

5-Year Strategic Implementation Plan on Decolonizing and Indigenizing Curriculum and Pedagogy

2023-2027

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MISSION

As direct beneficiaries of Concordia University's curriculum programs, students will be grounded in the knowledge and ability to critically evaluate the history and impacts of colonialism, value the importance of learning about diverse Indigenous histories, voices and perspectives while experiencing creative learning opportunities both in and out of the classroom.





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VALUES

Ka'nikonhrí:io

A Kanien'keha term that refers to 'a good mind,' one that is caring and compassionate with self and towards others.

Cultural safety

Concordia faculty promote and foster safe learning environments in which Indigenous students and students with diverse social identities are recognized, respected, valued, and embedded across the curriculum.

Ka'shatsténhsera

A Kanien'keha term that means 'power.' In the context of this strategic plan, this term means Faculty departments working collaboratively and collectively, contributing to the power of a good mind, strength, wisdom, and active commitment to decolonize and Indigenize curriculum and pedagogical practices.

Student success

Indigenous decolonized curriculum address students' holistic growth (spiritual, emotional, physical, and social) and gives agency to thrive and succeed, diversity of student voices, lived experiences and cultural integrity are valued and reflected across the curriculum.

Respect

An underlying value and belief system that serves as a guiding principle in faculty members' approach to embedding Indigenous decolonizing principles and pedagogical practices across the curriculum.

Indigenous ways of thinking and doing

Indigenous epistemologies are embedded and centered across the curriculum; provide increased opportunities for students to value diverse histories, worldviews, current perspectives.

STRATEGIC PRIORITIES FOR DECOLONIZING CURRICULUM AND PEDAGOGY

Decolonize and Indigenize curriculum and pedagogy university-wide

To critically evaluate and decenter Eurocentric knowledge systems across all academic programs university-wide; reconceptualize curriculum in ways that centre, weave and privilege Indigenous ways of knowing, lived experiences, histories and perspectives across the curriculum respectfully and meaningfully.

Strategic actions

This will be achieved by cultivating a ‘collective critical consciousness’ and understanding among faculty on what Indigenous decolonization, colonization, and Indigenization mean within the context of decolonizing curriculum and pedagogical practices; by facilitating and engaging in collaboration with Faculty departments on co-designing and implementing workshops to reflect departmental units distinct needs; by conducting one-on-one faculty consultations; and by creating experiential learning opportunities (i.e., land-based training programs) for faculty.

Cultural safety across diverse learning spaces – curriculum and pedagogical practices

To provide training and support for faculty development that focus on Indigenous pedagogical practices and intervention strategies to address on-going systemic racism, tokenism, harmful stereotypes and micro-aggressions in the classroom and their impact on Indigenous students.

Strategic actions

This will be achieved by working in collaboration with GradPro Skills, Equity office and CTL’s Inclusive Pedagogy on co-designing and implementing workshops, activities and/or events for faculty and grad students on ways to address micro-aggressions and develop the knowledge and skills to promote cultural safety in the classroom and give students voice and agency to thrive and succeed based on their own aspirations of educational success.

STRATEGIC PRIORITIES FOR DECOLONIZING CURRICULUM AND PEDAGOGY CONT'D

Develop and codesign new programs in collaboration with Indigenous communities

To foster, strengthen and build trusting, respectful collaborative relationships with Indigenous communities with a view to explore opportunities to co-design new programs that reflect the distinct needs and priorities of Indigenous communities.

Strategic actions

This will be achieved by engaging and facilitating conversations with local Indigenous communities to explore collaborative opportunities to co-design programs that reflect the distinct needs and priorities of Indigenous communities.

Expand and support collaborative, shared learning communities across Faculty units

To increase opportunities and support internal and cross-faculty unit collaborations on shared learning experiences in undertaking transformative curricular changes by participating in decolonizing and Indigenizing initiatives.

Strategic actions

This will be achieved by collaborating with faculty leads in organizing, co-designing and implementing shared learning communities that promote networking and bring cross-faculty collaborative units together throughout the academic year to share their learning experiences, challenges and opportunities engaged in decolonizing curriculum and pedagogical practices.