

## ***SB 13 Tribal History/Shared History***

### APPROACHES IN INDIGENOUS EDUCATION

1. Teach as a leader and a learner. That means teaching from the heart; show kindness, honesty, openness, and create a positive learning environment. Know that it's okay to learn as you go and learn with/from your students. However, it is not okay to make the Indigenous student(s) the expert(s) in the class.
2. Understand that each tribe in Oregon and each Native person is unique and different.
3. Acknowledge indigenous homelands of the places where you teach.
4. Native Americans have lived in Oregon since time immemorial (long predating European contact and beyond human memory).
5. Indigenous peoples are still here. Focus on perspectives of contemporary Indigenous leaders, changemakers and issues to affirm Indigenous students, challenge erasure/stereotypes, and highlight the strengths/struggles of Indigenous peoples today.
6. Shift from teaching about Indigenous peoples to learning from Indigenous analyses.
7. Indigenous peoples have inherent sovereignty. Teach students about tribal sovereignty and the political status, rights, and issues that impact Indigenous nations and citizens as part of civics education.
8. Honor and respect traditional lifeways – students may be absent from school to participate in their tribe's traditions such as seasonal hunting and gathering, ceremonies and funerals. Therefore, when appropriate work with students to accommodate these absences.
9. Seek out information, cultivate and sustain relationships with and visit your local tribe's education and/or cultural department(s). Invite guest speakers (such as Tribal Elders, or others recommended by the tribe) to your classroom. Many events at tribes are open to community members including annual powwows. This is a great opportunity to experience the culture of the tribe.
10. Incorporate Native perspectives in your classroom through literature, architecture, scientific discovery, contributions, etc.
11. Allow students to share and express their culture in as many ways as possible, including speaking in their home language(s).

By implementing these approaches, you will be influencing tomorrow's leaders and shaping a new future for Oregon and its relationship with our tribes.

Thank you to Leilani Sabzalian, PhD, Assistant Professor, Indigenous Studies in Education, Department of Education Studies, University of Oregon for use of the integration of her work: *Critical Orientations for Indigenous Studies Curriculum*