

**COMMUNITY RESEARCH AGREEMENT
With
OKANAGAN NATION ALLIANCE
May 2020**

APPENDIX 1

**Project Title:
Co-Curricular-Making—
Honoring Indigenous Connections to Land, Culture, and the Relational Self**

Funded by SSHRC Partnership Grant, May 2020

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Community Research Agreement

Project Title: Co-Curricular-Making: Honoring Indigenous Connections to Land, Culture, and the Relational Self

SECTION 1: PARTIES

Parties entering into the Community Research Agreement are:

Community: The Okanagan Nation Alliance (ONA), the Tribal Council for the seven members Syilx Bands comprising members from : Osoyoos Indian Band, Penticton Indian Band, Lower Similkameen Indian Band, Upper Similkameen Indian Band, Upper Nicola Band, Westbank First Nation and Okanagan Indian Band.

Researchers: Investigators from the Okanagan School of Education and Faculty of Education, University of British Columbia; University of Alberta; University of Ottawa; University of Toronto; and Central Okanagan School District (See p.4 of accompanying research overview: Project Partners, Collaborators, Investigators and Contacts).

Additional Community Partners:

Central Okanagan School District
IndigenEYEZ
Kelowna Art Gallery
Kelowna Museums Society

SECTION 2: RESEARCHER/COMMUNITY PARTNERSHIP

The development of this research is based on ongoing, sincere communications between all parties. Every effort will be made to address concerns expressed by either party, through the mechanisms outlined. Communication on all aspects of the work will be regularly undertaken. Representatives from ONA and the Research team will be communicating directly throughout this project. A working group made up of representatives selected by ONA and all other community partners with the principal investigator (Dr. Margaret Macintyre Latta) of the research will be responsible for ongoing coordination and communication with their respective stakeholders (see p. 7 of accompanying research overview, Partnership Advisory Strand).

PRINCIPLES 1,2:

1. Communication, honesty, transparency and trust:

The development of this project is based on communications between researchers and ONA, the designated governing body for the Okanagan Territory. All efforts will be made to incorporate and address concerns and recommendations at each step of the project. The UBC/ONA governance strands will meet on a regular basis (see p. 7 of accompanying research overview, Governance and Communications).

2. Commitments:

a. The community's main commitments to the researchers are to:

- i. Recommend capable and reliable community members to be involved in the project.
 - ii. Keep informed about the progress of the project, and help in leading the project toward meaningful results.
- b. The researchers' main commitments to the community are to:
 - i. Inform the community about the progress of the project in a clear, specific, and timely manner.
 - ii. Seek advice and direction from the community and act collaboratively to enact the research in ways responsive to that advice.
 - iii. The researchers agree to reevaluate and revise the research project if community leaders or the researchers believe that the project will no longer benefit the community.
 - iv. Work with the community to utilize research in ways that benefit the community.

SECTION 3: RIGHTS and RESPONSIBILITIES

Indigenous Intellectual Property is understood as Indigenous cultural information, knowledge, uses, and practices unique to the Community's ways of life maintained and established over Indigenous homelands and areas since time immemorial. This knowledge is based upon millennia of observation, habitation, and experience, and is a communal right held by the Community]and in some instances by individuals. This property includes, but is not limited to, the following:

- a. knowledge of remembered histories (includes oral knowledge documentation systems) and tradition and practices;
- b. details of cultural landscapes and particularly sites of cultural significance;
- c. details of kinship and linguistic mapping
- d. records of contemporary events of historical and cultural significance;
- e. sacred property (images, sounds, knowledge, material, culture or anything that is deemed sacred by the community);
- f. knowledge of current use, previous use, and/or potential use of plant and animal species, soils, minerals, objects, water;
- g. knowledge of preparation, processing, or storage of useful species;
- h. knowledge of formulations involving more than one ingredient;
- i. knowledge of individual species (planting methods, care for, selection criteria, etc.);
- j. knowledge of ecosystem conservation (methods of protecting or preserving a resource);
- k. resources that originate (or originated) on Indigenous lands and territories;
- m. cultural property (images, sounds, crafts, art, symbols, motifs, names, performances); and
- n. knowledge of systems of taxonomy of plants, animals, and insects.

The purpose of this research project is to attempt to enhance educators' professional knowledge and capacities towards curricular Indigenization, not to access or use Indigenous intellectual property. The principles of ownership, control, access and possession of Indigenous intellectual property will be respected. It is recognized that ONA is the governing body of the Syilx (Okanagan people) who have been the traditional territory holders of Okanagan lands from time immemorial. As the Syilx are the local territory holders, the ONA have asserted their

responsibility for the well-being of Syilx people along with other diverse Indigenous peoples living on their traditional lands. The principles below recognize the need to respect the rights of individuals, and the rights of communities.

PRINCIPLES:

1. Individual raw data are confidential, and all participants' privacy will be protected by researchers.
2. Individuals will have the option to view their raw data and confirm its accuracy.
3. Okanagan traditional knowledge is Okanagan intellectual property and that property is protected by traditional regimes of stewardship.
4. The traditional knowledge of other Indigenous peoples residing on Okanagan territory is the intellectual property of those peoples, and that knowledge is protected by traditional regimes of stewardship.
5. ONA will view aggregate data, without individual identifiers, and remove Okanagan traditional knowledge as appropriate. If any aggregate data is recognized to be traditional knowledge of other Indigenous people, the researchers will direct the aggregate data to a designated representative from that community. If no such representative is available, ONA will be responsible for removing any information that appears to be traditional knowledge.
6. Principal investigators are responsible for data. All researchers will sign confidentiality agreements before access to raw data is permitted.
7. Raw data collected is confidential and no names will be attached to any records.
8. Paper copies of raw and aggregate data will be stored at the University of British Columbia in the locked filing cabinets of the Principal Investigators.
9. Electronic copies of all raw and aggregate data will be on a secured password protected computer folder accessible to the Principal Investigators and members of the research team.
10. Once vetted, aggregate data will be used to create reports, publications, and other types of communication for public consumption.
11. ONA will review the research results before being submitted for publication to ensure that Okanagan traditional knowledge is not divulged to the public and that errors are corrected prior to dissemination.
12. Research results will then be presented to other Indigenous communities as appropriate to ensure that traditional knowledge is not divulged to the public and that errors are corrected prior to dissemination. To ensure participation and respect for the diverse Indigenous peoples in the Okanagan Territory, the First Nation Friendship Centre and Métis Community Services of BC will also be an access point for presentations and disseminations.
13. Researchers will assist the Indigenous communities and peoples with opportunities to report on the aggregate data to benefit local Indigenous peoples (e.g., graduate student thesis, promoting awareness, applying for funding, improving and/or accessing services and programs). The outcomes will be used to construct culturally appropriate mechanisms for continued collaboration.

SECTION 4: FUNDING AND BENEFITS

FUNDING:

The researchers have received funding and other forms of support for this project from the Social Science Humanities Research Council (SSHRC) and all partners' contributions, in-kind and cash.

1. SSHRC expects funded investigators to disseminate their research findings through peer-reviewed publications such as journals, manuscripts and books to maximize the impact and utility of their work.
2. Greater access to research publications will promote the ability of researchers and decision maker users in Canada and abroad to use and build on the knowledge needed to address significant challenges. Open access will promote accessibility to funded research and will serve to increase the international visibility of Canadian research. Recipients of funding will make every effort to ensure that their published research is freely available online within six months as outlined in the Policy on Research Outputs.

BENEFITS:

Benefits to the researchers will include:

1. opportunities to gain knowledge about, and new insights into, collaborative development of curricular practices in educative settings;
2. opportunities to develop mechanisms for sharing these practices and processes with other communities;
3. opportunities for students to gain research expertise in participatory research;
4. opportunities to gain experience developing community research agreements;
5. opportunities to assist local communities/organizations to access and/or improve curricular initiatives;
6. opportunities to publish peer-reviewed articles;
7. opportunities to present work at conferences;
8. opportunities for other forms of publications/communications/knowledge exchange.

Benefits to ONA, school district, and community partners will include:

1. opportunities for increased knowledge about Syilx peoples in the Okanagan valley;
2. opportunities to promote the recognition of the need for cultural safety practices;
3. opportunities to improve cultural safety guidelines in the Okanagan valley;
4. opportunities to develop strategies or plans for community curricular programs in the Okanagan valley;
5. opportunities for local Indigenous community members to gain further research skills and co-author publications;
6. opportunities to assist local communities/organizations to access and/or improve curricular initiatives;
7. opportunities to incorporate cultural safety assessment tools into practice;
8. opportunities to enhance well-being for local Indigenous people and communities;
9. opportunities to include research into the Nation's Health Plan;
10. opportunities to ensure cultural safety training is mandatory in education, health, and social sciences in the Okanagan valley;
11. opportunities for Okanagan Nation scholars to participate in research gathering and research reporting;

12. opportunities for Okanagan Nation communities to utilize outcomes to implement Cultural Safety policies and practices that ensure protection from cultural intrusion, erosion, disruption, and misrepresentation.

SECTION 5: RESEARCH PROJECT

Summary

Overarching Goals: to articulate the nature and roles of reciprocal curricular pathways for educators and their students; to enhance understandings of local Indigenous cultures and supports related to these groups; and to mobilize local, place-based, land-based First Nations ways of knowing and being.

Objective 1: to facilitate professional inquiry opportunities that disrupt educators' colonial relations and pedagogies

Site: unceded Syilx territories (Okanagan)

Partners: Okanagan Nation Alliance, Kelowna Museums Society, Kelowna Art Gallery, IndigenEYEZ, and Central Okanagan Public Schools (School District 23)

Participants: 12,000+ K-12 students, educators, and teacher education students

Combined research + knowledge mobilization activities, guided by our Advisory Strand:

Knowledge-building research meetings; online resources and materials, repository of artefacts, annual reports, and virtual conference; professional inquiry groups; community forums

Objective 2: to further reconciling efforts at the national level by reforming teacher education and professional development

Site: across Canada

Partners/Collaborators: Same as Obj 1, + U of Alberta, U of Ottawa, and U of Toronto

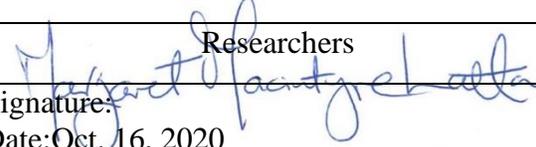
Combined research + knowledge mobilization activities:

online virtual conference; cross-institutional virtual conversations two to three times per year + face-to-face meetings once per year

Figure 1: Two objectives in support of an overarching goal. This five-year project provides both depth of impact (Obj 1, targeting educators on Syilx territory) and breadth (Obj 2, targeting educators across the country).

Expected Outcomes: Working together to negotiate the practices of co-curricular-making will foster creative and critical learning that is locally derived, and will enable self-understandings within the larger world, enhancing relationships between Indigenous and non-Indigenous peoples. Locally, we will work alongside community organizations to respectfully share Syilx ways to care for *tmx^wulax^w* (our land) and develop ways to learn and live better together that are guided by *captikwl* (stories). Nationally, we will create experiential curricular pathways, mapping ways to reorient education toward reconciliation and to mobilize efforts accordingly. By the end of this five-year project, participating local educators and their students will have gained deeper understandings of Syilx culture with pedagogies responsive to the connections among land, culture, and understandings of self in the world. With our partners, we will have developed teacher education programs and professional development initiatives that reconceptualize education towards individual and collective agency, growth, and well-being, attending to the strengths and particularities of their students and the resources of place. Through the articulation of such decolonizing co-curricular-making, education ministries, districts, and institutions will engage and mobilize reconciliation-in-action across Canada.

We, the undersigned, represent the parties entering into this community research agreement. We have reviewed and approve this document.

| Community | Researchers |
|--|---|
| Signature:  Date: October 16, 2020 | Signature:  Date: Oct. 16, 2020 |
| Pauline Terbasket Executive Director, Okanagan Nation Alliance 101-3535 Old Okanagan Hwy Westbank, British Columbia, Canada V4T 3L7 | Margaret Macintyre Latta, Principal Investigator, Professor and Director of the Okanagan School of Education, Faculty of Education, UBC. 3139 EME Building, 3333 University Way Kelowna BC V1V 1V7 Canada; Phone: 250 807 8119 |

Team members include:

Partners

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| Okanagan Nation Alliance | Contact: Pauline Terbasket Westbank, BC |
| IndigenEYEZ | Contact: Kelly Terbasket Kelowna BC |
| Central Okanagan School District | Contact: Kevin Kaardal Kelowna, BC |
| Kelowna Art Gallery | Contact: Nataley Nagy Kelowna BC |
| Kelowna Museums Society | Contact: Linda Digby Kelowna, BC |

Research Team, Co-Investigators and Collaborators

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|--------------------------|---|
| Terry L. Beaudry | Central Okanagan Public Schools |
| Bill (William) Cohen | The University of British Columbia (as of July 1, 2020) |
| Sabre L. Cherkowski | The University of British Columbia |
| Joanne DeGuevara | Central Okanagan Public Schools |
| Linda G. Digby | Kelowna Museums Society |
| Dwayne T. Donald | University of Alberta |
| Kevin G. Kaiser | Central Okanagan Public Schools |
| Wendy L. Klassen | The University of British Columbia |
| Jan M. Hare | The University of British Columbia |
| Margaret Macintyre Latta | The University of British Columbia |
| Nicholas A. Ng-A-Fook | University of Ottawa |
| Richard Oliver | Central Okanagan Public Schools |
| Rhonda Ovelson | Central Okanagan Public Schools |

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|-----------------------|---|
| Desiree Marshall-Peer | Okanagan Collaborative Conservation Program |
| Karen Ragoonaden | The University of British Columbia |
| Jonathan Rever | Central Okanagan Public Schools |
| Sandra Styres | University of Toronto |
| Adrienne Vedan | The University of British Columbia |