



Cultural Sensitivity Training

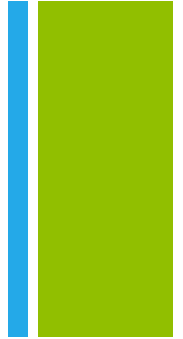


Amy Farrell-Morneau & JoJo Guillet
2012/2013 School Year

+ Fabulous (paraphrased) Quote!

Can we talk of understanding until there is understanding of hearts and minds? Unless you have this, you have only a physical presence, and the walls between us are as high as the mountain range.

~ Chief Dan George



Contents

1. Ontario FNMI Education Policy Framework

2. Understanding structures of First Nations
Governance

3. Exploring Our Lens
Perceptions
Connecting back to self

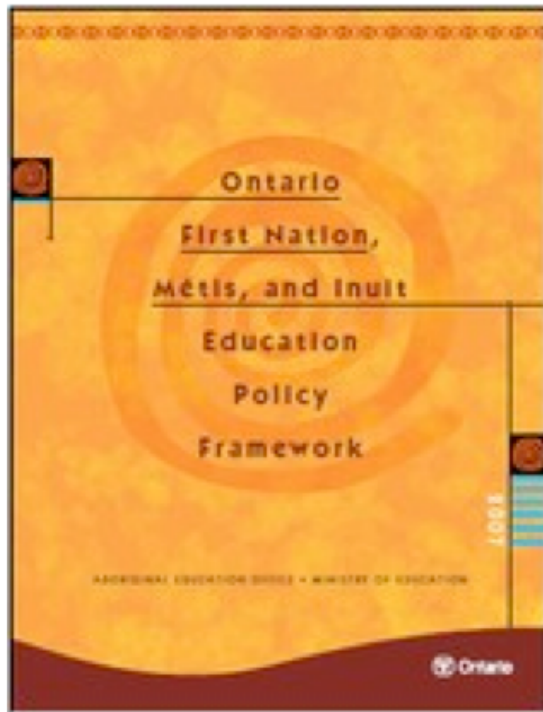
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4. Cultural Competency

5. Feedback Form and Teacher Form (if applicable)



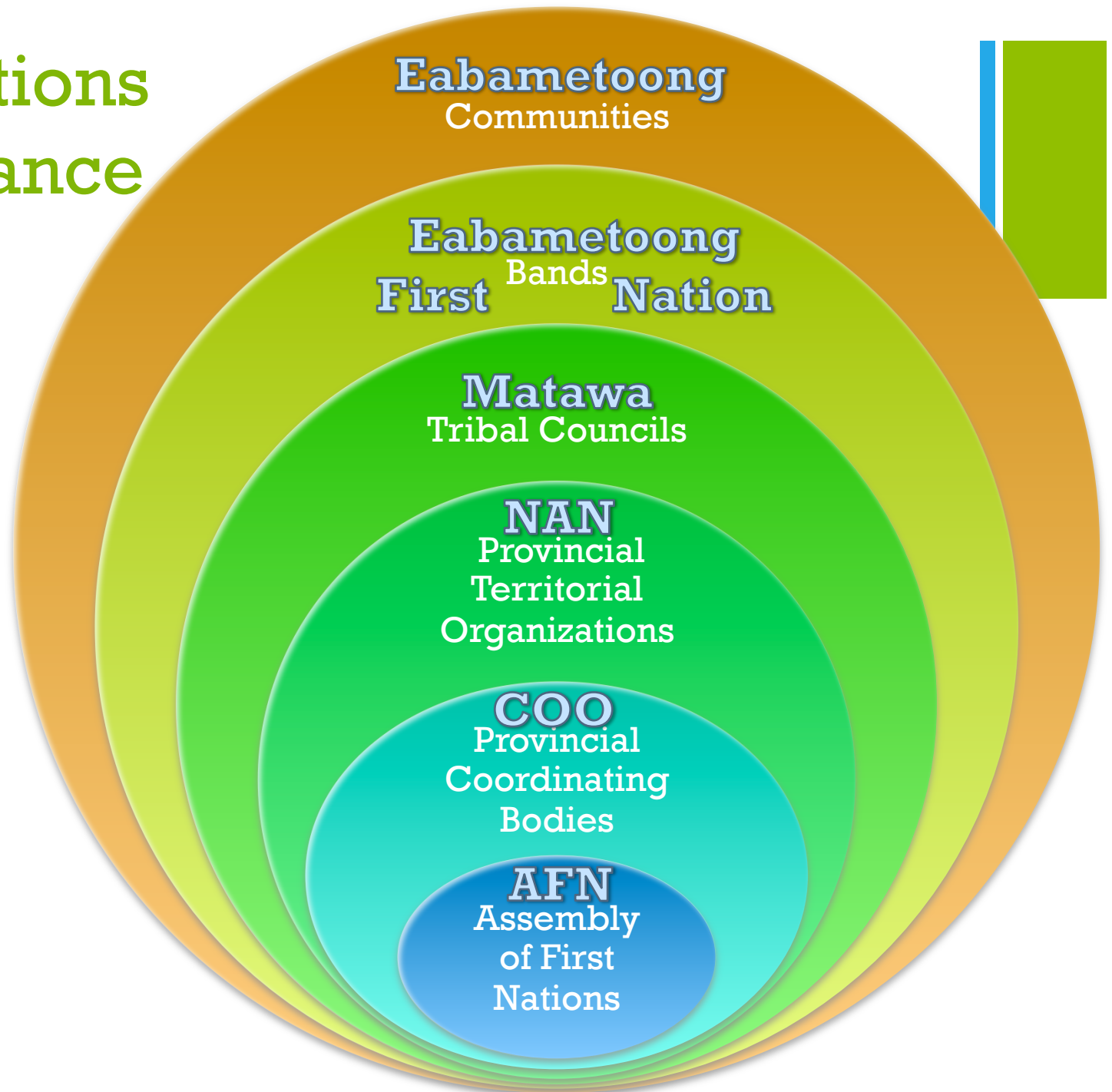
Ontario First Nations, Métis, and Inuit Education Policy Framework



3.1 Build educational leadership capacity and coordination.

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3.2 Build capacity to support identity building, including the appreciation of Aboriginal perspectives, values, and cultures by all students, school board staff, and elected trustees.

First Nations Governance



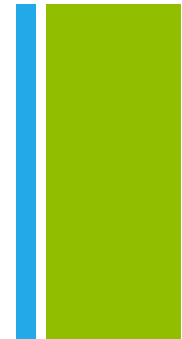
+ Hierarchy of Chiefs



+ First Nations Governance

Nishnawbe Aski Nation (NAN)

- Represents the legitimate, socioeconomic, and political aspirations of its First Nation members of Northern Ontario to all levels of government in order to allow local self-determination while establishing spiritual, cultural, social, and economic independence.
- 49 communities in NAN
- 45,000 people – on and off reserve
- James Bay Treaty No. 9 and Ontario's portion of Treaty No. 5.
- Two-thirds of the province of Ontario or 210,000 square miles.
- The people traditionally speak three languages: Cree in the east, Oji-Cree in the west, and Ojibwe in the central-south area.



+ First Nations Governance

Document – Copies provided per school

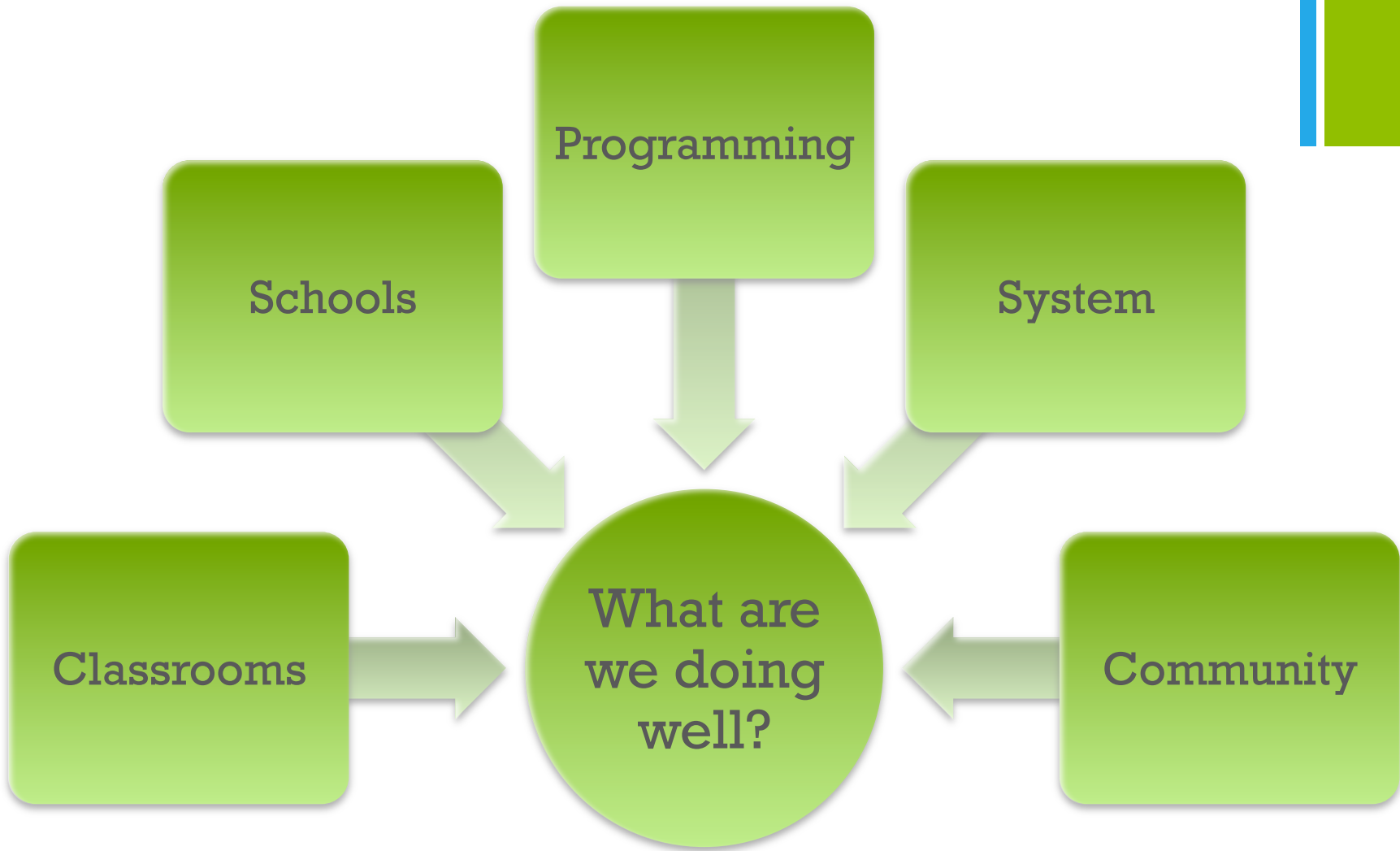
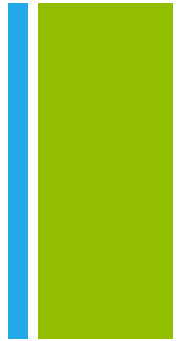
“First Nations Governance in Ontario: A Guide to Provincial Coordinating Bodies, Provincial Territorial Organizations, and First Nations Communities”

Available on LPS website:

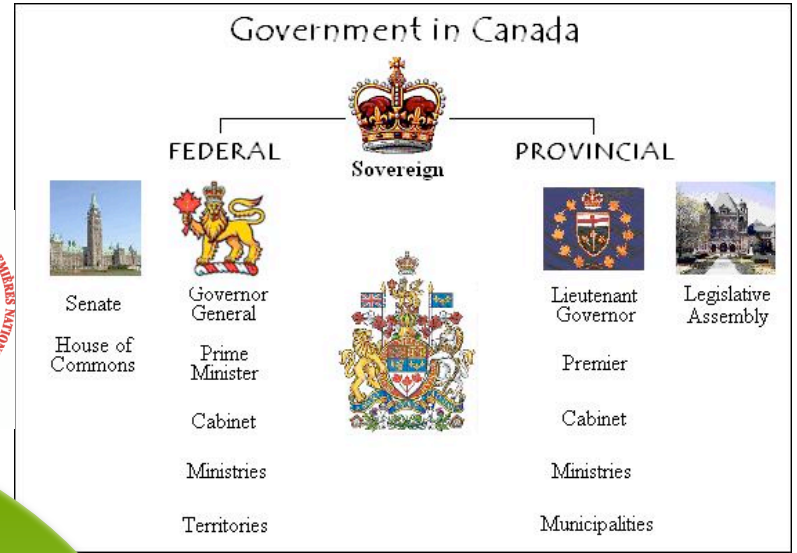
- Aboriginal Education
- Resources (on left side bar) and scroll to bottom
- www.lakeheadschoools.ca/aboriginaleducation/resources

A keyhole-shaped cutout in a textured, brownish surface. The cutout has a gradient background that transitions from dark blue at the top to green at the bottom. Inside the cutout, there is a quote in orange, bold, sans-serif font.

**People who
look through
keyholes
are apt
to get
the
idea
that
most
things
are
keyhole
shaped.**



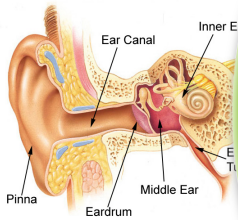
+ Exploring Our Lens



Relationships
between
Federal
Government
and First
Nations
Governance



Exploring Our Lens



First Nation Communities



+ Exploring Our Lens

First Nation
Communities

PLACE

- Perceptions of Place
- How do we feel about this place?

EMOTIONS

- Perceptions of Self
- What do students feel when we assign our feelings to their place?

BEHAVIOURS

- Derived from Emotions
- How are students affected?
- What are their emotions?
- What are their behaviours?

+ Definitions and Perceptions



BIAS: Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

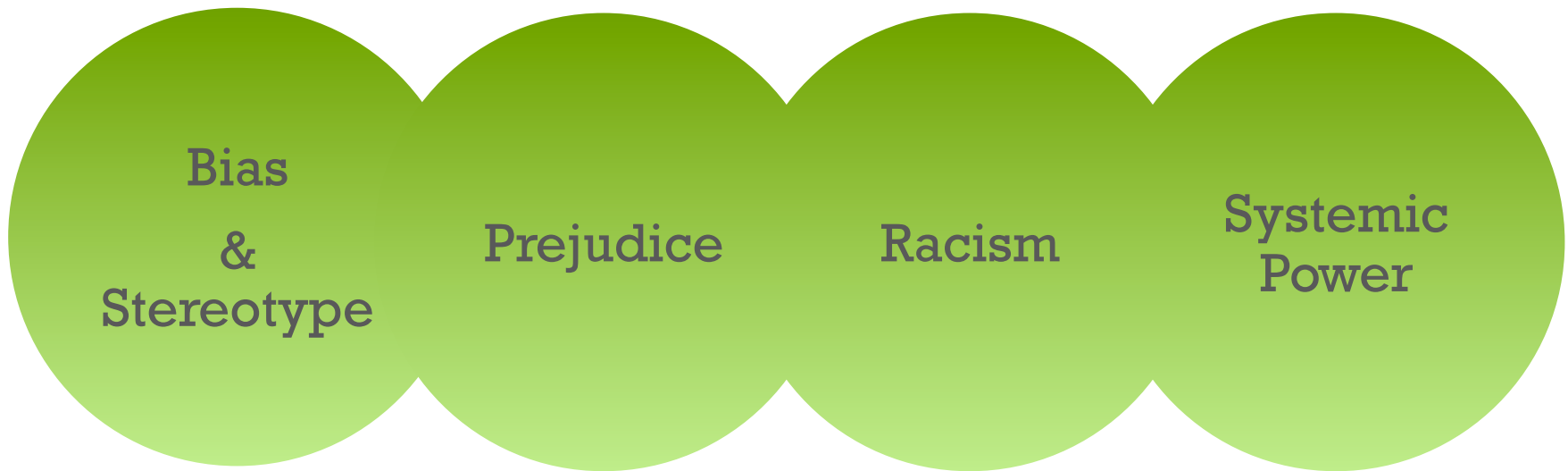
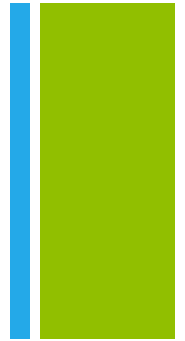
STEREOTYPE: A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

PREJUDICE: Preconceived opinion (bias/idea) about a person or group of people that is not based on reason or actual experience.

RACISM: The belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.

SYSTEMIC POWER: A combination of cultural and institutional power that results in the ideas, identities, norms, preferences and worldviews of one group dominating society both consciously and unconsciously. A group has systemic power when they possess control and decision-making of all major institutions of society, including, but not limited to, businesses, government, education, police, military, social services, health care, religion and media. Systemic power is normally associated with the largest majority of people who are assigned privilege.

+ Definitions and Perceptions



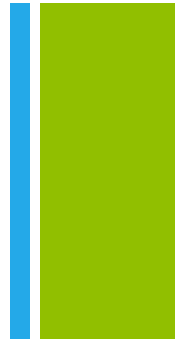
Develop awareness and understanding
Accepting differences
Create an inclusive culture with dignity and respect

Equity & Inclusion Working Group Website (LPS)

+ Fabulous Quote

The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.

~ Chimamanda Ngozi Adichie



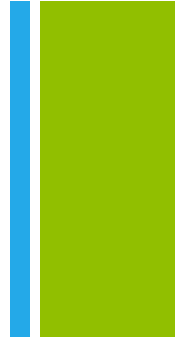
+ Exploring a New Lens

Aboriginal Role Model ... Looking for New Descriptors

- Ashley Kechego-Nichols is from Chippewas of the Thames First Nation in Ontario. She is a resilient woman who has turned her life around and now leads a healthy and positive lifestyle. With the support of her family, her mentors, her cultural traditions and the sport of Muay Thai, she has been able to persevere and find purpose in life.
- Ashley is an accomplished combat athlete and practices boxing, Muay Thai Kickboxing, Brazilian Jiu-Jitsu, and Olympic weight lifting. At 25 years old, she is a member of the CASK K1 Canadian National team. Ashley recently represented Canada and earned gold at the Muay Thai Championships in Bangkok, Thailand.
- She aspires to share her story with Aboriginal youth. Her message to them is: “Through dedication, determination and with inspiration to dream, anything you strive for can become possible.”

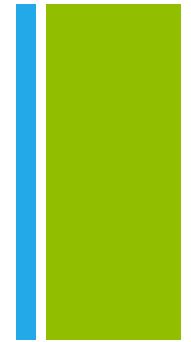
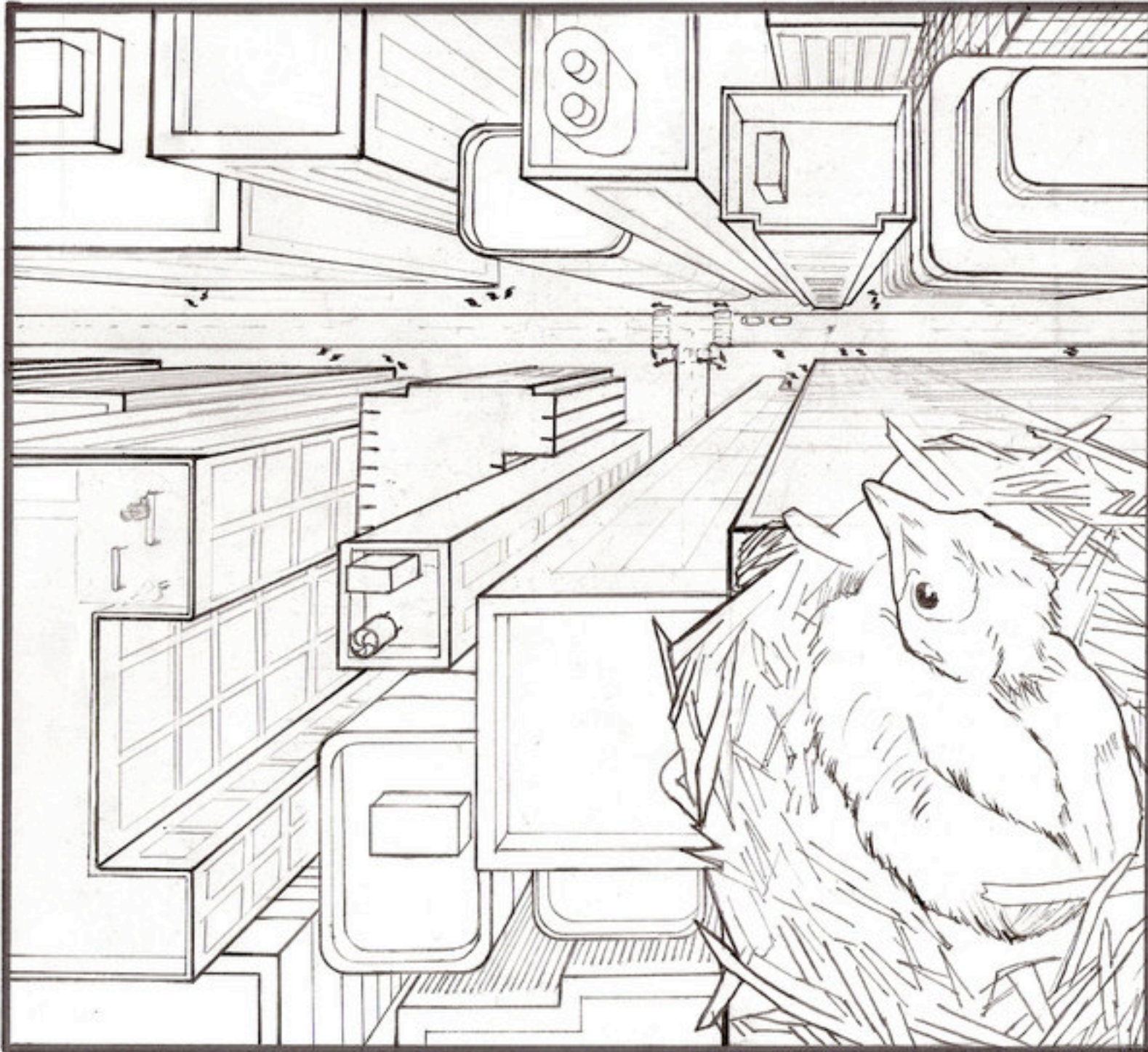


+ Exploring a New Lens



- Separating Stereotypes that create negative Bias'
- The strengths of students in our classrooms
- Separating behaviour from the stereotype



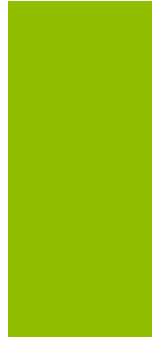


Everything
we see is a
perspective,
not the truth.
~ Marcus
Aurelius

+ Cultural Competency

Definition

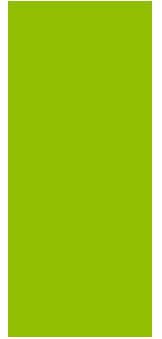
Refers to a set of congruent behaviours, attitudes and policies that enable organizations such as schools to work effectively in cross/multi-cultural situations.



+ Cultural Competency

What does it look like...?

- For individuals: Involves actively seeking advice and consultation and a commitment to incorporating new knowledge and experiences into a wider range of practice. Being confident in oneself and comfortable with others.
- For schools: School efforts require coordinated, intentional planning, implementation and evaluation.



+ Cultural Competency

A Process

*Don't be afraid to have
a sense of humour!*

Learn

- Read literature from other cultures
- Identify your own values, beliefs and assumptions, biases and stereotypes
- Familiarize yourself with core cultural elements

Inquire

- Ask questions
- Dig deeper
- Show a willingness to learn
- Do not judge or interpret – verify
- Speak clearly
- Take risks to understand

Avoid Polarization, Find Middle Ground

- Seek other options or points of view
- Understanding other perspectives

Avoid Arguing and Defending

- Unnecessary to defend your point of view
- Agree to disagree
- Be patient and flexible

Show Empathy and Understanding

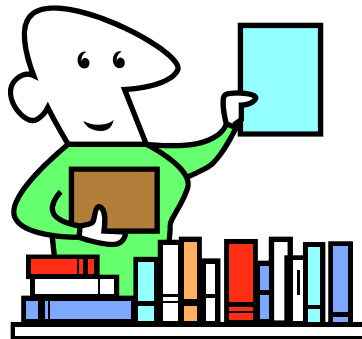
- Listen to words and feelings
- Acknowledge and validate powerful emotions
- Develop a relationship of trust
- Create welcoming environment

+ Community Agencies & Services

Reference handout – Copies provided per school

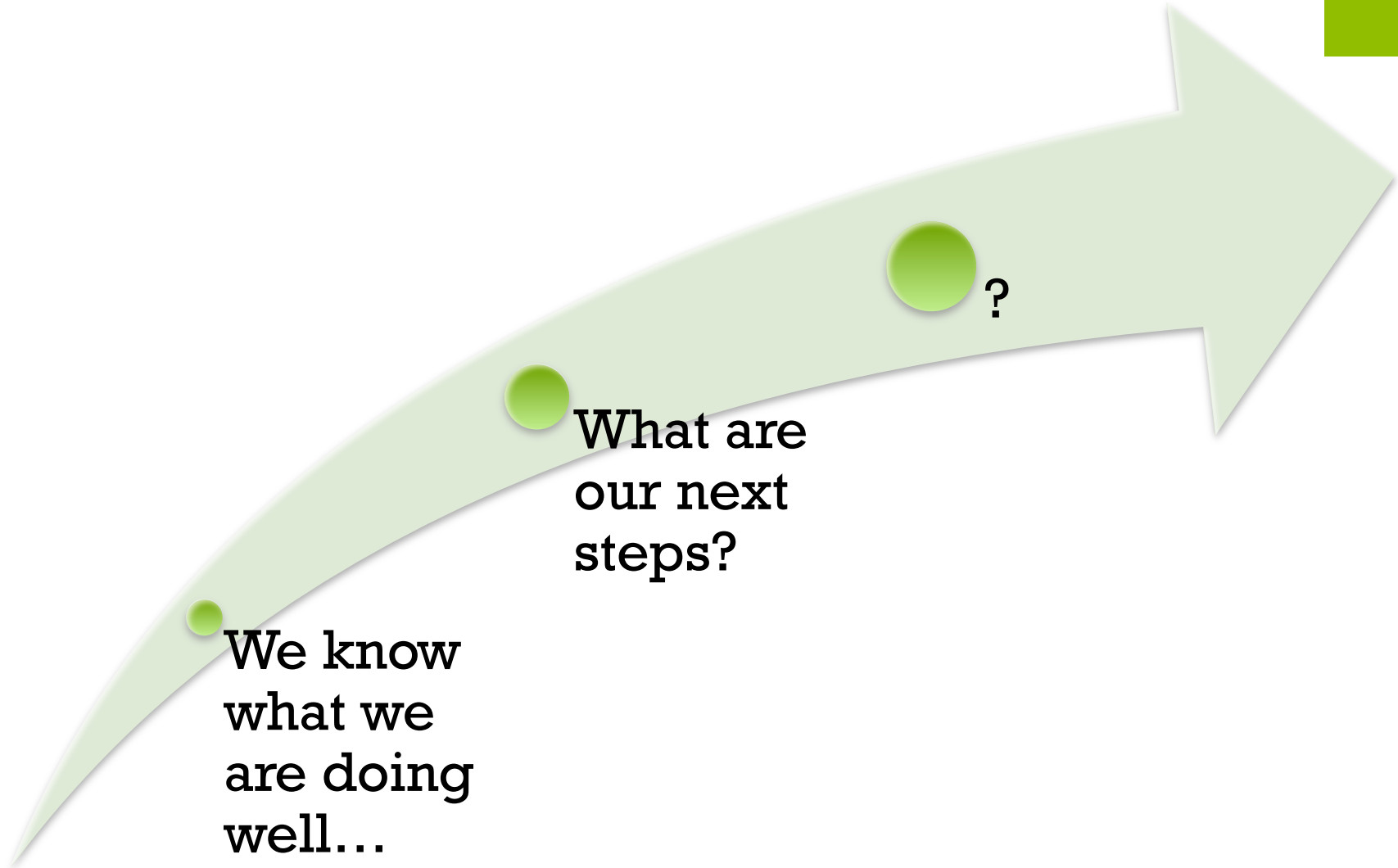
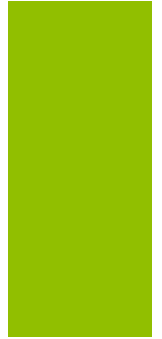
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+ Exploring a New Lens

What would best support your school community?



We know
what we
are doing
well...

What are
our next
steps?

?

+ Miigwetch!

Please,
don't forget to complete
your feedback form before you leave!



Presented by Amy Farrell-Morneau and JoJo Guillet

Lakehead Public Schools

