

**What does it mean to be a Socially Just Educator
in the Fraser Valley?**

**A 2018-2019 FIT Project Final Report
June 2019**

**Submitted to: Dr. Tracy Ryder Glass, Dean (Faculty of Professional Studies)
Dr. Eric Davis, Provost & Vice-President, Academic**

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This project was completed June 17th, 2019 with the presentation of a student-led conference on what it means to be a socially just educator. All teacher candidates in UFV's Bachelor of Education (BEd) participated. While the research aspects continue on, the thematic year of what it means to be a socially just educator in the Fraser Valley has concluded.

Outcomes

There were four outcomes for this FIT project.

Outcomes	Result
Provide training to Teacher Education Department (TED) faculty in an Indigenous-driven model of inquiry (<i>Spirals of Inquiry</i>) in order to support the TED faculty's continued use of inquiry and place-based experiential learning in their courses.	<p><i>Status:</i> Completed Sept 10th, 2018</p> <p><i>Those involved</i> <i>Faculty:</i> Sheryl MacMath, Vandy Britton, Awneet Sivia, Barbara Salingre, Heather Compeau, Sandy Hill, Sara Davidson, Christine Bridge (LTA), Chuck Charles (LTA), Tracy Ryder Glass (morning only) <i>Facilitators:</i> Judy Halbert, Linda Kaser <i>Visiting scholar:</i> Antonia Badia (Barcelona)</p> <p><i>Changes from original proposal:</i> In the original timeline this workshop was to be held in June 2018. Due to scheduling challenges, it took place in September.</p>
Provide TED faculty and teacher candidates with specific experiential activities (and connections) within the diverse communities of the Fraser Valley.	<p><i>Status:</i> Completed June 17th, 2019</p> <p><i>Those involved:</i> See appendix</p> <p><i>Changes from original proposal:</i> See appendix</p>
Deliver a teacher candidate-run conference, open to the UFV and Fraser Valley community, on what it means to be a socially just educator in the Fraser Valley.	<p><i>Status:</i> Completed June 17th, 2019</p> <p><i>Those involved:</i> 86 TCs worked with their EDUC 460 instructor (Chuck Charles, LTA) to put on the conference.</p> <p><i>Changes from original proposal:</i> None.</p>

Peer reviewed published journal article on the project and its deliverables.	<p><i>Status:</i> Ongoing. Ethics approval was received in May 2019. Teacher Candidates and faculty have already completed the consent forms and submitted their responses. Data analyses to be finalized in August 2019.</p> <p><i>Those involved:</i> Sheryl MacMath, Vandy Britton, and Awneet Sivia</p> <p><i>Changes from original proposal:</i> In addition to the published article, involved faculty will be submitting a proposal to the Canadian Association of Teacher Educator (CATE) 10th Annual Working Conference (Oct 2019) around the theme: Preparing teachers as curriculum designers. Upon approval, this may result in a chapter publication in an edited volume.</p>
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Assessment steps taken

Did we accomplish what we had planned to do? Yes!

- ✓ TED Faculty training in *spirals of inquiry* completed
- ✓ Out of a total of 16 planned experiential activities for the BEd:
 - Only two have been cancelled
 - Two events were modified to provide an equal, but alternative, experience
 - One event was initially cancelled (due to cost) but was able to be rescheduled with funding support from our Dean
- ✓ Conference was entirely student-driven and very successful, with a total of 24 workshops presented to teacher candidates, faculty, and school district officials on June 17th, 2019.
- ✓ Published article still being planned with the addition of a submission for a working conference and subsequent chapter publication

Was our intent achieved? Yes!

- ✓ At the beginning of the BEd program all three cohorts of teacher candidates answered the following questions: What does it mean to be a socially just educator in the Fraser Valley? How has the BEd program helped contribute to this understanding? These responses were then gathered for analysis. These same questions were given to the TCs as part of EDUC 495 in June 2019 to enable a comparison of responses.
- ✓ In October 2018, TED faculty were asked to answer the same questions to compare with teacher candidate responses. Responses demonstrate a focus on advocacy, knowledge of the Fraser Valley and its many residents, and an inclusive environment.
- ✓ TED Faculty feedback was that this project was a huge success. This was evidenced in both the content of teacher candidate unit/lesson plans while on long practicum and their ongoing conversations during the BEd courses: there was a greater focus on social justice and local Indigenous content than ever before. (Note: #sociallyjustteacher was the

recurring refrain in TED classrooms.) Because of this success, faculty unanimously agreed to have the same theme for next year's cohort.

- ✓ Teacher candidate feedback was gathered at a year-end roundtable. Results indicate that the experiences were extremely valuable, especially trips taken out into the community. Their recommendation was to repeat these activities next year.
- ✓ One of the most prevalent comments by teacher candidates was that the entire program focused on the theme of social justice. Activities were purposively planned within and outside of scheduled classes. Our timing was purposeful and teacher candidates responded that this department-wide focus on social justice was extremely powerful.

Final Comments

This proposal was a huge success, both with teacher candidates and faculty. By having the content of these experiences included into the content of the unit/lesson plans developed by our teacher candidates (to use both on their certifying practica and in their future careers as K-12 educators in the Fraser Valley), the experiences our teacher candidates had are making their way into our local communities: K – 12 students are directly experiencing the benefits of this proposal.

Having experienced the overwhelming success of implementing a programmatic-wide theme focused on social justice, with experiences purposively planned both inside and outside of the BEd courses, we feel a responsibility to continue to provide this opportunity to future cohorts of Bachelor of Education students.

We will be seeking financial support from our Dean's Office, as well as the Teaching and Learning Centre, to continue to provide these experiences for future teacher candidates.

Our department strongly recommends that other departments/faculties in the university recognize the value of utilizing a program-wide theme, and that they too consider venturing into the community to learn about the local area and its people. This focus on the local stems from an Indigenous worldview that aligns with the university's vision for 2025. Some of the key experiences that we believe that every student at UFV should have, regardless of their program, include:

- Visiting St. Mary's Indian Residential School (Mission)
- Visiting the Coqualeetza Indian Residential School, Educational Longhouse, and the artifacts and interpretive centre (Chilliwack)
- Visiting the Gur Sikh Heritage Temple and Museum (Abbotsford)
- Completing the KAIROS Blanket Exercise

Ongoing Work

As already noted, we will be attempting to recreate most of these experiences with our future teacher candidates. Research-wise, we have submitted a proposal for a working conference on curriculum design (October 2019) that should result in a published chapter. We are currently in the process of analyzing teacher candidate responses to three questions [1. What does it mean to be a socially just educator in the Fraser Valley? 2. What specific activities/experiences within the BEd (coursework and other organized activities) contributed to this learning? and, 3. How have

you or how will you bring your vision of a socially just educator to life as a teacher?] given at the end of the school year (completed June 10, 11, and 12th, 2019). These data will be used to formulate both a chapter and, hopefully, a journal publication.

We thank you for the providing us with the funds to be able to complete this project.

Appendix: Experiential activity report

Proposed	Actuality
August – October 2018	
Faculty training in <i>Spirals of Inquiry</i> with Dr. Judy Halbert and Dr. Linda Kaser	Completed September 10 th . <i>Final cost:</i> \$2675
Place based education: Working with local plants and herbs with Carrie Lynn Victor	Carrie Lynn Victor is no longer doing workshops on local plants and herbs and no replacement could be found. Instead, Sara Davidson and Sheryl MacMath completed a half-day experience for the secondary cohort (October 2018) and both elementary cohorts (December 2018) on place-based activities. This took place at the Gathering Place at CEP and incorporated ELA experiences from-place and Science experiences in-place. <i>Final cost:</i> materials \$145.30
Class trip to St. Mary's Indian Residential School, Mission	Completed Sept 20 th with all three cohorts. Negotiated cost: \$2500. <i>Final cost:</i> \$0; negotiated but not charged.
Full day Place Names Tour (upriver and downriver) with Dr. Sonny McHalsie	This was too costly (approximately \$4500) so was initially cancelled. With revision, it was implemented with the cohorts as a half day experience in June 2019. <i>Final cost:</i> \$3105
November – December 2018	
Class trips to Coqualeetza Indian Residential School and Educational Longhouse, Chilliwack	Both elementary cohorts completed the trip in December 2018 while the secondary cohort completed the trip in January 2019. It involved a three-hour tour, including drummers and an introduction to the Long House. Coqualeetza tour leaders then took groups through four stations: visiting the teacher resources in the library, archaeology room, artifacts and interpretive centre, and a walk around the grounds. Cost negotiated at \$2500. <i>Final cost:</i> \$0; negotiated but not charged.
Learning from 10,000 years of history (Stó:lō governance) with Peggy Janicki, Mission SD Aboriginal Support teacher	This was an examination of changes in governance throughout history with a focus on Stó:lō history. Completed February 2019 with all three cohorts at ADTA hall. <i>Final cost:</i> \$150 to pay for the hall.
KAIROS blanket exercise	This experiential activity used a UFV revised version of the BCTF's <i>Gladys we never knew</i> script for the KAIROS blanket exercise. All cohorts completed the exercise, led by Vandy Britton and Sheryl MacMath, in December 2018. <i>Final cost:</i> \$100 for Elder thank you gifts.

Guest speaker: Students with autism	All cohorts attended a presentation by two non-verbal students with autism and their mother in B101 in December 2018. <i>Final cost:</i> \$120.14 for thank you gifts (sweaters and gift cards)
Class trip: Disabilities Canada	No longer provided. Alternative found in bringing in a guest speaker, Jane Ulyot. <i>Final cost:</i> \$400
January – February 2019	
Guest speaker: Q-mmunity	Guest speakers on LGBTQ+2 rights and issues in education presented by Q-mmunity in ADTA hall in January 2019. <i>Final cost:</i> \$100 (ADTA Hall) and \$1200 (workshop fee)
<i>Trick or Treaties</i> Panel on local land treaties	Not able to schedule with guest speakers. Tried to arrange an alternative with Shirley Hardman with no success.
Guest speaker: Learning Punjabi	All three cohorts completed in February 2019 with Satwinder Bains. <i>Final cost:</i> \$50 for thank you gift.
Guest speaker: Learning Halq'eméylem	Unable to bring in a speaker. Alternatively, Alisah McPhee (former graduate of program) came and spoke to all three cohorts on working with vulnerable populations in schools, specifically refugee communities and First Nation students. <i>Final cost:</i> \$50 for thank you gift.
Class trip to Gur Sikh Temple and Heritage museum	This trip actually occurred for all three cohort in October 2018. This trip was led by Sharanjit Sandhra (UFV SASI Coordinator) and included an overview of the 100 year journey. <i>Final cost:</i> \$50 for thank you gift.
Reach Gallery history exhibit	Elementary cohorts visited the Reach Gallery. Visit included a curated tour of the <i>Voices of the Valley</i> exhibition, a powerpoint presentation on the history of the draining of Sumas Lake, and an art activity to extend student learning. Only one cohort of elementary could complete the visit due to snow days. <i>Final cost:</i> \$160
May – June 2019 (Planned)	
Class trip to Thomas Haney Secondary School (Individualized learning program)	Not available at this time.
Class trip to Virtual School	This was completed by all three cohorts in November 2018. <i>Final cost:</i> \$50 for thank you gift.

<p>Guest speaker: Mindfulness to address student anxiety</p>	<p>Mindfulness was addressed by the instructor of EDUC 454 rather than bringing in a guest speaker. <i>Final cost: \$0</i></p>
<p>Student-led conference on what it means to be a socially just educator in the Fraser Valley</p>	<p>Completed June 17th, 2019. All three cohorts (86 teacher candidates) co-presented 24 workshops over the course of the day. Each workshop addressed a practical way of fostering a socially just environment in K-12 classrooms. Workshops were well received. Food and lanyards required for event. <i>Final cost: \$853.59</i></p>

Total money spent: \$9209.03