

Indigenizing Saskatchewan Curriculum – Meeting Highlights

May 6–7, 2026

It was an inspiring and meaningful two days at the *Indigenizing Saskatchewan Curriculum* gathering held at Wanuskewin Heritage Park, Saskatchewan. Around 30 high school teachers from across the province came together to share knowledge, experiences, and visions for advancing Indigenous education in Saskatchewan.

The event was organized and guided by respected Indigenous scholars and educators in the region such as Edward Mirasty, Director PAGC education, Rosalie Tisanie and inspiring role models in Indigenizing SK educurrriculum such as Celia Dechambault from Cumberland House community and Kavia Burns from Sturgeon Lake community, SK.



Many important discussions emerged throughout the gathering. A key focus was the need for a **wholistic educational framework** grounded in Indigenous natural laws, cultural revitalization, and student well-being.

Several powerful messages stood out:

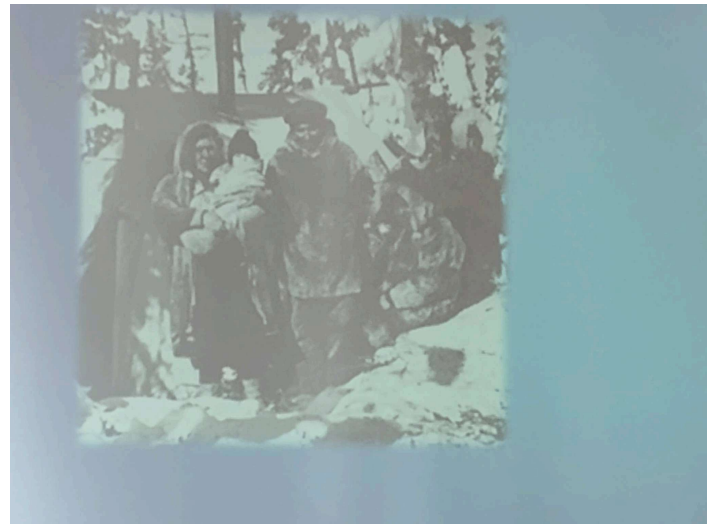
- *“If students feel unsafe, they will not learn.”*
- Students should be empowered to take active roles in the Indigenizing process.
- Outdoor and land-based activities are essential components of Indigenous curriculum.
- *“Kids are always moving,”* as Celia Deschambault emphasized.
- *“Classrooms can be boring for Indigenous students.”*
- ***“If you are not doing land-based learning, you are further colonizing your students.”***



One memorable reminder shared during the gathering was: *“We don’t have to know everything — our Elders are there.”*



Land-based learning was highlighted as a powerful pathway toward decolonization, especially within a curriculum system historically rooted in Western perspectives. Participants emphasized that transforming education through Indigenous ways of knowing is also part of rebuilding nations and raising future generations who understand who they are, where they come from, and their responsibilities to community.



Discussions also explored:

- ✓ Braiding Indigenous Knowledge and Western science
- ✓ Providing students with flexible assessment choices in and out-classroom contexts
- ✓ Encouraging community-centered learning and leadership
- ✓ Increasing Elder participation in education



Practical examples of land-based learning, including traditional activities such as wolf skinning and ecological knowledge sharing, demonstrated how Indigenous teachings can meaningfully connect with Saskatchewan curriculum outcomes. Several land-based learning initiatives were presented as models that could further support the Indigenization process across Saskatchewan. Discussions also focused on understanding water systems and fish health in relation to climate change and human disturbances, such as mining activities and wildfires affecting northern regions.



Topics included changes in fish harvesting areas and the presence of contaminants in waters and fish, explored through both scientific approaches and traditional knowledge systems.



In addition, culturally appropriate activities such as hunting, trapping, fishing, and fish filleting were highlighted as important components of land-based education.



Student certifications related to these activities were also presented as a way to increase student engagement while supporting local capacity building.

The meeting also included a presentation by Dr. Polash Shanyal focusing on the effective use of AI in education and documentations.



This gathering was a strong reminder that Indigenizing education is not simply about curriculum change — it is about relationship-building, cultural resurgence, community empowerment, and creating spaces where Indigenous students can truly thrive.

#IndigenizingEducation #LandBasedLearning #IndigenousEducation #Saskatchewan
#TruthAndReconciliation #DecolonizingEducation #IndigenousKnowledge
#CulturalRevitalization #Education #Wanuskewin #PAGC