

## INDIGENOUS<sup>i</sup> EDUCATION COUNCIL<sup>ii</sup>

### TERMS OF REFERENCE

Under the authority of the Dean of the Faculty of Education, the Indigenous Education Council shall:

- a. Provide leadership and advice in the Faculty in the development of policies and implementation of Faculty of Education program initiatives that are specifically designed to improve the outcomes of education for Aboriginal<sup>iii</sup> students at all levels of schooling, including early childhood and post-secondary education.
- b. Participate, as invited, in discussions and deliberations regarding university-wide Aboriginal education initiatives.
- c. Provide leadership and advice in the Faculty of Education regarding Faculty responses to university-wide Aboriginal education initiatives.
- d. Provide leadership and advice in the development of policies and implementation processes within the Faculty to ensure sustainable undergraduate and graduate programs in Aboriginal education, including aspects of teaching and learning, research, and administration within those programs.
- e. Provide leadership, guidance, input and advice in the development of policies and implementation processes within the Faculty to support undergraduate students in their teacher education programs so that they are able to fulfill their responsibilities to recognize and engage Indigenous/Aboriginal worldviews within their curricular and pedagogical practices.
- f. Recommend priorities to the Dean for deployment of resources to support undergraduate and graduate programs in Aboriginal education, including aspects of teaching and learning, research, and administration within those programs.
- g. Recommend formal alliances and partnerships with Indigenous/Aboriginal educators and their associations, regionally, nationally and internationally in the context of the Faculty's collaborative work.
- h. Provide advice in the development of proposals and in coordinating activities aimed at the establishment of secure financial support for undergraduate and graduate programs in Aboriginal education, including aspects of teaching and learning, research, and administration within those programs.
- i. Provide advice and leadership in the development of formal collaborative initiatives across departments and specializations to improve recruitment, retention and completion rates for Aboriginal students in the Faculty of Education.

- j. Establish an academic forum in support of research, leadership and teaching in Indigenous/Aboriginal education.

## **COMPOSITION**

The Indigenous Education Council is a cross-faculty body comprised of Indigenous academic staff and students within the Faculty of Education.

### *Statutory Members*

The Dean.

### *Academic Membership*

All continuing Indigenous academic staff within the Faculty (Category A1.0)<sup>iv</sup>, membership being automatic on appointment.

### *Student Membership (beginning September 2010)*

Two (2) undergraduate Aboriginal students from the Faculty of Education, selected by the Aboriginal undergraduate students themselves, using whatever method they deem fitting.

Two (2) graduate Aboriginal student representatives from among those pursuing graduate studies in the Faculty, selected by the Aboriginal graduate students themselves, using whatever method they deem fitting.

The term of office for student members shall run from July 1 in a given year to June 30 in the succeeding year.

### *Invitational Membership*

Depending on the nature of particular initiatives, individuals such as the following may be invited to participate in the discussions of the Council.

Traditional Indigenous Knowledge Teachers  
Indigenous Community Representatives

## **PROCEDURES**

The chair of the Council shall be decided annually by the Council.

A schedule of monthly meetings of the Indigenous Education Council shall be set by the Chair in consultation with Council members and communicated early in the Fall term.

The Council will prepare a Summary of Council Activities on a regular basis.

The Summary of Council Activities will be shared with the Dean and the Faculty of Education Council on a regular basis.

The terms of reference will be reviewed every second year.

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<sup>i</sup> The definition of Indigenous for the purpose of this document is “Indigenous communities, peoples and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of the societies now prevailing in those territories, or parts of them. They form at present non-dominant sectors of society and are determined to preserve, develop and transmit to future generations their ancestral territories, and their ethnic identity, as the basis of their continued existence as peoples, in accordance with their own cultural patterns, social institutions and legal systems.

The Working Group on Indigenous Populations’ *Working paper on the concept of “indigenous people”* lists the following factors that have been considered relevant to the understanding of the concept of “indigenous” by international organizations and legal experts:

- Priority in time, with respect to the occupation and use of a specific territory;
- The voluntary perpetuation of cultural distinctiveness, which may include the aspects of language, social organization, religion and spiritual values, modes of production, laws and institutions;
- Self-identification, as well as recognition by other groups, or by State authorities, as a distinct collectivity; and
- An experience of subjugation, marginalization, dispossession, exclusion or discrimination, whether or not these conditions persist.

• Self-identification as indigenous or tribal is considered as a fundamental criterion and this is the practice followed in the United Nations and its specialized agencies, as well as in certain regional intergovernmental organizations.” (United Nations Development Group Guidelines on Indigenous Peoples’ Issues, February 2008, p. 8 – 9)

<sup>ii</sup> The term Council is used here to culturally respect the term used within Indigenous/Aboriginal Communities.

<sup>iii</sup> The *Canadian Constitution Act*, 1982, section 35, defines Aboriginal people as Indian, Métis, or Inuit. Indian people are either status (registered with an Indian band or community) or non-status (not registered but are members of an Indian band or community). Aboriginal treaty rights are recognized in the *Constitution Act*. Scholars have argued that Aboriginal knowledge and heritage are Aboriginal rights protected under the Constitution and that Aboriginal people should be able to preserve their cultures, languages, customs, and knowledges because they are part of an Aboriginal right.<sup>iii</sup>

This Council uses the term Indigenous to include the distinct Canadian terms Aboriginal, First Nations, Indian, Métis, and Inuit as well as the more global context of first peoples’ epistemologies, ways of knowing, knowledge systems, and lived experience. Indigenous is both an international and local term, reflecting the reality that issues such as the impact of colonization have both global and local implications. Indigenous is the preferred term for the *Indigenous Education Council*; however, the terms Aboriginal, First Nations,

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Indian, Métis, Inuit, and Indigenous are used deliberately throughout this document to reflect the diverse, complex, and evolving nature of Indigenous identity in Canada. The use of the term Indigenous focuses attention on Aboriginal education in Canada, while at the same time engaging in a movement to address global educational issues. (Adapted from the ACDE Accord on Indigenous Education, March 17, 2009, p. 1 – 2).

<sup>iv</sup> See

[http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID\\_page=37573#37804](http://www.uofaweb.ualberta.ca/gfcpolicymanual/content.cfm?ID_page=37573#37804)  
for definition of AASUA categories.



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