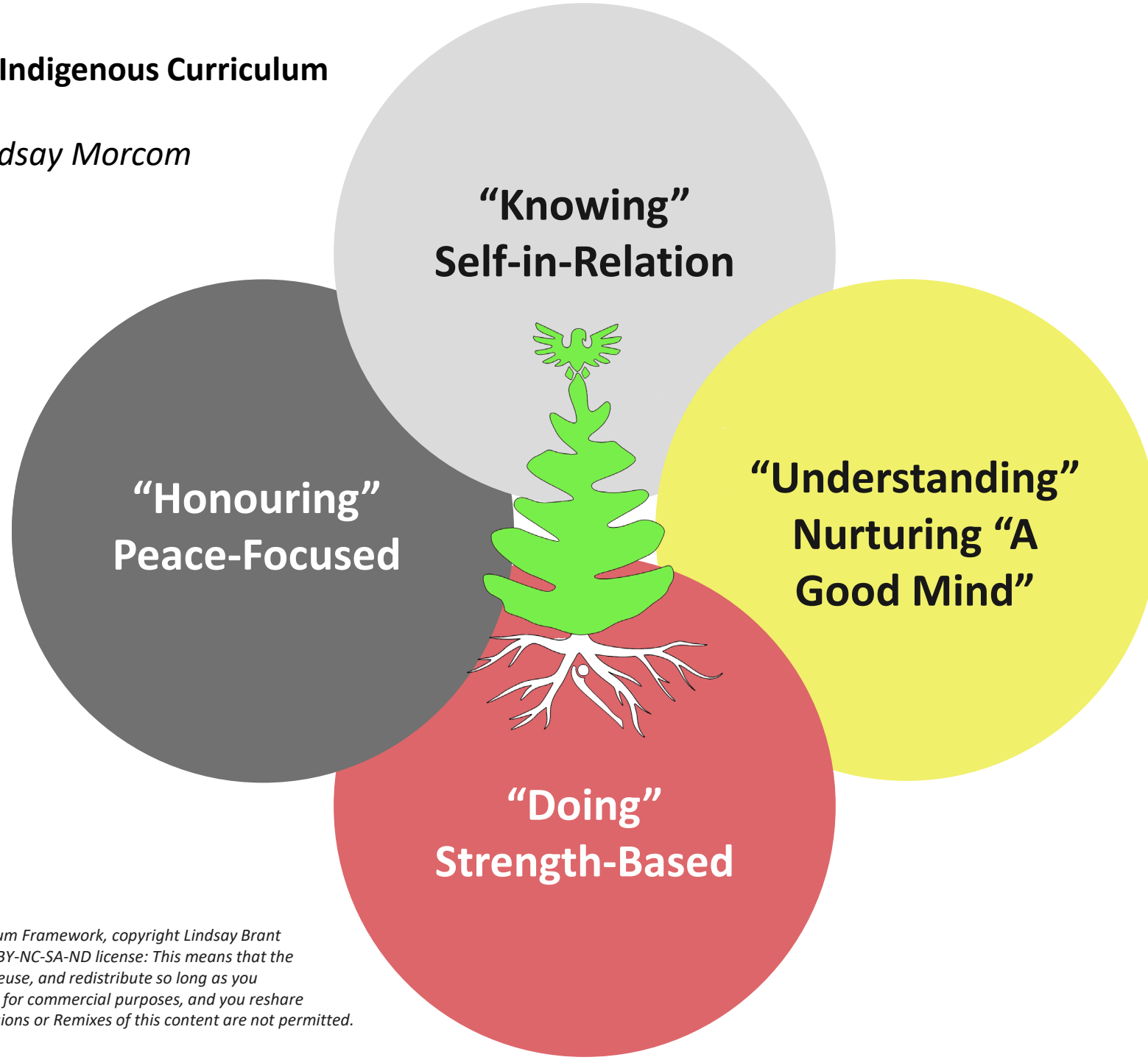


# Pedagogy of Peace – Indigenous Curriculum Framework

*Lindsay Brant and Lindsay Morcom*



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# “Understanding” Nurturing “A Good Mind”

- Positive emotional growth
- Developing social skills for working together
- Shared leadership
- Co-creation of both content and classroom climate
- Diverse knowledges and ways of knowing
- Challenging what constitutes ‘knowledge’
- Question which knowledges are privileged
- Examining personal bias and privilege



# “Doing” Strength-Based

- Research-focused and practice-oriented i.e. “learning by doing”
- Culturally responsive learning communities
- Student belief in self
- Variety of teaching and learning approaches
- Grounded in connection and relationship building (sharing & cooperation)
- Structure for success



# “Honouring” Peace-Focused

- Promoting sustainability
- Nurturing relationships to self, others, environment (place-based/land-based learning)
- Preserving social and community interests
- Solution and future oriented
- Model and promote integrity, initiative, and persistence
- Accountability and belonging
- Reciprocal respect, trust, and care
- Value individuals and cultures



# “Knowing” Self-in-Relation

- Social responsibility and community engagement
- Personal and interpersonal responsibilities
- Collaboration
- Interconnectedness
- Intercultural competence
- Self-Management
- Focus on self-improvement
- Wholistic development of self (emotional, spiritual, physical, mental)