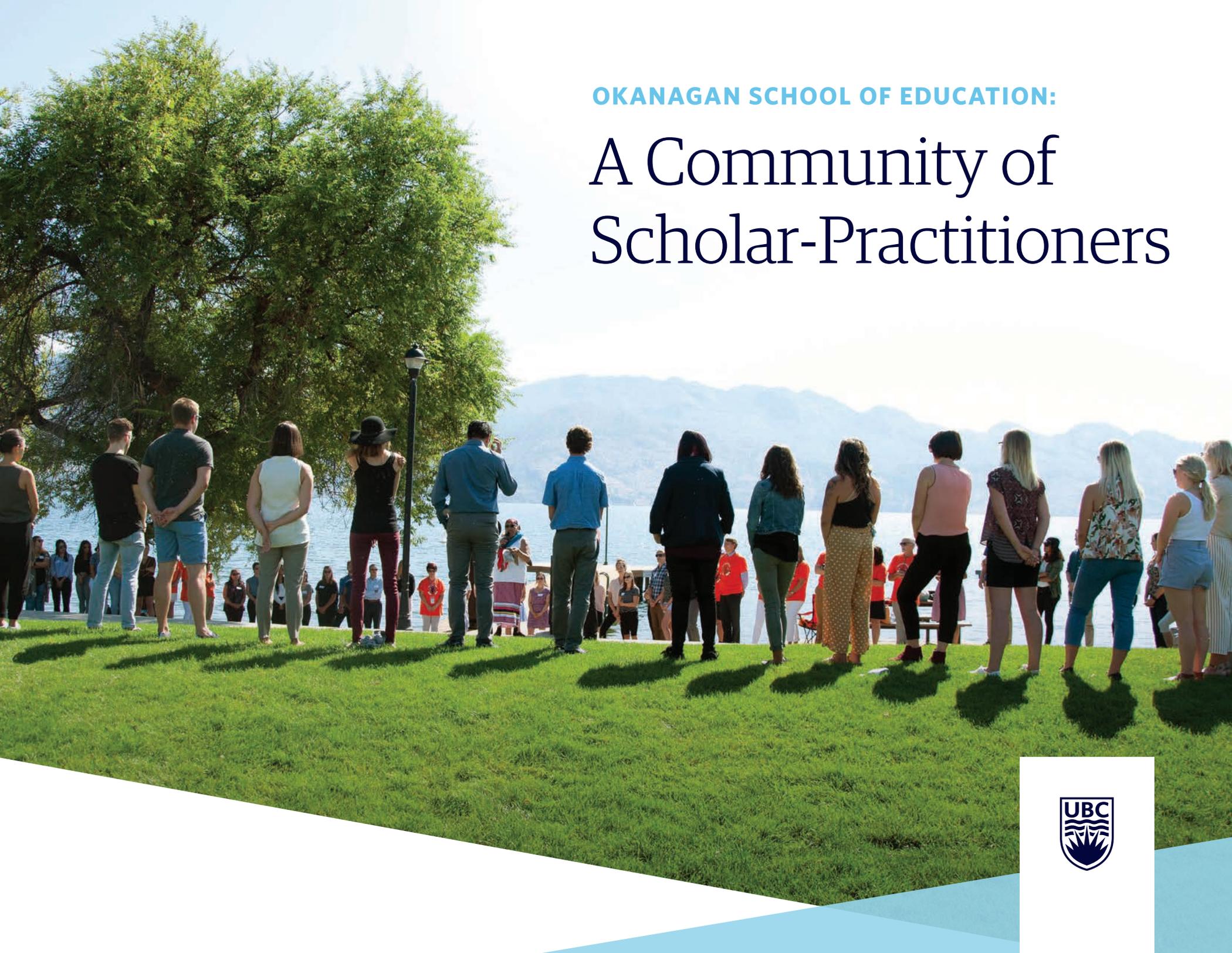


OKANAGAN SCHOOL OF EDUCATION:

A Community of Scholar-Practitioners





**kʷu tə́ cúləl'uʔs iʔ | təmxʷulaʔxʷs iʔ syilx tali əc haʔ stim
aʔiʔ əc mistim axaʔ iʔ təmxʷulaʔxʷselx lut pənkiŋ k'í swit
tə́ xʷicxmselx**

We respectfully acknowledge that the land on which we gather
is the unceded territory of the Syilx (Okanagan) Peoples

Nous tenons à souligner que les terres sur lesquelles nous
sommes rassemblés font partie du territoire non cédé des
Syilx (Okanagan)

Director's Message

The Okanagan School of Education (OSE) is embarking on a new chapter in the School's history. We are pleased to share our strategic plan, designed to guide our journey as we work towards achieving our vision of a thriving scholar-practitioner community, investing in and envisioning the future of education together.

Housed within the Faculty of Education, UBC, we are fully committed to growing and supporting educators as scholar-practitioners—an educator identity understood as lifelong students of learning.

To accomplish this, we will continue to bring educators together from across diverse settings, multiple disciplines and varied interests, embracing the formative nature of professional knowledge. Our undergraduate, professional development and graduate education programs will build communities of scholar-practitioners, strengthening and sustaining these journeys of professional growth through intertwining philosophical, theoretical, content, and

pedagogical knowledge, placing primacy on ethical, experiential, relational and wholistic educative traditions, approaches and research.

Situated on the territory of the Syilx Okanagan Nation, we seek ways that honour local Indigenous histories with pedagogies responsive to the relational connections to land, culture, and understandings of self in the world. This strategic plan acknowledges our commitment towards truth, reconciliation and healing efforts.

Classrooms are increasingly foregrounded as sites to address civil, racial, ecological, and social tensions and concerns, and inspire transformation and reconciliation. As reflected in our strategic plan, we will continue to invest accordingly, embodying inclusive pedagogies and practices. Race, racialization, and racism in educational contexts matter, and all programs concretely explore ways to build more equitable relations among different racialized groups. Sexual orientation, gender identity and mental health shape individual and collective well-being, and our programs invest in the creation of learning contexts that invite all learners to grow their potential—learning with, from, and through each other.

There will always be more to learn and more to address, but this plan will guide our future decisions and actions as we continue to make great strides in our research and teaching.

OSE understands teacher education to be an awesome responsibility. This strategic plan embraces our response to this responsibility. It is an investment in scholar-practitioners' professional knowledge; critically analyzing and significantly altering how they think, act, and envision their teaching/learning practices, now, and in the future.



Professor and Director, Okanagan School of Education



Dean's Message

I am delighted to contribute to the Okanagan School of Education's strategic plan, the product of a year-long, community-wide process of planning, imagining and visioning. This is a propitious moment to launch a new strategic plan. The year 2020, for all its challenges and turmoil, has brought into sharp focus the continuing tensions, challenges and inequities in our society. As we confront our own complacency, our privilege and our racism, we need to seize this moment and recommit to the power of education to transform people and communities.

UBC's strategic plan, *Shaping UBC's Next Century*, reminds us that the University's purpose is to advance a sustainable and just society across British Columbia, Canada and the world. The Faculty of Education's strategic plan, *Learning Transformed*, names this time as one of renewal, growth and expansion, during which we must leverage the leading-edge scholarship, teaching, and professional learning that will help our global society move, slowly and painfully, toward a more just and equitable future.

I commend the students, staff and faculty members of the Okanagan School of Education for their work to date, and look forward to continuing the journey with you.



Dean, Faculty of Education





Vision

A thriving scholar-practitioner community, investing in and envisioning the future of education together

Purpose

Cultivating educators' deep professional knowledge as scholar-practitioners, researching and teaching for diversity, equity, inclusivity, freedom and innovation, drawing upon research-based perspectives and practices



Priorities

Advance the profession locally, provincially, nationally and internationally through engaging and discerning diverse research, scholarship and practices

Build and sustain our scholar-practitioner community, comprising educators from varied sites, disciplines, interests and all phases of careers

Decolonize programmatic and curricular understandings and practices, embracing Indigenization as an ongoing shared ethical responsibility of all educators

Support and nurture individual/collective well-being and mental health for students, staff and faculty

Grow our research impact locally and globally: scholarship, partnerships and professional organizations

Seek responsive pedagogies and adaptive expertise integral to transformative teaching/learning



Achieving Our Goals



GOAL

We will **advance the profession through placing practitioner knowledge as primary within teacher education**

OBJECTIVES

- Recruit passionate prospective and practicing educators, inspiring innovative, inclusive, responsive, reflective and place-based practices through active engagement in school and community sites
- Foster the needed educative conditions and supports to continually contribute to a community of educators acting as resources and catalysts for participatory learning connections throughout the Okanagan valley and beyond
- Raise the profile of education, heightening awareness of it as a vehicle for building strong individuals that value diverse contributions sustaining strong communities
- Develop a shared research-informed platform of beliefs, assuming an inquiry-oriented pedagogical stance towards curricular practices across all disciplines and interests that values the given complexities and diversities within all educative situations



GOAL

We will bring together prospective and practicing educators forming and strengthening our undergraduate, professional development and graduate programs through **shared community investment in the formative nature of professional knowledge**

OBJECTIVES

- Create opportunities for interdependent and innovative teaching and learning across all of our programs
- Develop and sustain research and professional partnerships that mobilize knowledge-building discourses
- Incite and inform public dialogue
- Empower the education profession as a whole
- Continue to strengthen relationships with our partner school districts and community resources; encouraging an awareness of and attentiveness to each others' goals and objectives



GOAL

We will foster principles and practices that **reconceptualize education in ways that honour both local and global Indigenous histories** with pedagogies responsive to the relational connections to land, culture and understandings of self in the world

OBJECTIVES

- Value ongoing professional learning and development, engaging thoughtfully with local and global Indigenous communities, enlarging understandings of histories and cultures alongside theories and research in the field
- Cultivate conditions and supports to invest long-term in a local community of educators who will act as resources and catalysts for Indigenizing curriculum
- Build capacities to decolonize curricula in meaningful and sustainable ways
- Mobilize opportunities for all stakeholders to disrupt colonial relations and pedagogies



GOAL

We will instill productive working contexts, embracing respect and accountability to each other, **cultivating student, faculty and staff individual/collective wellbeing**, and fostering capacities for all to contribute to OSE's purpose and ongoing development

OBJECTIVES

- Embody deliberation of diverse perspectives across all programs emphasizing ongoing transparency and communication
- Enhance workplace learning, career-long investment and mobility opportunities
- Build a supportive School culture inviting research, teaching and service connections among students, faculty and staff
- Communicate and celebrate the activities and achievements of students, faculty and staff



GOAL

We will champion the **quality and impact of our research and scholarship** within OSE, the Faculty of Education and UBC, alongside growing local, national and international attention

OBJECTIVES

- Seek and support research and scholarship opportunities that build cross-program and community engagement
- Enhance faculty and student participation in collaborations with school districts, community partners, institutions and organizations that support learning with and through each other
- Influence broader contexts, mobilizing research knowledge for policy and practice considerations locally, provincially and beyond
- Promote and share research and scholarship of faculty and students

GOAL

We will seek opportunities for educators to see, act, and reflect, renewing and revisiting the nature of **transformative teaching and learning** again and again through **program efforts that are purposely recursive**, intended to cultivate enlarged and deepened understandings of scholar-practitioner identities in-the-making

OBJECTIVES

- Heighten ethical responsibility and care towards creating collaborative learning contexts that are respectful and responsive to the particulars of students and place, while enabling all involved to continually situate themselves in the larger world
- Develop inclusive places/spaces for exploration, creation and concrete practice that value multiplicity of perspectives, insights and resources of individuals and communities
- Encourage varied educative situations be approached more thoughtfully, creatively, fittingly and flexibly, as the tasks of pedagogical innovation
- Cultivate embodied understandings of how collaboration, inclusion and innovation are interdependent and interrelated within curricular enactment, enabling all to articulate the significances for learners/learning, teachers/teaching and in relation to the extended community



Leadership Team



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Director's Acknowledgements

It takes a dedicated team to develop and implement a strategic plan. There are a number of people who made significant contributions to the plan and I offer my sincere thanks to all of them:

- Dean Blye Frank for his support and strategic vision for the Faculty of Education as a whole
- Okanagan School of Education faculty and staff for their input, development and writing
- The greater community of students, schools and community partners that the Okanagan School of Education serves, who collectively informed our efforts
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