



# Literature Review: Decolonizing and Indigenizing Mentorship

This literature review explores best practices for decolonizing and Indigenizing mentorship.

## INDIGENOUS MENTORSHIP BEST PRACTICES



### Cultural Integrity

Keeping “hold of one’s Indigenous understandings” and making Indigenous ways of knowing the foundation. Approaches include using Indigenous language, land-based learning, self-location, and cultural identification.



### Distinctions-based

Avoiding the presentation of Indigenous peoples as one monolithic bloc by “carefully considering gendered, geographical, regional, and identities factors that make Indigenous peoples distinct.”



### Miyo

Conducting oneself in a way that reflects miyo—goodness, sharing, generosity. Can be developed through “following protocol, showing guardianship over sacred knowledge, standing by cultural validity of knowledge, and giving back.”



### Non-hierarchical

Allowing space for self-reflection, shared power, and interconnectedness. Story-sharing helps decolonize relationships through vulnerability, trust, and honouring each other’s knowledge. Mentees should feel they have a meaningful say in the relationship.



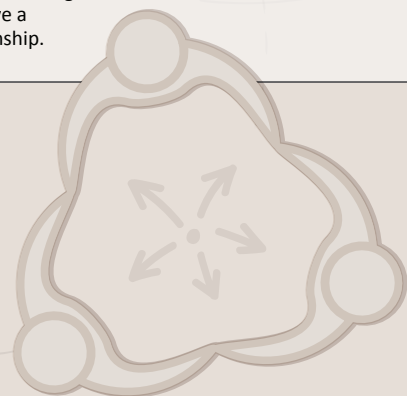
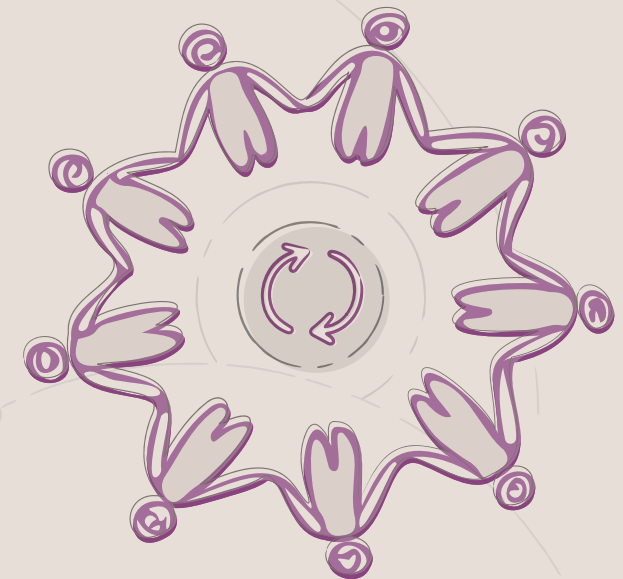
### Peer-based

Providing each other with a sense of community helps students overcome obstacles like being far from home or worrying they won’t fit in.



### Reflection/Self-reflexivity

Allowing for “the interrogation of interconnectivity of self and external world, and our responsibilities to our social, physical, and ecological environment”, setting the groundwork to proceed in a good way.



## KEY TAKEAWAYS

- Eurocentric mentorship models discredit Indigenous perspectives.
- Successful Indigenous mentorship is non-hierarchical, rooted in cultural integrity, reflection/reflexivity, distinctions-based, peer-based, embodying Miyo (goodness, sharing, reciprocity).

