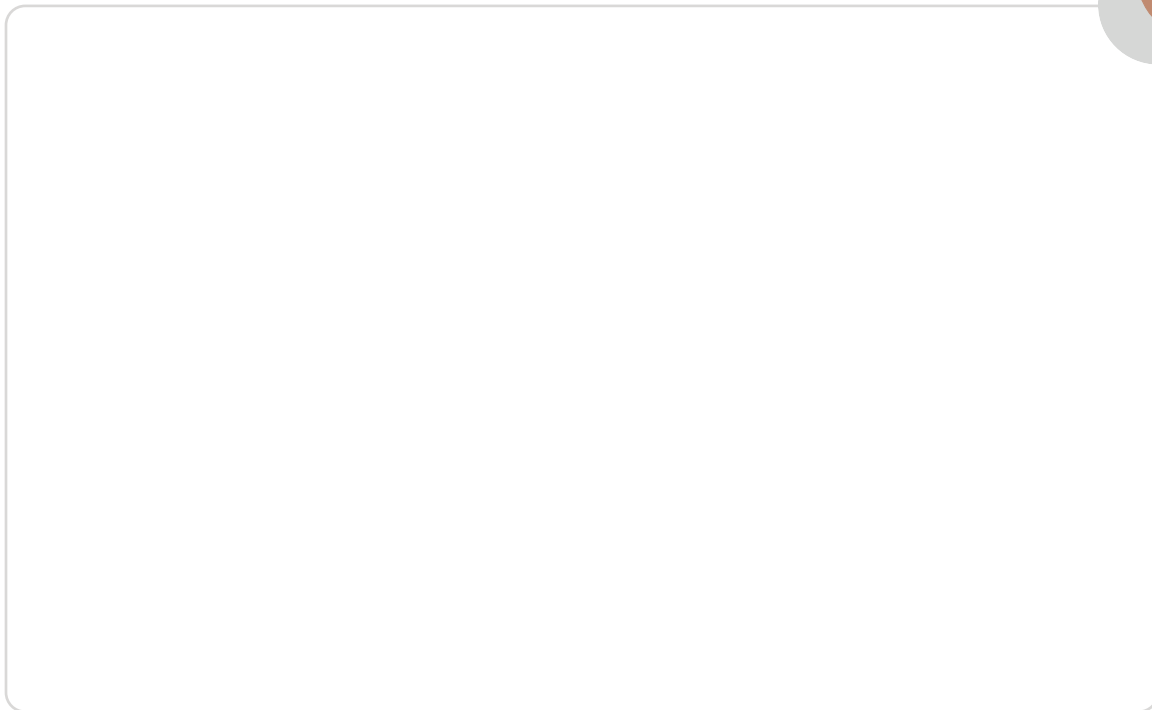


## Self-reflection questions

In what is perhaps Canada's darkest chapter of history, for 150 years from the late 1800's, Indigenous children were forced to attend residential schools. Approximately 150 000 children attended these schools which were run by church representatives. Untold numbers suffered horrific violence, and many never came home at all.

Where is located the former residential school near you?

**Name it here.**



**A good starting point:**

*Did you live near a residential school?*

**CBC News Interactives**



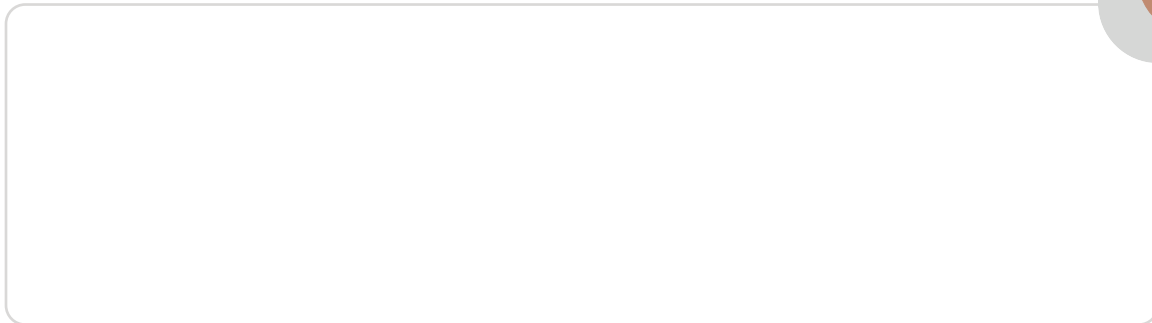




## Self-reflection questions

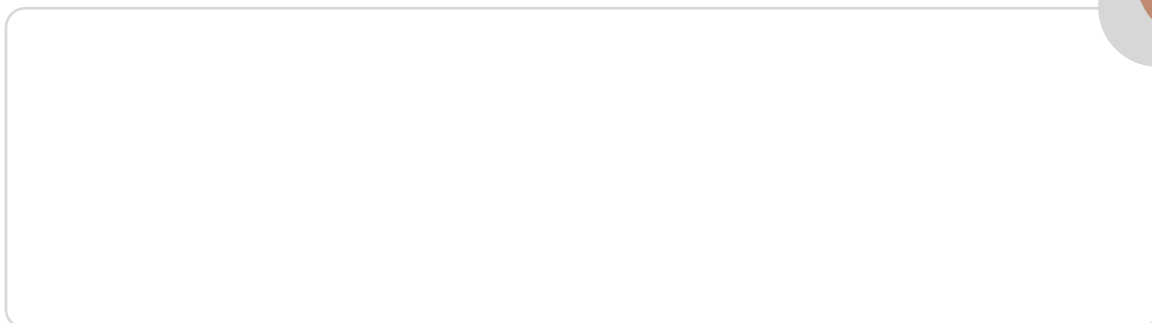
Historically, non-indigenous values and worldviews have not served the well-being of First Nations, Métis, and Inuit people. The route to reconciliation and reparations is one in which First Nations, Métis, and Inuit values drive the decisions settlers make on their homelands.

**What can your parent committee do to incorporate these values into everyday decision-making processes?**



**Is there anything else you would like to learn about?**  
Have any other questions come to mind during your research?

**Note them below!**



**If you managed to answer many of these questions: Congratulations!**

You are on the right path. Continue your efforts to deepen your knowledge of the First Nations, Métis, and Inuit landscape.

If not, now is the time to address these issues to better meet the needs of First Nations, Métis, and Inuit families in your school community.

**Do your research, but above all keep an open heart and mind!**

## Some resources :

First Nations, Métis & Inuit Education Association of Ontario <a href="#">FNIEAO</a>	First Nations Confederacy of Cultural Education Centres <a href="#">FNCCEC</a>	Nation métisse de l'Ontario <a href="#">MNO</a>
Ontario Federation of Indigenous Friendship Centres <a href="#">OFIFC</a>	<a href="#">Mikana</a> (réalités et perspectives des peuples indigènes)	Centre pour les enfants, jeunes et familles inuites <a href="#">Inuuqatigiit</a>
Centre National pour la vérité et la réconciliation <a href="#">NCTR</a>	Rapport de la Commission royale sur les peuples autochtones <a href="#">CRPA</a>	Enquête nationale sur les femmes et les filles autochtones disparues et assassinées <a href="#">FFADA</a>
<a href="#">Atlas des Peuples Autochtones au Canada</a>	Cinéma autochtone <a href="#">ONF</a>	First Nations led research <a href="#">Yellowhead Institute</a>
Indigenous Canada (cours universitaire gratuit) <a href="#">UOA</a>	<a href="#">Chiefs of Ontario</a>	Indigenous Tourism Ontario <a href="#">ITO</a>
Nations Unies <a href="#">Département des affaires économiques et sociales Peuples Autochtones</a>	Mouvement « <a href="#">Landback</a> »	<a href="#">Indigenous Environmental Network</a>



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