

Principles of Reconciliation

The Truth and Reconciliation Commission of Canada believes that in order for Canada to flourish in the twenty-first century, reconciliation between Aboriginal and non-Aboriginal Canada must be based on the following principles.

1. The United Nations Declaration on the Rights of Indigenous Peoples is the framework for reconciliation at all levels and across all sectors of Canadian society.
2. First Nations, Inuit, and Métis peoples, as the original peoples of this country and as self-determining peoples, have Treaty, constitutional, and human rights that must be recognized and respected.
3. Reconciliation is a process of healing of relationships that requires public truth sharing, apology, and commemoration that acknowledge and redress past harms.
4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, administration of justice, and economic opportunities and prosperity.
5. Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Aboriginal and non-Aboriginal Canadians
6. All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships.
7. The perspectives and understandings of Aboriginal Elders and Traditional Knowledge Keepers of the ethics, concepts, and practices of reconciliation are vital to long-term reconciliation.

- 8. Supporting Aboriginal peoples’ cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols, and connections to the land into the reconciliation process are essential.
- 9. Reconciliation requires political will, joint leadership, trust building, accountability, and transparency, as well as a substantial investment of resources.
- 10. Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.

Truth and Reconciliation Commission of Canada: Calls to Action

Education	Sturgeon School Division Response
6. We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada.	Section 43: Every schoolteacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances. No action considered
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.	No action considered
8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.	Consideration to move this item to Advocacy: <ul style="list-style-type: none"> a. Letter of support regarding equality of funding to be sent to The Honourable Rona Ambrose.

<p>9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.</p>	<p>No action considered</p>
<p>10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:</p> <ul style="list-style-type: none"> i. Providing sufficient funding to close identified educational achievement gaps within one generation. ii. Improving education attainment levels and success rates. iii. Developing culturally appropriate curricula. iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses. v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems. vi. Enabling parents to fully participate in the education of their children. vii. Respecting and honoring Treaty relationships. 	<p>Systemic change required</p> <p>3YEP</p> <p>Refer to Alberta Education’s business plan.</p> <p>Alberta Education</p> <p>Investigation: Cree course at a high school level or the formation of a Cree Club as determined by student interest.</p> <p>No action considered: Federal Legislation</p> <p>3YEP Plan Consultation School councils</p> <p>Education Services Agreement</p>
<p>11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education</p>	<p>No action considered</p>

<p>12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>Future consideration for possible ECE programming</p>
<p style="text-align: center;">Education for Reconciliation</p>	
<p>62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:</p> <p>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.</p> <p>ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</p> <p>iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.</p> <p>iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education</p>	<p>Provincial government: Curriculum development SSD teacher participation in expert working groups developing curriculum</p> <p>When requested by Alberta Education , SSD Administration provides feedback</p> <p>No action considered</p> <p>No action considered</p>
<p>63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</p> <p>i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.</p>	<p>Alberta Education: Curriculum Development School level: library resource review Blanket ceremonies FNMI cohort</p>

<p>ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.</p> <p>iii. Building student capacity for intercultural understanding, empathy, and mutual respect.</p> <p>iv. Identifying teacher-training needs relating to the above.</p>	<p>Alberta Education: curriculum development FNMI Cohort: sharing of best practice</p> <p>Blanket ceremonies</p> <p>Principals and teachers identify PD needs Division PD plan FNMI Cohort</p>
<p>64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.</p>	<p>No action considered</p>
<p>65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.</p>	<p>No action considered</p>