

Collaborative Code of Ethics

Goal

Through this work, we hope to advance ACP's commitment to honouring Indigenous worldviews and ensure all students served within our division are provided with the opportunity to understand the significance of Truth and Reconciliation.

Approach

- Acknowledge and reflect on the fact that we are settlers who bring implicit biases (e.g., raised within a Eurocentric educational model).
- Consider where we are at in our own reconciliation journeys.
- Learn about Indigenous people's territories that we live, work, and study on. Reconciliation is about co-learning, relationship building, and taking specific decolonial actions (EdCan Network, 2018).
- Respond to the Calls to Action as set forth by the Truth and Reconciliation Committee (TRC, 2015) and the xé?el̓ KPU Pathway to Systemic Transformation (KPU, 2023).

Values

- Be humble about our knowledge of histories and cultures that aren't ours (EdCan Network, 2018).
- Be respectful of Indigenous perspectives, knowledge, and cultural practices.
- Be clear on intentions, bring in humility and cultural safety considerations (e.g., professionalism, power imbalances, etc.).
- Acknowledge the importance of language – western worldviews tend to utilize Nouns (ownership of an item or thing) while Indigenous language tend to use Verbs (relationship-based actions).

Guidance

- Approach and engage with Elders and Traditional Knowledge Keepers respectfully while following traditional protocols. Build collaborative relationships (Chong, 2022).
- Seek the voices and knowledge of others who are experts in the areas of decolonization and Indigenization (Chong, 2022).
- Seek allyship and solidarity, not charity (Montreal, 2019).
- Move forward and together. Examine what we are doing now. How can we be better?
- Amplify Indigenous voices and look at things through an Indigenous lens when possible.

Respect

- Engage in reciprocity. Have a practice of honouring Indigenous community members/elders/knowledge keepers and others that have mentored us and provided guidance for us in this journey.

Student-centredness

- Provide agency to Indigenous learners or students.
- Support multiple ways of learning and teaching (e.g., reflective, experiential, inquiry-based).
- Connect with Indigenous communities and learners to better serve their needs and goals.
- Develop leadership skills (with Indigenous learners) in a genuine, non-performative way.
- Create safe spaces for Indigenous learners in ACP classes and TLC.

Reference List

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