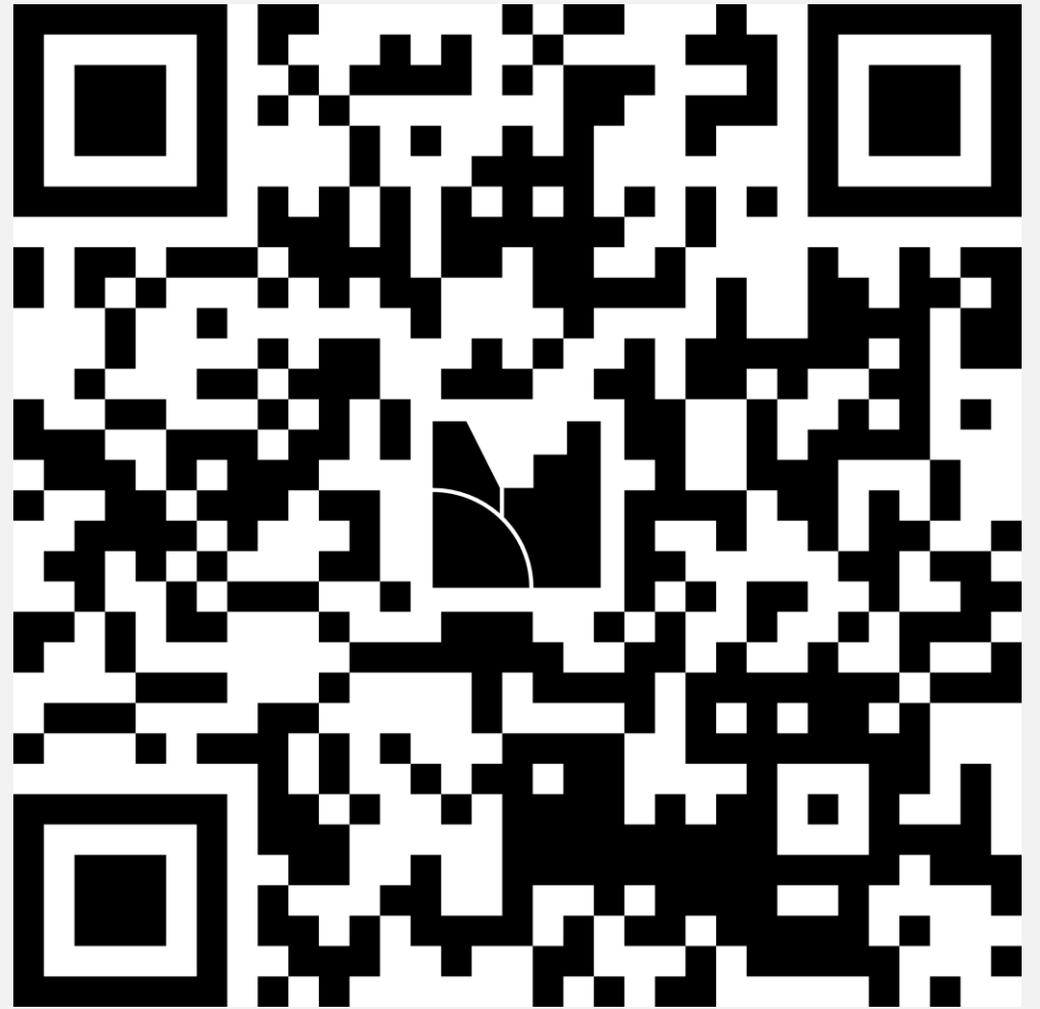


MENTIMETER WORD CLOUD

What word comes to mind when you think of responding to the Calls to Action in your language classroom?



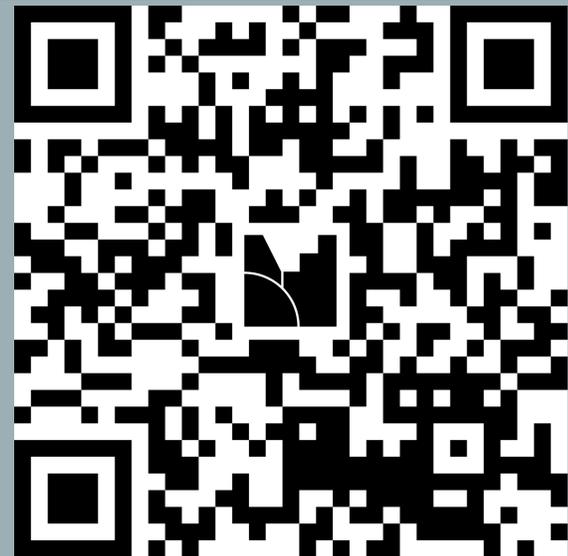
RECONCILIATION ACTIONS IN LANGUAGE CLASSROOMS

LANGUAGES CANADA, 2026
CALGARY
MARCH 13

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WORKSHOP ELEMENTS

Contents:

- Introduction and Background - 25 minutes
 - The Truth and Reconciliation Commission
 - Participatory Action Research and Grounded Theory
- Three themes - 30 minutes
 - Mandate
 - Resolved and unresolved identity



Components:

- Mentimeter interactive tools
- Relevant literature
- Findings from the data
- Discussion Questions
- Sample classroom materials.

THE TRUTH AND RECONCILIATION COMMISSION OF CANADA

Literature, materials, and a Mentimeter slide

THE TRUTH AND RECONCILIATION COMMISSION OF CANADA



Commissioners:
The Hon. Murray Sinclair,
Wilton Littlechild,
Marie Wilson.

THE TRUTH AND RECONCILIATION COMMISSION OF CANADA

Initiated as a direct result of



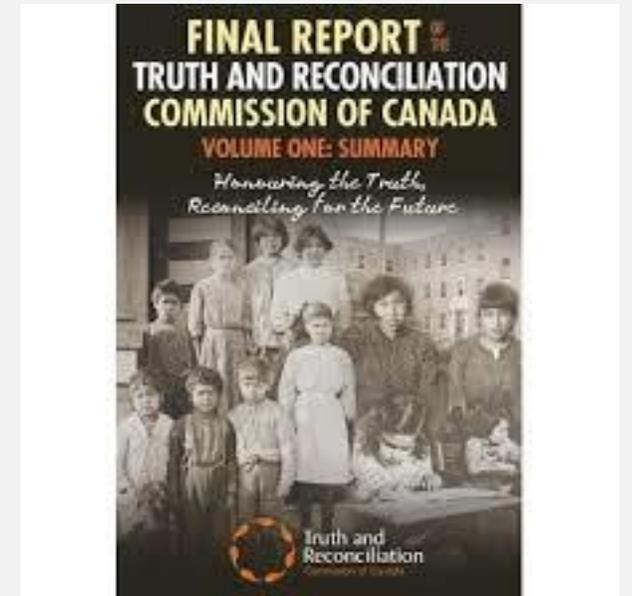
Oka Crisis, 1990
2015



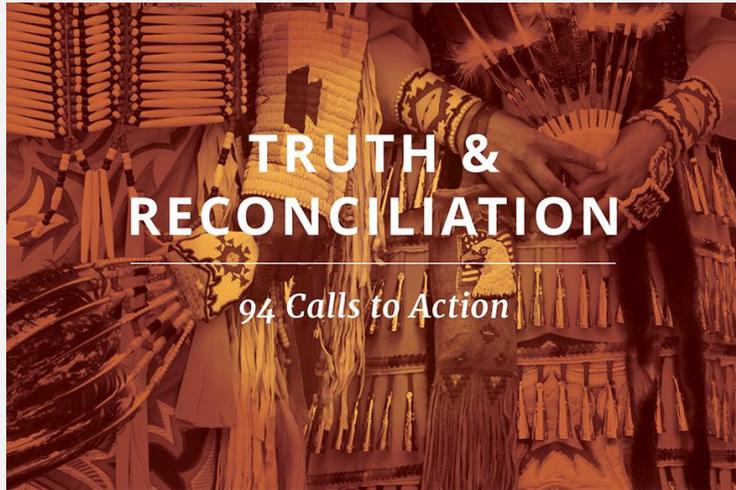
RCAP, 1991 - 1996



IRSSA, 2006



TRC 2008 -



Call to Action 93:

- We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools. (TRC, 2015, p. 10).

Sterzuk and Hengen (2019) “take up and expand on this recommendation [of Call 93] by applying it to English as a second language (ESL) classroom practices” (p. 21).

TAKING UP THE CALLS TO ACTION

Detractors of the TRC

Daigle, 2019; Fratila, 2018; Madden, 2019; Niezen, 2016

Watershed initiative for post-secondary institutions:

- 4 Seasons of Reconciliation, offered by First Nations University of Canada
- Indigenous Canada (Gareau, n.d.) a MOOC offered by the University of Alberta
- Aboriginal Post-Secondary Education and Training Partners Group, created by the B.C Ministry of Advanced Education

TAKING UP THE CALLS TO ACTION

- Cole (2019), Thieme and Marr (2023) advocate for pedagogies of reconciliation and indigenization in ESL and EAP.
- Detwyler (2022) “locates identity performances of Canadian English language instructors in the discursive patterns of the Canadian state’s ongoing project of settler colonialism (Harris, 2020).”
- Kinzie (2023) demonstrates “how TESL instructors can both meet the language teaching requirements of their institutions and answer Call to Action 93 by presenting alternative narratives about Indigenous history in Canada.
- Marr and Martin, (2023) and Walsh Marr (2019) describe pedagogies of grammar that address relationships of power inherent in the structure and use of English.
- Shin (2022) analyzes how current English language education is situated in a global network of inequities stemming from colonialism, and moves towards recognizing and dismantling those structures.
- Sterzuk and Hengen (2019) use Call 93 to advocate for materials that disrupt settler dispositions in EAP students.

TAKING UP THE CALLS TO ACTION WRITING MATERIALS I

- A reading and speaking jigsaw module based on the life of Louis Riel (2017)
- A direct, literal interpretation of Call 93, taking on responsibility for presenting history.
- Dr. Jesse Rae Archibald Barber's response

TAKING UP THE CALLS TO ACTION WRITING MATERIALS II

- A reading and writing skills module based on Doug Cuthand: “Indian names” Reading Module from 2017 (revised in 2024).
- A more nuanced approach to writing materials, stepping back from being the expert.
- Response from the Director of the Office of Indigenization at the time.

DISCUSSION QUESTIONS

Groups of 3-4

8 -10 minutes

How do you take up the
Calls to Action in your
teaching?

What challenges exist in
taking up the Calls to
Action in your teaching?

PARTICIPATORY ACTION RESEARCH

Literature and research methodology of this
study

RESEARCH QUESTION

My research is motivated by wanting to know more about how colleagues in Canada are taking up the Calls to Action in their classrooms.

- The broad research question is:
- What are the experiences of EAP instructors in post-secondary contexts in relation to the TRC Calls to Action?
- Sub questions are:
 1. How are EAP instructors responding to TRC Call to Action 93 in their teaching?
 2. How prepared do EAP instructors feel about responding to the Calls to Action in their teaching?
 3. How are experiences in relation to TRC Call to Action 93 affecting EAP instructors' teacher identities?

ACTION RESEARCH

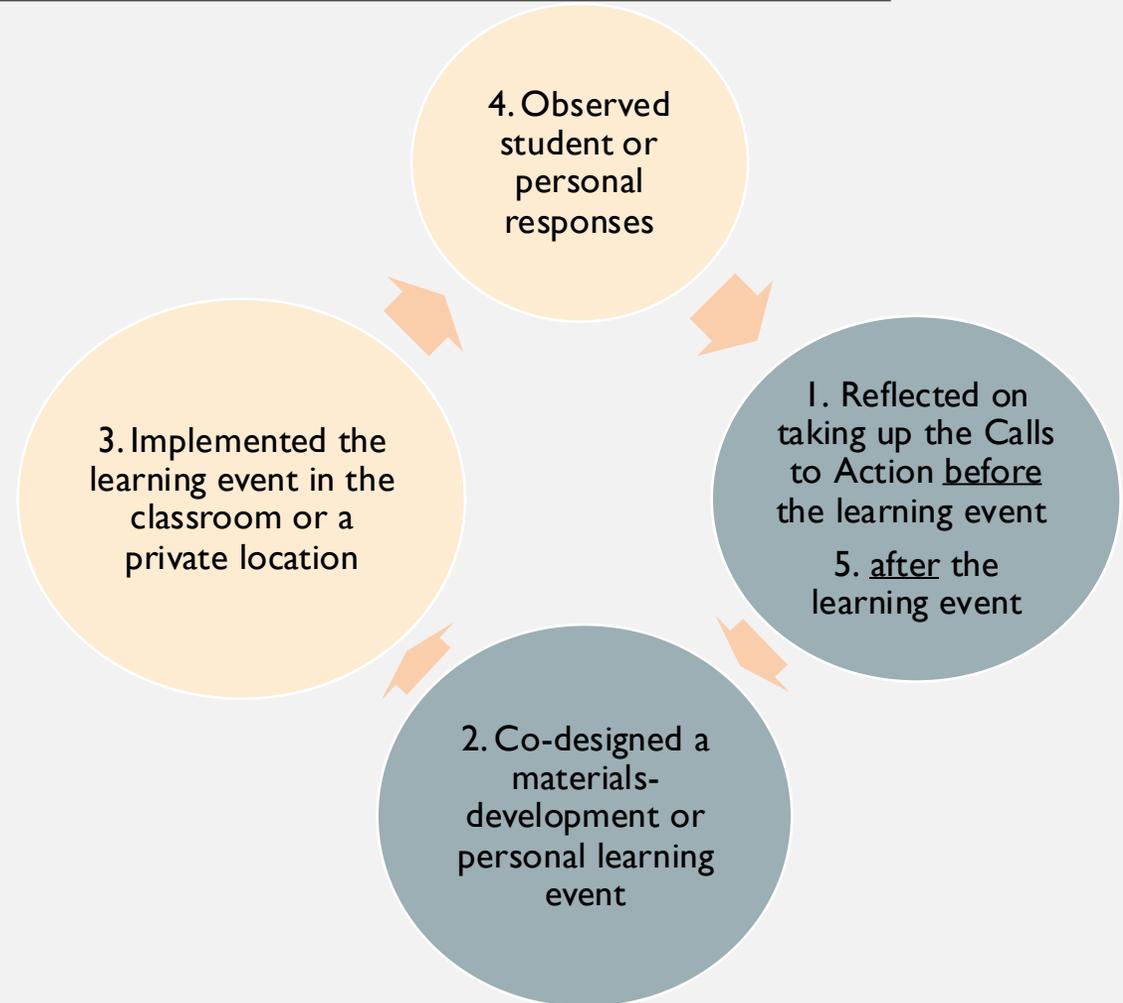
- Action Research captures the evolution of a researcher's response to a concern or area for improvement by collecting data in a learning cycle that includes reflection before and after planning and implementing an intervention that addresses the concern (Canlas & Karpudewan, 2020).

PARTICIPATORY ACTION RESEARCH: THEORETICAL UNDERPINNINGS

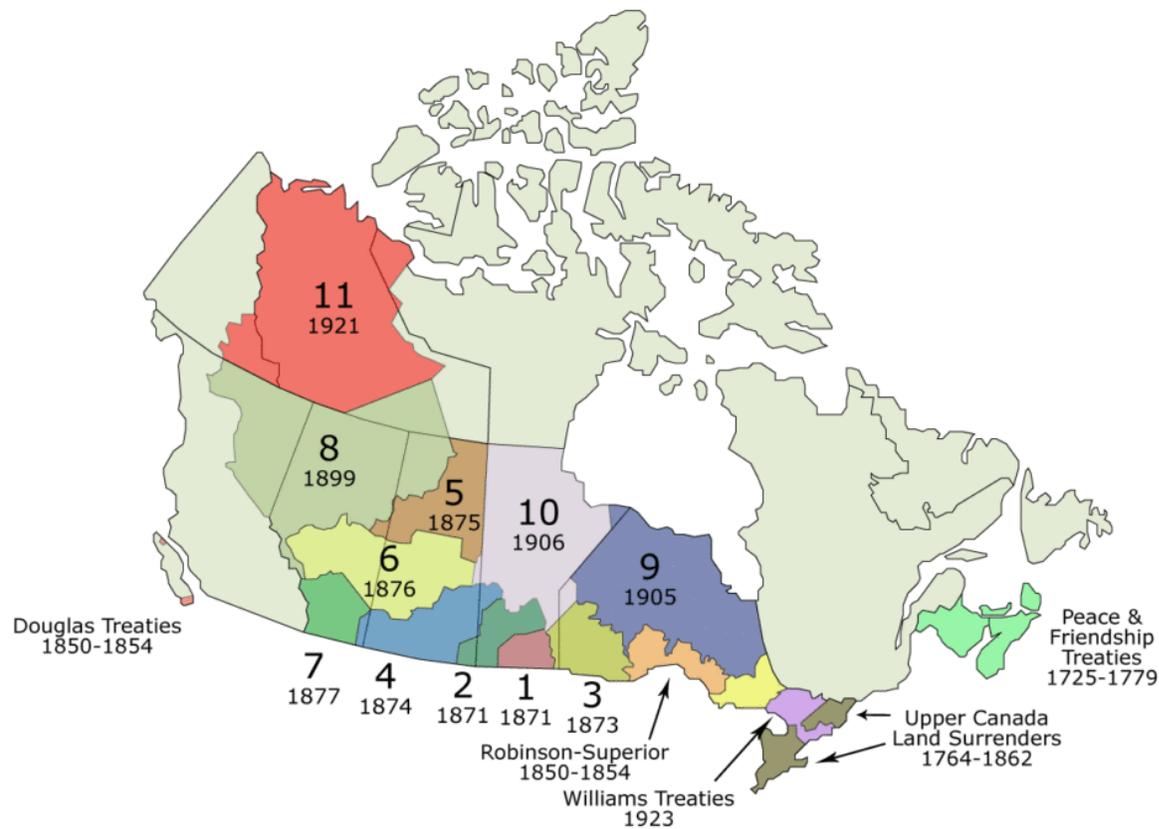
- Uses constructivist approaches which emanate from post-structural notions of knowledge and the self as multiple, and neutrality as impossible (Charmaz, 2014)
- Fosters a research relationship of “democratic and equitable participation” (Canlas & Karpudewan, 2020, p. 9).
- Is founded on an assumption that "the community is knowledgeable about their social realities and are capable of articulating their own knowledge" (Canlas & Karpudewan, 2020. p. 9).
- Many researchers agree that the rich data shared within action research is enhanced by the rigor of grounded theory analytical techniques of constant comparison, memo writing and coding (Azulai, 2021; Canlas & Karpudewan, 2020; Dick, 2016)

PAR INTERVENTION CYCLES

PAR stages as delineated by Kemmis and McTaggart, (1998)



10 PARTICIPANTS



- Dish with One Spoon Territory
- Treaty 1
- Treaty 4
- Treaty 7

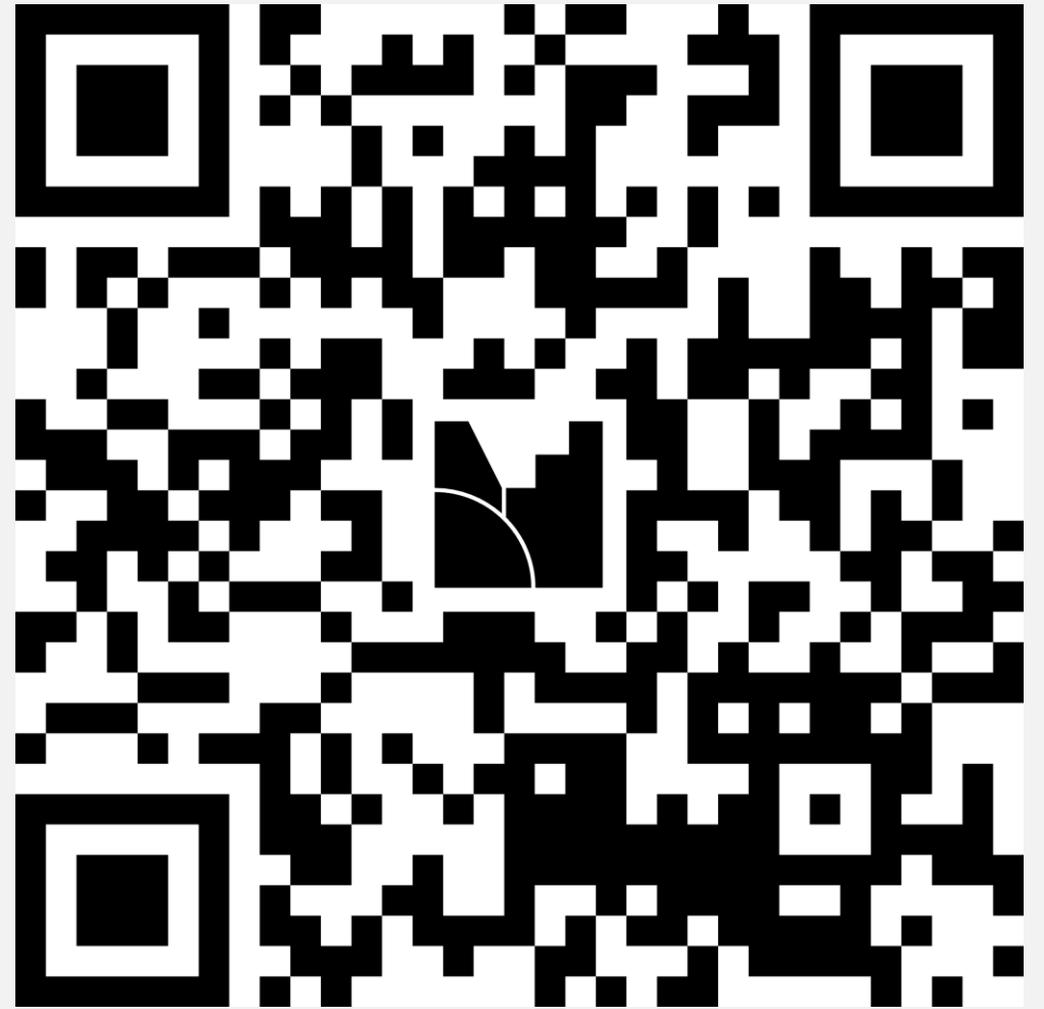
Participant	PAR Interventions	Learning events	Data sources
Alyssa	½ cycle	n/a	One interview
Clayton	1 cycle	Reading Daschuk's <i>Clearing the Plains</i>	Two interviews
Farbod	2 cycles	Watching CBC's <i>First Contact</i>	Three interviews
Kevin	2 cycles	Writing and teaching new materials	Three interviews, responses to questions in an online document
Marie	1 cycle	She taught me by sharing her teaching workshop	Two interviews
Rachel	1 cycle	Conversation with a friend	Two interviews
Rebecca	2 cycles	Teaching micro-event	Three interviews
Vanessa	1 cycle	Writing and teaching new materials	Two interviews
Yelena	2 cycles	Watching online videos of Indigenizing events at her university	Three interviews
Wei	½ cycle	Freewriting	One interview, freewriting transcript

MANDATE

A Mentimeter slide, 4 long excerpts
from the data and a discussion

MENTIMETER OPEN-ENDED
QUESTION

In about 2-4 words describe
your mandate to take up the
Calls to Action in your
teaching.



MARIE

- "My responsibility is to tell the truth as it was in the Truth and Reconciliation Commission Calls to Action. I'm called to action."
- "My action is to bring my students to an understanding of where we are, help them interpret what they hear in the news, what they see outside their homes, what they see on their way to class in the morning, and call them to be part of this reconciliation as international students."

KEVIN

- “The more I know about the history of this land, the better equipped I am to understand the daily challenges that could impact my personal life as a first-generation immigrant to Canada. I also want to share this knowledge with my students, who may have thought that the West has always been more honest and humane compared to their home countries. As an educator, I just learn how to recognize and address racially and culturally insensitive behavior and teach my students how to appreciate and celebrate diversity.”

REBECCA

- The responsibility to take up the Calls to Action is "a decision that's made for myself in my classroom with my students. I also think that's a it's a little bit of a bigger part of program identity or program goals."
- Residential school history is so important, and it's so tragic. But it's not, and I don't know how to say it in a way that - I I don't want to dismiss it at all, but I don't always think it's appropriate for a class to look at that, or dive into that or explore that.
- "It's it's really about learning for myself right now. Like I don't. I don't feel like I'm any kind of expert or any kind of authority on bringing in-depth things into the classroom with students.

VANESSA

- I feel more confident. Like I, I was very uncertain. I remember when I ... the first time I talked to you I was just very uncertain about if there was a place for this, and if I could do this. And I felt like there wasn't institutional support.
- And I'm wrong. There's heaps of institutional support for this. ...we have different people in management. And the program's changed. The times have changed. We still have an underlying culture of "we can't upset our client base" but within that there is more support for the individual identities of the instructors.

DISCUSSION

Groups of 3-4

8-10 minutes

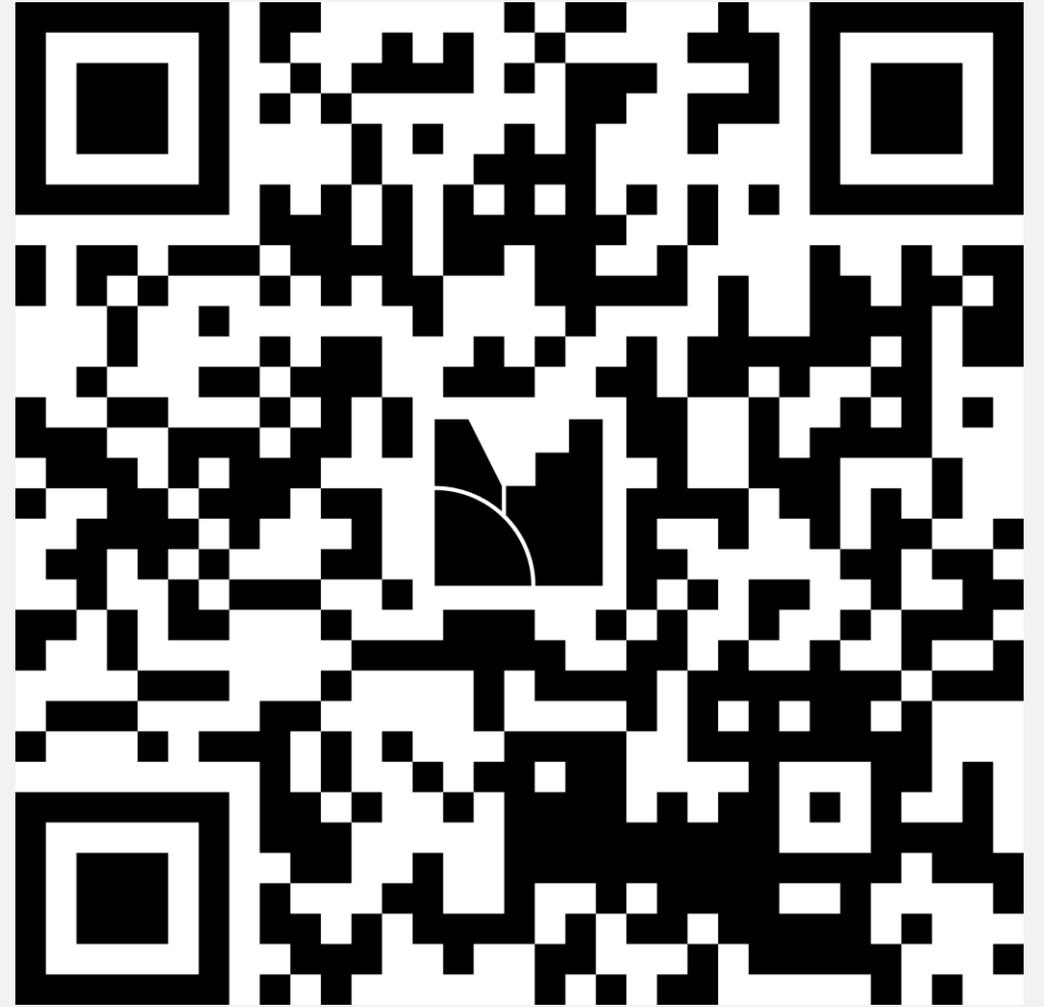
- Do you feel a mandate to respond to the Calls to Action in your teaching?
- Where does your mandate originate? (personally, professionally)
- What challenges do you face in perceiving / implementing your mandate?

CONNECTING THE MANDATE TO RESOLVED AND UNRESOLVED IDENTITIES

A Mentimeter slide, relevant literature,
excerpts from the data and a discussion

MENTIMETER QUESTION (YOU
MAY NOT NEED TO SCAN
AGAIN)

How do you
identify yourself in
relation to settler
colonial Canada?



RESOLVED AND UNRESOLVED IDENTITIES

As Motha et al (2012) state, educators whose identities are resolved “can strategically position ourselves to tap into our identities as pedagogical resources” (p. 14).

Resolved identities "can enable teachers to strategically deploy alternate identities to counter and contradict these stereotyped images” (p. 14) challenging the group assumptions.

Motha et al (2012) also mention that if those identities remain unresolved, teachers “forfeit control over the ways and the degree to which identities shape classroom events” (14).

RESOLVING SETTLER CANADIAN IDENTITIES

- Opening up to a settler identity means disrupting the comfortable notions of Canada as
 - the benevolent peacekeeper
 - the universal health care provider
 - the welcoming country for immigrants
 - not the violent United States
- Regan (2010) “How can we, as non-Indigenous people, unsettle ourselves to name and then transform the settler – the colonizer who lurks within – not just in words but by our actions, as we confront the history of colonization, violence, racism, and injustice that remains part of the IRS legacy today?”

RESOLVING SETTLER CANADIAN IDENTITIES

Unresolved settler identities make us vulnerable to the six moves to innocence that Tuck and Yang (2014) rebuke settlers for demonstrating in their famous “Decolonization is not a metaphor.”

- i. Settler nativism
- ii. Fantasizing adoption
- iii. Colonial equivocation
- iv. Conscientization
- v. At risk-ing / Asterisk-ing Indigenous peoples
- vi. Re-occupation and urban homesteading”

RESOLVED IDENTITIES: MARIE

- “I've grown up with this [Indigenous culture]. I've studied it. It's become part of my life. It's part of my professional journey. But it's also part of my personal journey.”
- “Like I feel like you, you know, as a settler, who am I to teach indigenous knowledge?... I am not a knowledge keeper. I'm not an elder. I am not teaching indigenous knowledge. I'm teaching **about** indigenous knowledge, and I, and I may not understand it completely. So we're [Marie and her students] journeying on this together. ”

UNRESOLVED SETTLER IDENTITIES: REBECCA

- Rebecca mentioned that she struggled for words to express her feelings about the impact of the history of residential schools on her identity as a Canadian.
 - Simone: Right. So what about your sense of being Canadian? What happened?
 - Rebecca: Hmm! It's it's, it's, it's, it's, it's, it's the shame, right? Like it's there's, I think there's in terms of emotion. It's Canada's shame. It's shameful, like as a Canadian. It just. It's it's a bit. It's a bit horrible.
- "I grew up in small town, ... surrounded by and comfortable with the racism"
- "Part of my identity is also my, the role education had in my life, and, and just a complete lack of of some really key components to history."
- "My family background is all settler history." This history includes feelings of betrayal as apparent when she takes on the government voice: "You know. ...Here's some land that you can break and farm. And oh, by the way, it's not yours, really.' "

RESOLVED IDENTITY: VANESSA

- I was a child when my country was in a war, the Civil War. It wasn't ever my choice. It wasn't my actions that brought that about...
- As an immigrant, as a white, privileged immigrant, what level of power do I have in the classroom with people who are learning English? How could we change that But I have to take into account that a lot of our students view people like me as just pure evil. And so I can't put all of my identity into the classroom because I need my students to listen to what I'm saying and not look at who I am and shut down.
- What I have all over my bag is rainbow pins. so student who know, know. They know it's a safe space. So that's how I being that identity in...showing that it's a safe space. But I feel like my own identity as a white person in Canada - that's something I'm construction or understanding my place.

RESOLVING IDENTITIES: KEVIN

- As an immigrant. I previously did not have this information before, before I decided to immigrate to Canada. Maybe with this information that I have right now, before making a decision, I might have had more comprehensive idea of where I'm going, where I'm going to live, and who I'm going to live with. So at least I think it, it gives us better insights if we have a chance to learn more about the culture and history of a nation.
- Kevin claimed that it is important for students to learn "the land's culture." He stated: "I, I had a very different image of where I'm going to, and maybe a Utopia, a country of perfection. And when I came here I ran into a lot of difficulties from integration of my kids and my family as a whole and to finding a job to proving myself to the professional communities and a lot of other challenges."

DISCUSSION QUESTIONS

Groups of 3-4

8 -10 minutes

- How has the way you present and/or represent Canada in your classroom changed in light of the TRC work, Final Reports and Calls to Action?

THANK YOU FOR PARTICIPATING

For further conversations, feel free to contact me at

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