

Indigenous Resources Selection Criteria

“We need to ensure that our classrooms in schools are full of rich, authentic Indigenous resources. This is important for First Nations, Inuit, and Métis learners, who deserve to see positive and dynamic representations of who they are in their learning environments. This is also important for non-Indigenous learners, so that they do not leave our education systems with the same gaps in knowledge and understanding about Indigenous peoples in Canada that we may have had in our own K12 and postsecondary learning.” (Chrona, 2022, p.177)

What is the SD38’s Resource Selection Policy?

SD38’s Resource Selection Policy [513.4R Selection of Learning Resources](#) outlines criteria for selecting all resources for educational use.

What are some reputable sources for book choices?

- [Authentic First People's Resources from FNESC](#) or <https://resources.fnesc.ca>
- [Focused Education K-12 Evaluated Resource Collection](#)
- [FNESC First Peoples 12 Teacher Resource Guide](#)

What is an authentic Indigenous resource?

FNESC has created a definition of authentic Indigenous resources. They define these resources as historical or contemporary texts that:

1. Present authentic First Peoples voices (historical or contemporary texts created by first peoples or through the substantial contribution of First Peoples)
2. Depict themes and issues that are important within First Peoples cultures (loss of identity and affirmation of identity, tradition, healing, role of family, importance of elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individuals and community, the importance of oral tradition, the experience of colonialism and decolonization)
3. Incorporate First Peoples storytelling techniques and features (circular or cyclical structures, repetition, weaving in of spirituality, humor)

(FNESC, 2018, p.25)

See over for an Indigenous resource section checklist.

References:

Chrona, Jo. “Chapter 6.” *Wayi Wah!: Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education*, Portage & Main Press, Winnipeg, 2022, pp. 177–196.

“FNESC Authentic First Peoples Resources.” *First Nations Education Steering Committee*, FNESC, <http://www.fnesc.ca/wp/wp-content/uploads/2015/06/PUBLICATION-61502-updated-FNESC-Authentic-Resources-Guide-October-2016.pdf>

Jackie Lever. *Evaluating Texts for Indigenous Voice*, Books For Schools Catalogue, 2022.

Evaluating Texts for Indigenous Voice

The following areas should be considered critically when selecting an Indigenous learning resource (print, audio, video, digital).

Authorship
<input type="checkbox"/> Is the author an Indigenous person who writes about their own lived experience or about the Indigenous community in which they live? <input type="checkbox"/> Is the author a person who writes <i>in partnership</i> with an Indigenous community or person about the experiences, culture or community in question?
Authenticity
<input type="checkbox"/> Does the text present authentic First Peoples voices (historical or contemporary texts created by first peoples or through the substantial contribution of First Peoples)? <input type="checkbox"/> Does the text depict themes and issues that are important within First Peoples cultures (loss of identity and affirmation of identity, tradition, healing, role of family, importance of elders, connection to the land, the nature and place of spirituality as an aspect of wisdom, the relationships between individuals and community, the importance of oral tradition, the experience of colonialism and decolonization)? <input type="checkbox"/> Does the text incorporate First Peoples storytelling techniques and features (circular or cyclical structures, repetition, weaving in of spirituality, humor)?
Local Representation
<input type="checkbox"/> Is the text about the local Indigenous people of this land? (Recommendation to begin local and work outwards: Musqueam, then Coast Salish, then BC, then rest of Canada)
Permission/Ownership
<input type="checkbox"/> If it is a traditional story, has it been told with permission?
Content
<input type="checkbox"/> Is the text free of bias and stereotyping? <input type="checkbox"/> Is the text free of harmful, outdated, stereotypical language? <input type="checkbox"/> Does the text recognize diversity among Indigenous nations (distinct societies, communities, ways of life, languages etc.)? <input type="checkbox"/> Does the text recognize Indigenous peoples as enduring, not vanishing or assimilated?
Recognition/Reviews
<input type="checkbox"/> Has the resource been evaluated by FNEESC? <input type="checkbox"/> Has the resource been evaluated by Focused Education? <input type="checkbox"/> Has the resource been reviewed or recognized by another reputable source knowledgeable about Indigenous Peoples?

