

The Effect of a Community of Teachers Doing the Unsettling Work of Treaty Education in Rural Saskatchewan Classrooms

Thursday 5 August 2021 - Parallel Session 4 - 11.30am to 12.30pm (GMT+1)

GRANT - Developing Cultural Responsiveness

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Treaty Education has been mandatory for K-12 students in Saskatchewan for over a decade, yet many teachers still struggle with how to best implement it in their classrooms. Part of the reason for this struggle is that many teachers attempt to teach the content or facts about the numbered treaties without digging deeper to understand what it means to be a Treaty neighbor or Treaty partner. Primarily qualitative research methods, including intensive interviewing of participants before, during and after a series of collaborative learning sessions has provided longitudinal data as participants progressed through the study. Built into these interview questions, self-determined and self-scored quantitative data has provided additional insight into perceived growth of participants over time. Investigating the impact of developing a community of rural educators to take up the deep work of Treaty Education, focusing on unpacking our identities in relation to Treaty, learning the Treaty stories of our communities, and reflecting on our Treaty responsibilities has been the focus of this project. This has been accomplished through deepening our understandings of settler colonialism and the harm embedded in settlers' historical and contemporary relationship with Indigenous peoples.