



Foundational Document

Indigenous Community Planning Specialization

Chief Wayne Sparrow
Musqueam Indian Band

School of Community and Regional Planning
University of British Columbia

aboriginal policy studies Vol. 3, no. 1&2, 2014, pp. 242-246

This article can be found at:
<http://ejournals.library.ualberta.ca/index.php/aps/article/view/21712>

ISSN: 1923-3299

Article DOI: <http://dx.doi.org/10.5663/aps.v3i1-2.21712>

aboriginal policy studies is an online, peer-reviewed and multidisciplinary journal that publishes original, scholarly, and policy-relevant research on issues relevant to Métis, non-status Indians and urban Aboriginal people in Canada. For more information, please contact us at apsjournal@ualberta.ca or visit our website at www.ualberta.ca/nativestudies/aps/.

Indigenous Community Planning Specialization

Chief Wayne Sparrow
Musqueam Indian Band

School of Community and Regional Planning
University of British Columbia

Honoured friends and relatives,

My name is Wayne Sparrow, Chief of the Musqueam Indian Band.

I welcome all of the students that have come to University of British Columbia located on the traditional unceded lands of the *hən̓q̓əmin̓əṃ* speaking Musqueam people.

The SCARP program in partnership with Musqueam incorporates the Musqueam's award-winning Sustainable Comprehensive Community Plan (CCP). There is much to be learned from Musqueam's CCP.

Thank you all,

Chief Wayne Sparrow

Introduction

Indigenous peoples everywhere have been managing their land and resource base, planning their communities, and passing on teachings, including traditional ecological knowledge, since time immemorial. The Musqueam people reinstated this tradition in modern form in creating a Comprehensive Community Plan (CCP). In February 2013, Musqueam's CCP was recognized by and included on UN Habitat's website as a Best Practice plan for sustainable community development.

SCARP is honoured to be in a teaching and learning partnership with the Musqueam Indian Band in the design and delivery of our new ICP specialization. Launched in Fall 2012, and designed to attract Indigenous and non-Indigenous students who want to work with Indigenous communities, we are looking for six committed students each year to enter this program and join us on this learning journey.

ICP Mission

Our intent is to train a new generation of community planners who will break with the colonial legacy and culture of planning in order to work in respectful partnership with Indigenous communities. We seek to empower emerging community planners working with Indigenous communities with the necessary theory, skills, knowledge, and capacity

to support those communities in achieving their own aspirations for land stewardship, cultural revitalization, strong governance, health and well-being. Our approach is grounded in community and land-based learning; emphasizes mutual and transformative learning; and integrates these principles with grounding in an Indigenous worldview. Our scope is Canada-wide, but with a focus on practical learning with/in First Nations communities in BC, where historical legacies as well as current political, economic and demographic realities present numerous complex issues, including health, education, employment, resource management and governance.

ICP program architecture and description

In addition to the five SCARP core courses: Omnibus; History and Theory of Planning; Planning Law; Qualitative Methods; and Quantitative Methods, students in the ICP specialization take an additional five core courses; complete an eight month Practicum in a First Nations community in their second year; and an Internship with a First Nations community or Aboriginal organization, usually during the summer between first and second year.

ICP program: five core courses (15 credits) + Practicum (Plan 547C & Plan 548T - 12 credits) + Internship (3 credits) = 30 credits. The core course requirements are outlined below.

We require an Internship of 80-100 hours to be completed with an Indigenous organization before the second year of the program. Examples of current internships include placements in the Musqueam Band office; with the BC regional office of AANDC on their Indigenous Nation to Nation mentoring program; with Vancouver Native Health on an urban Aboriginal engagement project in the Aboriginal Garden at UBC Farm; and with the Uchucklesaht Tribal Government in Port Alberni on Vancouver Island, working on their Official Community Plan and Land Use Plan.

In addition to the Internship and core courses (see below), the centre-piece of the ICP program is the Practicum, which occupies 50% of students' time in their second year. The intent of the Practicum is to immerse students (usually in pairs) in a BC First Nations community engaged in a community planning process for eight months (involving four to five separate trips at different times of the year). The intent is to engage them in community planning issues, opportunities and activities current in that community. The Instructor for the Practicum, Jeff Cook, together with students, undertakes to first co-create a mutual learning agreement, ethical protocol and work plan with the First Nations who have agreed to host our students, and the timelines for students' residence in the communities are then set for the mutual convenience of students and community. The Instructor accompanies and mentors the students during various visits. The Practicum ends with a public presentation (in the community and at SCARP), a journal submission, and a reflective essay by the students, in addition to the work they have delivered for the communities summarized in a professional project report. Students are also graded on class participation and cultural sensitivity. Students meet and reflect on an ongoing basis, debriefing, analyzing and supporting their experiences as part of their peer to peer learning.

In 2012-13, we had two students placed with the Skidegate Band Council on Haida Gwaii, and two with the Gitksan Government Commission in Hazelton, northwest BC.

Progress into the Practicum in second year is contingent on a satisfactory academic performance in core courses in first year, as well as demonstrated cultural and professional competence, as evidenced through the internship, interpersonal communication, and self-reflective papers. ICP instructors review progress periodically with students to ensure suitability and readiness.

Other features of the program include: Musqueam hosts a feast and introduction to cultural protocol in their Longhouse during Orientation Week for all incoming SCARP students and faculty: Musqueam makes an extensive contribution to the foundation course, PLAN 548P, as well as providing teachings into the Indigenous Law and Governance course; and our Adjunct Professor & Elder in Residence, Gerry Oleman (Statliam Nation), in addition to co-teaching one of the core courses, holds monthly Talking Circles for the first and second years in the ICP program.

Where possible, we teach in circle, and emphasize the importance of building relationships at all levels, starting within the program and reaching out.

Here is a link to the ICP website for further information about the Practicum, Internships, and students currently in the program: <http://scarp-icp.com/>.

ICP Core Course Requirements

- PLAN 548P: Indigenous Community Planning: ways of being, knowing and doing (Leonie Sandercock & Gerry Oleman)
- Plan 503: Strategic Planning for Community Economic Development (Will Trousdale)
- Plan 538: Cross-cultural Planning: Educating the Heart (Norma-Jean McLaren & Nathan Edelson)
- PLAN 548Q: Indigenous Law and Governance (Crystal Reeves) offered on alternate years, starting 2012-13
- Plan 548F: Sustainable Planning & Governance - Approaches to Whole Region Change (Jon O'Riordan)

OR

- Plan 548B: Social Learning Studio (Nathan Edelson)
- Recommended Electives at SCARP
- PLAN 595: Negotiation, Facilitation and Mediation (Aftab Erfan)
- PLAN 599; Environmental Policy and Analysis: An Introduction to Risk Management and Decision Analysis (Tim McDaniels)

- PLAN 548N, 548R, 548S: Digital Video for Planners (Jon Frantz and Kamala Todd), three 1 credit modules

Recommended Electives at other UBC Departments:

- EDST 565F: Appreciative Inquiry 2A
- SOWK 425: First Nations Social Issues (Richard Vedan)
- SPPH 536: Aboriginal People and Public Health: Ethics, Policy & Practice (Patricia Spittal)
- FRST 522 First Nations and Forest Land Management

Courses can be taken at other universities through the Western Deans' agreement: <https://www.grad.ubc.ca/current-students/student-status-classification/visiting-under-western-deans-agreement>.

Simon Fraser University Course:

- REM 662: First Nations and Co-Management

This curriculum has been designed in conversation with the ICP Advisory Committee (see below); in cooperation with the Musqueam Indian Band on whose traditional territory UBC is located; and in consultation with Distinguished Professor Ted Jojola (Pueblo Nation) from the School of Community & Regional Planning, University of New Mexico. Prof Jojola is the founder of the Indigenous Planning division of the American Planning Association and consultant to the Canadian Institute of Planners.

There are a series of questions we explore through the core curriculum and the Practicum:

- What is the meaning and significance of Indigenous Planning as a re-emerging theory of action among Indigenous community planners, civic leaders, and professionals?
- What values underpin Indigenous approaches to community development?
- How does an Indigenous planning paradigm challenge existing planning practice in Canada?
- How does mainstream planning need to adapt and change to achieve recognition of and justice for Indigenous peoples?
- Is it possible to 'decolonize' planning? How? What would this process look like?
- What is a 'decolonizing methodology'? What are the ethical and cultural considerations in working with First Nations?

- What is the role of a non-Indigenous planner in Indigenous community planning and development?
- What do you need to know and what skill sets do you need if you are working with/in an Indigenous community?
- What challenges do First Nations in BC face in implementing projects in their on-Reserve and off-Reserve communities?
- How do surrounding jurisdictions (municipal, provincial and federal) impact Indigenous planning? How does First Nations community development (social and economic) affect surrounding jurisdictions? How do federal and provincial jurisdiction and policies impact FN community development?

To hear Leonie Sandercock discuss the Indigenous Community Planning specialization and to learn about the Teach-in in we organized in November 2011 on the theme 'Revitalizing Planning: the Indigenous Challenge', click on the following link: <http://aboriginal.ubc.ca/2011/12/16/ubc-launches-new-indigenous-community-planning-masters-program/>.

ICP Advisory Committee

Co-Chairs

Leonie Sandercock (Professor, SCARP) & Leona Sparrow (Musqueam, Director, Treaty, Lands and Resources, and Adjunct Professor, SCARP).

Committee

Lyana Patrick (Carrier, SCARP PhD student); Kamala Todd (Cree-Metis film maker and social planner); Patrick Stewart (Nisga'a, architect); Spencer Lindsay (SCARP Masters student, Cree-Metis); Michael Anhorn (BC Mental Health, SCARP graduate); Jeff Cook (Beringia Community Planning and SCARP Instructor); Will Trousdale (Ecoplan International and SCARP Adjunct); Dianne Sparrow (Musqueam); Larissa Grant (Musqueam); Leanne Martinson (AANDC, Chalath First Nation); Nathan Edelson (42nd St Consulting, SCARP Adjunct).

The role of the Advisory Committee is to give advice on curriculum content and structure; recruitment and retention of Indigenous students; funding opportunities; and any other matters determined by the co-chairs.

SCARP gratefully acknowledges the Real Estate Foundation of BC and the Teaching and Learning Enhancement Fund of UBC, without whose generous support this program would not exist.