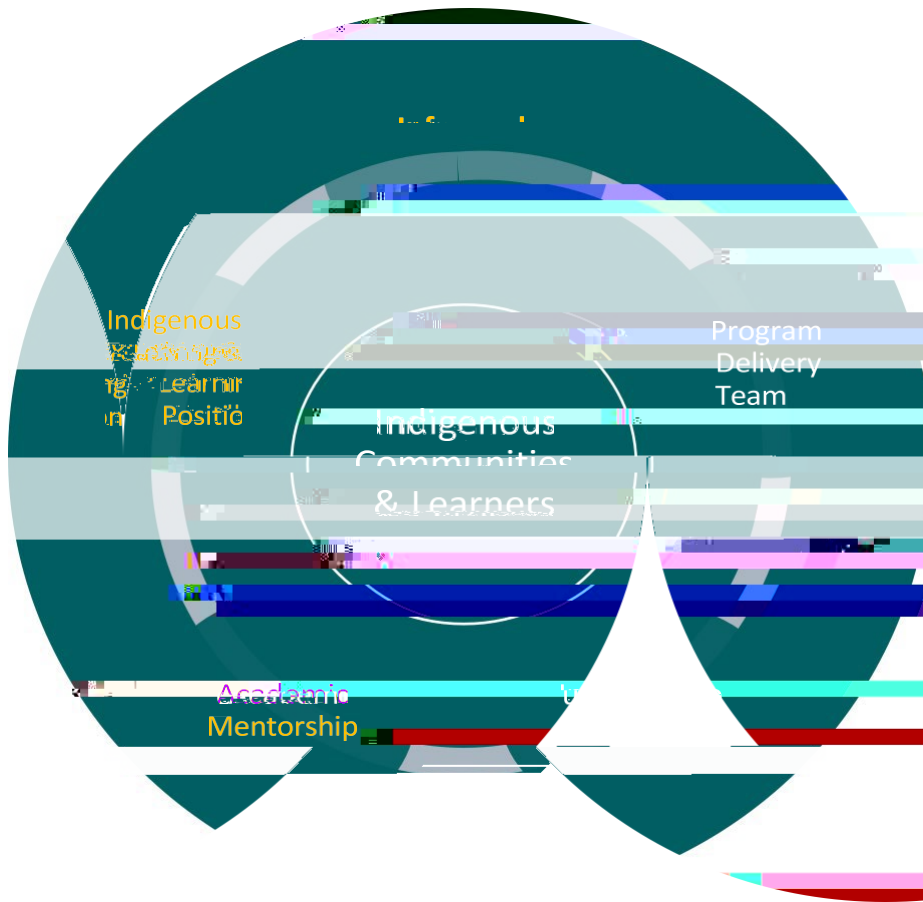


Guided by Community: Okanagan College's Informed Practice Guidelines for Working with Indigenous Communities and Learners

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Goal: Providing accessible and supportive education opportunities for Indigenous learners at any stage of their lives and life circumstance.



Informed Practice- A Holistic Framework for Teaching and Learning

Through:

- authentic reciprocal relations
- listening to and acting on the directions and priorities of Indigenous communities, and
- respecting distinct communities and land-based protocols

Okanagan College (OC) has gained insights into an informed practice model that is expected by Indigenous partners and rights holders.

The following framework seeks to articulate the principles and considerations of informed programming practices at Okanagan College. It is designed to support program delivery teams as the work with Indigenous Services to provide programming for Indigenous communities and learners. It is intended to support systemic change and improve Indigenous learner outcomes.

Section 1: Principles “Nothing about us without us”

Informed practice is guided by:

An understanding of the inherent right of self-determination

All relations and work with Indigenous Peoples and Communities will be based on the recognition of Indigenous rights of self-determination, including:

- the distinct right to maintain, control, develop, protect, and transmit their cultural heritage, traditional knowledge, languages, food systems, sciences, and technologies.
- the right, without discrimination & bias, to improve their economic and social conditions, which includes the areas of education, employment, vocational training, and retraining.

Okanagan College respects the inherent rights of Indigenous peoples and commits to authentic engagement by seeking and acting on direction from Indigenous communities as a foundation of informed practice. The College does not act on behalf of Indigenous

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Section 2: Pre-engagement Considerations Starting in the Right Way

- ? Acknowledge and respect that Indigenous peoples and communities know what's best for themselves. Commit to co-developing and delivering programs based on learner and community need.
- ? Ensure decisions are guided by and confirmed with the Indigenous partner before submission of funding or implementation.
- ? Be open and expect to do things differently to ensure learner success. Ensure that appropriate and additional levels of resources are available.
- ? Recognize systemic racism exists within OC systems. Commit to ensuring no further harm happens by following informed practice and adapting practice and systems where necessary.
- ? Acknowledge and respect the unique culture of the community.

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? Ensure the instructor understands the relations and protocol for inviting Traditional Knowledge holders into the learning experience.

Cultivate Safety

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Thoughtfully interwoven Indigenous content and approaches must be informed by an understanding of Indigenous epistemologies (how knowledge can be known) and pedagogies (how knowledge can be taught).

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ways to restructure the program to foster learner success. Instead of assuming the issues with the

Circlebackto the partner.Askfor feedbackon:

- o What went well for both the learners and community?
- o Opportunitiesfor nexttime for both the learner and community
- o Reflecton:
 - curriculum,did it go well.
 - how did assessmentwork?
 - did the timing work.
 - were the instructors prepared?
 - how well were students supported?
 - did the resourcesmeetthe needs, etc.
- o Reportto ProvostCouncilandAssociate Dean Council on any recommendations coming out of the delivery (e.g., incorporate learning into practice). Assess against established principles and practice.

Section 8: Resources

[Indigenous Knowledge Rubric 2015.pdf](#) Thomson (2015)
Rubric for the Evaluation of Indigenous Knowledge Curricula
(useful resource for assessments)

[BC Campus Indigenization Guide](#) ~~Indigenization and~~

Section 9: Definitions

Authentic Relationships Relationships built on mutual respect, trust, and understanding, recognizing the distinctiveness and sovereignty of Indigenous peoples. These relations honor Indigenous worldviews and ways of being, ensuring equitable and meaningful engagement.

Colonization An intentional process in which Indigenous ways of knowing, being, doing, and relating are disrupted by deliberate systemic actions of settlers and settler governments. Within post-secondary education, colonization privileges settler thought and processes as legitimate and superior, displacing other knowledge systems.

Consultation (as it pertains to OCA) meaningful and respectful dialogue between Okanagan College and Indigenous communities to seek input, understand concerns, and incorporate Indigenous perspectives into all possible decision-making processes. This process is crucial for building trust and ensuring that policies and programs are responsive to Indigenous needs and aspirations.

Cultural Resurgence A process that enables Indigenous Peoples to retrieve and renew traditional teachings and practices in contemporary contexts to honor and

Indigenous Knowledge There are multiple Indigenous knowledges, each rooted in the unique experiences and traditions of different Indigenous groups. Complex Indigenous knowledge systems emerge from and express Indigenous relationships and interconnections to specific lands, cultures, and communities.

Informed Practice Approaches and actions taken based on a thorough understanding of the context, history, and specific needs of a community. In the context of Indigenous education, it involves being knowledgeable about Indigenous cultures, histories, and contemporary issues.

Land-Based Protocol Guidelines and practices rooted in the traditions and customs of Indigenous peoples, related to their relationship with the land. These protocols govern the respectful use and stewardship of land, waters, and resources and are essential for maintaining cultural practices and teachings.

Local Indigenous Partners Individuals recommended by or through the local regional Indigenous Advisory Body and guided by land-based practices, playing a key role in representing and communicating the interests and perspectives of Indigenous communities.

Ownership, Control, Access, and Possession (OCAP) A set of principles guiding research with Indigenous communities. OCAP emphasizes that Indigenous peoples have the right to own, control, access, and possess their data and information.

Reconciliation The process of acknowledging the truth of historical injustices and harm done to Indigenous peoples, making amends, and creating authentic relationships. Reconciliation involves concrete actions that demonstrate a real commitment to change and respect for Indigenous rights and cultures.

Self-Determination: The right of Indigenous people to determine their own political status and freely pursue their economic, social, and cultural development. It encompasses autonomy and the ability to make decisions that affect their lives and communities.

Systemic Racism The systemic oppression and discrimination embedded in policies,

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