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| **Module title: Decolonizing public policy development and implementation** | | | |
| Module Length (classes) | 1 | Module Length (hours) | 3 hours |
| Module Description | In completing this module, the learner will understand the value and reality of decolonial work in public policy and public administration. Through this module, they will study existing documents and learn historical legislation that has impacted Indigenous peoples in Canada. By the end, the learner is able to apply that knowledge in working with marginalized populations in a respectful and collaborative manner in the public policy development and implementation processes. | General Module Contents | * Colonization and decolonization * History of policies negatively impacting Indigenous peoples * Rights of Indigenous Peoples * Positionality |
| Learner Preparation | Optional: It would be beneficial to watch the videos prior and then as a class to truly let the messages be absorbed and for students to be able to engage in dialogue after watching the videos. | Learner Follow-Through | 1. Pre-reading/watching 2. Completion of activities in class 3. Group discussion following class 4. Assignment completion and submission if needed |
| Learning Outcomes | | | |
| * Understand positionality * Engages in reflexive praxis * Analyze the impact of colonialism on Indigenous communities * Analyze systemic racism in relation to Indigenous peoples * Articulate decolonization theory and methods associated with this practice * Identify and analyze significant public policies and the role that historical policies and legislation plays in impacting Indigenous peoples in Canada * Explore the role that cultural practices play in supporting physical, emotional, intellectual, and spiritual wellness and well-being   Indigenous learning outcomes:   * Relate principles of Indigenous knowledge to career field * Analyze the impact of colonialism on Indigenous communities * Explain the relationship between land and identity within Indigenous societies * Compare Indigenous and Canadian perceptions of inclusion and diversity * Analyze racism in relation to Indigenous peoples * Generate strategies for reconciling Indigenous and Canadian relations * Formulate approaches for engaging Indigenous community partners   Negahneewin Council. (2011). Retrieved from: <https://www.confederationcollege.ca/professional-development/ilo>  To discuss the use of the ILO at your institution or to learn more about them, please contact:  Dr. Lisa Schmidt,  Program Development Manager  Centre for Policy and Research in Indigenous Learning  (807) 475-6465​  lschmidt@confederationcollege.ca | | | |
| Key Questions | | Illustrative Examples/Cases | |
| 1. What is decolonization? 2. What does taking a decolonizing approach to public policy development and implementation mean? | | * *INSERT FROM READINGS* | |
| Activities | | Learner Resources | |
| * Flower power exercise. Workbook retrieved from: <https://ccdi.ca/media/1588/toolkit-2-exploring-my-power-and-privilege.pdf> * Write a personal philosophy statement on public policy development and implementation; consider how this statement changes or remains the same throughout the course | | * [YouTube Video: Decolonization Is for Everyone | Nikki Sanchez | TEDxSFU](https://www.youtube.com/watch?v=QP9x1NnCWNY) * United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) * The Indian Act, including   + Indian Hospitals in Canada   + Indian Day Schools   + Indian Residential Schools   + Elected Chief and Band Council System * Truth and reconciliation commission of Canada; 94 calls to action   *Note: 2-3 readings per learning objective (other forms of media can be used to supplement) was requested; however, in accordance with an Indigenous education approach learning is accomplished through experiential learning, practicing humility, storywork, and interdependent thinking as well as reading* | |
| Evidence of Learning | | Associated Assessment Method(s) | |
| The learner utilizes a decolonizing approach in effort of true collaboration with Indigenous communities and other marginalized peoples | | Storywork assessment   * Classroom dialogue / conversation * Listening to a guest speaker   Practicing humility assessment   * Flower power exercise * Personal philosophy statement on policy development and implementation   Experiential learning assessment   * Develop a plan for working with Indigenous communities; consider ethics, a trauma informed approach, what documents you can learn from to inform your approach, what principles you will draw on to guide your work, how collaboration is achieved   Interdependent thinking   * Research essay on one component of the Indian Act and how it continues to negatively impact Indigenous peoples in health care. How is access to equitable health care become even more of a challenge during the pandemic? | |