

Two-Eyed Seeing

with IndigeSTEAM

Two-Eyed Seeing in practice

Two-Eyed Seeing encourages teachers to bring together Indigenous/traditional and Western/mainstream ways of knowing, recognising that each perspective offers valuable insights. Rather than simply adding content, this approach invites teachers to rethink how lessons are designed so that multiple perspectives are meaningfully included over time.

- Begin by selecting a topic you teach in your subject (e.g., ecosystems in biology, materials in design technology, maps in geography, patterns in maths, sound in music).
- Identify the Western knowledge typically used to teach this topic. This might include scientific methods, formulas, data collection, experiments or structured problem-solving.
- Reflect on Indigenous, traditional, cultural or place-based perspectives that could connect to this topic. This might include relationships with the land and natural systems, cultural practices, storytelling, experiential learning, and local community knowledge and history.
- Identify opportunities to connect learning with the wider community, such as through local Indigenous organisations or Knowledge Keepers. This can be a time for including parents' voices.
- Think about how both Indigenous and Western perspectives can be woven together to teach your topic, rather than being treated separately. For example:
 - o Could students observe nature before conducting scientific measurements?
 - o Could storytelling, art or hands-on activities accompany data analysis?
 - o Could learning take place outdoors or connect to the local environment?

Reflection questions

1. How did incorporating multiple perspectives change the way you approached planning this lesson? What differences did you notice compared to your usual planning process?
2. Which part of the lesson felt most natural to adapt, and which part felt most challenging? What skills, knowledge or support might help you overcome the challenges?
3. How does your lesson help students connect their learning to the real world, their local environment or their community?
4. In what ways does your lesson create opportunities for students to demonstrate learning in different ways (e.g., observation, storytelling, modelling or data analysis)?
5. Whose knowledge and perspectives are centred in your lesson, and whose perspectives might still be missing? What steps could you take to broaden the range of voices included?
6. How did this planning process challenge your assumptions about what counts as valid knowledge in your subject area?
7. How might your own cultural background, experiences or worldview have influenced the choices you made when designing this lesson?
8. What responsibilities do you have as an educator when including knowledge connected to culture, land or community? How can you ensure this knowledge is included respectfully and authentically?
9. As Two-Eyed Seeing becomes more integrated into your teaching over time, how might it shape your classroom culture, student relationships and learning experiences?
10. How could you ensure that Two-Eyed Seeing becomes a way of living for yourself and your students, not just a teaching tool?

More resources

The IndigeSTEAM team recommends the following resources for teachers who want to learn more about Two-Eyed Seeing in education:

- Two-Eyed Seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing, Bartlett, Marshall and Marshall (2012) doi: [10.1007/s13412-012-0086-8](https://doi.org/10.1007/s13412-012-0086-8)
- ctf-fce.ca/wp-content/uploads/2023/01/STTP-Two-eyed-seeing-EN.pdf
- weavingknowledges.ca/weaving/etuaptmumk-two-eyed-seeing