

### 3.1 Assignment: Final Reflection

What did you learn?

One significant piece of information I learned is the concept of "we are all Treaty people" and its profound implications for modern-day reconciliation efforts. Before this learning journey, I understood treaties primarily as historical agreements that were part of Canada's past. However, this course made me realize that these treaties are not relics of history but are still legally and socially relevant today. They continue to define relationships between Indigenous peoples and the Canadian state, as well as the responsibilities of non-Indigenous people living on treaty land. This idea has redefined how I view my role as a Canadian citizen, as I now see myself as part of the ongoing responsibility to honor and uphold these treaties in a way that fosters genuine reconciliation.

I also learned about the Truth and Reconciliation Commission's (TRC) Calls to Action, focusing on Call to Action #92, which is directed at the private sector. This call challenges corporations and businesses to adopt reconciliation principles by creating equitable economic opportunities for Indigenous peoples and respecting their rights and cultures in business practices. Before, I had not fully considered the role of the private sector in reconciliation. Now, I see how companies, institutions, and educational organizations can play a transformative role in ensuring Indigenous communities benefit economically and socially from partnerships and opportunities that respect their sovereignty and cultural heritage.

What do you still need to learn?

While I have gained valuable insights, I recognize that my learning journey is incomplete. One area where I need further development is in my understanding and application of Indigenous pedagogies. Indigenous ways of knowing and teaching, such as storytelling, sharing circles, and holistic learning, are vital components of Indigenous education. I must explore how to integrate these methods into my teaching practice authentically. For instance, I want to understand better how Indigenous worldviews emphasize interconnectedness, community, and relational learning and how these perspectives can enrich the learning environment for all students.

Another area where I need to grow is in developing stronger partnerships with local Indigenous communities. It's essential that I not only incorporate Indigenous content into the curriculum but also ensure that these voices are authentically represented through

collaboration and consultation with Indigenous community members. This would allow me to include local Indigenous languages, histories, and cultural protocols in a respectful and accurate way. I also want to learn more about Indigenous languages and spiritual practices, as this would provide a deeper context for my teaching and help me engage with Indigenous students and community members more meaningfully.

How will you apply your learning?

Moving forward, I plan to actively integrate Indigenous perspectives into the curriculum by revising course content to include Indigenous-authored works, particularly those focusing on technology and innovation in ways that connect with my field of study. I will invite Indigenous guest speakers to share their experiences and knowledge, providing students firsthand insights into Indigenous challenges and contributions in Canada. These perspectives will help bridge the gap between theory and practice, allowing students to see the real-world applications of their learning in the context of reconciliation.

Moreover, I plan to incorporate Indigenous teaching methods into my classroom. I aim to use storytelling and collaborative learning circles to foster a more profound sense of student community and interconnectedness. For example, I will design group projects where students engage with issues affecting Indigenous communities, such as environmental sustainability, resource management, or access to technology, encouraging them to work collaboratively with Indigenous partners to develop meaningful solutions. This will enhance students' learning and ensure that they contribute to reconciliation efforts in tangible ways.

Lastly, I intend to share my learning and experiences with my colleagues by organizing workshops and discussions on "Indigenization and reconciliation." By fostering a collaborative environment where faculty and staff can discuss best practices and share resources, I hope to contribute to a broader institutional shift toward "Indigenizing the curriculum" and creating more inclusive learning spaces for Indigenous students. Through these actions, I aim to continue learning while helping others recognize their roles in the reconciliation process.