

The SDG Accord 

The University and College Sector's Collective Response to the Global Goals



HUMBER



SDG Accord Case Study

Integration of SDGs in

- Institutional governance/strategic level
- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

Focus on

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure
- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action
- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

Summary:

Two-Eyed Land-Based Play and Co-Learning is a new culturally focused and Land-based course in the Early Childhood Education program, within the faculty of Health Sciences and Wellness at Humber College. The course design braids together both Indigenous and non-Indigenous perspectives and was informed and shaped by the traditional territories and lands on which Humber College is located, local and regional Indigenous Elders, Knowledge Holders, storytellers and mentors and the Two-Eyed Seeing work of Mi'kmaq Elder Albert Marshall.

Outline the 3 key benefits of integrating this theme:

1. Culturally-focused and land-based approach: The Two-Eyed Land-Based Play and Co-Learning course is unique in its approach as it braids together Indigenous and non-Indigenous perspectives, making it a culturally-focused and land-based course. This approach promotes mutual respect, understanding, and collaboration between different cultures and helps to create a more inclusive learning environment. Ongoing Two-Eyed Seeing Research explores how the Two-Eyed Land-based

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Play and Co-Learning course is engaging and impacting the spiritual, emotional, intellectual, and physical realities of both the learner and faculty.

2. Experiential learning in a diverse ecological region: The course takes place in the 250-acre Humber Arboretum, which is part of Canada's most biologically diverse ecological region. Students can learn through experiential and hands-on activities in a diverse and rich natural environment. This approach fosters a deeper connection and appreciation for the environment and encourages students to become stewards of the land.

3. Supporting ethical, transformative, and reconciliatory pedagogy: The course promotes ethical, transformative, and reconciliatory pedagogy and practice. Through co-learning and decolonizing evidence-based processes, students and faculty connect with the land through storytelling, teachings, mapping place, co-learning, and reflection. This approach supports the development of critical thinking, empathy, and an understanding of different perspectives, which are essential skills for a more inclusive and sustainable society. This course demonstrates the responsibility to act on awareness, understanding and knowledge, both pedagogically and institutionally, to decolonizing and Indigenizing post-secondary education at Humber.

Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

1. Ethical engagement

In this work of braiding together the strengths of Indigenous and non-Indigenous perspectives for the benefit of all, we are guided by the lessons imparted to us by Mi'kmaw Elder Albert Marshall and his colleagues who have been doing this integrative work since the early 2000's:

1. Acknowledge that we need each other and must engage in a co-learning journey
2. Be guided by Two-Eyed Seeing
3. View "science" in an inclusive way
4. Do things (rather than "just talk") in a creative, grow forward way
5. Become able to put our values and actions and knowledges in front of us, like an object, for examination and discussion
6. Use visuals (we use a lot of photographs, video, graphics we have co-created)
7. Weave back and forth between our worldviews
8. Develop an advisory council of willing, knowledgeable stakeholders, drawing upon individuals both from within the educational institution(s) and within Indigenous communities

On this last lesson, the work we are doing is deeply collaborative and demonstrates the importance of relationships: involving Early Childhood Education, Indigenous Education and Engagement, the Humber Arboretum, the Humber Child Development Centre, Humber's Executive Team, Sustainability, Research, SOTL (Scholarship of Teaching and Learning).

2. Under-representation of Indigenous Faculty

This is a uniquely co-taught course, both Indigenous and non-Indigenous faculty. It is an EDI (Equity, Diversity, and Inclusivity) goal and part of the Indigenous Education Plan at Humber to support more

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hiring of Indigenous faculty, currently under-represented. The Early Childhood Education department has been supporting hiring, first through Indigenous Curriculum Consultants followed by full-time Indigenous faculty, one is co-shared with the Nursing department.

3. Outdoor Learning and Teaching

Being out on the Land every class/weekly in the 250-acre arboretum requires that we also have indoor space to gather in case of heavy rain, extreme cold, high winds, store materials. While we have indoor classrooms in the North campus building, we have maintained the importance of being close to the Humber Arboretum so that the entire class is outdoors, less time trekking to and from campus. We are currently co-sharing the space with Humber's Centre for Urban Ecology as well as resources and ideas. We are also in the process of working with a team at Humber, Toronto Region, and Conservation Authority (TRCA) and the City of Toronto on an open-air outdoor gathering space.

Please outline your conclusions and recommendations to others:

The Two-Eyed Land-Based Play and Co-Learning course is revolutionizing early childhood education by incorporating outdoor and nature-based play that encourages children to explore and inquire about their surroundings. Through the practice of walking together, the course emphasizes the importance of recognizing the rights of nature and the collective responsibility we all share in protecting the Earth for future generations. This approach fosters co-learning relationships, which are vital to rethinking and transforming early childhood education in response to the Truth and Reconciliation Calls to Action, particularly Call to Action No. 12. By promoting different ways of knowing and encouraging peaceful coexistence, this innovative course is helping to bridge the gap between Indigenous and non-Indigenous perspectives and laying the groundwork for a more sustainable and equitable future.