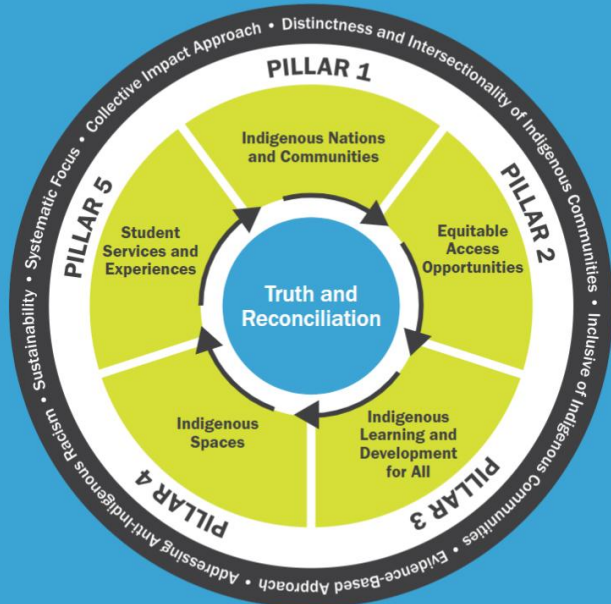


Culturally Relevant Education



Centennial College's ECE - Indigenous Stream

Centennial College Land Acknowledgement

Centennial College is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates.

Today, the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honour all our relations.

Indigenous Land Acknowledgement Action Card

It's important to remember that these land acknowledgements can easily become a token gesture rather than a meaningful practice. All settlers, including recent arrivals, have a responsibility to consider what it means to acknowledge the history and legacy of colonialism.



Source: <https://www.centennialcollege.ca/about-centennial/innovation-inclusion-reconciliation-and-healing/social-action-cards/indigenous-land-acknowledgement/>

Questions to Consider:

- 1 - What are some of the privileges settlers enjoy today because of colonialism?
- 2 - How can individuals develop relationships with peoples whose territory they are living on in the contemporary Canadian landscape?
- 3 - What are you, or your organization, doing beyond acknowledging the territory where you live, work or hold your events?
- 4 - Do you have an understanding of the on-going violence and trauma that is part of the structure of colonialism?



<https://images.app.goo.gl/PCZvuxGrQjKFDsZY8>

Intentions

What we're doing together today:

- Feel a **relational**, Indigenous-led learning moment
- Hear **key lessons** from the ECE-Indigenous Stream
- Offer accessible **Reconciliation strategies**

Indigenous-led Learning Moment

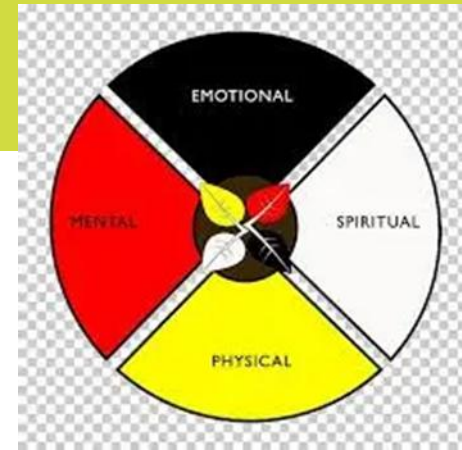
Pelts & Drums – Teaching from Barb



Reflect on experience

Reflective Questions:

- What emotions, memories, or sensations did I notice in my body as I experienced the pelts or heard the drum?
- What assumptions or habits might I need to unlearn in order to receive Indigenous cultural teachings with humility and respect?
- What responsibilities come with being present for cultural teachings that were not meant for ownership, but for relationship?
- How do I differentiate between learning *about* culture and entering into relationship *with* community?

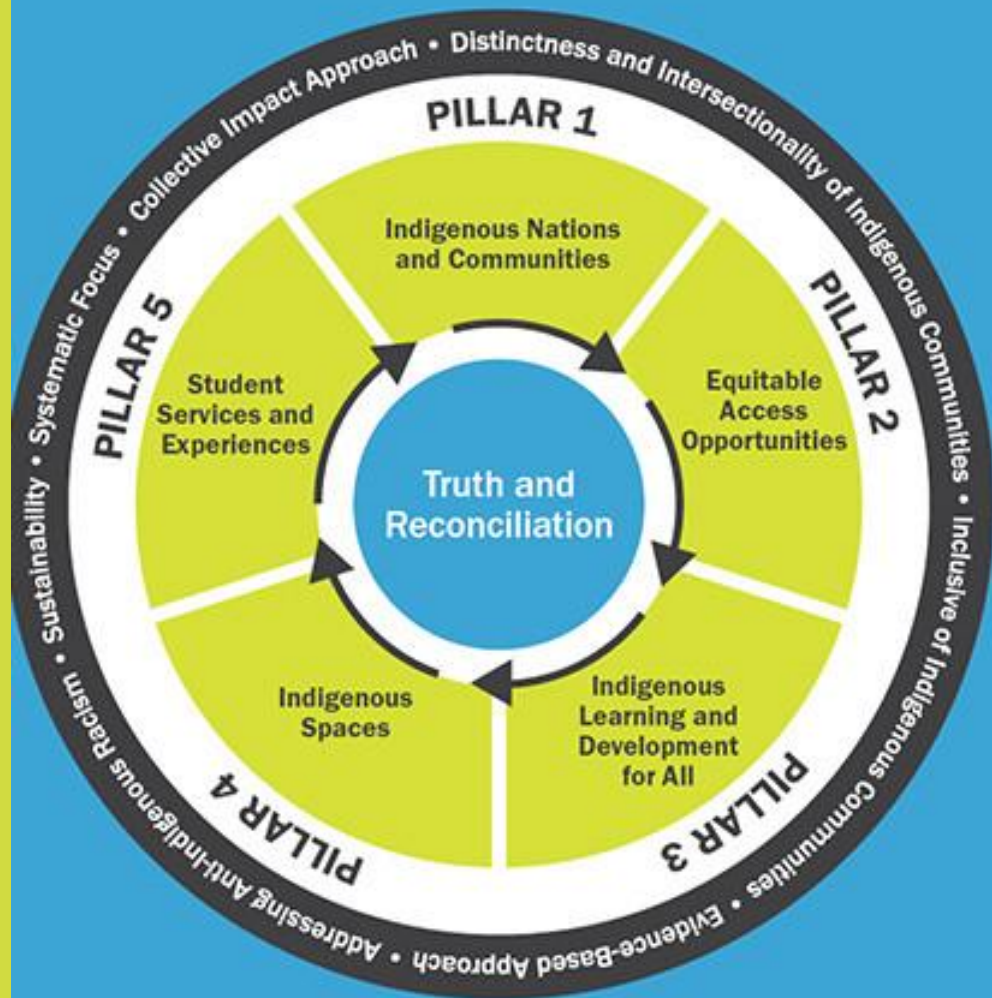


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ECE-Indigenous Stream

Centennial College's ECE-Indigenous Stream

- Fully funded two-year program for Indigenous learners
- Partnerships with Native Child and Family Services of Toronto and Dnaagdawenmag Binnoojiiyag Child & Family Services (DBCFS)
- Part-time format: evenings and weekends
- Integration of Indigenous worldviews in curriculum and training
- Commitment to culturally responsive early childhood education



Slow Curriculum – Working at the Pace of Relationships

- Relationships move slower than institutional timelines
- There are many Nations—our curriculum must reflect the people we are working with.
- Responsive relationships mean responding to where learners are, and what they've experienced.
- We prioritized listening, presence, and flexibility over rigid content delivery.

“We are graduates, not survivors”

Embedded supports - wrap-around, not add-on

- Scheduling
- Transportation
- Child care/Family Supports
- Financial
- Indigenous Spaces



The Basket Room

Source: <https://www.centennialcollege.ca/about-centennial/innovation-inclusion-reconciliation-and-healing/a-building/basket-room>

Indigenous Classrooms



Source: <https://www.centennialcollege.ca/about-centennial/innovation-inclusion-reconciliation-and-healing/a-building/indigenous-classrooms/>

Community Co-Leadership – not consultation after the fact

- Co-create with communities
- Placements



Reconciliation Strategies

Where do I Start?

- Starts with self-reflection - Reflect on your understanding of Indigenous histories and colonization
- Research & Learning:
 - [Truth and Reconciliation Commission of Canada](#)
 - [United Nations Declaration on the Rights of Indigenous Peoples](#)
 - [National Inquiry into Missing and Murdered Indigenous Women and Girls](#)
 - [Jordan's Principle](#)
- Attend workshops & Pow Wows

What Can I Shift in my Teaching?

Reconciliation	Decolonization	Indigenization
Acknowledge Harm	Shift Power	Centre Indigenous Knowledge
TRC Calls to Action	Reframe Curriculum	Relational, Land-Based Learning
Begin Relationship	Dismantle Structures	Community-Led, Holistic

How do I build real relationships with community?

- Start with listening, not asking
- Show up consistently (not just when you need something)
- Ask: “How can I support your priorities?”
- Compensate time, knowledge, presence
- Follow community protocol and timelines
- Reflect on your readiness—don’t outsource the work of unlearning
- Relationship > transaction

“Nothing about us, without us”

Call to Action!

What's one shift I'm ready to make?

Come into this work with humility, not urgency

Questions?