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Pulling Together: Curriculum Developers' Guide

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**With
Respect**

And Gratitude...



GOALS

- Introduce participants to the Indigenization Guide for Curriculum Developers published by BC Campus;

* Exchange views of what constitutes Decolonization and Indigenization within disciplines; and

- **Explore and actively engage with practical examples of Indigenization**

FIRST ENCOUNTERS

Share one or two aspects of your identity (besides your institutional affiliation)

Discuss your understanding of the following words

- * Decolonization
- * Indigenization
- * Resurgence
- * Reconciliation

The need to Indigenize/Naturalize*

Indigenous ways of knowing and being

- Moral
 - Compare and contrast
 - Social justice
- Historical misrepresentations and paradoxes

* **Leroy Little Bear**



Richard Wagamese video from *One Native Life*: "The Truth About Stories"

YouTube link: <https://www.youtube.com/watch?v=QGWjk4n5AiA>

What does Indigenization look like?

Pete, Schneider, & O'Reilly (2013) describe what Indigenization looks like for students, how it is founded in relationships, what it looks like in curriculum, how it counters racism, and finally how Indigenization can be considered a **pedagogical approach** for creating cultural competency and understanding.



Susan Dion: "What actions of non-Indigenous educators might have the greatest Impact for students?"

Recording: <https://vimeo.com/90254788>



Integration of Epistemologies and Pedagogies



- SECULAR AND SACRED
- HOLISTIC
- EXPERIENTIAL
- PLACE BASED
- INTERGENERATIONAL

Learning From Indigenous Worldviews

HOLISTIC DEVELOPMENT OF THE INDIVIDUAL (i.e., DOES THE COURSE EXTEND TO INVOLVE COMMUNITY)?

DO THE OUTCOMES EMPHASIZE THE EMOTIONAL PHYSICAL, SPIRITUAL AND COGNITIVE REALMS?

DIVERSE OPPORTUNITIES FOR LEARNING AND ASSESSMENT THROUGH ACTIVITIES SUCH AS NARRATIVES, LAND BASED, RELATIONAL, VISUAL, AND OTHERS; DO THEY GO BEYOND THE FORMAL CURRICULUM (i.e., SERVICE LEARNING)

Does every student have genuine opportunities to develop a deeper understanding of and respect for Indigenous ways of knowing?

Do all students have the opportunity to teach someone else and through doing so contribute to the community as a whole?

What are the opportunities for learners to express themselves in a variety of ways?

Will Indigenous students see themselves reflected in the curriculum on an ongoing basis and not just as a “one off” or as a special unit?

Is deep listening a part of students’ everyday experience?

Is their prior knowledge valued?/ Are other forms of expression valued (i.e., storytelling)

Will every student feel their voice is valued?

Will students have opportunities to connect with and learn from Elders?

Do assessment activities value holistic development?

Reporting Back: Small Groups and Graphic Recorder

