

University of Northern British Columbia - School of Education

Shared Responsibilities to the Renewed Accord on Indigenous Education

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BLOCK 1

National Day for Truth and Reconciliation, Orientation, and Learning in/from Place



Who are we?

We are a Teacher Education Program (TEP) located in northern BC at UNBC, a small research university "in the north for the north." We have 16-month programs in Early Years (K-7) and Secondary Years (8-12) at the Prince George Campus with new cohorts every September; we also have a 20-month Regional Program (K-7) that operates every second year at Northwest Campus (Terrace), South Central Campus (Quesnel) and, as of 2025, Prince Rupert.

Teacher candidates graduating from the UNBC TEP are empowered with their professional voices as learners, teachers, and leaders. They have experienced authentic learning experiences through ongoing inquiry and Indigenous ways of knowing and doing interwoven throughout the program, moving beyond simply learning about Indigenous Education and Truth and Reconciliation to exploring how and why this work impacts teaching and learning. Emphasis is placed on the integration of Literacy and Numeracy skills across the B.Ed. program as it relates to the provincial K-12 curricula in BC.

We are focused on enacting and embracing our signature pedagogy of *People, Place, and Land*, incorporating local contexts and community, and understanding and experiencing the wonder of living, learning, and teaching in northern BC.

Where have we been?

We were a 2-year TEP with classes during the Fall and Winter terms. We had programs situated at the Prince George (EY and SY) and Northwest Campuses (EY). The Prince George program had an annual intake of teacher candidates, operating Year 1 and Year 2 concurrently, and the Regional program had an intake every second year. The UNBC TEP underwent a curriculum redesign starting in 2018 in response to BC's New Curriculum, and we implemented the redesigned TEP in 2020.

The curriculum redesign started with a School of Education summer retreat in 2018, of which the signature pedagogy *People, Place, and Land* was born. The curriculum redesign, led by Dr. Susan Crichton and co-constructed with 5 voluntary School of Education faculty members, utilized a collaborative design thinking approach. The redesign was extensive, imaginative, and creative, and embedded the needs of the university, BC Curriculum, and feedback from teacher candidates, faculty members, K-12 educators, and community.

Decolonization and Indigenization of our pedagogical approach and assessment methods (e.g., the inclusion of two interwoven courses and moving from letter grades to pass/fail) in addition to land-based, place-based, and in-situ learning experiences in various courses were central to the curriculum redesign.

BLOCK 2

Professional Learning, In-Situ Learning, and Guest Speakers



Why does it matter?

We "must centre Indigenous voices, uphold reciprocal and ethical relationships, and ensure that commitments to Indigenous education are both actionable and enduring" (ACDE, 2025).

Our signature pedagogy of *People, Place, and Land* provides a way of being in place that is deeply aware of the connections between people and with the spaces we inhabit. This pedagogy embeds attention to language, identity, diversity, and Indigenous ways of knowing. It is rooted in human and more-than-human local communities - past, present, and future. Our signature pedagogy offers a framework to explore what and how we know, assess how we are doing and why, and furthers opportunities for inspiration, reflection, and action (UNBC SOE, 2025). We are committed to truth, reconciliation, and healing through solidarity. We engage in ongoing active work to decolonize pedagogies, learning experiences, and assessments in our own practices; to support teacher candidates in their decolonizing journeys; to recognize the diversity of local Indigenous communities and cultures; to acknowledge and address Canada's historical wrongs; and to continue learning and growing together. When we receive program feedback that "we spend too much time on Indigenous content," we believe we are on the right path.

Our Signature Pedagogy: People, Place, and Land

Lheidli T'enneh
hubeh keyoh
whuts'odelhti.
Nts'ezla hubeh yun
ts'uwhut'i,
ts'uzt'en ink'ez
ts'unuwhulyeh.



Created by: Karen Erickson
Métis Artist from Prince George

We respectfully acknowledge the unceded ancestral lands of the Lheidli T'enneh, on whose land we live, work and play.

Where are we going?

We are on a journey. There were unanticipated challenges in the transition between the former 2-year TEP and the redesigned TEP, such as the COVID-19 pandemic, faculty retirement, leadership changes, new tenure-track faculty and sessional instructor hirings and, of course, the shifting needs of new teacher candidates. As a result, some ideas were reimagined during the implementation of the redesigned curriculum.

After five years of implementing the new TEP programs, we reflected on what was working, built and renewed relationships with community members within and beyond the university, and experimented with pedagogies and assessment methods to decolonize our practices, model what is possible, and actively respond to the TRC Calls to Action (2015).

Our teaching and learning experiences seek to embody the signature pedagogy of *People, Place, and Land* in different ways so that teacher candidates, faculty, and community members appreciate and begin to understand more deeply Indigenous perspectives and knowledge, engage in learning with curiosity and courage, and find the joy in teaching and learning through connection, community, collaboration, creativity, and critical thinking. We are all interconnected, and we are in this work together.

How do we get there?

We weave our understandings of *People, Place, and Land* with the 9 First Peoples Principles of Learning (FNESC, 2007), the 9 Professional Standards for BC Educators (BCTC, 2019), and the 9 Rs that extend Kirkness and Barnhardt's (1991) 4 Rs of Respect, Relevance, Reciprocity, and Responsibility with the addition of Relationships, Reverence, Reclamation, Reconciliation, and Reflexivity. From theory to practice to product, we support learners in understanding and transforming models of understanding to models of practice to a summative analogical model that synthesizes and represents lived experiences with collective learning and experiences from coursework, inquiry, and practicum.

We get there by interweaving the 9-9-9s above into transformative praxis through reflection, action, and assessment. EDUC 446 (Aboriginal/Indigenous Education: Epistemology) and EDUC 405 (Reflective Practice through Inquiry) are interwoven courses that endure throughout the 16-month (or 20-month) program and are unique to the UNBC TEP. We have the entire program to wonder together and to develop and extend understandings about teaching and learning in a decolonized, land-based, and experiential way. The aim is competence (i.e., pass/fail at a B+ grade level).

Photos showcased in this poster represent a sample of learning activities experienced in the UNBC TEP (Prince George & Regional).

BLOCK 5/6

EDUC 446 Analogical Models, Wellness at Westlake, and Yoga in the Park



Barkerville, Convocation, and Learning in Community

BLOCK 3/4

