

Red River Valley School Division
ADMINISTRATIVE PROCEDURE A6
INTEGRATING INDIGENOUS EDUCATION



1.0 GUIDING PRINCIPLES

1.1 Land and Treaty Acknowledgement

Acknowledges that our schools and administrative buildings are located on Treaty One Land, the traditional lands of the First Nations people as well as the traditional homeland of the Métis Nation.

1.2 Educational Philosophy

The Red River Valley School Division (RRVSD) is committed to an educational philosophy that recognizes the fundamental equality of all people. This procedure is guided by the commitment to:

- Support curricula that integrates Indigenous Perspectives for the benefit of all students.
- Ensure that each student, staff member, and parent feels their human presence is valued and contributes to the potential for successful learning.
- A holistic philosophy that supports the development of the physical, mental, and emotional parts of a person, recognizing that this balance is based on traditional Indigenous teachings.
- The continuous work of Restoring Relationships to support Indigenous Ways of Knowing and Learning and engaging in addressing the 94 calls to action by the National Centre for Truth and Reconciliation.

2.0 CURRICULUM AND INSTRUCTION

2.1 Integration of Indigenous Perspectives

The Division shall support curricula that integrates Indigenous knowledge and practice across all subject areas. This commitment ensures that Indigenous perspectives, including factual information about histories, cultures, languages, and contemporary diversity, are integrated throughout the curricula.

2.2 Land and Treaty Acknowledgement Protocol

In Manitoba education, Land and Treaty Acknowledgements are performed at the beginning of a school day or event to show respect and raise awareness of Indigenous presence and history. The acknowledgement is a way to formally recognize the traditional territory of Indigenous peoples, show gratitude, and demonstrate a commitment to reconciliation.

The acknowledgement should be included as part of the welcome, ideally at the start of the event, and can be personalized to reflect local context and commitment to reconciliation.

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Here is RRVSD's statement to be used:

ENGLISH:

The Red River Valley School Division wishes to acknowledge that we educate our youth on Treaty 1 territory, the ancestral home of the Anishinaabe, Ininew, the Red River Métis, and the unceded territory of the Dakota peoples.

The Red River Valley School Division honours the treaties made between the Crown and First Nations, recognizes First Nations peoples as the original stewards of the land and seeks to restore these foundational relationships through education and inclusion in the spirit of reconciliation. It is our belief that this will provide a better future for our youth and community members.

FRENCH:

La Division scolaire de la vallée de la rivière Rouge souhaite reconnaître que nous éduquons nos jeunes sur le territoire du Traité no 1, terre ancestrale des Anishinaabe, des Ininew, des Métis de la rivière Rouge et territoire non cédé des peuples Dakota.

La Division scolaire de la vallée de la rivière Rouge honore les traités conclus entre la Couronne et les Premières Nations, reconnaît les Premières Nations comme les gardiens originels de la terre et cherche à restaurer ces relations fondamentales par l'éducation et l'inclusion, dans un esprit de réconciliation. Nous croyons que cela offrira un avenir meilleur à nos jeunes et aux membres de notre communauté.

When to Perform the Acknowledgement:

- **Start of Events:** A Land Acknowledgement must be delivered at the beginning of a gathering, meeting, or event to set the tone for the occasion.
- **Start of the School Day:** School administration will establish a practice to read a formal Land Acknowledgement at least once a week.
- **During Learning Activities:** When students are discussing the purpose and meaning of land acknowledgements, they should explore the local treaty territory as part of their learning.

Important Considerations:

- **Personalization:** While a general acknowledgement can be provided, individuals and classes are encouraged to personalize their statements to reflect their own relationships with the land and their actions toward reconciliation.

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- **Respect:** The practice is a sign of respect for the original inhabitants of the land and honors the history and spirit of reconciliation.

2.3 Learning Outcomes

Instruction must achieve dual outcomes in accordance with Manitoba Education:

Instructional staff shall incorporate *Mamàhtawisiwin: The Wonder We Are Born With*

“Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework is a provincial policy directive and conceptual framework that supports the holistic achievements of First Nations, Métis, and Inuit learners by assisting Manitoba educators in incorporating Indigenous pedagogy, languages, and culture into their teaching and practices.”

Furthermore, students shall learn the history of North America and develop an understanding of the **Land Treaties of Canada and the homeland of the Metis Nation.**

3.0 KNOWLEDGE KEEPER, PARENTAL, AND COMMUNITY ENGAGEMENT

3.1 Mutual Respect and Participation

All staff are responsible for developing strategies to ensure active and meaningful participation of Indigenous parents/guardians and the community in the educational process, founded on mutual respect and understanding.

3.2 Role of School Principals

School principals shall be responsible for developing strategies to ensure active and meaningful participation of Indigenous parents/guardians and the community in the educational process.

3.3 Utilizing Knowledge Keepers

RRVSD supports the involvement of Knowledge Keepers/Grandmothers/Grandfathers in all schools. Knowledge Keepers provide support and guidance on culturally appropriate services and programs and help break down systemic barriers.

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4.0 STAFFING, PROFESSIONAL DEVELOPMENT, AND EQUITY

4.1 Professional Development (PD)

RRVSD is committed to including appropriate Indigenous Knowledge, practices, and Ways of Knowing as a significant part of training and professional development.

- Annual Training and PD plans must reflect a continuum of Indigenous awareness and Cultural Competency.
- All workshops involving Indigeneity must be vetted through the Indigenous Inclusion Teacher when it involves Indigeneity.

4.2 Employment Equity

RRVSD shall actively recruit and strive toward a workforce that is representative of the communities within its jurisdiction. Indigenous representation will be involved in the recruitment, interview, and hiring practices for all staffing.

4.3 Self-Identification

All students and staff will be given the opportunity to voluntarily self-identify as a member of the First Nations, Métis, or Inuit community. This information is collected and maintained confidentially in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA) and the Public Schools Act.

4.4 Treaty Education Compliance and Reporting

RRVSD must adhere to the provincial Treaty Education for All plan.

- All teacher and divisional staff training must be completed by December 31, 2025.
- RRVSD must report all staff trained in Treaty Education to Manitoba Education and Early Childhood Learning on an annual basis.
- Beginning in the 2026-27 school year, RRVSD must provide Treaty Education training once annually, facilitated by a divisional Catalyst Teacher or Catalyst Team. Support for this team is available through the Catalyst Teacher Learning Network (CTLN) led by Indigenous Excellence.

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5.0 RESPONSIBILITIES FOR IMPLEMENTATION

Role	Responsibility
Superintendent/CEO	Responsible for the overall implementation of the Indigenous Educational policy.
Principals	Responsible for the implementation of the Indigenous Education policy at the school level .
Indigenous Inclusion Teacher	Responsible for ensuring Indigenous Education provides and supports learning opportunities for all staff and students.
Teachers	Responsible for ensuring that teaching practices are consistent with the philosophy and goals of the Indigenous Education policy as identified by Manitoba Education.
Support Teachers/Personnel	Responsible for providing assistance and support to instructional staff, providing school-wide in-services, and assisting with the integration of Indigenous content into all subject areas.

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