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# TREATY EDUCATION

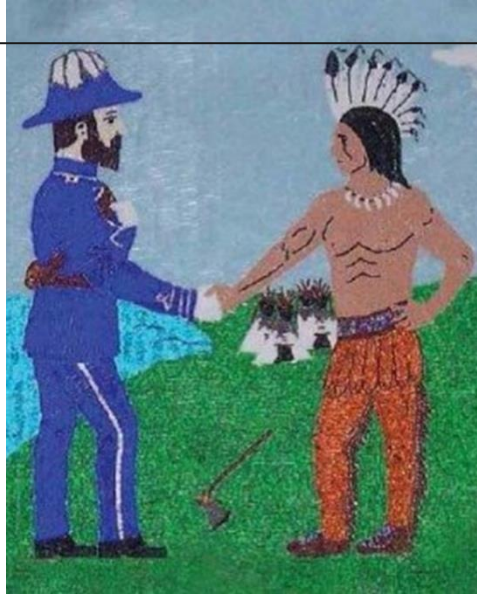
A Retrospective

Connie Wyatt Anderson  
Treaty Education Lead

How did we get here ?

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# TREATY RELATIONS COMMISSION OF MANITOBA

- Research
- Facilitation
- Public Education



# GOAL:

A Kindergarten to Grade 12 program that aims to embed the knowledge, skills, and attitudes central to understanding Treaties and the Treaty relationship into provincial curricula.



## June 2005

- **Created as a neutral body by an Order-in-Council between AMC and INAC**
- **Mandated in three areas:**
  - Research
  - Facilitation
  - Public education

## 2009-10

- **Treaty Education Initiative (TEI)**
- **Development process:** Conceptualizing Treaty education with Elders Council, drafting, vetting, piloting, implementing with partners and collaborators
- **Five Year Plan:** Grades 5 and 6, K-4, 7-12

## 2017-18+

- **Expanding partnership:** provincial and national levels
- **Ongoing TEI training**
- **Development:**
  - Post secondary course
  - High school course for Grade 12 graduation
  - Online student resources
  - Public education initiative

## 2014-15

- **New K-12 teacher resources available to classrooms across Manitoba**
- **Treaty Education Kit K-12**
- **Ongoing TEI Training**
- **Full implementation of K-12**
- **Treaty education Sept. 2014**

In **June 2015** the TRC Calls to Action were released.

- 10.VII -- We call on the federal government to draft new Aboriginal education legislation ... [which] would include a commitment to sufficient funding and would incorporate the following principles: vii. Respecting and honouring **Treaty relationships**
- 45.II -- Renew or establish **Treaty relationships** based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
- 62.I -- Make age-appropriate curriculum on residential schools, **Treaties**, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.

## 2018-19

- By 2017, all provincial school divisions have sent at least one educator to a two-day Treaty Education session.
- All training sessions have been on demand as requested by school divisions,
- Continued development of resources for teaching and learning.

## 2019-20

- Reached a milestone by completing **one decade** of service to schools across Manitoba.
- 12 training sessions and one celebration of learning with pilot schools of the Grade 12 SIC.
- Treaty Education *Initiative* formally changed to **Treaty Education, K-12**.

## 2023-25+

- June 2023, **Treaty Education for All**, December 2025 deadline.
- **Catalyst Teacher Learning**
- **Network** created, and Manitoba Education Catalyst Lead appointed.
- Grade 12 SIC becomes a provincial option course, September 2025.
- Treaty Education e-newsletter reaches 3,200 subscribers **monthly**.

## 2020-22

- COVID-19 moved **training online**.
- Post-secondary course offered for one week in July, 2019 to 2022
- In School Support Teacher (ISST) Program.
- Continuing development of teaching resources, including map/brochure/ subdomain and 'What's Your Treaty Story' digital storymap.

# TREATY EDUCATION

## Kit



## Professional Development





# TREATY EDUCATION SUPPORTS

- Treaty Education Kit
- Professional Development: in-person, blended, and online (synchronous)
- Open-access online resources
- In-school Support Teachers
- Annual Summer Institute
- Monthly eNewsletter (3200+ subscribers)
- Grade 12 standalone course/School-Initiated Course; provincial option, 2025

How do we do this ?

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# TREATY EDUCATION TRAINING

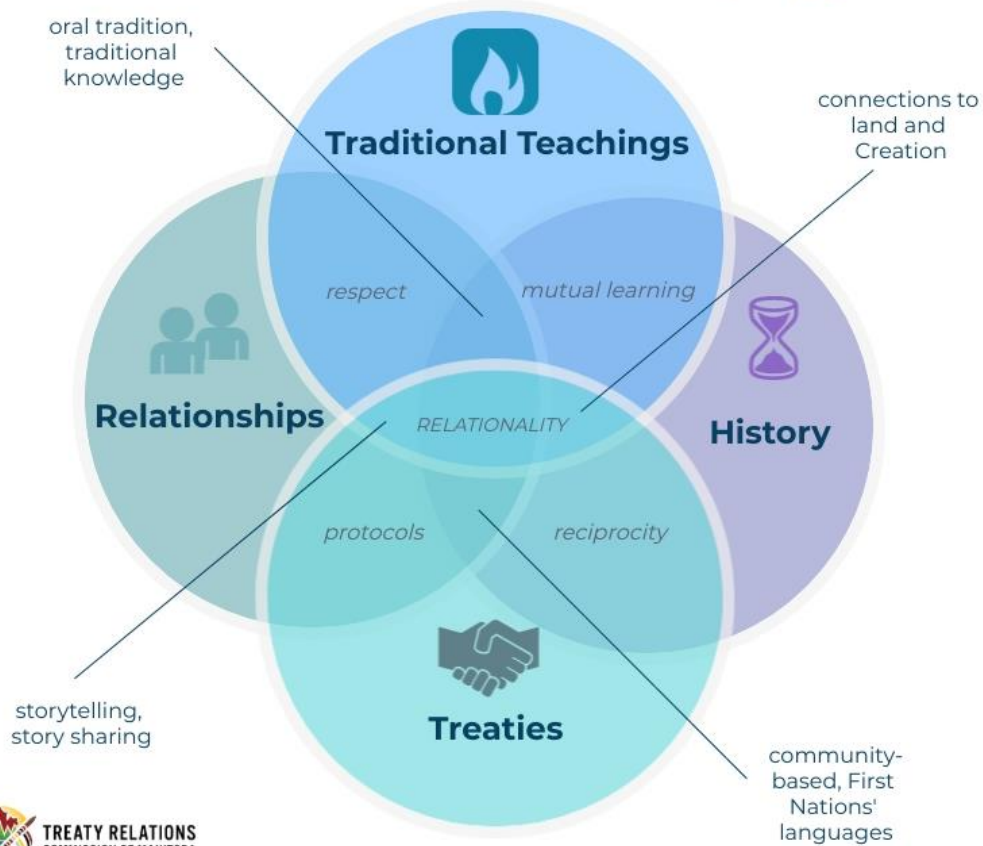
## Day 1 --- CONTEXT

- Introducing the TRCM and Treaty Education
- Historical overview of Treaties
- Contemporary understandings and issues
- Elder's perspectives on Treaties and Treaty relationships
- Localizing Treaty Education
- *Storytelling, story sharing*

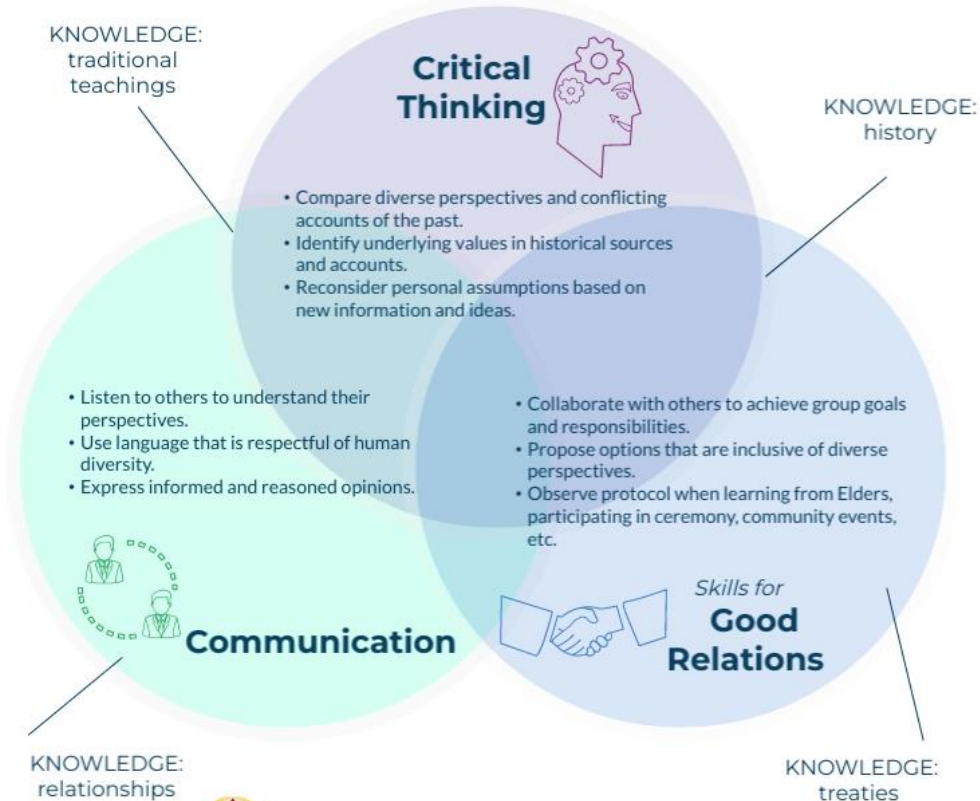
## Day 2 --- PEDAGOGY

- Connections to Manitoba curricula
- Treaty Education curricular structure
- Localizing Treaty Education
- Lesson plan demonstrations, pedagogical applications
- *Storytelling, story sharing*

# Treaty Education *Pedagogy*



# Treaty Education Skills



# Treaty Education: Classroom Approaches

## *A culture of belonging*



- A classroom that respects and weaves Indigenous and other perspectives together to create a new shared experience for all learners.
- Acknowledging that everything in the universe is part of a single whole; everything is connected in some way can shape and guide the creation of a classroom community where students, parents and other community members see themselves reflected and a vital part of the relational space.
- **“Be related, somehow, to everyone you know.”** (Ella Deloria, a Lakota teacher and anthropologist, described the spirit of belonging in Indigenous cultures with her statement.)

# Treaty Education: Classroom Approaches

## *Instructional design*



- Holistic: learners find meaning through connection to the community, the natural world and to spiritual values.
- Collaborative: create an extended family of learning to support and enrich concepts. Who else can add perspectives and enrich concepts from the community? How can students support one another in learning?
- Relational: connecting content to their personal reality through story, artifacts, personal reflection, comparative tasks, and experiential or place-based learning.
- Explore **'What's Your Treaty Story?'**

# Treaty Education: Classroom Approaches

## *Pedagogy*



- Invite sharing from other teachers, such as Elders, knowledge keepers, community members and parents.
- Use appropriate protocols when inviting Elders and knowledge keepers.
- Foster the idea that Mother Earth is a co-teacher, providing opportunities to learn from, on and with the land.
- Teach with circle processes in mind. **The circle is a place where everyone is respected, equal and safe.**

# Treaty Education: Classroom Approaches

## *Humour*

*Source: Shannon Leddy, Indigenous Education at the University of British Columbia.*



Three core pedagogical impacts.

- It has a humanizing affect, helping us to see one another more clearly, and to appreciate that we all have foibles, and areas of ourselves that require improvement.
- It is a culturally relevant pedagogy, having been used for millennia as a mechanism of social order and of upholding community values in Indigenous communities.
- It has a soothing effect, especially in the face of grappling with difficult concepts and situations and can ease the tensions that often arise in Indigenous education classrooms.
- **“When I first started getting into comedy, I noticed that humour in our community was used to soften some of the experiences of everyday life”** (Stephanie Pangowish, Indigenous stand-up comedian)

FIRST  
PEOPLES

# PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

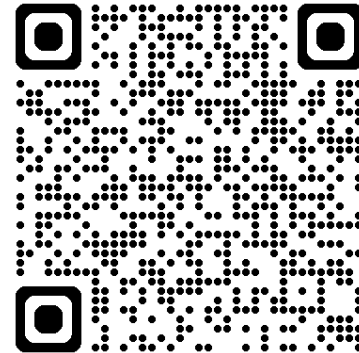
Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



*This poster, The First Peoples Principles of Learning describes a set of learning principles specific to First Peoples. These were articulated by Indigenous Elders, scholars and knowledge keepers to guide the development of the curriculum and teaching of the the English First Peoples course created by the BC Ministry of Education and First Nations Education Steering Committee in 2006/2007.*



# Treaty Education: Classroom Approaches

## *'Deep Listening'*

Definition: being fully present with another person to understand his or her experience or point of view; involves *hearing more than the words of the speaker* but taps into the deeper meaning, unspoken needs, and feelings conveyed. It is something that is done with the heart as well as the mind.

Benefits:

- Build trust and goodwill
- Deepen our understanding of others
- Learn new ideas and perspectives
- Make it safe for others to open up
- Gain accurate information for better decision-making and problem-solving
- Affirm, motivate, and empower others
- Promote personal and relationship healing
- **'Creator gave us two ears and one mouth'**



Why are we here? ?

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# 'TREATY EDUCATION FOR ALL'

June 2023

As part of *Treaty Education for All*,  
Manitoba K to 12 teachers will be  
required to complete the two-day  
training by December 31, 2025.

All other school staff are required to  
attend the first day of Treaty Education  
training.

## Treaty Education for All.

Manitoba's Plan for  
K to 12 Treaty Education



Why does Treaty  
Education matter ?

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Treaty Education is critical in Canada because it:

- fosters reconciliation,
- corrects historical misconceptions,
- and teaches that all Canadians—not just Indigenous peoples—are "Treaty People" with shared responsibilities and rights.

It informs citizens that Treaties are living agreements, not just historical documents, which shape modern land use, laws, and the ongoing relationship between Indigenous nations and other Canadians.





# What's Your **TREATY** Story?

**We all live in a Treaty area in Manitoba. Our stories unite us. We are all Treaty People.**

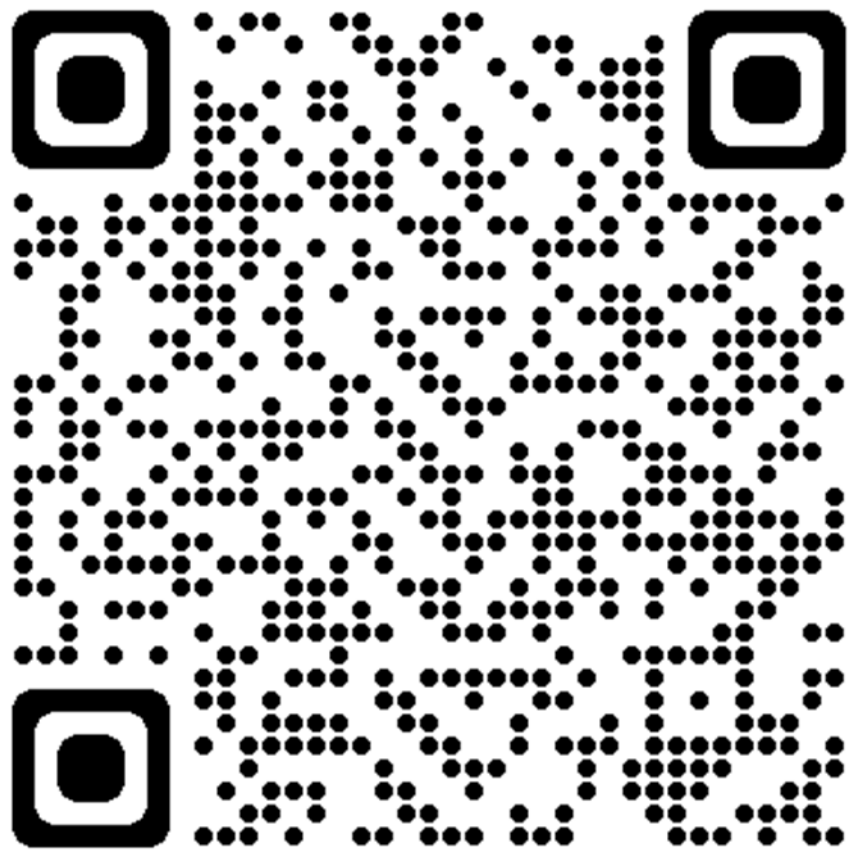
Scroll below to access educational materials and engagement tools aimed at exploring Treaties and the Treaty relationship.

[Learn More](#)



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# THANKS!

**Do you have any questions?**

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