

NMIIS Tenet 1: Holistic Learning



Through holistic learning, teachers create a learning environment where students' identities, well-being, and sense of belonging are prioritized. In such a classroom, learning is experiential and centered on the belief that every student has the ability to learn and contribute to their community. Teachers support students in actively sharing, participating in, and reflecting on their cultural practices, language, and traditions as part of their educational journey.

Elements

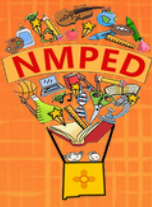
- Promote of the well-being, participation, and engagement of the whole student
- Understand identity of Indigenous student: physical, social, mental, spiritual
- Expect that all students can succeed in education
- Understand the importance of experiential learning and how it can build community
- Create a learning space in a holistic, reflective, and relational form of teaching that relates back to community and Indigenous teachings
- Create an inclusive learning environment

Considerations

- Focus on all the senses when student is learning
- Teachers and students are learning with and from one other and this leads to equal presentation and shifted metrics of accountability
- Creating positive connections with culture and community
- Creating pathway(s) to future planning for preparation for sustainable Indigenous culture

Strategies for Implementation

- Encourage Indigenous students to incorporate culture into their projects
- Learn and share about Indigenous innovation
- Utilize Indigenous student's five senses in lesson planning
- Acknowledge the cultural backgrounds of students in lesson plans
- Remember Indigenous student interactions/experiences: learning by doing, engaging, etc.
- Utilize Maslow's hierarchy of needs, which is originally adapted from an Indigenous perspective/foundation
- Incorporate socio-emotional learning (SEL) in lesson planning



NMIIS Tenet 2: Gaps in Understanding

To address gaps in understanding, teachers will reflect on their own identities and privileges, as well as the effects of historical trauma, while striving to eliminate bias and assumptions from their teaching. They will stay open to ongoing learning, and actively seek out resources/training to understand the local indigenous nations and those represented in their classrooms.

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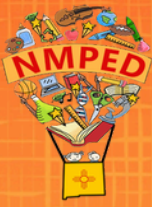
- Examine their own identities and privileges
- Understand historical trauma and colonialism and how it impacts Indigenous students
- Collaborate with and participate in tribal preparation programs and professional development opportunities

Considerations

- Bias-free educational materials
- Examine assumptions and pre-conceived notions
- Reflect on power relationships in professional and teaching practice
- Identify educators' limitations and reflect on areas for ongoing learning
- Take time for reflection and deeper understanding of Indigenous students' lived experiences
- Change dispositions of educators
- School districts and charter schools should provide professional development and supports so that school leaders are knowledgeable about MOUs with school districts/charter schools and sovereign NM tribes, pueblos, and nations (and tribally-developed standards, if available)

Strategies for Implementation

- Self-reflection and awareness as educators with a sense of humility when building understanding
- Collaborate with local Indigenous leaders and knowledge keepers to build equitable classroom communities
- Acknowledge historical trauma and its impact on Indigenous students today
- Understand federal and state Indian policies (i.e. water rights, BLM land, relocation, etc.)
- Attend and seek out Professional Development opportunities



NMIIS Tenet 3: Language and Stories

Language and Stories emphasize the importance of integrating Indigenous languages and oral traditions in the classroom, valuing diverse languages, fostering respectful relationships, and connecting students with elders to enrich cultural connections and understanding of identity.

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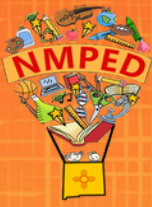
- Use oral traditions
- Understand the diversity and validity of all tribal languages
- Understand bilingual or multilingual students' learning and communication
- Create a space for students to use their tribal languages
- Commit to revitalizing the local tribal language(s) and culture

Considerations

- Educational materials by Indigenous authors
- Reciprocal, respectful relationships
- Connecting elders and knowledge keepers with students and educators
- Understanding the importance of acknowledging that Indigenous people may speak more than one tribal language
- Encourage the use of tribal languages in student projects

Strategies for Implementation

- Invite elders and/or tribal members into the classroom: oral storytelling, cooking, music, historical knowledge, art, pottery, etc.
- Utilize Indigenous content written by Indigenous authors
- Remember that Tribes are open to questions and/or discussion with and/or from teachers
- Request tribal community tours with tribal education departments
- Encourage Indigenous students to incorporate culture into their projects



NMIIS Tenet 4: Culture and Cultural Expression



Culture and cultural expression refers to shared beliefs, values, customs, and practices that shape the identity of a group or community. Professional responsibility of the educator to know who is in the classroom - not just that students are Native but by their tribe/nation/pueblo and have an awareness of their culture and traditions – an awareness of our students to be able to be culturally responsive.

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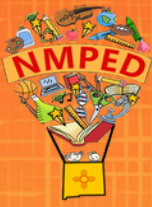
- Recognize the complexity and diversity of Indigenous cultures (nonhomogeneous)
- Understand Indigenous student identity
- Understand their responsibility and accountability to community
- Understand and foster Indigenous belonging
- Understand cultural competency and awareness framework

Considerations

- Develop understanding of Indigenous students and the context they are coming from, i.e. tribal land, border town, urban setting, rural area, and/or close to border/across the border, etc.
- Right to maintain, protect, and develop cultural heritage and traditional knowledge and when it can be shared
- Indigenous histories, philosophies, epistemologies, theories, knowledges, worldviews, and cultures are well founded, sustainable, and valid
- Understanding Indigenous students' relationship to self, community, other living things, non-living things, the land, and the cosmos
- Connection to ancestors and teachings that have been passed down through generations

Strategies for Implementation

- Request tribal community tours with tribal education departments
- Learn about Indigenous cultural calendars and/or feast days
- Learn about traditional foods and utilize them in lesson planning
- Invitation to visit tribal communities and/or feast day, followed by a reflection protocol/activity.
- Acknowledge cultural backgrounds of students in lesson plans
- Encourage Indigenous students to incorporate culture into their projects
- Understand tribal/cultural connections and prohibitions
- Encourage teachers to learn the tribal affiliation(s) of their students
- Highlight Indigenous excellence for students
- Learn and share about tribal pageant representatives and how they can serve as role models for Indigenous students



NMIIS Tenet 5: Community and Family Engagement

Community and family engagement encourages continuous and consistent collaboration between school, families, and Indigenous communities to empower all students and to build relationships and partnerships while centering Indigenous knowledge in spaces of learning.

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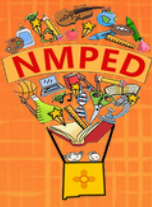
- Collaborate and work with elders
- Engage with families on the establishment of mutually beneficial relationships
- Understand service and giving back to community
- Acknowledge only what is shared and credit appropriate sources
- Understand urban Indigenous families and communities

Considerations

- Respect, trust, and positive relationships – bring the community into the classroom and go out into the community
- Working in partnership with Indigenous parents to better meet their children’s needs
- Building a bridge between school and home
- Understanding the role of families, clans, and tribal societies
- Engaging in intergenerational sharing and learning

Strategies for Implementation

- Invite elders and/or tribal members into the classroom: oral storytelling, cooking, music, historical knowledge, art, pottery, etc.
- Invitation to collaborate and learn from families and community members about traditional foods and utilize them in lesson planning: tribal community, feast day, followed by a reflection activity
- Invite tribal leadership to present on lived experiences, professional experiences, and tribal sovereignty to promote authentic learning experiences
- Invite family and community partnerships, connect Indigenous students back to traditional knowledge and create opportunities to share with their school community
- Incorporate holistic approach to teaching by asking questions, be open to making mistakes, connect and/or partner with tribal educators.
- School district and charter school internal resources and events



NMIIS Tenet 6: Indigenous Ways of Knowing

Indigenous ways of knowing are relational understandings of the world emphasizing interconnection with nature, community, and ancestral knowledge. Nature is a teacher, offering wisdom through cycles, patterns, and relationships, highlighting reciprocal responsibility to care for land and environment for future generations, stressing the importance of respecting and learning from elders, knowledge holders, and cultural leaders, who preserve and share wisdom and traditions essential to sustaining communities and cultural identity.

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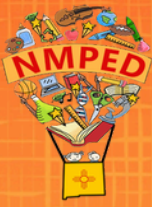
- Understand nature is a teacher
- Understand responsibility to take care of the land/environment
- Honor the elders, knowledge holders, and cultural leaders

Considerations

- Indigenous ways of knowing are valid
- Acknowledge, value, and honor Indigenous excellence
- Recognize and build upon the interrelationships that exist among the natural, human, and spiritual realms in the world around the Indigenous students

Strategies for Implementation

- Create an outdoor learning space/opportunity that reflects community values and knowledge.
- Understand and make space for students' cultural and/or ceremonial obligations/events
- Invite elders and/or tribal members into the classroom: oral storytelling, cooking, music, historical knowledge, art, pottery, etc.
- Land-based learning and intergenerational learning
- Encourage Indigenous students to incorporate culture into their projects
- Learn about Indigenous cultural calendars and/or feast days
- Remember that Tribes are open to questions and/or discussion with and/or from teachers
- Utilize Indigenous students' five senses in lesson planning
- Utilize local resources and local expertise
- Understand students' cultural and/or ceremonial obligations/events
- Understand federal and state Indian policies (i.e. water rights, BLM land, relocation, etc.)
- Bridging the gap: understanding cultural norms, protocols, customs, and prohibitions



NMIIS Tenet 7: Culturally Relevant Teaching

Culturally relevant teaching is an awareness of the cultural norms of students in the classroom and intentionally elevating relevancy to create lesson plans reflective of their culture(s).

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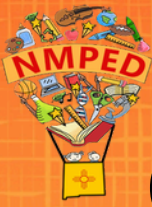
- Acknowledge appropriate and accurate tribal information that is approved and can be shared publicly
- Understand Indigenous equity and inclusion
- Understand a set of foundational principles and understandings that guide the continued development and engagement of instructional practices that inform pedagogical approaches
- Assure that Indigenous students can see themselves in the curriculum and lesson planning
- Understand how to approach the community in a respectful and appropriate manner

Considerations

- Create ways to nurture cultural safety in educators' classrooms
- Critically question oversimplifications and overgeneralizations about Indigenous peoples and Indigenous knowledge
- Awareness of cultural norms
- Inclusion of cultural aspects in the different subjects – relevant by combining both past and current history and knowledge
- Alignment of teaching and instructions to their Indigenous students' community-based core values, philosophy, identity, and place

Strategies for Implementation

- Encourage teachers to learn the tribal affiliation(s) of their students
- Acknowledge the cultural backgrounds of students in lesson plans
- Utilize Indigenous content written by Indigenous authors
- Understand the importance of intergenerational learning
- Utilize local resources and local expertise
- Request tribal community tours with tribal education departments
- Visit tribal community and/or feast day
- Utilize Indigenous students' five senses in lesson planning
- Understand tribal historical context
- Understand tribal/cultural connections and prohibitions (i.e. eclipses, dissecting, etc.)
- School district and charter school land acknowledgments



NMIIS Tenet 8: Contemporary Relevance

Contemporary relevance in instruction consists of lessons that intentionally align Indigenous cultural history and its connection to present-day events, allowing us to learn from the past to navigate any current and future challenges to inform our decision-making today.

Elements

- Highlight that Indigenous culture is alive today
- Acknowledge current representations
- Understand privilege, bias, omission, and misrepresentation
- Respect of tribal sovereignty
- Understand connection with federal Indian policies
- Understand the complexities of being a modern Indigenous person and the continuation of culture and traditions while living in the current time/space

Considerations

- Understanding the historical context of Indigenous tribes and how it impacts their students today
- Indigenous students are unique and diverse and have different language, cultural, and traditional lifeways
- Empowering students to find and use their voices
- Understanding the cultural/traditional responsibilities of the Indigenous students
- Proactive lesson planning based on the Indigenous students in the educators' classrooms
- Understanding that Indigenous students can be multicultural (including multiple tribes and/or multiple ethnicities) and/or multilingual (speak Indigenous languages and non-Indigenous languages)

Strategies for Implementation

- Invite Tribal programs (i.e. Behavioral Health, BIA Staff, CHR program)
- Encourage Indigenous students to incorporate culture into their projects
- Acknowledge the cultural backgrounds of students in lesson plans
- Connect with Indigenous students' guardians/caretakers/parents
- Utilize Indigenous content created by Indigenous authors
- Take the time to learn about Tribal/Pueblo customs and their relation to the natural world
- Understand and learn about the New Mexico Legislature and impacts Indigenous Peoples
- Acknowledge historical trauma and its impact on Indigenous students today
- Understand students' cultural and/or ceremonial obligations/events
- Highlight Indigenous excellence for students