



## INDIGENIZATION & RECONCILIATION TASK FORCE UPDATE June 18, 2021

Camosun College is located in beautiful Victoria, British Columbia with campuses on the Traditional Territories of the Lílwat and Tsilhqot'in. We are committed to building strong relationships with Indigenous communities and supporting the well-being of all our students, employees, and leaders.

Addressing Truth and Reconciliation: Camosun's response to the Calls to Action.

Camosun's response plan to the Truth and Reconciliation Commission (TRC) Calls to Action contains a strong vision, guiding principles, and timely action statements that have enabled Camosun to...

Four Corner Post-Model of Indigenization...



All four corner posts are supported by strong relationships between and amongst the Indigenous and non-Indigenous members of the college, including students, employees and leaders, alongside our relationships with Indigenous



Learn more about the Employee Education corpøst

*"And the students will find place in the canoe to stretch their bodies and minds, feed their hearts and spirits, all the while paddling toward their dreams and aspirations."*

Janice Simcoe, Director,Ç \$ k ^ < ° [ o Á v

Policy and Planning

We worked to ensure an increase in Indigenous participation in decisionmaking processes, along with

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Z XThe annual Student Experience Survey now asks students if the College has helped enhance their understanding of Indigenous culture and issues  
] XThe Indigenous Support Coordinator role in HHS supports Indigenous students by holding regular circles as well as supports Indigenous students and faculty in circle learning and

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We are supporting faculty to indigenize teaching and learning experiences in a variety of ways:

- X We have significantly increased our offerings of d > g / E d g TTM X E t ( š Z end of April 2021, ñ ĩ Camosun employees have competed the TTM CE • X
- X The College supported the development of Pulling Together a guide for Indigenization of gm- X ^

Camosun International (CI) continues to

- X Invite local Elders to welcome events to welcome students to the territory
- X Acknowledge territory at gatherings and on campus
- X Promote TTW to CI staff
- X Promote annual campus events such as the Pit Cook, Orange Shirt Day, and National Indigenous Peoples Day
- X Check the IECC calendar of events for any upcoming guest speakers and events throughout the year that are open to the campus community, and promote to students
- ( X Support the field school / exchange with the Ara students from New Zealand
- P X Invite Indigenous speakers (sometimes Elders) to present and specifically talk about Indigenous ways of learning
- Z X Include Indigenous Education/Pedagogy/Experience as part of Banama Bilingue program
- ] X Gift our international partners with Coast Salish art, with a verbal presentation
- i X Promote IST 120 and similar courses to international students

Faculty in the English Language Development (ELD) department have sought to indigenize their course content and teaching practices in a variety of ways

- X Taking TTW
- X Participating in the Indigenous Education Community of Practice
- X Created English as a Second Language (ESL) exercises using Indigenous content
- X Created readings and associated language tasks about reconciliation
- X Taking classrooms outside
- ( X Include Indigenous content with both historical and contemporary focus on reconciliation
- P X Invite Elders and other Indigenous people to campus and in the community, especially storytelling as a way of transmitting knowledge
- Z X Inform students of intercultural learning opportunities on campus and in the community, including events hosted by First Nations' communities, such as the Camosun College pit cook and Orange Shirt Day

ó X Acquire a Camosun Canoe to provide students, employees and community members' access to a canoe for cultural camps and outdoor expeditions/field trips etc

The canoe will be used by Camosun employees

*I based the imagery on a description of the legend of Camosun by the late Elder Jimmy Fraser of Songhees (see link below). Fraser explains that Hayls (the Transformer) was traveling with Raven and Mink when he changed Camosun and her grandfather into stone. So I used the imagery of Raven on the back and Mink on the front on the canoe to represent the transformation of Camosun – the central figure. **This arrangement also alluded to the definition of the name Camosun [paraphrase] “where waters meet and transform”. By having a flying animal on one side, and an terrestrial/aquatic animal on the other, the Camosun figure becomes the space where these two different energies meet and result in transformation.** – [Dylan Thomas](#)*

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í í Provided a one-day TRC awareness day in February 2017 for all employees

February 17, 2017 was an amazing day, a wonderful opportunity to hear from Hereditary Chief of the Gwawa'uxw Nation, and his daughter

Shelley Joseph, from Reconciliation C(y)-8.2 8 (,)-Hmo17iliah (m)-t /TT0 1 Tf.12 ()2.12 0 1 2)-8000w [(



Brokenleg's Circle of Courage and provides opportunities to explore and experience the importance of socialization and relationship building between workplace leaders and new employees

í ñ Piloted the development of cultural camps for students and employees, including college leadership

The pilot for the cultural camps led to the development of a new course: [Indigenous Values, Philosophies, Spirituality, Teachings, and Traditions](#). The course is a land-based experiential camp, site, under the direction of Indigenous Leadership.

í ò Developed and provided more web-based education and training to staff, faculty and administration wishing to become more informed about reconciliation.

The Promoting Indigenization & Reconciliation Task Force has facilitated a [link](#) from the acknowledgement of territory graphic on course D2L pages and other locations on Camosun web site, to provide information on our Indigenization Initiative, why we acknowledge territory, and how people can learn more about credit courses, continuing education courses, workshops, open education opportunities, community events, and massive open courses.

## Policy and Planning Corner Post

í ó Brought more Indigenous presence to our Senior Leadership Council (SLC)

We welcomed Janice Simcoe, Director of Indigenous Education & Community Connections as an advisor to the SLC.





Facilitated process development to enable Indigenous focused required learning for all applicable programs, and threading Indigenous elements throughout curriculum.

An EDCO 'Indigenization of Curriculum' subcommittee implemented a process whereby the following text is included on the course change forms:

*"Indigenization: Camosun College has the following indigenization goals:*

- Indigenous students see themselves and their realities reflected in the curriculum in which they engage.*
- No Indigenous students*



ii ~~X~~ndigenized hiring practices to value Indigenous competencies and employment of Indigenous people

Preferential hiring for candidates of Indigenous ancestry, with lived experience of engaging with other Indigenous people and with knowledge of diverse Indigenous cultures, traditions, histories and aspirations, is being initiated July 1, ~~20~~

Preferential hiring, including term contracts, will be applied



to create a centralized access point for sharing, monitoring, and communicating events  
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 v ]vš CE •š %o CE š] •X &]v opešon communication of events with  
 students and community via student belonging initiatives, committee meetings, in circle  
 seminars}CE o •• ~]( %o%o CE }%o CE ] š •X

ï ó Integrated circle learning and Indigenous teaching and Pedagogy into non-Indigenous programs in a variety of ways

[This recommendation is also included under the Curriculum Development & Delivery corner post, and the Policy, Planning & Infrastructure corner post update under Curriculum Development & Delivery corner post]



## Relationships Foundation

ï ô Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues  
 [Also included under the Curriculum Development & Delivery corner-post detail there]

ï õ Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples  
 [Also included under Curriculum Development & Delivery corner post see detail there]