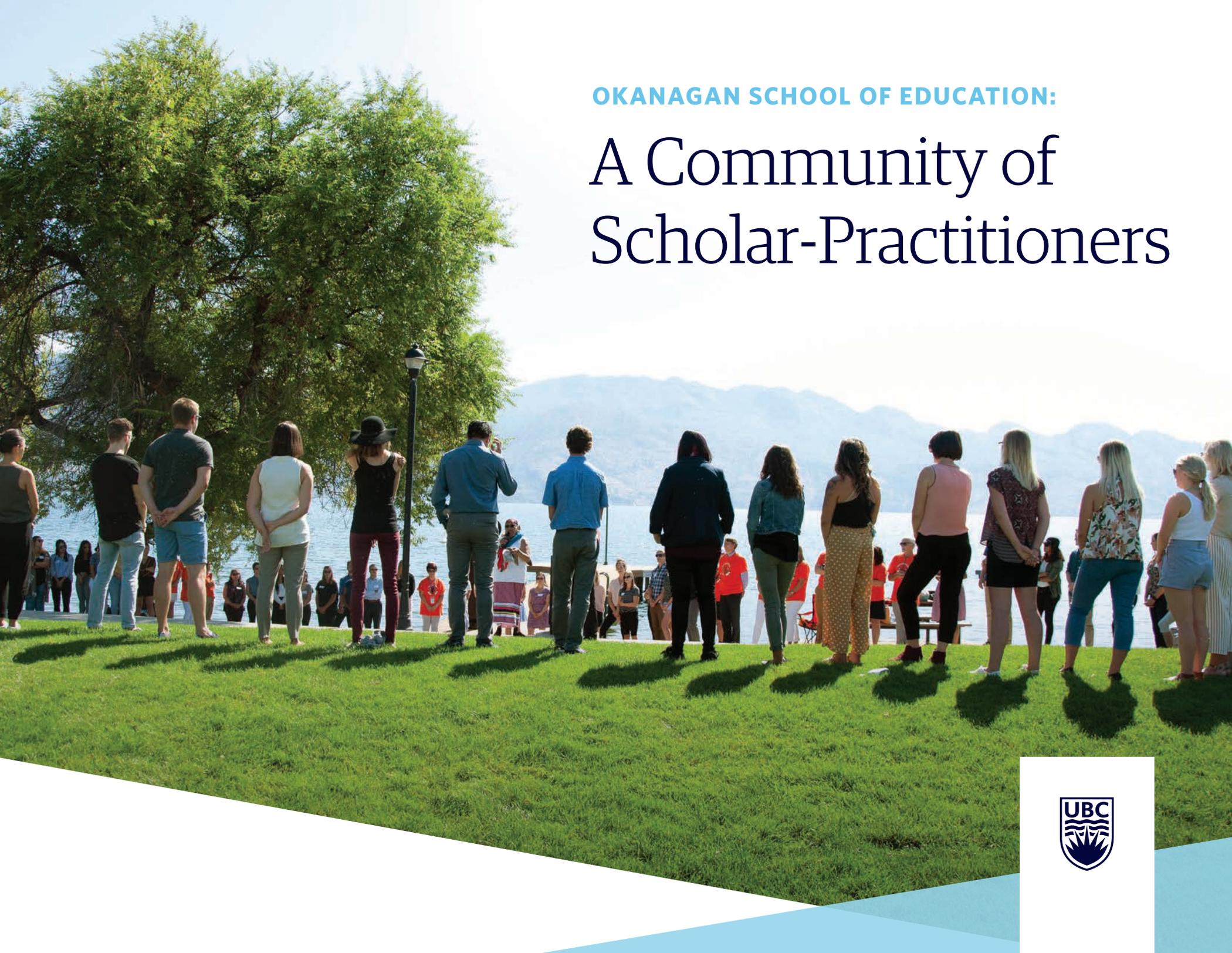


OKANAGAN SCHOOL OF EDUCATION:

# 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



## Core Areas

In association with the 2018 UBC strategic plan, Shaping UBC's Next Century, the 2019 UBC, Faculty of Education's strategic plan, Learning Transformed, and the UBC Indigenous Strategic Plan (in process), the core areas identified of People and Places; Research Excellence; Transformative Learning; & Local and Global Engagement, serve as operative mediums for the Okanagan School of Education's goals and objectives, shaping a roadmap for 2020-25.

### PEOPLE AND PLACES

"At the heart of the university's identity are the mutually reinforcing groups of people and locations (physical and virtual) that endow UBC with its special qualities and define how our work is accomplished."

*Shaping UBC's next century: Strategic Plan 2018-2028*

The Okanagan School of Education (OSE) foregrounds people and places as the necessary catalyst for all teaching, research, and service commitments. Our collective efforts orient towards preparing educators to work in respectful and responsive ways with students, families, care-givers, and local communities, building in productive ways on the resources that all individuals and contexts offer. World-wide, Indigenous connections to land, culture, and the relational self, convey the wisdom of such pedagogically attuned stances. It is within such attuned stances that the kinship of Indigenous commitments to interconnectedness, reciprocity, relationality, reverence, and respect, emerge and offer the needed learning conditions, supports, and participation, framing OSE's efforts. In particular, as OSE is situated on the territory of the Syilx Okanagan Nation, Syilx Peoples' sacred, inherent responsibility to care for the tmxwulaxw ("our land") according to principles embedded in traditional knowledge, stories, teachings, ceremonies, medicines, dances, and the arts, provides an integral learning context for decolonized and Indigenized curricular pathways. All of our OSE programs are committed to healthier ways to live in the world with others that are generated through attending to people and places as the necessary ground to incite all learning.

## RESEARCH EXCELLENCE

“We are among the world’s leading universities for research across many fields. Our research has had a profound impact on several areas of society.”

*Shaping UBC's next century: Strategic Plan 2018-2028*

The Okanagan School of Education (OSE) houses exemplary professors, leading and actively involved in associated research and scholarship from across disciplines, methodologies, ideological perspectives, and interests. OSE invests in questions concerning what it means to teach, to learn, and the nature and role of teaching/learning contexts alongside the needed leadership. Collectively, our research brings these questions to life, documenting and analyzing the opportunities and challenges within educational sites of all kinds and envisioning education for the future. Individually, distinct research efforts cultivate needed insights and expertise to build and sustain the scholarly community to contribute to the future. Most importantly, our collective and individual efforts model research as a habit for all educators- helping to approach our practices and articulate understandings of teaching and learning with increasing breadth and depth. At the heart of OSE, embodied within the notion of a scholar-practitioner, is the formative nature of professional knowledge. So, as scholar-practitioners, OSE engages multiple research-based perspectives through studying, documenting, and analyzing the cultivation of thoughtful teaching/learning practices and policies. Grounding all efforts in research, attention is oriented towards growing OSE community capacities for discernment and practical wisdom. Undergraduates alongside post baccalaureate and graduate students contribute to a research-based scholar-practitioner community committed to professional growth and leadership within the profession. Situated within

OSE, the Centre for Mindful Engagement provides an exemplar of such a research community. The Centre fosters mindful places-spaces for studies focusing on pedagogical excellence, collaborative connections across practitioners and researchers, and scholarship, research and community engagement locally, provincially, nationally, and globally. As a whole, OSE actively engages multi and inter-disciplinary inquiry, drawing on the resources of the local and greater research communities and contributing to the Faculty of Education’s world-class reputation as a research institution.





## TRANSFORMATIVE LEARNING

“UBC is renowned for the excellence and breadth of its education and has a long-established track record in teaching and learning innovation. But changes in learner demographics and interests are reshaping the university.”

*Shaping UBC's next century: Strategic Plan 2018-2028*

The Okanagan School of Education (OSE) places ongoing professional knowledge as primary to strengthening and transforming the field of education locally and globally. Across the inter/intra-disciplinary design of OSE programs of study, learning opportunities purposefully revisit understandings of professional knowledge through varied traditions, perspectives, methodologies, and platforms. These recursive opportunities are understood as key to enlarging and deepening thinking, and catalytic to individual/collective creative and critical meaning-making, with learners/learning transforming on an ongoing basis. OSE faculty members are committed to enabling prospective and practicing educators to create the conditions and supports for cultivating and guiding such transformative learning experiences across multiple disciplines, interests, contexts, and formats, as the scholar-practitioner's task. As such, the OSE community of scholar-practitioners is invested in continually cultivating a philosophical and pragmatic language for what educators are orienting their practices toward and why. To do so, faculty members offer exceptional teaching and learning experiences that embody inclusivity, collaboration, and innovation in action, connecting practitioners and researchers, and furthering scholarship, research and community engagement locally, provincially, nationally, and globally. OSE's prides itself in providing exceptional leadership in this regard, deliberately negotiating theory/practice intersections and orienting learners/learning towards individual/collective growth and well-being, across all teaching, research, and service commitments.

## LOCAL AND GLOBAL ENGAGEMENT

“UBC is locally integrated and globally connected; it has always been a place of community engagement. Indeed, global perspective is embedded in the histories and communities that have shaped the local context in British Columbia and at UBC.”

*Shaping UBC's next century: Strategic Plan 2018-2028*

The Okanagan School of Education (OSE) is invested in developing a culture of engagement through ongoing accountability, responsiveness, and sustained communication across all programmatic teaching, research, and service undertakings. OSE's valuing of varied expertise and resources, strengthens and optimizes engagement and mobilization efforts. A key shared understanding of OSE is that teaching and learning must reflect local traditions, perspectives, and concerns. OSE evidences such engagement with the particulars of people and places as concomitantly revealing national and international implications entailing multiple modes and multiple stakeholders. For example, the design of our B Ed program embedding curricular Indigenization throughout the 16 months of study mirrors the needs in education for responsiveness to local contexts and conditions while attending to the opportunities, resources and requirements of broader provincial and national requirements and expectancies. OSE understands such engagement to individual/societal learning/unlearning as the task of reconciling pedagogies. Such engagement brings the OSE community into conversation with educators and students from individual classrooms, professional inquiry groups, community partners

and resources, shaping the ongoing engagement that comprises the tasks of reconciliation. Engaging accordingly reflects OSE's ethical commitment to openness, willingness to challenge values, assumptions and beliefs, and boldness to grapple with difficult and complex issues. Engagement as investment in process is integral and a commonly held Indigenous ethic worldwide that is informing the OSE scholar-practitioner community. the Centre for Mindful Engagement provides an exemplar of such a research community. The Centre fosters mindful places-spaces for studies focusing on pedagogical excellence, collaborative connections across practitioners and researchers, and scholarship, research and community engagement locally, provincially, nationally, and globally. As a whole, OSE actively engages multi and inter-disciplinary inquiry, drawing on the resources of the local and greater research communities and contributing to the Faculty of Education's world-class reputation as a research institution.





# 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



Blye Frank  
DEAN, FACULTY OF EDUCATION



Margaret Macintyre Latta  
DIRECTOR OF THE OKANAGAN SCHOOL  
OF EDUCATION



Wendy Klassen  
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Scott Douglas  
DIRECTOR OF ENGLISH AS AN  
ADDITIONAL LANGUAGE PROGRAMS



# 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:

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- The greater community of students, schools and community partners that the Okanagan School of Education serves, who collectively informed our efforts
- UBC Okanagan design services for their creative vision

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