

Appendix D: Report on Decolonizing and Indigenizing Teacher Education Program (2020-2021)

Date	What	Led by	Participation by	Why this? Why here?	Readings/Resources
BLOCK 1 - EDUC 403 - BECOMING A SCHOLAR-PRACTITIONER					
September 8-October 2, 2020					
Sept. 3, 2020	Meet and welcome and event to connects OSE faculty and staff	OSE faculty and staff	All teacher candidates and faculty	To begin and develop respectful, inclusive, collaborative and sustaining teaching/learning relationships, and situate ourselves within Okanagan Territory for students to understand where they will be learning, living, and growing as educators OSE faculty and staff wore an Orange shirt, including the statement "Every Child Matters", emphasizing the importance of inclusion, equity and commitment towards reconciliation.	m'ym'aytwixwmntm i? sqilx"tət Stories of our sqilxw ways curricular resource book and Teachers' Guide sets were distributed to teacher candidates
Sept. 11, 2020	IndigenEYEZ Workshop 1	Kelly Terbasket	Teacher candidates	To build community with imagination and action	IndigenEYEZ Resources (Allyship, Syilx 101)
Sept. 18, 2020	IndigenEYEZ Workshop 2	Kelly Terbasket	Teacher candidates	To connect teacher candidates to Syilx and Indigenous pedagogy	Skwist positioning and connections by Kelly Terbasket
Sept. 30, 2020	Orange Shirt Day	OSE faculty and staff	OSE faculty and staff and teacher candidates	To remind teacher candidate of reconciliation and residential school trauma	Handout: History of Orange Shirt Day and Residential Schools
BLOCK 2 - EDUC 431 - DEVELOPING A PEDAGOGICAL STANCE					
October 5 - December 4, 2020					
Oct. 14, 2020	Indigenous Education and the First Peoples Principles of Learning (FPPL)	Dr. Wendy Klassen, Dr. Bill Cohen, Desiree Marshall-Peer	Teacher candidates	For teacher candidates to connect to local and provincial Indigenous pedagogy theory/models	Syilx Okanagan connections to FPPL by Dr. Bill Cohen Indigenous learners and intro to FPPL and FNESC by Desiree Marshall-Peer
Oct. 28, 2020	Central Okanagan School District UBCO - Teacher Candidate Zoom Session - Pedagogy Through the Lens of the Four Food Chiefs	Joanne De Guevera, Terry Beaudry, Dr. Bill Cohen, Desiree Marshall-Peer	Teacher candidates and SD 23 Indigenous Advocates	To understand Pedagogy of Story To connect and develop understanding and collaborative relationships between Indigenous advocates and Teacher candidates	Introduction of the Four Food Chiefs/Audio Recording of the Four Food Chiefs/Song Self-Reflection Through the Lens of the Four Food Chiefs/ Random Breakout/District Perspective Introduction of the Advocates, each Advocate meets with 5-7 teacher candidates Synthesis of Learning/Final Reflection(s)

Jan. 4 - Feb 2, 2021	k̓u ʔúllus We Are Gathering: p̓pa̓xt –sparks to ignite collective understanding	Dr. Bill Cohen, Karen Switzer, Dr. Catherine Broom, Dr. Peter Arthur, and Dr. Scott Douglas	Teacher candidates and community partners	Teacher candidates have become familiar with The First Peoples' Principles of Learning, the TRC 94 Calls to Action, and in k̓u ʔúllus sessions have learned about place-based projects connecting schools/students to Indigenous peoples' knowledge, Syilx knowledge, pedagogy and language.	The OSE community and Syilx Okanagan people, the Kelowna Heritage Museum, SD23 community projects (Equity in Action, Language classes), OSE Grad Students have been connecting to Indigenous Storyways, more specifically Syilx Okanagan captik̓ Storyways and have shared examples of applications in teaching and learning. There has been a focus on Syilx Okanagan connections because we are in the unceded traditional territory of the Syilx Okanagan people, and we have also been making substantial connections to Secwepemc, N̓lakápmux, Hawaiian, and Turkish place-based pedagogies and cultural diversity.
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EDUC 436 (5) Developing Curricular Vision for a Democratic Society: Educational Purposes, Policies, and Practices, Part 1
January 4 - February 2, 2021

Jan. 12, 2021	Kelowna Heritage Museum: Our Living Languages Exhibit	Linda Digby, Jen Garner and Dr. Bill Cohen	Teacher candidates and community	Relevance for educators of past, present and future interconnections with Syilx Okanagan and Indigenous peoples	Kelowna Museum virtual tour Our Living Languages Exhibit Schooling in the Okanagan Mission 1860s to IRS to Integration to FNS to current
Jan. 12, 2021	Trickster Comes to Teacher Education presentation	Dr. Jan Hare	Teacher candidates and UBCO community	Policy reform across Canada have inspired changes to K - 12 curriculum that are inclusive of Indigenous worldviews, perspectives, and pedagogies. In addition, teacher regulating bodies are developing new standards for the teaching profession.	The BC Teachers' Council has introduced a ninth standard, whereby all educators are expected to foster a deeper understanding of Indigenous histories, cultures, and perspectives, integrating these into the classroom. These directives place new responsibilities and expectations on teacher candidates and teacher education programs. Drawing on the significant cultural being of the trickster figure observed in Indigenous stories, this presentation describes how methodological the trickster is in coming to teacher education, describing three pedagogical strategies to empower pre-service teachers to advance their journeys of decolonization and consider how to enrich their practicum and teaching experiences with Indigenous perspectives. It draws on the national resource from the National Center for Collaboration in Indigenous Education (NCCIE) to support trickster strategies that include disrupting the order of things, summoning the imagination, and renewal.
Jan. 22, 2021	Report on UBC Okanagan's Declaration of Commitments to the TRC Calls to Action	Dr. Jeannette Armstrong, Dr. Bill Cohen, Dr. Margaret McIntyre Latta, Jordan Ned, Grad Student	UBCO community with invitations to OSE community	For teacher candidates and public to better understand and be aware of UBC's commitment to indigenization	Panelists responded to following questions: What is the role of post-secondary institutions and meaningful activity in response to the TRC Calls to Action? How does your work inform and contribute to UBC Okanagan's commitment to the TRC?
Jan 28, 2021	Syilx Okanagan Curriculum Bundles Workshop	Dr. Shannon Leddy, Dr. Bill Cohen and Kevin Kaiser SD23	Teacher candidates and community were invited	To connect educators and Teacher candidates to decolonizing and indigenizing resources and potential contributions to website	Workshop, co-hosted by Dr. Shannon Leddy (Faculty of Education, UBCV) Dr. Dr. Bill Cohen and Kevin Kaiser (SD23), on developing curriculum bundles for inclusion on UBC's new Indigenous education website, decolonizing teaching indigenizing Learning

Feb. 1, 2021	kʷu ʔúllus Panel Dialogue, Connecting the past to the present and future—sqəlxwɫcawt	Moderator: Bill C. Panelists: Jody Nelson, OSE Ph.D. student Leslie Shayer OSE Ph.D. student, Belkis Toreti OSE M.Ed. student Natasha Omori OSE M.Ed. student, Dustin Skayu Louis, Syilx U of Hawaii Ph.D. student	Teacher candidates and community	To develop kinship teaching/learning relationships between teacher candidates and Grad students based on Indigenous pedagogy	Teacher candidates have become familiar with The First Peoples' Principles of Learning, the TRC 94 Calls to Action, and in kʷu ʔúllus sessions have learned about place-based projects connecting schools and students to Indigenous peoples' knowledge and Syilx knowledge, pedagogy and language. The OSE community and Syilx Okanagan people, the Kelowna Heritage Museum, SD23 community projects (Equity in Action, Language classes--taqnt eteacher candidate.), OSE Grad Students have been connecting to Indigenous Storyways, more specifically Syilx Okanagan captíkʷɫ Storyways and have shared examples of applications in teaching and learning. There has been a focus on Syilx Okanagan connections because we are in the unceded traditional territory of the Syilx Okanagan people, and we have also been making substantial connections to Secwepemc, NłakáɁamux, Hawaiian, and Turkish place-based pedagogies and cultural diversity
Feb 1, 2021	Meredith Rusk Keynote: Places of Inclusion: Taking Indigenous Knowledges and Perspectives into Account	Meredith Rusk, UBCO PhD Candidate	Teacher candidates and community	When working toward decolonization within the education system or even the classroom, it is important to consider Indigenous ways of knowing and being when determining instructional design.	Indigenous knowledge systems and perspectives and ways to build an inclusive environment for Indigenous learners. Indigenous knowledges and perspectives need to be more than appendices to what is considered as regular curriculum.

BLOCK 4 - EDUC 437 - Developing Curricular Vision for a Democratic Society: Educational Purposes, Policies, and Practices

Mar. 30, 2021	Follow the Water	Harron Hall, Author and Eva Antonijevic, OSRD Biologist	Teacher candidates and OSE community	To connect teacher candidates to Syilx place-based pedagogy and curricular resources with emphasis on sustaining relationships with water and whole systems biodiversity.	<p>Introduction to the Resource Guide</p> <p>The stories and their use in classroom How each story relates to the BC curriculum information about the stories and their creators</p> <p>1.Study Guide for the Story iʔ siwɫkw nkwancinəm k'əl sulíʔ (The water sings to sulíʔ) (Kindergarten - Grade 1)- Discussion questions and activities</p> <p>2.Study Guide for the Story kəxntim sʔanixʷ k'əl nixʷtitkʷ acxʷəl xʷalt (We go with Muskrat to those living underwater) (Grade 2 - 3) - Discussion questions and activities</p> <p>3.Study Guide for the Story skɫp'lk'mitkw (Living water systems on Syilx territory) (Grade 4) Discussion questions and activities</p> <p>4.Study Guide for the Story kʷuɫc'əxʷəntim təl stunx isckʷuls (Lessons from Beaver's Work) (Grade 5) - Discussion questions and activities</p> <p>Activities section - visit ECommunitiy, visit ONA's salmon hatchery, visit local water eco-systems</p>
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Mar. 30, 2021	Global Speakers Series: Connecting Strands on Current Indigenous Realities in the Americas, a round table discussion and questions from the audience. The event builds upon collaborative interdisciplinary work between UBCO and U of Exeter	University of Exeter Dr. Bryony Onciul, and Dr. Marisa Lazzari and UBC Dr. Karen Ragoonaden and Dr. Virginie Magnat. developed through multiple research projects with	Teacher candidates and UBC OSE and U of Exeter communities	Develop understanding and collaborative relationships connecting storyways and place-based knowledge in global contexts.	Coyote Stories: Bringing Coyote Back to Life, Transforming Monsters, and Being a Good Ancestor by Dr. Bill Cohen Coyote Stories are central aspects of Syilx Okanagan knowledge. Bringing Coyote back to life is a foundational metaphor for the praxis and positioning of humans within a very diverse, interconnected and interdependent natural world that is continuously intelligent and creative. Coyote has a gift from creation, the ability to transform or overcome child stealing, people-eating monsters. Monsters are practices, ideas, technologies, hegemonies, and/or cultural patterns that are destructive and unsustainable.
Mar. 31, 2021	Indigenous Art Planning and Exploration	James Elwood	Block 4 Instructors and Teacher candidate's	To expose teacher candidate's to multiple indigenous art forms, artists and explain protocols so as not to appropriate work.	Unit plan by James Elwood, housed in SD23 educators website.
Apr. 2021	Monster Transforming Pedagogical Toolkit or Bundle Group Project.	Dr. Bill Cohen	Initially, Teacher candidate Kara Ross, and OSE PhD student, Jody Nelson, Poet and word warrior, Dennis Saddleman and will connect to OSE community through website resource development	Builds on kinship based pedagogical relationships established between Teacher candidates and Grad students in Block 3 to develop transforming resources for Teacher candidates and teachers	"Monsters" are ideas, institutions, hegemonies, practices, relationships that steal, eat, and/or destroy children. The "School Monster" for Indigenous peoples has been the Indian Residential School system and subsequent schooling systems with similar intellectual/cultural positioning and outcomes. Our task as peoples, inextricably bound to the past, present and future, is to identify monsters and transform them so they are helpful, useful and nurturing.
Apr. 8, 2021	Viewing and discussion of First Scientists	Desiree Marshall-Peer	Teacher candidates	To situate teacher candidate's in place based pedagogy with relation to current TEK.	First Scientists video is produced with collaboration between Discovery Canada, NSHERC and University of Toronto.
Apr. 13, 2021	Beaded Tweets Indigenous Beadwork as Coding	Noelle Pepin	Block 4 Instructors and teacher candidates	To encourage indigenous worldview within the ADST curriculum	Noelle Pepin is Nisga'a, currently working in SD57. She created a binary coding application to traditional beadwork that has been adopted in multiple schools as part of Maker Education and ADST curriculum. Her research focuses on the implementation of indigenous Making.
Apr. 20, 2021	Syilx Suknaqin and Secwepemc storyways applied to STEAM April 20, 2021 Indigenous Pedagogy Workshop for EDUC 437	Intro by Dr. Bill Cohen & featuring Kenthen Thomas	Teacher candidates	For Teacher candidates to experience storytelling as pedagogy and why Indigenization is occurring in terms of outcomes	Kenthen Thomas is a storyteller from the Secwepemc Nation. He has been storytelling since he was a youngster. The Secwepemc stories or 'Stsepetkwll' - Legends That Teach" are stories that not only provide entertainment but they also provide lessons. Performing in schools and other venues worldwide, Kenthen brings the stories of his ancestors to life and gives his due to the real owners of the stories, the future generations.