



Indigenous Curriculum & Pedagogy

Support from the Centre for Teaching and Learning

A new position, **Indigenous Curriculum and Pedagogy Project Coordinator**, was created in the CTL, and we welcomed Jaime Kechego (Jaimie.Kechego@uwindsor.ca) to the new part-time position beginning September 2019, now renewed for 2020 -2021. Jaimie has worked with faculty members and staff from all Faculties across campus, growing collaborations with Turtle Island and AEC. Jaimie Kechego and the work of the CTL complements the incredible initiatives taking place within departments and Faculties.

| Indigenous Curriculum and Pedagogy Initiatives | Details |
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| Workshop Series | <p>16 workshops with approximately 180 participants in 1 year.</p> <p>Indigenous Curriculum & Pedagogy Series – 7 Face-to-face and then 3 online interactive sessions beginning October 2019, designed and implemented to share Indigenous knowledge with faculty, staff and students.</p> <p>Pulling Together Foundations Series – Online beginning July 2020 6 workshops – a series of three workshops building foundational knowledge, offered twice.</p> <p>Joint collaborations include partnering with Kathryn Pasquach from Turtle Island for a Cedar Foot Soak experience.</p> |
| Online Resources | <p>Resource webpage created and regularly updated: https://www.uwindsor.ca/ctl/513/indigenous-resources</p> <p>Videos created from workshops and shared online as ongoing resources for the Foundation Series. Additionally, a focused video created for Nursing as a course resource on the Indigenous wellness framework.</p> <p>Blog article (with links to Foundation series videos)</p> |
| Grant Program | <p>The purpose of the Nanadagikenim: Seek to Know Grant is to engage and foster sustainability of Indigenous curriculum and pedagogy beyond grant period as well to maintain partnerships that support Indigenous curriculum and pedagogy. Lastly, to inspire other faculty and staff to be able incorporate Indigenous knowledge and pedagogy into their courses in collaboration and consultation with Elders, Indigenous scholars and community members. Departments/program applications showing application across an entire program/department: \$5000. Individual, including collaborations among individuals: \$2500</p> <p>9 successful proposals for a total of 27 faculty members for \$35,000 included faculty and staff from: Science, FAHSS, Human Kinetics, Business, Engineering, Law, Education, Turtle Island, and the Library</p> |

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| Invited UWindsor Guest Lectures | Requests to bring Indigenous knowledge to classrooms and staff who support teaching and learning. <ul style="list-style-type: none"> • Nursing • Science through PEARLS • Faculty of Education • Faculty of Business • Universities Library Administrative Committee • CTL internal development |
| Consultations | Individual consultations with people from all Faculties on topics such as Indigenizing learning outcomes, literature, pedagogy, as well as building community relationship, and choosing and developing appropriate technology. |
| Curriculum and Policy | Member of PDC Sub-committee examining modifications and support for the PDC question related to Indigenizing curriculum and pedagogy. Consultation is currently underway. |
| Community of Practice | Supporting the Resisting Pedagogies Community of Practice with Erica Stevens, Michelle McArthur, Richard Douglass Chin, sharing Indigenous lenses. |
| Students as Partners | Partnering with students, including two internship positions from: <ul style="list-style-type: none"> • School of Social Work • Social Psychology |
| Local Community Network | Part of the position has been enhancing the connections and relationships with our local Indigenous communities. |
| Scholarly Outreach and Grants | Successful collaboration on an internal SSHRC Exchange grant and external Educational Developers Caucus Grant to support networking of Indigenous Educational Developers and development of Indigenizing curriculum development through educational development in Canada. Currently preparing a SSHRC Connection grant. Windsor is lead with Western, Waterloo, and Saskatchewan. National Survey: These grants have funded a national survey of Indigenous educational developers. <p>National Networks – joined the Canadian EDC Indigenous Knowledges Community of Practice and an Ontario Action Learning Set. Creating a listserv of Indigenous Educational Developers to share practices and resources.</p> |
| Book Chapter | Successful proposal for a book chapter on Indigenizing Curriculum and Pedagogy through educational development, authored through a collaboration of indigenous and non-indigenous colleagues. Led by Jessica Raffoul, Jaimie Kecheho and Erika Kustra, in collaboration with educational developers from six institutions across Canada (Saskatchewan, Ontario, Alberta, and Manitoba). |

Sample comments

“...Until recently, I have primarily drawn upon a small community of largely North American researchers [...] while doing this work. I have thus honed my research largely by looking to others in other institutions, rather than here at the University of Windsor. I thus can speak with experience and gratitude for not only the recent hires in our faculty ranks, who act as knowledgeable resources for our students and colleagues, but also the knowledge-sharing opportunities that Jaimie has facilitated over the past year.” – *faculty member 2020*

“I don’t know where else I would have learned this.” - *workshop participant 2019*