

# 01. HOW TO GUIDE

## Feeling uncomfortable (hint: it's normal!)

Conditions of coloniality apolitically frame how education is enacted, as well as the assumed normalization of power structures that exist in our societies (Reyes, 2019). The beneficiaries of coloniality (most often Eurocentric and privileged backgrounds) tend to act in a defensive, aggressive and avoidant manner when we begin to question these conditions (Reyes, 2019). We recognize that this can be difficult and make you feel uncomfortable, but we encourage you to encounter this feeling head on. It's totally normal and often times necessary, it means you're growing as an educator!

## What is solidarity?

It is important to understand how you can show solidarity when looking to decolonize your mind and your classroom. It is important to be critical of the ways in which you show solidarity. Sometimes showing 'solidarity' can actually manifest itself in a lack of tangible change. Especially for those who look to it as a step towards decolonization. It is important to recognize and understand how settler coloniality (the European imperial expansion) has impacted the spaces you work and live in. It is easy to think that we do not experience racism as deeply because of Canada's identity as a 'multicultural' country (Rosa, 2019). Multiculturalism leads to the neutralization of power relations and deep division between groups, while simultaneously creating an illusion of a superficial integration of many ethnicities in society (Rosa, 2019). With this in mind, we challenge you to look at solidarity for decoloniality as a way to refute the social arrangements that perpetuate colonialism and are predicated on capitalism (Gaztambide-Fernández, 2012).

## Note on using stories and appropriation:

Some of the stories you will encounter on our website are only meant to be told at certain times of the year, and under specific circumstances. Where relevant, we have noted this, however, further research is always encouraged prior to directing your students to any of the resources we list, and prior to using them yourself!

It is NEVER okay to sing, dance, chant, or recreate any of the ceremonies being told in stories or displayed in video material. This is blatant appropriation and is never acceptable.

## What is Racialization?

Conceptualizing race and how it fits into colonization can be confusing. Race has many definitions, but we have chosen to define it as a prominent factor used to create divisions between people, which can be manifested through inequitable power relations (Eizadirad, 2016). This manifestation can take place in many forms, including colourblindness, which looks to eradicate the idea of racial differences by homogenizing race, therefore eliminating potential historicity and economic motives from being recognized (Eizadirad, 2016). When we think about how to decolonize, we must first look at what it means to have privilege and what it means to be non-white. Desmond Cole (2019), gives us a good conception of the idea of the “perfect victim”. This is the term used to describe that someone has to assume the right colour and gender in order to hold any visibility (Cole, 2019).

Police brutality and violence connect back to the greater issue of Black, Indigenous, and People of Colour (BIPOC) as not being seen as having the potential to be in crisis, and are always seen as a threat (Cole, 2019).

## Should you contact elders in your area?

It is NEVER okay to reach out to an elder asking for them to read a story to your class, or asking them for their knowledges, without compensation. For some tips on addressing elders and elder protocol, you can refer to the following link that provides a great overview into some things to think about prior to contacting an elder:

<https://www.ictinc.ca/blog/first-nation-elder-protocol>

# Definitions

Note: These definitions are not exhaustive and are only meant to act as a surface level guide to some very big, heavy and nuanced terms.

## Settler Colonialism

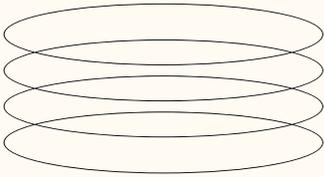
Under construction.

## Reconciliation

Under construction.

## Culturally Responsive Teaching

Under construction.



# 01. Positionality Exercise

The following questions are meant to help educators explore their positionality with respect to the materials in the database. Before attempting to answer the questions below, there are a few steps you should take to get in the right headspace:

## Environment

You will want to go through these journaling prompts in a quiet space. We suggest going outside or looking out a window if you are able to. The questions below are asking you to connect with your physical environment, and we think it would be beneficial to see nature while pondering on these questions and how they resonate with you.

---

## Supplies

We provide blank space below the questions so you can print this document and fill your answer in the blank space. However, we encourage you to use your own journal or supplies to write your answers, so don't feel restricted by the space we provide!

---

## Time & Consistency

Sometimes encountering your own positionality can be challenging! This journey is not quick and will take time and consistency. Be patient with yourself, and open to the fact that your journey is not linear, and as you continue to put more time into unpacking what you know, and stay consistent with this work, you will continue to grow! We recommend setting a realistic goal for yourself (ie. 15 minutes a day, week, etc).

---

## **Positionality Questions**

- Where were you born? Where did you grow up? Where do you live now?
- What is your connection to the land where you were born, grew up, and live now?
- Are you disconnected with your ancestral land? If so, how does it make you feel?
- How has colonization impacted the land you are currently living on? Who has it most impacted?

