



uOttawa

Faculté d'éducation

Faculty of Education

Indigenous Strategic Action Plan

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Michael Harrison

VISION

We strive to co-create values, policies, partnerships, and initiatives that prioritize different First Nations, Inuit, and Métis ways of being, knowing, language revitalization, relations with the land, kin, and each other.

VALUES

1. Reciprocity and respect:

- Create, support and maintain welcoming environments rooted in ethical relationships, safety and upliftment of Indigenous students, staff, community members and knowledge systems.
- Promote First Nations, Inuit and Métis ways of knowing and being in all services, research and teaching programs.
- Foster culturally respectful Indigenous research protocols and practices
- Fulfilling our responsibilities as faculty through meaningful reciprocal relationships.

2. Self-determination and Indigenous rights:

- Recognize that First Nations, Inuit and Métis communities and individuals require a choice and a voice at the University of Ottawa's Faculty of Education.
- Foster collaborative arrangements, professional learning, research, leadership opportunities and community service in education.
- Support First Nations, Inuit and Métis rights within the university's Faculty of Education, education systems and society at large.

3. Ethical relations:

- Enact relational responsibilities to address ongoing settler colonialism and associated systemic barriers for First Nations, Inuit and Métis. Involve all types of staff.
- Create, support and sustain anti-colonial, anti-oppressive, intersectional and





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harm reduction policies and initiatives that build on the various reports and declarations of rights of Indigenous Peoples.

- Build awareness of the promotion of an educational and political commitment to the valorization of the various contributions and excellence put forward by First Nations, Inuit and Métis communities and individuals.

4. First Nations, Inuit and Métis Mental Health and Well-Being:

- Recognize the expanded workload of Indigenous staff and students.
- Prioritize mental health supports, holistic well-being, and equitable sustainability, and ensure equitable job stability for those mandated to educate non-Indigenous colleagues on Indigenous issues and racisms.
- Ensure that those who contribute to this educational task are fairly and appropriately remunerated.

5. Meaningful Partnerships and Community Engagement:

- Co-create, co-support and co-maintain land-based experiential learning community relationships on partnerships and engagement programs.
- Value Indigenous traditional knowledges, languages, ways of knowing and being.
- Commit to raising awareness in our community, and taking action within our sphere of influence

by recognizing the Truth Reconciliation Commission's 94 Calls to Action.

6. Sustainability of our relationship with the land, its custodians, their cultures and languages:

- Support and sustain the revitalization of Indigenous languages in collaboration with First Nations, Inuit and Métis communities through the promotion, reclamation, restoration, revitalization, and teaching of Indigenous languages both inside and outside of our Faculty of Education.
- Support and sustain healthy relationships with the land through Indigenous languages.
- Support research and language revitalization programs among Indigenous faculty, staff and students located inside and outside the Faculty of Education.

7. First Nations, Inuit and Métis Excellence

- Commit to co-facilitating different educational programs and research initiatives that seeks to support future First Nations, Inuit and Métis teachers, education leaders and researchers.

PRIORITIES

The priorities are not listed in order of importance or rank. Ensure, where possible, each of our priorities align with the University of Ottawa Indigenous Strategic Action Plan.

1. Create 1st and 2nd cycle programs and courses for First Nations, Inuit, Métis and international Indigenous students.
 - Offer specific courses and programs of 1st and 2nd cycles in our English and French education programs: MA, M.ED. and Ph.D.
 - Create, support and sustain transitional programs at all cycles (secondary, 1st and 2nd cycles).
2. Enhance opportunities for all (students, staff) to engage in First Nations, Inuit and Métis centered learning in the community, territory or faculty with Elders, Knowledge Keepers and/or community leaders in person
3. Collaborate with the Institute of Indigenous Research and Studies and Indigenous Affairs to create, sustain and support language programs as part of all of our education and community service programs.
4. Create policies and organizational culture that recognize the expanded workload of Indigenous faculty members.
5. Enhance Indigenous student recruitment for undergraduate and graduate admissions.
6. In collaboration with the Institute for Indigenous Research and Studies, Indigenous Student Centre, support the creation, sustainability and marketing of accessible undergraduate and graduate scholarships and bursaries.
7. Establish a First Nations, Inuit and Métis community partnership and engagement committee and/or a representative (alumni) who sits on various boards and/or governance committees of the Faculty of Education. (These committees would be comprised of students, University Indigenous Student Association, education leaders, Knowledge Keepers, Elders and/or Survivors).



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8. Develop and enhance our capacity to co-create and support Indigenous epistemologies, conceptual frameworks, Indigenous research methodology, and mentorship of research assistants.
9. Create or integrate existing protocols of positionality and appropriation of the university in ethics and research, teaching and services.

STRATEGIC ACTIONS

Programs

Priorities

1. Create undergraduate and graduate programming and courses for First Nations, Inuit, and Métis and other international Indigenous students in our undergraduate and graduate programs. Ensure courses and specific undergraduate and graduate programs are available for Indigenous and non-Indigenous students in our Anglophone and Francophone Teacher Education, MA, M.ED. and Ph.D. programs.
 - Create, support, and sustain, transitional programming for high school, undergraduate, and graduate students.
2. Enhance opportunities for First Nations, Inuit, and Métis-centered learning for students, staff and any research initiatives related to the Indigenous world.
3. Collaborate with the Institute of Indigenous Research and Studies to create, sustain, and support language programming in all our programs and services.

Strategic actions

1. Ensure the viability of our Anglophone Indigenous Teacher Education Program.
2. Create Indigenous Teacher Education Programming that can be offered urban First Nations, Inuit, and Métis students.
3. Review our Francophone and Anglophone programs and course descriptions with community members to ensure that they reflect and include First Nations, Inuit, and Métis perspectives, histories, contemporary issues, contributions, and rights.
4. In collaboration with community, begin process of creating undergraduate and graduate programming in collaboration with other Faculties and Departments at the University of Ottawa.
5. Create Indigenous Excellence, Truth, and then Reconciliation Education Programming.



SERVICES AND COMMUNITY PARTNERSHIP OUTREACH

Priorities

1. Create 1st and 2nd cycle programs and courses for First Nations, Inuit, Métis and other international Indigenous students. Ensure that specific 1st and 2nd cycle courses and programs are available to all in English and French in our Teacher Education and Teacher Education programs, and in graduate programs.
2. Improve First Nations, Inuit and Métis learning opportunities for students, staff, and any research initiatives related to the Indigenous world.
3. Create or integrate existing protocols for university positionality and ownership of ethics and research, teaching and services (e.g., in the various existing teaching and learning guides for graduate studies, undergraduate studies, research and ethics grant applications, and resources available at the Faculty of Education Resource Centre).

Strategic actions

1. Establish and maintain good relations with the various communities of the host Algonquin Nation and other First Nations, Inuit and Métis communities living within and outside the traditional territories on which the campuses and premises of the University of Ottawa are located.
2. Establish recruitment and intake procedures, support and corridors. Support local high schools, CEGEPs and colleges for First Nations, Inuit, and Métis students. Create scholarships for students.
3. Establish relationships with various First Nations and Inuit education authorities (Cree School Board, Anishinabek Education, Inuit Tapiriit Kanatami, etc.).
4. Co-create research services tailored to the specific needs of community partners and First Nations, Inuit and Métis researchers by building capacity and frameworks. Develop promising practices for the management and infrastructure of such Partnership Grants for community-led research projects.



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Bonnie Findley

5. Establish an Elders in Residence program.
6. Work with the Partnership and Engagement Committee to review financial services and procedures related to research grants and reimbursement for Elders, Knowledge Keepers and community partners. Establish timely and respectful protocols for the reimbursement of Elders, Knowledge Keepers and community partners.



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Lisa Howell

WORK PLACE CLIMATE

Priorities

1. Create undergraduate and graduate programming and courses for First Nations, Inuit, and Métis and other international Indigenous students in our undergraduate and graduate programs. Ensure courses and specific undergraduate and graduate programs are available for all in our Anglophone and Francophone Teacher Education, MA, M.ED. and Ph.D. programs. Create, support, and sustain, transitional programming for high school, undergraduate, and graduate students.
2. Enhance opportunities for First Nations, Inuit, and Métis-centered learning for students, staff and any research initiatives related to the Indigenous world.
3. Create policies and organizational cul-

ture that recognize the increasing workload of Indigenous faculty.

4. Collaborate with the Institute of Indigenous Research and Studies to create, sustain, and support language programming as part of our professional learning programs, undergraduate and graduate programs, research, and service engagement with different Indigenous communities.

Strategic actions

1. Establish welcoming spaces on the website and in our Learning Resource Centre, Foyer of Faculty, admissions offices, lab spaces, and classrooms.
2. Recognize labour and additional workload. Examine hiring policies.
3. Establish culturally specific mental health and well-being supports.
4. Create opportunities for trauma-informed pedagogies in relation to acknowledging strengths, resilience, and resurgence of First Nations, Inuit, and Métis communities.

RESEARCH

Priorities

1. Improve First Nations, Inuit and Métis learning opportunities for students, staff, and any research initiatives related to the Indigenous world.
2. Developing and enhancing our capacity to co-create and support Indigenous epistemologies, conceptual frameworks, research methodology and mentorship of research assistants.
3. Create and/or embed existing university positionality and appropriation protocols in relation to ethics and research, teaching, and service (e.g., within the different existing teaching and learning guides for graduate studies, undergraduate studies, research grant and ethics applications, and resources available at the faculty of education resource centre).

Strategic Actions

1. Increase capacity to establish and sustain First Nations, Inuit, and/or Métis research activities.
2. Create, support, and sustain Indigenous approaches to research and building community.
3. Support, create, and sustain Indigenous Research Excellence in the Faculty of Education.
4. Ensure we have accountability mechanisms for reporting back to Algonquin First Nations host community and other First Nations, Inuit, and Métis community partners.
5. Work with our First Nations, Inuit, and/or Métis partner communities and school boards to identify community/school needs and opportunities that have not been identified in the past.

STUDENT EXPERIENCE

Priorities

1. Create undergraduate and graduate programming and courses for First Nations, Inuit, and Métis and other international Indigenous students in our undergraduate and graduate programs. Ensure courses and specific undergraduate and graduate programs are available for Indigenous and non-Indigenous students in our Anglophone and Francophone Teacher Education, MA, M.ED. and Ph.D. programs.
2. Create, support, and sustain, transitional programming for high school, undergraduate, and graduate students.
3. Enhance opportunities for First Nations, Inuit, and Métis-centered learning for students, staff and any research initiatives related to the Indigenous world.
4. Collaborate with the Institute of Indigenous Research and Studies to create, sustain, and support language programming in all our programs and services.

Strategic actions

1. Ensure First Nations, Métis and Inuit students feel and see the diversity of their lived experiences represented in the physical space, different programs, and their respective curriculum. Ensure that such representations do not reproduce a pan-Indigenous perspective.
2. Create, support, and sustain Indigenous excellence with community, using circles and on the land experiences.
3. Establish professional learning opportunities for Indigenous and non-Indigenous students to learn with and from different First Nations, Métis, and Inuit communities here in Ottawa and elsewhere.
4. Create several different scholarship and funding opportunities for First Nations, Inuit, Métis students.



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Nicholas Ng-A-Fook*



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