

Continuing Two Eyed Seeing and Decolonial Practices

Foundational Training for Teams 2026
Instructor: Marissa McIntyre





Intention Setting

Our intention is to create a safe space for exchanging knowledge, conversations, and to support one another in solidarity. We come with an open heart and open mind and hope to be received in the same way.

We welcome questions throughout the session but will also leave time to address them at the end as well. You can do both!

Positioning Our Voice

Our consultancy is based on Coast Salish Territory and includes people who belong to many nations. We pull on the wisdom of many colleagues, allies and relatives of diverse histories to support people in the work of decolonization.

We always welcome the wisdom of other experiences and of the territories on which we gather as we do this important work together.



1

Revisiting Two Eyed Seeing



“Knowing oneself comes from attending with compassionate curiosity to what is happening within.”

— Gabor Mate



Two-Eyed Seeing:

Two-Eyed Seeing embraces “learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of mainstream knowledges and ways of knowing, and to use both these eyes together, for the benefit of all”.

-Elder Dr. Albert Marshall





Related Terms

Decolonization

Deconstructing colonial and cultural barriers (ideology, processes, practices, policies, and practices)

Indigenous Cultural Safety

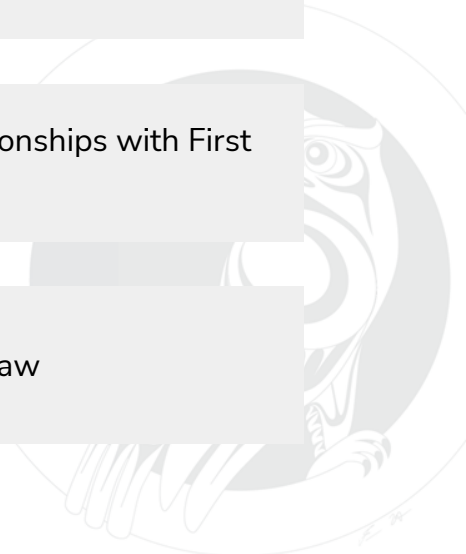
Addressing power imbalances in colonial systems to challenge anti-Indigenous racism and discrimination

Reconciliation

Systemic change and transformation to enhance relationships with First Nations, Metis, and Inuit Peoples

Indigenization

To bring under Indigenous control and within natural law





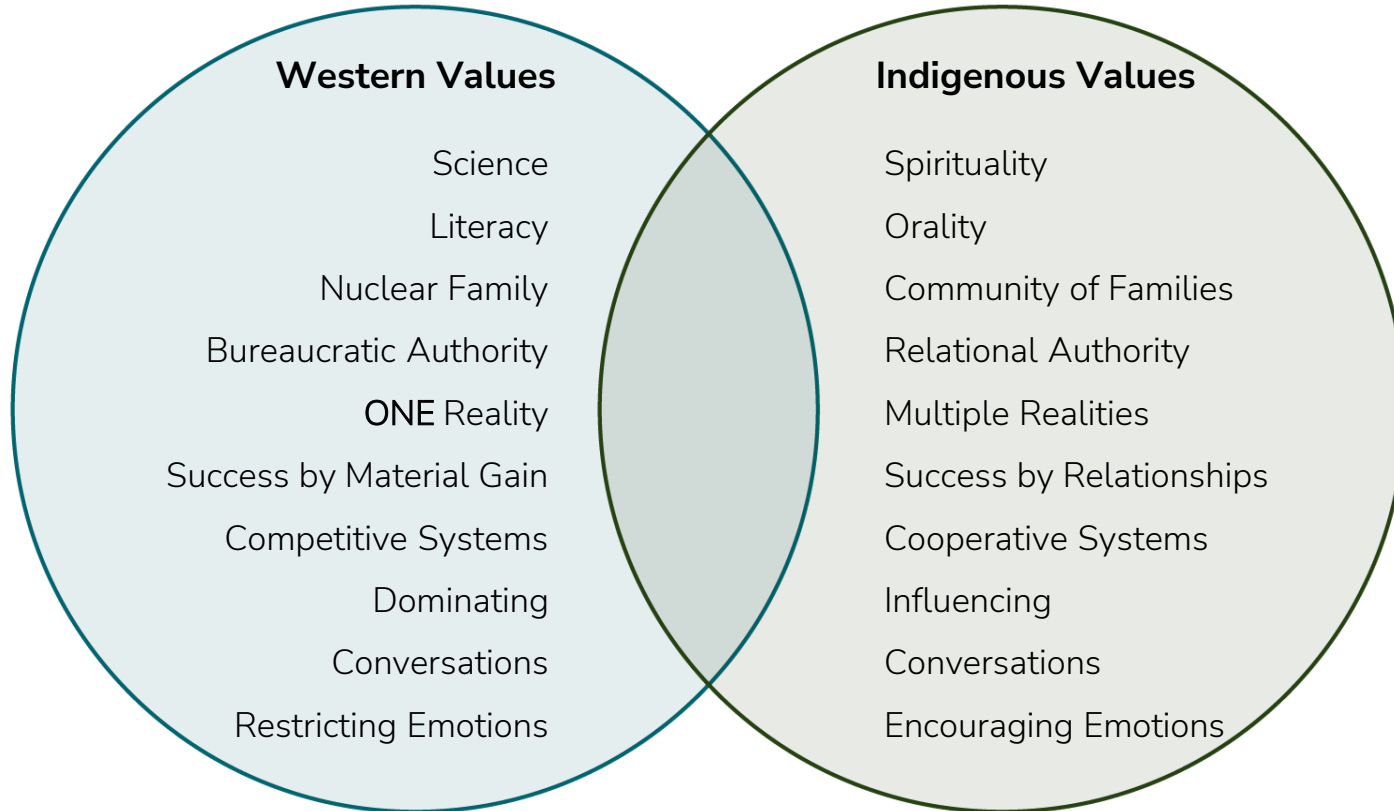






Two-Eyed Seeing

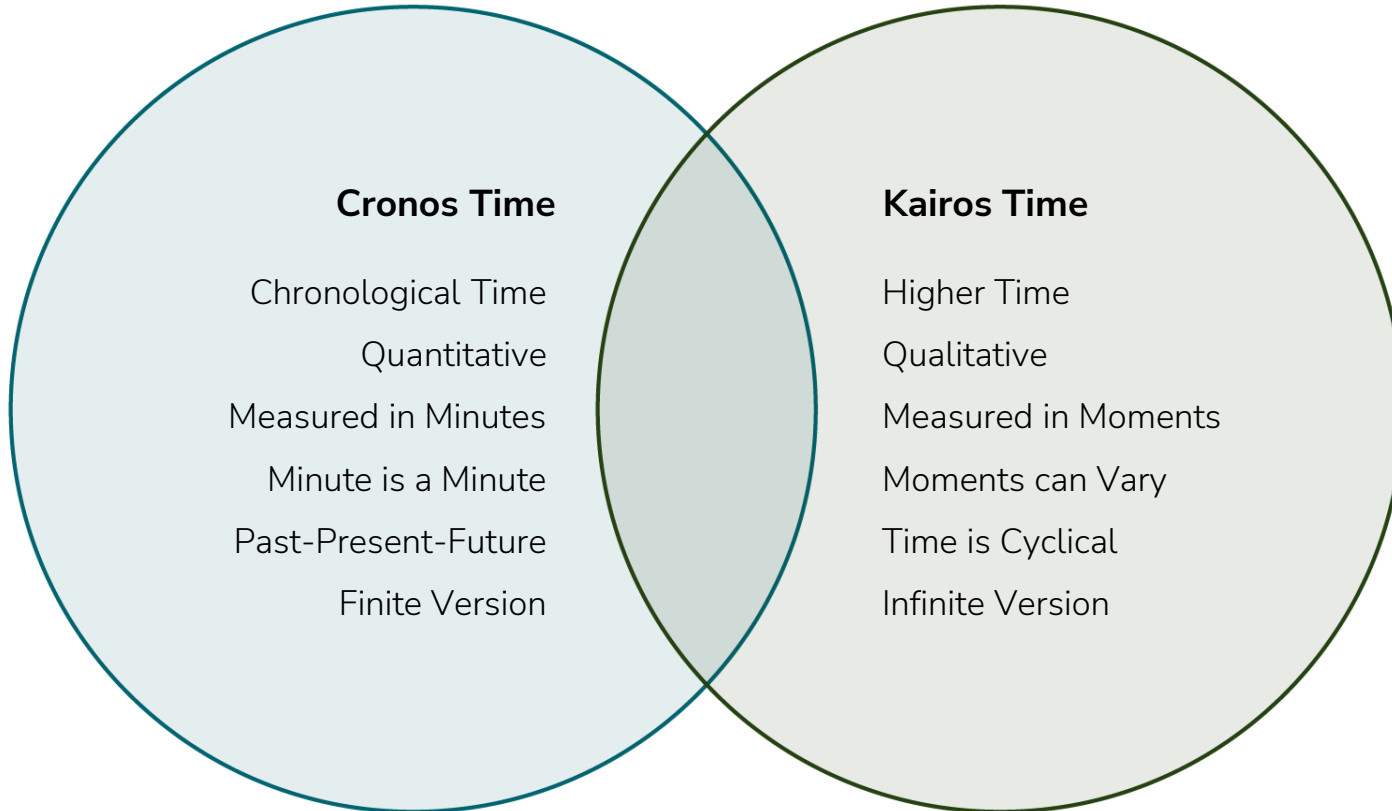
CULTURAL AWARENESS AND RESPONSIVENESS





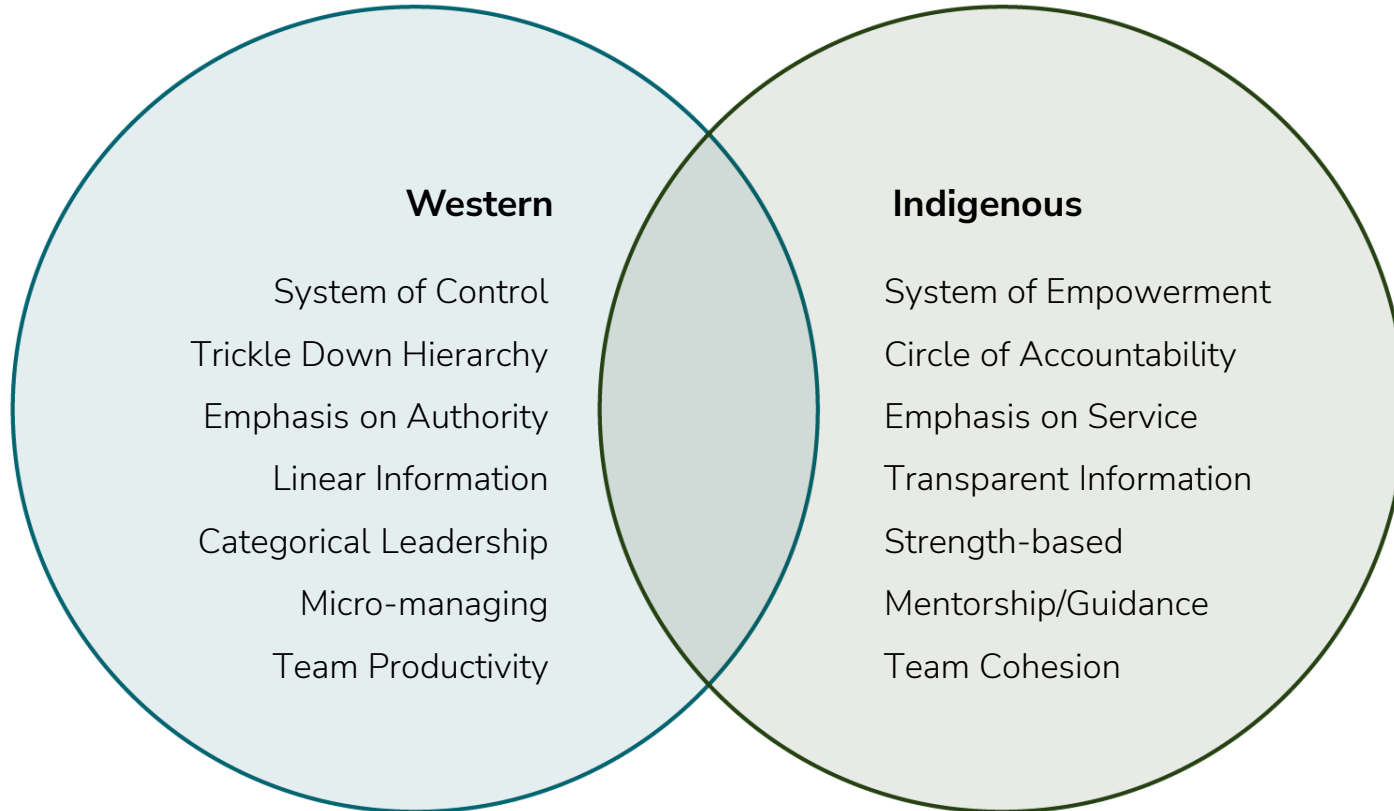
Two Perspectives on Time

LEVERAGING TIME FOR SAFETY





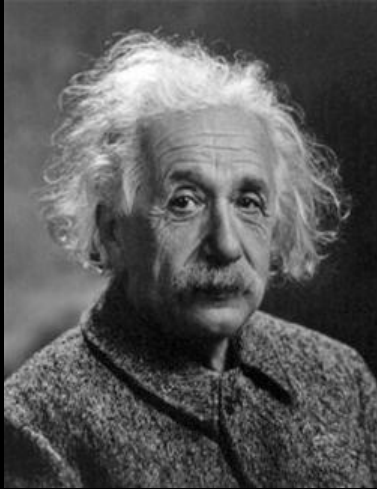
Two Approaches to Leadership



2

Decolonization and Decolonial Practices





We can't solve problems by using the same kind
of thinking we used when we created them.

(Albert Einstein)



How do we decolonize?

Governance

- Ensure space for Indigenous leadership at the beginning of projects
- Take guidance and leadership from local Nations whenever possible

Engagement

- Connect with land-based First Nations
- Connect with urban First Nations, Metis, and Inuit populations
- Build and sustain relationships built on mutual trust and accountability
 - Include youth and Elder representation
- Create space for conversation and input from all attendees
- Ask ourselves – “is this a space that feels inclusive and accessible? Can all people freely speak their mind here?”

Agendas

- Include time and space at the beginning of meetings for an opening and introduction
 - Territory Acknowledgements
 - Remove time specifications in the order of events



How do we decolonize?

Elders

- Provide a gift and honourarium for Elders, Knowledge Keepers, and other guests who are supporting the event
 - Elders from land-based Nations who are doing a traditional welcome should be compensated with honourium
- Note* Elders and other Indigenous Peoples should not be asked to do the Territory Acknowledgement

Language

- Capitalize Indigenous and pluralize peoples
 - Take a distinctions-based approach
- Avoid using possessive terms like “our” or “Canada’s” Indigenous Peoples
- First Nation is the nation itself. First Nations (plural) is for peoples
 - Inuit means “The People”
- Avoid using jargon and acronyms. Use plain language.
- Ensure terminology is being used correctly (ex. Indigenous and First Nations) and we are not using pathologizing language
 - Examples:
 - Stakeholder -> partner, interest/rights holder
 - Spearhead -> take the lead
 - Have a powwow -> chat or have a meeting



How do we decolonize?

Reporting

- Advocate for reduced or alternative reporting
- Provide support in compiling reports when necessary

Funding Timelines

- Create clear outcomes
- Build the project framework collaboratively and transparently
- Remain accountable throughout the project
- Be flexible with what a successful outcome is; balance the project goals with what is realistic
- Focus on honesty, transparency and remaining receptive and understanding.
 - “We move at the speed of trust”



Project Managers, Leaders, and Coordinators:

- Hardwire flexibility, especially when assigning tasks and during engagement
- Work with what works best for each person or team member - person-centered work
- Ensure team is “cross-trained” to be able to support each other and provide coverage
- Manage and support your own mental health and wellbeing - model good habits and practices to your team





Trauma-Informed Tools for your Toolbelt

Content
Warnings

Asking
Permission

Offering
Choices

Changing
Language -
Resilience

Recognising
Trauma
Responses

Grounding

AND

Safety Planning

Awareness
of History

Social Change





Go Beyond Trauma-Informed (TEDI)

Trauma-informed

Recognizes Indigenous targeted trauma and creates an environments that prioritize holistic safety for Indigenous Peoples.

Equity-informed

Acknowledges systemic barriers and works to redistribute power, access, and opportunity so all people can participate.

Dignity-informed

Centers person's inherent worth to uphold respect, autonomy, and reduce shame, honour boundaries, and strengthen trust.



3

Cultural Amplification & Other Professional Tools

A photograph of a person, likely of indigenous descent, wearing a wide-brimmed woven hat and a poncho with a geometric pattern. They are sitting in a forest, looking upwards and to the side. The image is overlaid with a dark green tint.

“Knowing oneself comes from attending
with compassionate curiosity to what is
happening within”

— Gabor Mate



Avoiding the Tokenism Pitfall

Tokenism

“Something that a person or organization does that seems to support or help a group of people who are treated unfairly in society, such as giving a member of that group an important or public position, but which is not meant to make changes that would help that group of people in a lasting way.”

(Cambridge Dictionary)

Examples

- Misleading communications/branding
- Symbolic diversity
- Not supporting new positions
- No change management/transformation
- Relying on staff for work outside of their respective roles/responsibilities
- Homogenization of cultures
- Using “buzzwords” in policy documents without depth, breadth, or commitment (to check a box)



Strategies to Talk about Racism

Call-Out

To shut racism down

The goal is to end violent or unsafe behaviour regarding a person's race. This is best used in public or where no prior relationship exists with the person doing the behaviour. Safety is the main goal.



- You don't know the person
- You name it and ask the person to stop
- Done publicly
- Can make the person defensive





Strategies to Talk about Racism

Call-In

To address unsafe behaviour

This is done within personal and professional settings where racist or culturally unsafe behaviour is being used. The main goal is education, feedback, and change in behaviour.



- There is a relationship with the person you are talking to
- Make it about the behaviour not the person
- You offer advice/information
- You offer gratitude and feedback in return





Strategies to Talk about Racism

Call-Up

To create safe spaces for learning and feedback

This is done when we establish cultures of feedback and criticism in our teams. Leaders encourage open feedback among peers and to leaders on language, behaviour, and power dynamics. The goal is transformation and justice doing.



- Done with teams
- Laterally among peers
- Proactive
- Praised and celebrated





The Importance of Debriefing



- Promotes communication
- Strengthens team cohesion
- Promotes social strategies
- Review language/behaviour
- Respond with correction





The Teaching of Listening

- Great speakers are first great listeners
- You have two ears and one mouth for a reason, so that you listen twice as often as you speak
- You have 3 ears, the two on the side of your head, and the one inside your heart
- Listen to understand, not to respond
 - Replacing judgement with curiosity, creating a safe place for someone to say everything without judgement
- Listening with your heart creates understanding, it's hard to hate someone you understand, it's hard to be afraid of someone you understand

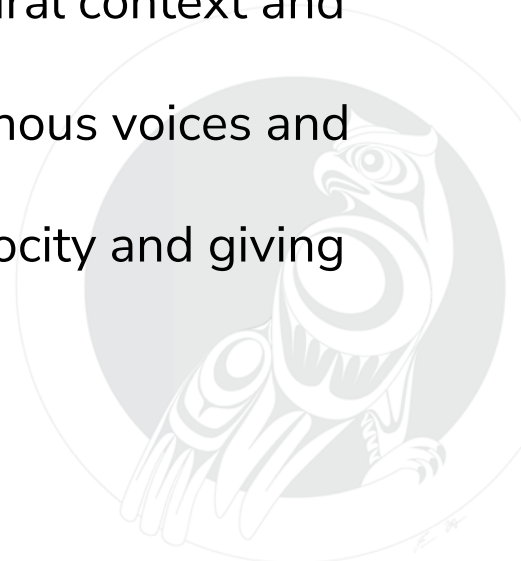




Cultural Appreciation/Amplification



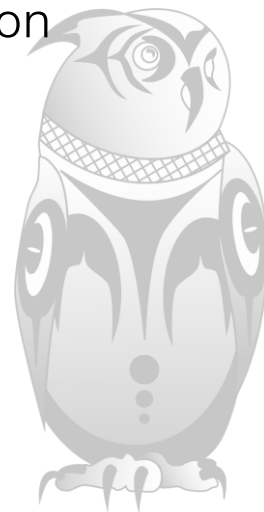
- Grounded in respect and humility
- Involves learning with permission and guidance
- Maintains cultural context and meaning
- Centres Indigenous voices and leadership
- Includes reciprocity and giving back





emPOWERment tools:

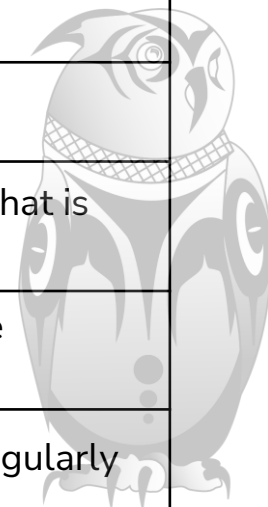
- Give Indigenous peoples decision-making power
- Amplify Indigenous voices through various formats
- Showcase Indigenous resilience and resistance
- Listen to understand, ask questions, take interest in the person
- Reflect us in the physical spaces
- Create leadership opportunities
- Educate team/organization on Indigenous specific resilience
- Ask them what works for them (safety/learning)
- Make space for Indigenous peoples to contribute





ABC's of Equity Informed Practice:

A	Advocacy	How should I challenge the status quo for the sake of improving services for equity-seeking peoples?
B	Beneficence	Hardwiring kindness and generosity into your daily interactions
C	Compassion	Attending, empathising, understanding, & helping
D	Dignity	Involve them in their planning
E	Empathy	Listen, but also share. . .
F	Fear	Avoid paralysis by analysis. Call deep on your courage for what is right.
G	Generosity	Give others latitude, permission to make mistakes, and some responsibility
H	Humility	Ask for help, admit when you do not know, seek feedback regularly





Anti-Racism Tools for Your Tool Belt

1

Train yourself to examine and re-examine your language and behaviour.



- ICS Terminology
- iTIEP Communication Guidelines
- Seek feedback and give feedback to colleagues on their language/behaviour

2

Check-in with your prejudices. Ask yourself “How am I being prejudice?”



- In your team meetings
- When talking about First Nations, Metis, and Inuit
- When working in Indigenous context/projects

3

Pass on what you have learned.



- Tell your family what you learned
- Share with a colleague
- Do a social media post
- Share a social media post
- Write a reflection



4

Aspire to be an ally.
You do not need to be
Indigenous to talk/advocate
for Indigenous Cultural
Safety.



- Practice disciplined listening
- Speak up, but not over!
- Listen with your heart
- Be patient, present, and participate in Indigenous things

5

Commit to lifelong
learning and unlearning.



- Join our LPC Learning Community
- Buy a book
- Listen to podcasts
- Commit to one next thing from this course!



“Two-Eyed Seeing is not just a way of
understanding the world,
it is a responsibility to change how we
move within it.”

Len Pierre





Feedback helps us grow!

Session Details:

- Course: Other: Custom
- Instructor: Marissa McIntyre

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Thank You

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