

BCcampus Indigenization Project:

Environmental Scan Summary



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❖ Table of contents

Overview	3
Background.....	4
Methodology	5
Key findings.....	6
What is currently offered	6
Professional development gaps	8
Opportunities in co-creation and transcending	9
Conclusion	10
Appendix A: data sources.....	11
Appendix B: list of discussions (email, phone calls)	12
Appendix C: other jurisdiction and organization online resources and information	13
Appendix D: Indigenous professional development inventory.....	14



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Overview

BCcampus “leverages expertise throughout the post-secondary system in British Columbia to help institutions meet the education and training needs of students. [It] shepherds innovation and distributes new learning. One of the ways [it] does this is by leading collaborative projects with stakeholders and partners”¹ to develop needed open educational resources.

The collaborative projects process involves conducting an environmental scan to provide key information on the sector in question. The environmental scan explores the current landscape and asks key questions about perceived challenges and potential opportunities or innovations. This information benefits the project’s steering committee by either clarifying the project intention or refocusing the deliverables. As well, the scan results are used to inform the framework that guides the content development of the open education resources.

BCcampus’ Indigenization Project is a collaborative project that will develop open educational professional learning resources that contribute to an increased awareness and understanding of Aboriginal histories, cultures and perspectives, and ways of knowing among those who work in post-secondary institutions. The findings of the Indigenization Project’s environmental scan, conducted in November and December 2016, are summarized in this document. Professional development design considerations, based on feedback from post-secondary educators and leaders across institutions in British Columbia, are presented, and an inventory of over 40 Indigenized professional development learning opportunities is included in Appendix D.

¹ BCcampus. November 1, 2016. *Supporting Indigenized spaces in post-secondary professional learning*. <https://bccampus.ca/2016/11/01/supporting-indigenized-spaces-in-post-secondary-professional-learning>

Background

Since the release of the Truth and Reconciliation Commission's Calls to Action,² many post-secondary institutions across the country have increased efforts to bring Indigenous voice and scholarship into programs and to build and transform relationships with Indigenous learners and communities.³ British Columbia's Ministry of Advanced Education (AVED) approached BCcampus in the spring of 2016 to develop open educational professional learning resources that include Indigenous peoples' histories and epistemologies for staff. Ultimately, this will enable post-secondary institutions to:

- develop the structures and processes by which Indigenous students experience their post-secondary education in resonance with their own lives, worldviews, and ambitions;
- help meet the goal, inherent in the Truth and Reconciliation Calls to Action, that non-Indigenous people be prepared to live well and work well alongside Indigenous peoples; and
- appropriately respond to social and economic development education and training needs of Indigenous nations, communities, and organizations across British Columbia.

The open educational professional development resources will target specific audiences and provide supplemental components for post-secondary institutions. BCcampus' Indigenization Project is contributing to systemic change in the post-secondary system, thus supporting the Ministry of Advanced Education's *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*.⁴

² In June 2015, the Truth and Reconciliation Commission of Canada released 94 Calls to Action (www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf).

³ Academia Forum. September 19, 2016. *How Indigenization can support students while honouring reconciliation*. <https://forum.academica.ca/forum/how-indigenization-can-support-students-while-honouring-reconciliation>

⁴ BC Ministry of Advanced Education. 2012. *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future*. www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf. The Indigenization Project supports Goal 1 – Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities.

Methodology

Resource information was gathered from post-secondary institution websites, event archives, department- or centre-specific pages, and planning documents related to faculty development and Indigenization.⁵ When more information was required, discussions were held with post-secondary staff via email and phone.

The inventory describes the resources using 23 identifiers:

Title	Delivery location	Offering type	Indigenous engagement
Resource owner	Delivery type	Completion recognition	Key contact
Online link	Outcomes/learning objectives	Resource delivery expert(s)	Copyright and licensing
Type of training	Resource topics	Format	Additional notes
Target learner	Delivery frequency	Delivery method	Reusable status
Prerequisites	Duration/hours	Instructional method	

The environmental scan produced an inventory of Indigenous-specific and Indigenized professional learning resources⁶ developed, delivered, accessed, and included across post-secondary institutions throughout the province. External opportunities provided by companies and other agencies and organizations are also included. The inventory is limited by time and location, as it includes opportunities accessed and used within the past three years and attempts to showcase localized training; it is also not comprehensive, as it does not include new resources that are under development. The inventory therefore provides a picture of what is currently being accessed and the topics addressed.

Discussions with post-secondary staff also identified gaps and potential opportunities for the open learning resources. Fourteen discussions with curriculum developers, faculty, Indigenous education directors, and learning and teaching centre directors took place between November 2016 and January 2017.⁷

⁵ Appendix A includes data sources accessed during the scan.

⁶ For the purpose of this scan, “Indigenized professional learning resources” relates to training that is cultural safety- or competency-based and includes decolonization, Indigenization, and reconciliation approaches to the activity/ content.

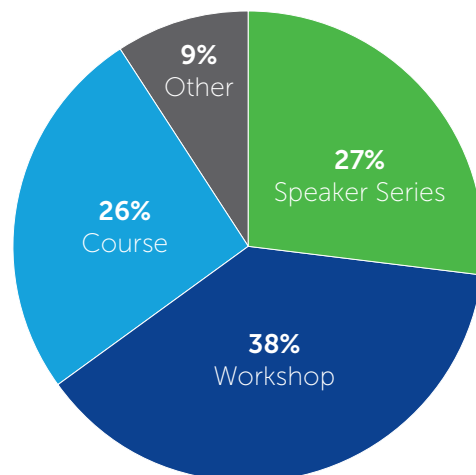
⁷ Appendix B includes a list of the discussions that took place.

❖ Key findings

What is currently offered

Almost 90 per cent of post-secondary institutions across the province provide or are ready to launch some form of Indigenized professional development training, including workshops, courses, and speaker series. The workshops and courses have been custom designed for the institutions.

- Workshops run from half a day to three days (4 to 24 hours). External workshops delivered by other agencies and professionals are included in this category.
- Courses range from one to ten weeks and range from online self-guided, blended-online to accredited. Enrolment is required and information is localized, so it is not accessible outside of the course.
- There is extensive use of one to two-hour lecture/speaker events that are held throughout the academic year and open to both staff and students. The series are usually coordinated between schools and departments and are well attended. Indigenous speakers convey content and knowledge in an oral tradition, so learning is place and time-specific. At some institutions, speaker series form parts of a course, but seats are also open to the public. Very few speaker series are recorded⁸ for later use.



Other forms of Indigenized professional development training identified include online handbooks on respectful and meaningful engagement of Indigenous learners and communities; employee orientations that incorporate traditional territorial welcomes and share the institution's Indigenization or reconciliation goals; and Indigenous community-hosted events such as on-the-land guided tours. Guided tours are usually held in partnership with Indigenous Adult Higher Learning Association (IAHLA)⁹ institutes and Indigenous communities.

Voluntary or mandatory staff training

No BC post-secondary institution has designated this form of professional development as mandatory, as staff have the flexibility to identify their own professional development. Nicola Valley Institute of Technology,

⁸ Simon Fraser University's iPinch speaker series is an exception, with all Indigenous speakers recorded and the lectures made available on a project website. The series was funded through a multi-year SSHRC grant and highlighted in the SFU President's 2015 Dream Colloquium Series.

⁹ Indigenous Adult Higher Learning Association. <http://iahla.ca/>

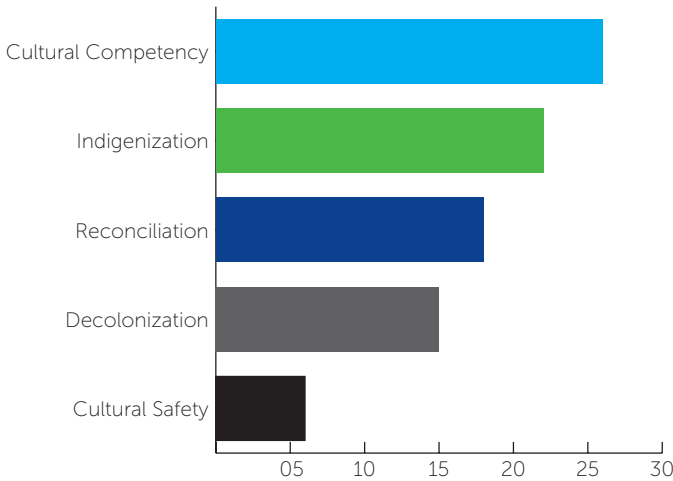
an Aboriginal public post-secondary institute, is looking at ways to create a mandatory staff course¹⁰ that creates awareness and respect for the First Nation communities it serves.

There are few instances across the country where Indigenous or culturally focused professional development is mandatory. Yukon College does mandate cultural competency training for all staff as a term of employment. The institution, through its First Nation Initiatives and Human Resources departments, provides training options in the form of enrolment in an online, self-guided course; completion of an accredited Indigenous studies course; or participation in a day-long workshop. Over 90 per cent of Yukon College’s staff have taken the training and have asked that engagement in the day-long workshop be expanded to two or three days.¹¹

Topics

For the purpose of this scan, topics were categorized on a competency (both cultural and emotional) continuum:

- Introductory sessions on Indigenous culture, perspectives, and histories reflect cultural competency awareness.
- Exploring strategies to transform the academy by understanding colonial history and legacies reflects decolonization and, to a degree, cultural safety¹² critique and practice.
- Transcending one’s ideologies and practice through developing emotional awareness of one’s place within history and relations reflects Indigenization and reconciliation development.



These topics can all be covered at once, since many courses and workshops begin informing, developing core inclusive skills and then encouraging a personal change of practice. Other sessions focus on building cultural safety within a field of study. The majority of professional development is cultural competency based. Indigenization development primarily occurs through curriculum development workshops¹³. Reconciliation topics are on the rise and it is expected more will be offered to meet institution priorities arising from the TRC Calls to Action.

¹⁰ This course is not included in the scan, as it is currently on hold, pursuant to union compliance.

¹¹ Discussion with J. Southwick and J. Baynes, November 2016.

¹² The First Nations Health Authority defines cultural safety as “an outcome based on respectful engagement that recognizes and strives to address power imbalances inherent in the healthcare system. It results in an environment free of racism and discrimination, where people feel safe when receiving health care.”

¹³ University of the Fraser Valley, Thompson Rivers University, and Vancouver Island University offer workshops on Indigenizing the curriculum. They are included in the scan.

Professional development gaps

The data gathered show that there are gaps in professional development resources. These gaps are described below under the following themes: access to open educational resources, relevant and authentic material, and sustained engagement.

Access to open educational resources

For institutions with limited capacity to coordinate and deliver events, staff are encouraged to seek external training opportunities or access other online resources.¹⁴ But there is a risk that external training may not be relevant to post-secondary staff. For instance, the San'yas Indigenous Cultural Safety Training Program¹⁵ is an online program with guided asynchronous discussions. The core competency course is advertised as applicable to all audiences and covers colonial legacies; however, it does not focus on how Indigenous educational autonomy and participation affect public post-secondary education, so post-secondary staff receive information that does not necessarily relate to the educational services they are providing or striving to change.

At this time, there is only one licensed open professional development resource: the Cultural Safety modules created by the University of Victoria's school of nursing. The modules are accessed by other institutions as an introductory professional development resource. Yet again, the content is focused to those in health fields. Other self-guided professional development online resources that are accessible but are not licensed as open include the *Teaching for Indigenous Education* (University of British Columbia (UBC) faculty of education) and *What I learned in class today: Aboriginal issues in the classroom* (UBC centre for teaching, learning and technology) sites.

Relevant and authentic material

Cultural relevance is an issue that extends beyond the scope of the environmental scan, yet it was acknowledged in discussions as a gap within the current training resources. A way to overcome this gap is to involve IAHLA institutes and Indigenous communities in co-delivery; an example is the Stó:lō places tour that is led by the Stó:lō Nation with University of the Fraser Valley staff. Some community colleges, such as Selkirk College,¹⁶ acknowledge and recognize that trust and relationships take time to build and that currently there is limited capacity to deliver culturally appropriate and relevant content.

¹⁴ See Appendix C for other online resources.

¹⁵ The San'yas Indigenous Cultural Safety Training Program (<http://www.sanyas.ca>) was created by the Provincial Health Services Authority (PHSA). It offers core training and supplemental training in other health areas. The PHSA's Aboriginal Health Program has also created learning partnerships in Ontario and is affiliated with the National Indigenous Cultural Safety network.

¹⁶ Discussion with T. Southam and J. Morin, November 2016.

Access to relevant information also relates to audience needs. Some academic leaders indicated a need for information on promising or wise practices to further their ability to transform post-secondary systems and create responsive and reflective learning spaces. This type of training is currently not offered.

Sustained engagement

There are instances where workshops and courses have been requested internally, but once developed there is minimal enrolment and engagement. Institutions such as College of New Caledonia, Vancouver Island University,¹⁷ and University of the Fraser Valley¹⁸ open up their training to nearby school district staff and teachers, other post-secondary institutes and non-profit community partners to accommodate lack of internal engagement.

It is interesting to note that sustained engagement occurs when a fee is attached to the professional development training. Some institutions have placed their professional development courses within continuing education departments as a form of engagement. Only a few courses and workshops in the inventory¹⁹ are accredited or have a fee.

Opportunities in co-creation and transcending

Post-secondary institutions that offer multiple opportunities for professional development training provide a layered or guided process. A speaker series, while including many participants, may spark personal interest to seek more information. An online module or course brings forward culturally and historically relevant information from multiple knowledge sources. A scheduled workshop or course actively engages smaller learner cohorts. Staff challenge their own stereotypes and norms and build skills and competencies to hold diverse knowledges alongside one another; they also develop culturally relevant and respectful actions within the institution. A few design considerations were brought forward in discussions:

- **Collaboration** – Ensure that sessions are not built in isolation but involve other departments, partners, and contributors from across the institution. A space needs to be provided for Indigenous community collaboration within either the content or delivery. When this is done, the training is relevant and respectful of place and peoples.

¹⁷ Discussions with L. Knack and S. Hobenshield, November 2016.

¹⁸ Discussion with M. Wideman, November 2016.

¹⁹ The inventory is included in Appendix D.

- **Face-to-face offerings** – While online content is appropriate for providing historical information and to gain various viewpoints, face-to-face professional development is desired when transforming views in Indigenization and reconciliation development. Likewise, facilitators of this training need to practice self-care and be mindful of the various levels of engagement and disengagement. This training requires heightened levels of emotional competency to address sensitive content and responsive teaching practice.
- **Safe spaces** – When staff and faculty are enrolled in reflexive and disruptive sessions, facilitators need to guide respectful practice. Coming from a place of discomfort to a place of safety and comfort are paramount in holistic and Indigenized professional development learning. Participants need time to reflect on and reconcile information with their worldview. If this space is provided, then staff will be more confident working in spaces of discomfort.
- **Co-teaching** – Faculty and leaders may learn ways to Indigenize their practice, but require a skilled Indigenous facilitator/knowledge keeper to guide them through delivery to build confidence. Many institutions currently do not have the capacity to do this practice. However, it should be considered and supported where appropriate.

Conclusion

The environmental scan revealed the need to create and augment specialized open access resources to meet the needs of specific audiences, such as academic leaders, frontline staff, researchers, curriculum developers, and faculty. While the environmental scan did not address culturally relevant resources, the Indigenization Project can. Resources are available for faculty to transform their curriculum, and more can be offered as Indigenous scholarship continues to grow in higher education. The need is not to recreate resources but to make them more accessible across the province; the Indigenization Project can attempt to leverage current training for open access.

Various forms and levels of engagement are needed to design and deliver professional development resources. Providing consistent and relevant information is imperative so Indigenous knowledges and practices are held in a respectful and safe space. Sharing promising practices will deepen capacity across institutions.

The project steering committee and BCcampus thank those who shared their expertise through the discussions. The information gathered in the environmental scan will now be used in developing a framework for the open professional development learning resources.

Appendix A: data sources

Institution website pages

Continuing/community education course offerings

Aboriginal education/services pages

Teaching and learning centre pages

Event calendars (and archives, if available) for scheduled offerings throughout the year

Media/communication streams and archives for events and announcements

Ministry of Advanced Education surveys

Aboriginal Post-Secondary Education Coordinators – Cultural Competency Training Summary

BC Aboriginal Post-Secondary Education and Training Partners, Responding to the Truth and Reconciliation Commission's Calls to Action, April 2016

Annual reports/plans

University of the Fraser Valley – Senate Annual Report, 2015

Vancouver Island University – Aboriginal Education Plan, 2016

Camosun College – Indigenization and Reconciliation Plan, 2016

Simon Fraser University – Aboriginal Service Plan, 2015/16

North West Community College – Aboriginal Service Plan, 2015/16

University of British Columbia – Aboriginal Strategic Plan, July 2014

Capilano University – Aboriginal Student Success Strategy, 2015

Appendix B: list of discussions (email, phone calls)

November 9, 2016	Simon Fraser University (SFU)	George Nicholas, Department of Archaeology
November 15, 2016	BC Teaching and Learning Council	Introduction email and invitation to connect
November 15, 2016	SFU	Chris Groeneboer, Teaching and Learning Centre
November 15, 2016	University of Victoria	Robina Thomas, Indigenous Academic and Community Engagement Rob Hancock, Office of Indigenous Affairs
November 18, 2016	University of the Fraser Valley	Maureen Wideman, Teaching and Learning Centre
November 21, 2016	Yukon College	Jonathan Baynes, IT and Learning Commons
November 22, 2016	Selkirk College	Theresa Southam, Teaching and Learning Institute Jessica Morin, Aboriginal Services Liaison
November 23, 2016	Yukon College	Tosh Southwick, First Nation Initiatives
November 29, 2016	Camosun College	Sue Doner, Centre for Excellence in Teaching and Learning
December 4, 2016	Vancouver Island University (VIU)	Liesel Knaack, Centre for Innovation and Excellence in Learning
December 7, 2016	SFU	Sonja Embree, Teaching and Learning Centre Janet Pivnick, Teaching and Learning Centre
December 13, 2016	VIU	Sharon Hobenshield, Aboriginal Education and Engagement
December 23, 2016	University of British Columbia	Amy Perreault, Centre for Teaching, Learning and Technology
January 5, 2017	SFU	William Lindsay, Office of Aboriginal Affairs

Appendix C: other jurisdiction and organization online resources and information

(Resources were referenced on post-secondary institution Aboriginal education web pages and highlighted in environmental scan discussions. They are listed alphabetically.)

Carleton University, Centre for Aboriginal culture and education.

Kinamagawin: Aboriginal Issues in the Classroom

(43-minute YouTube video and resource guide).

<https://carleton.ca/aboriginal/kinamagawin-aboriginal-issues-in-the-classroom/>

Council of Ministers of Education Canada, Aboriginal education.

Aboriginal education best practices.

<http://aboriginal.cmec.ca/index.en.php>

Grunt Gallery. *Activating the Archive*. Indian Acts Exhibit and Conference

(quicktime videos, essays, images, and BC First Nations Studies 12 study guides).

<http://gruntarchives.org/>

Martin Family Initiative. Educational Resources.

www.themfi.ca/ppw-educational-resources/resources

Professional Development Resources.

www.themfi.ca/ppw-educational-resources/resources

National Campus and Community Radio Association. Resonating Reconciliation.

www.ncra.ca/resonating

Documentaries. <http://ncra.ca/resonating/documentaries>

University of Saskatchewan, Gwenna Moss centre for teaching effectiveness.

Indigenous Voices.

www.usask.ca/Indigenousvoices/program/overview/core-program

Appendix D: Indigenous professional development inventory

	Title	Host Organization, Dept.	Overview	Duration, Frequency	Audience	Licensing & Access
1	Aboriginal awareness workshop	Aboriginal Affairs and Northern Development Canada (C. Blackstock, P. Maxwell)	Type: cultural competency Outcome/Learning Objective/Topics: – Outlines Canada's history from 1763 to 1982 – Discuss cultural protocols – Debunks popular myths about Aboriginal peoples	Offering: on demand Duration: 3 hours Frequency: other (requests)	Staff, faculty	C. Blackstock, P. Maxwell
2	Engaging effectively with Aboriginal people at BCIT & beyond	BC Institute of Technology (BCIT), Aboriginal Services	Type: cultural competency, reconciliation, decolonization Outcome/Learning Objective/Topics: – describe the historical process of contact and colonization that has affected Aboriginal peoples in Canada; – describe the effects of colonization and its consequences on Aboriginal communities; – discuss the contemporary changes taking place and the current Aboriginal economic development & business concerns; – discuss how Aboriginals and non-Aboriginals can have positive working relationships; – apply a framework of understanding that fosters positive relationships with Aboriginal people in BCIT, industry, and workplace.	Offering: other Duration: 4-6 hours (1/2 day) Frequency: pilot	staff, faculty	BCIT
3	Aboriginal speaker series	BCIT, Aboriginal Services, Aboriginal Peer Mentorship Program	Type: cultural competency, cultural safety, reconciliation, decolonization, indigenization Outcome/Learning Objective/Topics: – connecting Aboriginal and non-Aboriginal communities and groups; – learn how Indigenous leaders build strong relationships to bridge these cultural gaps. – Guests include: alumni, activists, role models, authors, Indigenous researchers & scholars	Offering: scheduled Duration: 1-2 hours Frequency: annual	students, staff	Speaker specific, BCIT (lectures recorded and posted online)

	Title	Host Organization, Dept.	Overview	Duration, Frequency	Audience	Licensing & Access
4	New employee orientations - Aboriginal Presentation	Camosun College, Human Resources Douglas College, Human Resources	Type: other Outcome/Learning Objective/Topics: – traditional territorial acknowledgement/welcoming; – overview of local Indigenous cultures in service area	Offering: on-campus Duration: n/a Frequency: annual	staff	n/a
5	TELEFON TFE WILNEW: Understanding Indigenous Peoples	Camosun College, Indigenous Education and Community Connections	Type: cultural competency, reconciliation, decolonization, indigenization Outcome/Learning Objective/Topics: – Provides insight into an Indigenous world view; – describes the impact of colonization and how it affects students attending the college today; and – guides participants in the development of new teaching and learning methods. – Work online using Desire2Learn (D2L), as well as face to face (F2F) in discussion groups with an Aboriginal facilitator. – 4 modules; connecting to this place (Indigenous peoples of BC; worldviews); all things are connected (histories, Indian residential schools); connecting to Indigenous learners (identity & belonging, Indigenous education); finding common ground (indigenization, moving forward together)	Offering: scheduled, on demand Duration: 40 hours online; 10 hours F2F Frequency: annual, semester	staff, academic leaders, faculty	web access to multiple sources; videos produced by Camosun AV - limited to D2L course
6	Truth and Reconciliation Week	Capilano University, Indigenize the Academy Committee	Type: reconciliation, indigenization Outcome/Learning Objective/Topics: – Strives to raise awareness; – Educates and informs the community about the historical significance of Residential school survivors by honouring and acknowledging the past. – Topics/sessions vary annually.	Offering: scheduled, on demand Duration: 1 week Frequency: annual (offered since 2013)	students, faculty, staff	Copyright held by presenters; licensing and reuse terms unknown.
7	Growing resilient kids / Circle of Courage workshop	CF Learning (Dr. Martin Brokenleg)	Type: indigenization, cultural competency, accredited course Outcome/Learning Objective/Topics: – Innovative approaches for building resilience and relationships. – Fosters self-esteem and instills positive values. – Cultural values and techniques shared for circle of courage model.	Offering: scheduled Duration: 1 day Frequency: annual (Victoria, BC)	Professionals, faculty, staff, school district staff and teachers	Dr. Martin Brokenleg, CF Learning Accredited with Augusta University

	Title	Host Organization, Dept.	Overview	Duration, Frequency	Audience	Licensing & Access
8	<i>Pathways to inclusion. Findings & Resource Guide</i>	College of New Caledonia (CNC)	Type: other Outcome/Learning Objective/Topics: "provide college, university, & secondary school instructors with the awareness & know-how to assess curricula, classroom materials, textbooks & teaching styles for the 'isms'...goal... practical knowledge to implement diversity & inclusion strategies in their classrooms."p.5	Offering: other Duration: n/a Frequency: other	faculty	CNC, published 2004
9	Indigenous speaker series	CNC, Aboriginal education	Type: cultural competency, reconciliation, indigenization Outcome/Learning Objective/Topics: – Oral history of First peoples, contemporary social issues and their roots in the past; – Aboriginal pedagogies; – Indigenous Knowledge of various topics; – Traditional and contemporary cultural practices of various communities; and – Working more effectively with Aboriginal learners and communities. – Some speaker series target specific audiences and programs (e.g. health care and forestry programs, student services staff)	Offering: scheduled Duration: 1-6 hours Frequency: varies per campus; semester	CNC staff and students; some open to public (high public profile speakers involve other institution partners)	Speaker specific
10	Aboriginal cultural competency workshop	CNC, Aboriginal education	Type: cultural competency Outcome/Learning Objective/Topics: – Learn about the impacts facing First Nations today. – Understand the three basic social structures of Carrier people. – Explore questions of fiduciary rights and entitlements, socioeconomic situation and models of governance (e.g., Keyoh vs. electoral governance). – Recognize differences between traditional versus contemporary ways of being.	Offering: scheduled Duration: 1-6 hours Frequency: varies per campus; semester	CNC staff and students; some open to public	Speaker specific

	Title	Host Organization, Dept.	Overview	Duration, Frequency	Audience	Licensing & Access
11	Introduction to First Nation communities in the Lakes District	CNC, Aboriginal education	Type: cultural competency, indigenization Outcome/Learning Objective/Topics: – promotes cultural sensitivity and awareness of protocol, customs and practices pertaining to First Nations, primarily in the Lakes District area. – provides a brief history of the First Nations in the Lakes District with the opportunity for interaction between participants. – additional reading resources provided.	Offering: scheduled Duration: 5 hours Frequency: varies at each campus; semester	CNC staff and students; some open to public	Speaker specific, CNC
12	Indigenous speakers series	College of the Rockies (COTR)	Type: reconciliation, decolonization, indigenization Outcome/Learning Objective/Topics: – various Indigenous leader speakers: Chief Jason Louie, Chief Sophie Pierre	Offering: scheduled Duration: 2 hours (evening) Frequency: semester	public, staff, students	COTR communications
13	Aboriginal Gathering Place speaker series	Emily Carr University of Art and Design (ECUAD), Aboriginal Office	Type: reconciliation, decolonization Outcome/Learning Objective/Topics: – speakers range from Indigenous artists with new works, activists, revivalists, Indigenous art scholars	Offering: scheduled Duration: 2 hours per talk Frequency: semester	students, faculty, staff	ECUAD
14	Indigenous talking circle	ECUAD, Student Union, Aboriginal Office	Type: cultural competency, reconciliation, decolonization, indigenization Outcome/Learning Objective/Topics: “everything you always wanted to know about Indigenous people but were afraid to ask.” Topics vary per semester	Offering: scheduled Duration: 1 hour Frequency: semester	students, faculty	ECUAD
15	Cultural safety and cultural humility webinars (NEW)	First Nations Health Authority (FNHA), BC Patient Safety & Quality Council	Type: cultural competency, cultural safety Outcome/Learning Objective/Topics: – Supports development of tools and skills on how to be effective allies for advancing cultural safety and humility. – What health service staff and allies can do to understand and integrate this work into their practice or interaction with First Nation and Aboriginal clients.	Offering: scheduled (first Wednesday of the month for a year) Duration: 1 hour Frequency: pilot	Professionals, health care staff, faculty, teachers	Speaker specific; FNHA hosts webinar recordings.

	Title	Host Organization, Dept.	Overview	Duration, Frequency	Audience	Licensing & Access
16	Working effectively with Indigenous peoples (online)	Indigenous Corporate Training Inc. (Bob Joseph)	Type: cultural competency, reconciliation Outcome/Learning Objective/Topics: – Increase Indigenous awareness and cross-cultural understanding – Move beyond awareness to reconciliation – Explore practical hints, tips, and suggestions that can be applied across Canada when working with Aboriginal peoples	Offering: self-paced Duration: 7-9 hours Frequency: runs monthly	Professionals, public service staff, school district staff, faculty (RRU, VCC accessed)	Indigenous Corporate Training Inc.
17	Cultural competency training	Indigenous Perspectives Society (Linda Lucas)	Type: cultural competency, reconciliation, indigenization Outcome/Learning Objective/Topics: – Addresses legacy of colonization. – How to build a TRC call to action response plan. – Strengthen collaborative working relationships; – Apply anti-oppressive ideologies in work and life; – Engage in ongoing reflection on how privilege and stereotypes impact work and relationships.	Offering: on demand Duration: 8 hours online; 7 hours face to face dialogue; 4 weeks in length Frequency: other	school district staff and educators, faculty, public service leaders	Non-profit, Indigenous perspectives society
18	Indigenization speaker series	Justice Institute of BC (JIBC), Aboriginal student services	Type: cultural competency Outcome/Learning Objective/Topics: – Build knowledge and create a greater understanding of Aboriginal culture, history and issues in Canada – Recordings available online (Dr. Evan Adams, Bruce Dumont, Lynda Gray)	Offering: scheduled Duration: 1 hour lunch n' learn Frequency: semester	Staff, students	Speaker specific; JIBC for the videos
19	KAIROS Blanket exercise	KAIROS Canada (BCTF has MOU for K-12 teachers to access)	Type: reconciliation, decolonization Outcome/Learning Objective/Topics: – Exercise covers 500 years of history in a one and a half hour participatory workshop. – Participants take on the roles of Indigenous peoples in Canada. – Standing on blankets that represent the land, they walk through pre-contact, treaty-making, colonization and resistance. – Followed by a debriefing session to discuss the experience.	Offering: on demand Duration: 1-2 hours Frequency: other	Staff, students, educators, professionals Selkirk offers in programs VIU offers as professional development resource	KAIROS Canada

	Title	Host Organization, Dept.	Overview	Duration, Frequency	Audience	Licensing & Access
20	Building bridges through understanding the village workshop	Kathy Camilleri	Type: reconciliation Outcome/Learning Objective/Topics: – A cognitive and emotional understanding of traditional First Nations values. – A deep and emotional insight into the depth of and the intergeneration effects of Colonization. – Methods for creating supportive relationships in a positive way. – Addresses residential schools and its affects through role playing	Offering: on demand Duration: 2-8 hours (1 day) Frequency: other	Staff, community health workers, students NIC, TRU, UVic have accessed for students and staff	Kathi Camilleri Consulting (acknowledges this workshop is inspired by Jann Derrick's teachings of 'the circle and the box')
21	Teaching Aboriginal higher learners	Laara Mixon/ Cardon Consulting, Coastal Corridor Consortium (C3)	Type: cultural competency, indigenization Outcome/Learning Objective/Topics: History of Aboriginal peoples and education; use of constructivist teaching pedagogies; holistic learning.	Offering: on-demand Duration: 2-3 days historically; unsure of current format Frequency: other	Faculty	Cardon Consulting, C3
22	Unsettling settler society: First Nations creating change lecture series	Langara College, Peace & Conflict Studies, Aboriginal Studies	Type: reconciliation, decolonization, indigenization Outcome/Learning Objective/Topics: – component of the Peace & Conflict Studies program; interdisciplinary field concerned with "the problem of human conflict...and the means by which it can be constructively and non-violently resolved." – Scheduled speakers: - o Indigenous Hip Hop, direct actions and motherhood for social change - JB the First Lady - o Indigenous Title, Rights, and Treaty Rights - Grand Chief Stewart Phillip - o Truth-telling and reconciliation: a critical perspective - Tamara Starblanket, NEC	Offering: scheduled Duration: 3 hours total; 1 hour lectures 12:30-1:30 Frequency: semester	public, students, staff, faculty	Langara
23	Write Here readers series	North Island College	Type: other Outcome/Learning Objective/Topics: – series highlights authors of regional significance who read from recent/ classic work; open discussions. – Include First Nation writers	Offering: scheduled Duration: 1-3 hours Frequency: semester	public	Speaker specific

	Title	Host Organization, Dept.	Overview	Duration, Frequency	Audience	Licensing & Access
24	Cultural awareness training (under development)	North West Community College, First Nations Council, Education Council	Type: cultural competency, indigenization Outcome/Learning Objective/Topics: – Increase understanding about Aboriginal culture, enhance awareness, promote spirit of inclusion – curriculum for this training will be developed in house, in consultation with First Nation Council	Offering: scheduled Duration: unknown Frequency: pilot	staff, faculty, administration	Under development
25	Aboriginal education perspectives series	Okanagan College, Continuing Studies	Type: cultural competency, cultural safety, accredited course Outcome/Learning Objective/Topics: – designed for anyone working in the education field to gain greater knowledge & understanding of Aboriginal peoples issues from a local perspective – Aboriginal Student Wellness & Safety - learn basic counselling skills and crisis intervention; – Advocating & Supporting Aboriginal students and families - gain skills and techniques to help advocate for Aboriginal students with local agencies. – Local First Nations & Métis Culture, History and Issues - explore the culture, history and modern-day issues of local First Nations groups and Métis peoples.	Offering: scheduled Duration: 10 hours for 3 courses Frequency: semester	public educators, staff	OC
26	San'yas Indigenous cultural safety core training	Provincial Health Services Authority of BC (PHSA)	Type: cultural competency, cultural safety Outcome/Learning Objective/Topics: – Increase Aboriginal-specific knowledge. – Enhance individual self-awareness and strengthen skills for any professional working directly or indirectly with Indigenous people. – 5 online modules: introduction; culture & Canada's Indigenous peoples; colonization and it's legacies; images of Indigenous people; cultural competency at work	Offering: scheduled Duration: 6 hours over 6 weeks (online access) Frequency: ongoing	Professionals, educators Accessed by OC staff, SFU staff, Camosun faculty, RRU staff, UBC counsellors	PHSA

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27	INDS400-Global perspectives on Indigenous ways of knowing (NEW)	Royal Roads University (RRU), College of Interdisciplinary Studies, Indigenous Education, Student Services	Type: cultural competency, reconciliation, decolonization, accredited course Outcome/Learning Objective/Topics: – Critically introduces students to Indigenous ways of knowing within the contexts of colonialism and contemporary challenges. – Explores Indigenous perspectives on identity, the environment, knowledge acquisition, and renewed political relationships – drawing on various media, students will examine: - o settler colonialism & Indigeneity, both worldwide and in Canada; Indigenous places; worldviews; learning; treaty making; new relationships; and decolonization.	Offering: scheduled Duration: 10 weeks Frequency: pilot	students, public, staff/faculty, RRU alumni	RRU; unsure of online content licensing
28	CE at the Gathering Place	Selkirk College, Aboriginal Services	Type: cultural competency, indigenization, accredited course Outcome/Learning Objective/Topics: – Gathering place at Selkirk college offer programs, guest lectures, activities and opportunities to make community connections – Courses include: intro to Ktunaxa language; intro to N'syilxcen language	Offering: scheduled Duration: varies; language classes are 14 hours Frequency: semester, annual	public, staff, faculty, students	En'owkin Centre, Ktunaxa Kinbasket First Nation
29	Regional Indigenous perspectives (under development)	Selkirk College, Okanagan Alliance, Ktunaxa-Kinbasket Council, Métis Nation BC	Type: cultural competency, cultural safety, reconciliation, indigenization Outcome/Learning Objective/Topics: – develop and deliver an introductory course on regional Indigenous languages, cultures and perspectives.	Offering: on demand Duration: under development Frequency: pilot	staff, faculty	Under development
30	Intellectual property issues in cultural heritage - resources from the 2015 SFU president's dream colloquium	Simon Fraser University (SFU), Archaeology	Type: cultural competency, decolonization, other Outcome/Learning Objective/Topics: – repository from 8 year collaborative project – includes YouTube recordings from speaker series - o intellectual property protection; - o research engagement; - o United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP); - o community collaboration on use and access to Indigenous traditional knowledges (MUKURTU)	Offering: self-paced, other Duration: 1-2 hours per recorded lecture Frequency: other	faculty, researchers	© 2016 Intellectual Property Issues in Cultural Heritage

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31	Residential school workshop (under development)	SFU, Office for Aboriginal Peoples, Teaching and Learning Centre	Type: reconciliation Outcome/Learning Objective/Topics: – In the Context of Colonialism: The Indian Act, The Residential School System & Reconciliation - A Primer is an introduction or needing a reminder about these issues. Considers history and current events. – What universities and individuals can do in the current “age of reconciliation”.	Offering: scheduled Duration: 3 hours Frequency: pilot	faculty, staff	SFU
32	<i>A Handbook for Educators of Aboriginal Students</i>	Thompson Rivers University (TRU), Provincial Ministry of Advanced Education (AVED)	Type: cultural competency, decolonization, indigenization, other Outcome/Learning Objective/Topics: – The handbook uses a holistic approach to provide tools to address 4 aspects of education: - o History and traditions; - o effective and innovative educational practices; - o student profile; and - o supports.	Offering: self-paced Duration: unknown Frequency: other	faculty	AVED, TRU
33	Indigenizing the curriculum (under development)	TRU, Open learning, Aboriginal education	Type: indigenization Outcome/Learning Objective/Topics: focus on practical ideas & advice. Asynchronous discussion board with face-to-face weekly guest presentations.	Offering: scheduled Duration: 4-5 weeks online Frequency: pilot	faculty	TRU, Open Learning - OER
34	Teaching for Indigenous education	University of British Columbia (UBC), Faculty of education, Indigenous education	Type: cultural competency, decolonization, indigenization Outcome/Learning Objective/Topics: – Enhancing understandings of Indigenous education and supporting changing practices in classrooms and schools. – Topics include: Relationships; Knowledge; History; Pedagogy; Curriculum; Community; Languages; and Transformation.	Offering: self-paced, on demand Duration: unknown; sections vary in length of video Frequency: other	graduate education students, faculty	UBC, faculty of education

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35	What I learned in class today: Aboriginal issues in the classroom	UBC, First Nations and Indigenous Studies	Type: cultural competency, cultural safety Outcome/Learning Objective/Topics: – student led research; practicum project. “we recognize that non-Aboriginal students are troubled and offended by racist and ignorant statements, and that their experiences and insights of difficult classroom discussions can provide us with more information about the dynamics that are involved in these situations.” – Topics include: social position; tokenization; dealing with classroom incidents; and improving the classroom situation.	Offering: self-paced, on demand Duration: 20 minute overview video; 40-60 minute raw interviews Frequency: other	students, faculty, public, organizations	Karrmen Crey & Amy Perrault. “Reproduced with permission” “Educational institutions, instructors, students, Aboriginal organizations & individuals can archive, exhibit in whole or in part & use for other non-commercial purposes video & written materials”
36	Indigenous foundations	UBC, First Nations and Indigenous Studies	Type: reconciliation, decolonization, indigenization, other Outcome/Learning Objective/Topics: – Resources relate to the histories, politics, and cultures of the Aboriginal peoples of Canada. – This website was developed to support students in their studies, and to provide instructors, researchers and the broader public with a place to begin exploring topics that relate to Aboriginal peoples, cultures, and histories – Topics include: identify; land & rights; gov’t policy; culture; global issues; colonial policy; residential schools; and United Nations Declaration on the Rights of Indigenous Peoples.	Offering: self-paced, on demand Duration: unknown; topics vary in length Frequency: other	student, faculty, public	© 2009 First Nations and Indigenous Studies. Written content can be cited; links can be done to curriculum/content; images are not authorized for reproduction (go to original source); videos cannot be reproduced (linking is fine).

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37	Reconciliation through Indigenous education	UBC, Indigenous Education	Type: cultural competency, reconciliation, accredited course Outcome/Learning Objective/Topics: – Explore personal and professional histories and assumptions in relationship to Indigenous peoples histories and worldviews. – Deepen understanding and knowledge of colonial histories and current realities of Indigenous people. – Engage with Indigenous worldviews and perspectives that contextualize and support your understanding of the theories and practices of Indigenous education. – Develop strategies that contribute to the enhancement of Indigenous-settler relations in schools, organizations, and communities. – Explore Indigenous worldviews and learning approaches for their application to the classroom or community learning setting. – Engage in personal and professional discussions in an online environment with others committed to understanding and advancing reconciliation. – Weekly topics: Indigenous education through the lens of reconciliation; History of Indigenous education; Indigenous education frameworks; Indigenous pedagogies, Indigenous storytelling; Indigenous pedagogies, learning from the land; Indigenous family and community engagement.	Offering: scheduled Duration: 6 weeks (3-4hrs per week) Frequency: January and October	teachers	UBC; Ontario College of Teachers; New South Wales Education
38	Building strengths. Learning that supports all students	University of the Fraser Valley (UFV), Nicola Valley Institute of Technology (NVIT)	Type: cultural competency, other Outcome/Learning Objective/Topics: – Intro to the principles of universal design for learning. Building inclusive learning environments. – 5 units - overview; UDL; practical space learning; the whole student (includes Indigenous holistic principles); inviting success.	Offering: 3 Duration: 10 hours? Frequency: ongoing	teaching faculty (UDL)	"This interactive pd module is a joint project of the UFV and NVIT, with funding from BC gov't. It is jointly owned by the partners and may not be copied or used without appropriate attribution &/ permission of the copyright owners."

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39	Stó:lō place names tour	UFV, Stó:lō Research and Resource Management Centre	Type: cultural competency, indigenization, other Outcome/Learning Objective/Topics: Guided professional development day on the land. Participants learn Stó:lō history, places, and stories.	Offering: scheduled Duration: 1 day Frequency: ongoing	staff, faculty	Stó:lō Nation
40	Indigenizing the curriculum workshop	UFV, Teaching and Learning Centre	Type: indigenization Outcome/Learning Objective/Topics: – provide strategies & techniques to address the absence of Indigenous ways of knowing and history in the curriculum. – experience aspects of Indigenous culture, traditions, scholarship and learning strategies...	Offering: scheduled Duration: 3 days; 24 hours Frequency: annual	Faculty (external seats available)	UFV
41	Aboriginal Alumni speaker series	University of Northern BC (UNBC), First Nations Centre	Type: cultural competency Outcome/Learning Objective/Topics: “demonstrates the diverse and varying ways Aboriginal alumnus are making unique contributions through employment or further education following graduation.”	Offering: scheduled Duration: 1.5 hours Frequency: semester	public, staff, students	UNBC communications
42	Indigenous cultural acumen training	University of Victoria (UVic), Indigenous Community and Academic Engagement, Office of Indigenous Affairs	Type: cultural competency, decolonization Outcome/Learning Objective/Topics: 1st module - foundational information on the colonial context of Indigenous people in Canada.	Offering: on-demand Duration: 80 minutes Frequency: other (requests by schools and programs)	students, student leaders, staff, faculty, executive, departments, schools	UVic
43	Cultural safety - 3 modules	UVic, Nursing Program	Type: cultural safety, decolonization, accredited course Outcome/Learning Objective/Topics: – reflect on Aboriginal peoples’ experiences of colonization and racism as these relate to health and health care. – Module 1 introduces the relationships between colonial history and health. – Module 2 explores power and privilege and the intersections of peoples’ experiences in relation to marginalization, oppression, and dominance. – Module 3 explores the intersections of Aboriginal peoples’ experiences in relation to health, health care, and healing.	Offering: self-paced, on demand Duration: 10-30hrs Frequency: other (modules are accessed in a 4 th year nursing course)	students, nurses, faculty (ECUAD, TRU link to this resource)	BC commons

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44	Yukon First Nations core competency training	Yukon College, First Nations Initiatives, Human Resources	Type: cultural competency, indigenization Outcome/Learning Objective/Topics: – Develop a broader understanding and appreciation for the key moments in Yukon First Nations distant and recent past. – Incorporates historical timelines, facts, personal stories, and activities for an engaging look at history and recent developments. – Key topics: history; heritage and culture; worldviews; residential schools; governance; contemporary issues	Offering: on-demand (online course option); scheduled workshop; self-paced Duration: 1 day workshop; 4 hour online course Frequency: other (scheduled and self-paced)	Yukon College employees, graduate students, business and ngo leaders	14 Yukon First Nations, Yukon College
45	Understanding Indigenous perspectives learning series	Vancouver Island University (VIU), Aboriginal Education and Engagement	Type: cultural competency, reconciliation, decolonization, indigenization Outcome/Learning Objective/Topics: – recognizing relationships, building awareness and exploring approaches. – importance of recognizing relationships & acknowledging respect for the traditional territories we inhabit; – expand experience and awareness of current Indigenous topics (decolonization, reconciliation); – explore ways to engage Indigenous ways of knowing - collaborative learning experience; – critically reflect on teaching & learning practices; – take part in land-based practices, learn protocols, explore relationships with identity and ways of life; – KAIROS blanket exercise.	Offering: scheduled Duration: varies per activity (1 hr / 12hrs / 10 hrs / 3 days) Frequency: semester	faculty, staff (campus community members), students	VIU, Snuneymuxw First Nation, KAIROS

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46	Indigenous learning circle	VIU, Centre for Innovation and Excellence in Learning	Type: indigenization Outcome/Learning Objective/Topics: – Invite teaching faculty members to engage with Indigenous perspectives and critically reflect about suggested teaching and learning practices that would help support a classroom free of marginalization for all learners. Collaboration and community is at the heart of this approach. – Learning Circle includes Elders, Aboriginal students and VIU teaching faculty who provide their insights and suggestions for creating an inclusive learning environment based on a related Indigenous reading for each meeting. – Between each Learning Circle meeting, faculty apply suggestions to their own classroom teaching, critically reflect on that experience and share out at the next session.	Offering: scheduled Duration: 10 hours (5 meetings @2hrs each); reflective exercises in between meetings Frequency: annual	faculty	VIU