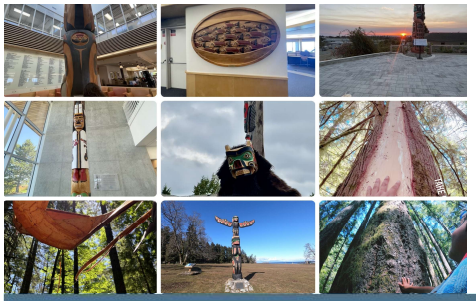
ACDE Accord on Indigenous Education

Connecting our Actions to Accord Principles

Faculty of Education | VIU

The VIU community acknowledges and thanks the Snuneymuxw, Quw'utsun, Tla'amin, Snaw-naw-as and Qualicum First Nations on whose traditional lands we teach, learn, research, live and share knowledge.



Local Legend – Hayden Kenneth Taylor

Summary: Local Legend is a community engaged story work assignment that prepares pre-service teachers to steward Indigenous stories with care. Students learn that stories live in relationship. Guided by the First Peoples Principles of Learning and local protocol, learners identify a local legend that is appropriate to teach in K-12. They seek guidance and permission, review what is already public, cite oral sources appropriately, and decide together what must remain with community. Students create research notes that privilege voice, place and context and craft a consent and protocol statement. Learning is returned to community through sharing circles, acknowledgments and credit.
Recognizing and Affirming Indigenous Rights and Self-Determination: Relational accountability guides introduction, permission and credit for Elders and Knowledge Keepers. Honouring oral histories as sources centers narrative sovereignty.

Weaving Our Ways of Knowing and Being – Sheila Grieve and Danielle Alphonse, Qwul'stun'a'wat, Tthulamia

Summary: As Indigenous faculty we provide pathways of mentorship and knowledge sharing from our lived experiences. We support Early Childhood Education and Care (ECEC) students and staff through difficult discussions on topics such as residential schools and inter-generational trauma. We honour the words of Elders in class, share history through storytelling and hands on creations such as beaded timelines and Octopus bags. Our work involves collaborative community research partnerships. Pictured is an Octopus/Fire bag made by an ECEC student.
Indigenous Education Leadership: As Indigenous faculty we are already accountable; for other faculty members we are inviting more engagement to action. E.g. Move from having guest speakers to actively learning in community and build relationships. Consistent engagement is key.

In-Community Program Delivery – Rachel Moll

Summary: VIU has partnered with local First Nations (NTC, Tla'amin, Stz'uminus) to co-create offerings of BED, ECEC (Early Childhood) and EACS (Education Assistant and Community Support) credentials. Credentials are funded by the Nations and offered in their communities. Timelines, curriculum, and mode of delivery were adjusted and additional supportive or developmental coursework was added to meet the needs of students.
Recognizing and Affirming Indigenous Rights and Self-Determination: This work involved advocacy to shift colonial structures within the curriculum and the educational system. Future offerings will become fully Indigenous-led post-secondary programming founded on strong partnerships.

Interpreting the First Peoples Principles of Learning (FPPL) as Instructional Design (ID) Guidance: Agentic AI Project – Julia Hengstler

Summary: This project addresses the challenge non-Indigenous educators face in integrating the FPPL (FENSC, 2006/7) into ID and lesson planning frameworks. Inspired by LeFever's (2016) work on Indigenous-focused taxonomies, Gemini 2.5 Pro was prompted to "translate" the FPPL into a structured ID model. The resulting model aligns each of the 9 FPPL with an ID Principle, a Core Concept and a taxonomy of "Verbs for Skill Progression". E.g. "Learning requires exploration of one's identity" was interpreted as "Identity Exploration & Self-Location" with verbs like "discover, explore and articulate". The core goal is to create a "semantic bridge" grounded in ID traditions that allows non-Indigenous educators to design FPPL-aligned learning. experiences.
Decolonization and Indigenous Resurgence in and through Curricula: To be accountable it is important to critically reflect on whether this 'translation' is an imposition of a Western framework while ensuring the work upholds reciprocal, ethical, and respectful relationships.

Scenes from the Nanaimo Indian Hospital – Laura Cranmer ('Namgis/Haida) and Amanda Wager

Summary: *Scenes from the Nanaimo Indian Hospital* is a community-engaged applied theater research project in partnership with the Coast Salish (Snuneymuxw) Nuu-chah-nulth (Tla-o-quiaht) and the Kwakwaka'wakw (Ławitsis, 'Namgis) fluent speakers. Performed 15 times across Vancouver Island and in Seattle, the play, through multilingual storytelling, Elder translation, and coaching of young actor/language learners reawakens Hul'q'umin'um', Nuu-chah-nulth, and Kwak'wala. Based on the lived experience of Dr. Laura Cranmer's time at the Nanaimo Indian Hospital, the play is her way of re-writing the colonial script handed to her at birth.
Indigenous Language Revitalization: The research centers Indigenous knowledge systems, language resurgence, and community-led truth-telling. OCAP®, Coast Salish, Kwakwaka'wakw and Nuu-chah-nulth protocols and relational accountability through collaborative Indigenous-ally leadership, permission and returning knowledge to communities are principles that are honoured in this work.

Global Indigenous Collaborative Inquiry Project – Heather Pastro

Summary: The Indigenous Art Collaborative Inquiry Project (IACIP) provide a way to engage with Indigenous histories and worldviews. Students research an Indigenous art form from across Canada noting the elements of art and principles of design and the cultural context, social and historical significance of the art form. Students create a lesson plan on the topic which must include approaches from the *First Peoples Principles of Learning.* Each student will create their own artwork in response to the learning, encouraging empathy and deeper understanding through creative expression.
Indigenous and Anti-Colonial Pedagogies: Incorporating Indigenous art in schools aligns with the *TRC's Calls to Action,* which emphasize integrating Indigenous knowledge, culture, and perspectives into education. The IACIP transcends language barriers and helps students connect to Indigenous stories, land relationships and values.