# Decolonizing Pedagogies in the Classroom

This resource for teachers—Decolonizing Pedagogies Teacher Reference Booklet—developed for the Vancouver School Board, explores key terms and research about the need for decolonizing pedagogies in the classroom to make “space for Indigenous knowledge and pedagogy” (McGregor, 2012, p. 3). The practice of decolonizing pedagogies in the context of challenges in the classroom are discussed.

According to McGregor (2012, p. 4), the intent and process of decolonization, to engage in “decolonizing” practice, is described as:

* Providing a critical response to imperialism and colonialism (including underlying assumptions, motivations, values).
* Working to advance the interests of Indigenous peoples by transforming what is important in settler societies.
* Involving more than changes to formal political power—in other words, requiring long-term changes to all structures in society (i.e., education).
* Involving not only Indigenous concerns, but having deep implications for settler societies.
* Re-centering of Indigenous ways of knowing, being, and doing as the desired outcome of the process.

Practicing decolonizing pedagogies facilitates change within structures and systems of education in the interests of Indigenous education, self-determination, and well-being.

Read the following:

McGregor, H. E. (2012). [Decolonizing pedagogies teacher reference booklet](http://blogs.ubc.ca/edst591/files/2012/03/Decolonizing_Pedagogies_Booklet.pdf). Vancouver, BC: Aboriginal Focus School, Vancouver School Board.

Identify strategies that you will practice to facilitate decolonization by inviting and bringing Indigenous ways of knowing, teaching, and learning into your classroom.