

Session 3

Tracking the Legacy of the TRC Calls: Language and Culture

Please use these guiding questions to support conversations with your colleagues.

- Discuss why it is important that Indigenous peoples have control over their own cultural practices, and give examples of where this control has been violated and what's happened as a result of the control being violated. How is your school supporting building authentic relationships and learning about Indigenous cultural practices, as well as those from other groups?
- How does the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) seek to protect culture? Why is it important that students and staff understand this declaration and what does it look like in action?
- Discuss the value of linguistic diversity in Canada. Why is it important that students and educators appreciate this diversity? How might linguistic diversity be honoured and included in culturally relevant and responsive pedagogy (CRRP)?
- What is the cultural value of Indigenous languages to Indigenous communities? Explore the value of languages politically, socially, economically, and for health and identify ways in which this can be integrated through the curriculum.
- Discuss how the Calls to Action related to language and culture are some of the most important Calls to Action from the Truth and Reconciliation Commission. How does this promote mutual respect and intercultural understanding amongst your school community (staff, students, families)?

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Featured Nelson Resources:

Handout and Linked Resources Connected to this Series:

<https://edwin.app/resources-articles/niigaan>

Language and Culture Choice Board in Edwin:

<https://go.edwin.app/reader/27095>

Resources:

Towards a New Beginning: A Foundational Report for a Strategy to Revitalize First Nation, Inuit and Métis Cultures; Report to the Minister of Canadian Heritage by the Task Force on Languages and Cultures (2005):

<https://www.afn.ca/uploads/files/education2/towardanewbeginning.pdf>

Final Report of the Royal Commission on Aboriginal Peoples (1996):

<https://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/royal-commission-aboriginal-peoples/Pages/final-report.aspx>

Guide to the Canadian House of Commons – (page 11: How a Bill Becomes Law: The Legislative Process) (2016):

https://learn.parl.ca/sites/Learn/default/en_CA/Guide-to-the-Canadian-House-of-Commons

Indigenous Languages Recognition, Preservation and Revitalization; A Report on the National Dialogue Session on Indigenous Languages (2016):

<https://fpcc.ca/resource/indigenous-languages-recognition-preservation-and-revitalization-a-report-on-the-national-dialogue-session-on-indigenous-languages-2016-english/>

United Nations Declaration on the Rights of Indigenous Peoples:

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

International Year of Indigenous Languages 2019:

<https://en.iyil2019.org/>

United Nations Decade of International Indigenous Languages:

<https://documents-dds-ny.un.org/doc/UNDOC/GEN/N19/389/49/PDF/N1938949.pdf?OpenElement>

Yukon Languages Act 2002:

<https://laws.yukon.ca/cms/images/LEGISLATION/PRINCIPAL/2002/2002-0133/2002-0133.pdf>

Manitoba Aboriginal Languages Recognition Act 2010:

<https://web2.gov.mb.ca/laws/statutes/ccsm/a001-5e.php>

Northwest Territories Official Languages Act 1988:

<https://www.justice.gov.nt.ca/en/files/legislation/official-languages/official-languages.a.pdf>