

Introduction to Inclusion & Reconciliation in Heritage

Dates: Tuesday, October 6 & Wednesday, October 7, 2026

Time: 9:00 AM - 4:30 PM ADT (Tuesday) & 9:00 AM - 12:00 PM ADT (Wednesday)

Location: Water & Ice Room, Labrador Campus of Memorial University, 171 Hamilton River Road, Happy Valley-Goose Bay, NL A0P 1E0

Instructors: Jared T. Hogan, A.B.D., M.A., B.A. (Hons.), B.Sc. & Jordan Hollahan, A.B.D., M.A., B.A. (Hons.)

Fee: \$20 for MANL/ANLA members & MUN Students; \$35 for the general public

Workshop Description:

This workshop will be delivered in two parts:

- Part 1: UDL in Heritage introduces participants to the core principles of Universal Design for Learning (UDL) and explores how UDL can be applied in program design, exhibit development, and interpretation. UDL is a framework that supports development of inclusive and flexible learning environments. This framework works by ensuring that learning environments are built to be inclusive from the get-go, without requiring visitors—including people with disabilities, neurodiverse individuals, children, and multilingual audiences—to seek out their own supports. Whether you are a curator, educator, designer, or heritage worker, this workshop will support you in creating heritage spaces as inclusive, engaging, and equitable places of learning for everyone. This part of the workshop is inspired by Memorial's School of Social Work's Universal Design for Learning Community of Practice.
- Part 2: Reconciliation in Heritage invites participants to explore how heritage professionals and their institutions can support reconciliation. Participants will be introduced to the concepts of reconciliation, decolonization, and Indigenization—all grounded in recent national and international movements towards repairing the relationship between Indigenous Peoples and settlers. Rather than placing blame, this workshop invites participants—particularly settlers—to engage in honest reflection and collaborative learning. The goal of this workshop is to build understanding, relationships, and confidence to support reconciliation in NL heritage institutions.

Learning Outcomes:

- Describe the core principles of Universal Design for Learning (UDL), including:
 - Multiple Means of Representation
 - Multiple Means of Action & Expression
 - Multiple Means of Engagement
- Identify common physical and psychological barriers to learning and engagement in heritage, including:
 - Physical Barriers:
 - Inaccessible Sites
 - Insufficient Seating
 - Poor Signage

- Improper Lighting
 - Limited Access to Supports (e.g., subtitles, braille materials, etc.)
 - Psychological Barriers:
 - Fear of Discrimination
 - Language Barriers
 - Stereotypes & Stigmas
- Demonstrate practical strategies for applying UDL in program design, exhibits, and interpretation.
- Discuss how UDL and inclusive design supports reconciliation, accessibility, and community connection.
- Recognize the difference between key terms, including:
 - Reconciliation
 - Decolonization
 - Indigenization
- Describe the connection between museums, public education, and provincial politics and the representation of Indigenous Peoples in Newfoundland and Labrador.
- Identify ways heritage workers can support reconciliation, including:
 - Repatriation / Rematriation
 - Community-led Projects
 - Indigenous Language Revitalization
- List the relevant national and international literature regarding Indigenous Peoples and their right to cultural representation, including:
 - United Nations Declaration on the Rights of Indigenous Peoples
 - Canadian Museums Association Moved to Action Report
 - Truth and Reconciliation Calls to Action Report
- Name the Indigenous cultural groups in Newfoundland and Labrador, including:
 - Inuit
 - Innu
 - Mi'kmaq
 - Beothuk
- Identify whose territory you are living / working in and the relevant Indigenous Governments.
- Construct a Personalized Territory Acknowledgment, including the territories you are living / working in and your personal positionality.
- Recognize outdated terminology and replace it with updated terminology relating to Indigenous Peoples in Newfoundland and Labrador and in Canada.
- Demonstrate how to use new terminology in their own institutions. Support for this workshop has kindly been provided by the Labrador Campus of Memorial University, School of Arctic and Subarctic Studies, Polar Knowledge Canada, and the Institute of Social and Economic Research.

About the Instructors:

- **Jared T. Hogan, A.B.D., M.A., B.A. (Hons.), B.Sc.**

Jared T. Hogan (He/They) is a settler with connections to Conception Bay North and Central Newfoundland. He is a fifth-year PhD candidate (Archaeology) and Per Course Instructor (Anthropology, Archaeology, Education, & Sociology) at Memorial University, as well as an Instructor (Adult Teaching and Learning Innovation) at the College of the North Atlantic. Jared's research explores the representation of Indigenous Peoples at non-Indigenous-led museums across Newfoundland and Labrador, the representation of Indigenous Peoples in colonial media from the 18th to 21st centuries in the province, and the importance of education for reconciliation between Indigenous Peoples and non-Indigenous folks. Jared is currently exploring the role of Universal Design for Learning in heritage and reconciliation within heritage facilities.

- **Jordan Hollahan, A.B.D., M.A., B.A. (Hons.)**

Jordan Hollahan (He/Him) is a settler with connections to Mount Pearl. He is a third-year PhD candidate (Archaeology) and Research Assistant (Social Work). Jordan's PhD work explores the evolution of the seventeenth-century "Mansion House" at Ferryland, Newfoundland. Jordan's life-long disability (a bilateral mild-sloping to severe sensorineural hearing loss) has pushed him to advocate for and bring awareness to anti-ableist teaching practices such as Universal Design for Learning (UDL). For his efforts, Jordan has been awarded the Community Advocacy Award through the Canadian Hard of Hearing Association and The Glenn Roy Blundon Award from Memorial University. The intersection of his love for archaeology and living with a disability has produced his passion for community/public archaeological research practices and accessible/inclusive education. Jordan hopes to become even more involved with initiatives that promote the use of UDL in classrooms and the community.

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