

Indigenizing curriculum in post-secondary systems

Learning the why and how to *PULL TOGETHER*

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Indigenization is relational and collaborative and involves various levels of transformation, from inclusion and integration to infusion of Indigenous perspectives and approaches in education.

(BCcampus. 2018. Pulling Together Series)

...the process of creating a supportive and comfortable space inside our institutions within which Indigenous People can succeed.

(Bopp, Brown, Robb. 2017. *Reconciliation within the academy: Why is Indigenization so difficult?*)

Indigenization is the process by which Indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural and social structures of the institution.

Its goals are to make Camosun as welcoming and relevant to Indigenous learners as we can be, and to prepare non-Indigenous students, graduates and employees to better understand, live alongside of, and work with Indigenous peoples.

(Camosun College. 2014. *Indigenization Plan*)

What is Indigenization?

Love

Humility

Truth

Responsibility

Honour

Integrity

Hope

Reciprocity

Respect

Place

Levels of Indigenization

What stops us from engaging, collaborating, reconciling, and adapting and integrating?

Fear of the Unknown

"I don't know what I don't know" "I don't want to appropriate"



Fear of Change

"Yes...but" "I don't know who to talk to..." "I don't have time..."



Fear of Losing Control and Power

Racism of lower expectations "I know, but I don't care"



Resisting Process

Overworking Indigenous staff "We don't have enough resources" approach



Rejecting and Asserting Control

Demand constant validation of identity and Indigeneity "There are limitations to..."

Indigenization Project 2016-2018

Ministry of Advanced Education, Skills and Training

BCcampus

Collaborated with over 50 people to design, write, edit and place into open textbook repository

- 8 member project steering committee
- 30+ writers representing 14 institutions
- External editors, open education team, collaborative projects team

6 Open guides created by writing teams – CC-BY-NC



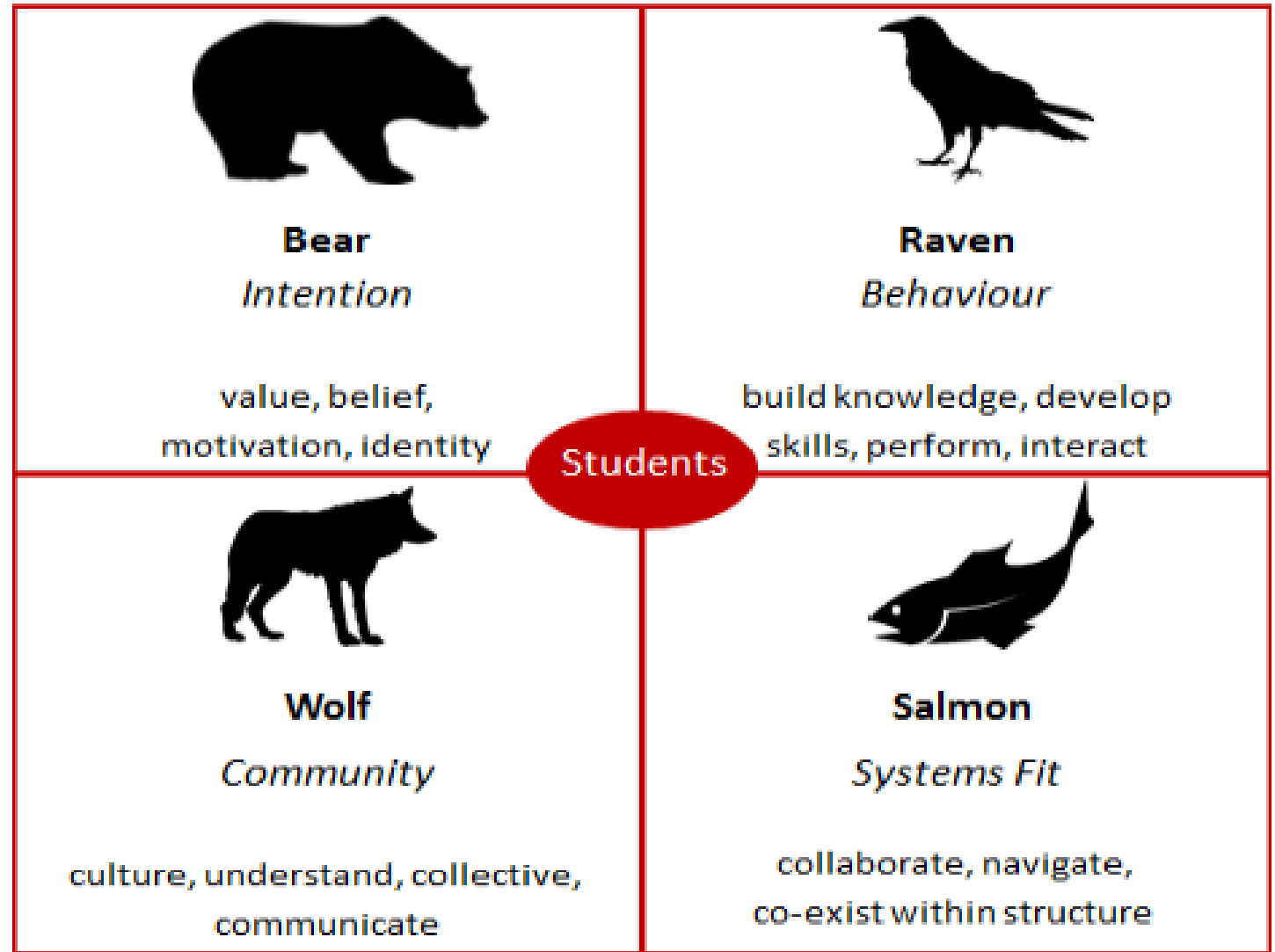
Indigenization Guides Curriculum framework

Janice Simcoe, Anishinaabe

Based on scholarship and
community engagement

Audience Profiles (SOL*R)
<https://urls.bccampus.ca/6d1>

Indigenized Integral Model



Leaders and Administrators Curriculum Framework

*Statements based on
desired Indigenized
intentions and
behaviours rather
than focused
practice.*

Indigenization benefits all members of
the institution

Recognizing the responsibility to work
with Indigenous Peoples and
communities

Reflecting Indigenous ways of knowing,
doing and being in organizational
values

....

Including diversity of Indigenous voice
and presence in governance,
executive, advisories/program advisory
committees and senior administrative
leadership

Recognizing the complexity and depth
of community-based engagement and
relationship building and maintenance

....

Respecting primacy of place and
presence in language, ceremony and
protocols

Taking responsibility for learning and
modelling cultural appropriate practice

....

Recognizing, validating and resourcing
Indigenous approaches to
engagement, community-based
programming and learning, research
and student service functions

Developing and resourcing policies that
include Indigenization rather than
adding on as 'initiatives' or 'pilots'

Embedding Indigenization in all plans
(strategic, financial, student
engagement / services, educational),
and at governance and education
tables

....

What can educators do to support the learning of all students?

<https://vimeo.com/90255414>



Integrating Indigenous ways of doing and knowing in a relevant and respected way

Often educators turn to learning activities as a first step in Indigenization.

However, including or adapting learning activities without changing other aspects of the curriculum is not a holistic approach to Indigenization, and in some cases can result in trivializing and misappropriating those activities.

Source: *Pulling Together: A Guide for Curriculum Developers.*

<https://opentextbc.ca/indigenizationcurriculumdevelopers/chapter/integrating-indigenous-epistemologies-and-pedagogies-into-curriculum-design-and-development/>

1, 4, all activity...



Consider the following questions as an articulation member wanting to Indigenize courses....

- Does the course goal include holistic development?
- Do the learning outcomes emphasize cognitive, emotional, physical, and spiritual development? (life-long learning)
- Have you included learning activities that are land-based, narrative, intergenerational, relational, experiential, and/or multimodal? (Indigenous pedagogy)
- Are there opportunities for learning in community, intergenerational learning, and learning in relationship to the land? (outside the walls)

“Indigenization is not about content...”

Excerpt from the Leaders and Administrators Guide, Section 4: Lolo Illahee (Bring home)

A quick snapshot offered by the voices of experience. The do's and don'ts of Indigenization

Do

- Build genuine relationship with Indigenous Peoples and communities
- Be patient with yourself and others
- Be willing to help others learn
- Take risks
- Be vulnerable
- Be curious
- Give Indigenization time
- Be prepared to challenge learners on what they have learned about Indigenous Peoples
- Be open
- Acknowledge efforts of allies

Don't

- Make assumptions
- Be adversarial
- Attack learners
- Be afraid to make mistakes
- Alienate learners
- Be afraid to ask questions

[https://bccampus.ca/projects/
indigenization/indigenization-
guides/](https://bccampus.ca/projects/indigenization/indigenization-guides/)

BC Open Textbook Collection

<https://opentextbc.ca/>

Thank you

Hy'chka

Sechanalyagh



Image credit: Deborah Reade, The Salish Sea Map