

A woman wearing a straw hat and a grey hoodie is in the foreground, gesturing with her right hand towards a group of people in the background. The group consists of several individuals of various ages and ethnicities standing in a grassy field. The background is slightly blurred, suggesting an outdoor setting with a clear sky.

Reconciliation in Action: KPU Decolonializing Knowledge Mobilization to Support Indigenous Food Sovereignty

CSSHE-SCEES 2025

Spotlight on Colleges: Navigating Change in Uncertain Times

May 31, 2025

Institute for Sustainable Food Systems at Kwantlen Polytechnic University

- Addressing contemporary food system issues (applied research)
- Mobilizing knowledge into actions (extension and outreach)



A close-up photograph of a hand holding a large cluster of ripe blueberries. The berries are dark blue with a slight white bloom. The hand is light-skinned, and the background is a soft-focus green field.

Indigenous foodways extension and outreach

- Recognizing the harm caused by colonization and Indian Residential School system
- Taking an active role in Reconciliation
- Utilizing our expertise to support community-led visions
- Committing resources to build and maintain relationships

Panelists:

- Gayle Bedard, Associate Vice President, Indigenous Leadership
- Taranum Sultana, Research Compliance Manager, Office of Research Services
- Meredith Papatsie, ISFS Indigenous Foodways Community Outreach Facilitator
- Aleesha Jones, Food Sovereignty Coordinator, Seabird Island Band
- Michael McGee, Economic Development Coordinator, Bridge River Indian Band (Xwisten)
- Clifford Capezzuto, Community Farm Manager, Glen Vowell Band (Sik-E-Dakh)

The background image shows a wooden structure, possibly a drying rack or a traditional building, with numerous long, dried fish hanging from it. The fish are a reddish-brown color, indicating they have been dried. The wooden structure is made of light-colored wood and has a complex, multi-level design.

Question for Gayle:

Why is Indigenization important at KPU?

***“It is precisely because education
was the primary tool of
oppression of Aboriginal people,
and miseducation of all
Canadians, that we have
concluded that education holds
the key to reconciliation”***

-Justice Murray Sinclair



Photo Credit:
NTRC (2023)
History of the
TRC, The Truth
and Reconciliation
Commission

Justice Murray Sinclair



TRC Chairperson:

“While Indigenous children were being mistreated in residential schools by being told they were heathens, savages and pagans and inferior people – that same message was being delivered in the public schools of this country.”

Lax Kw'alaams

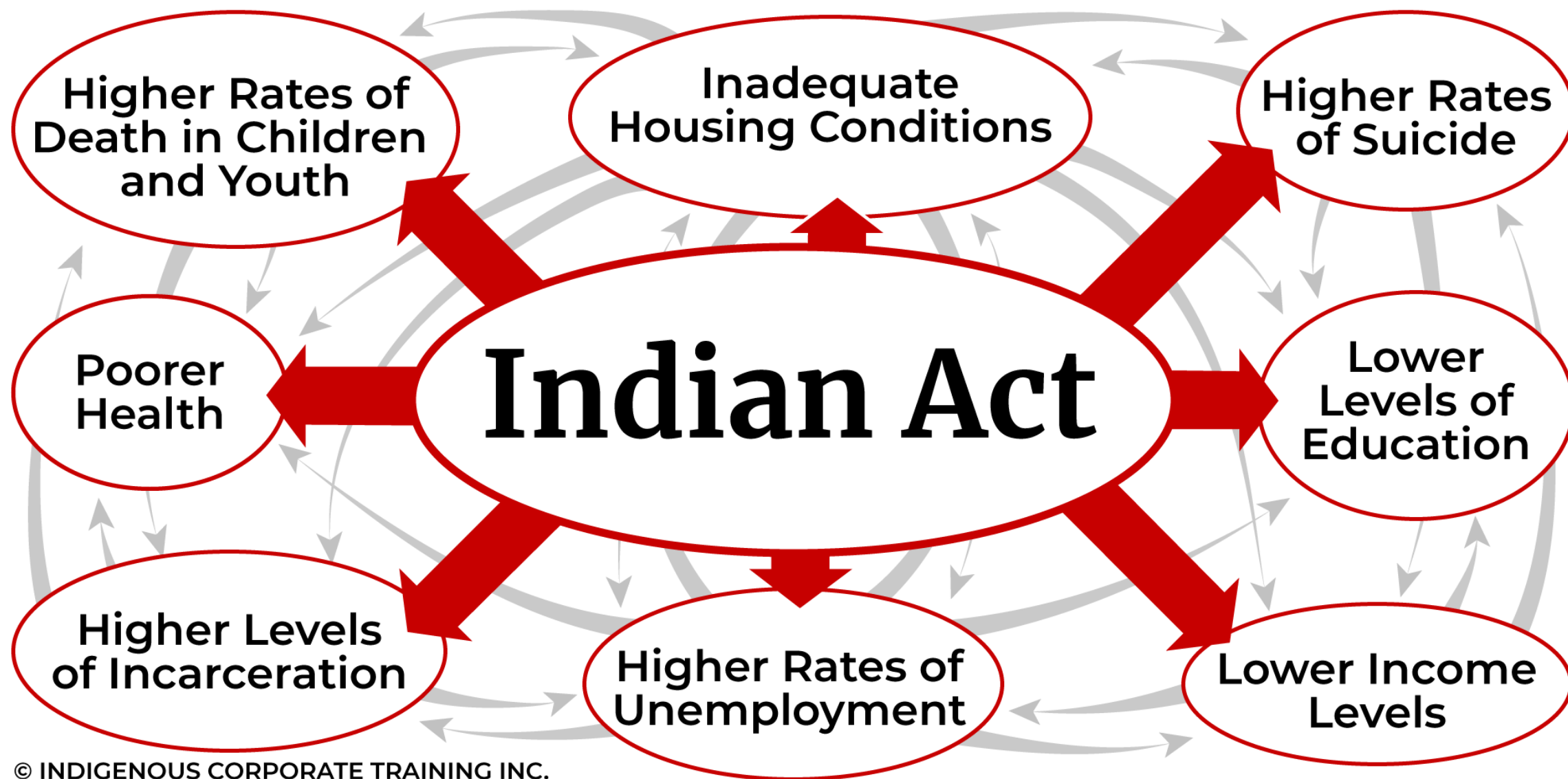
(Port Simpson)

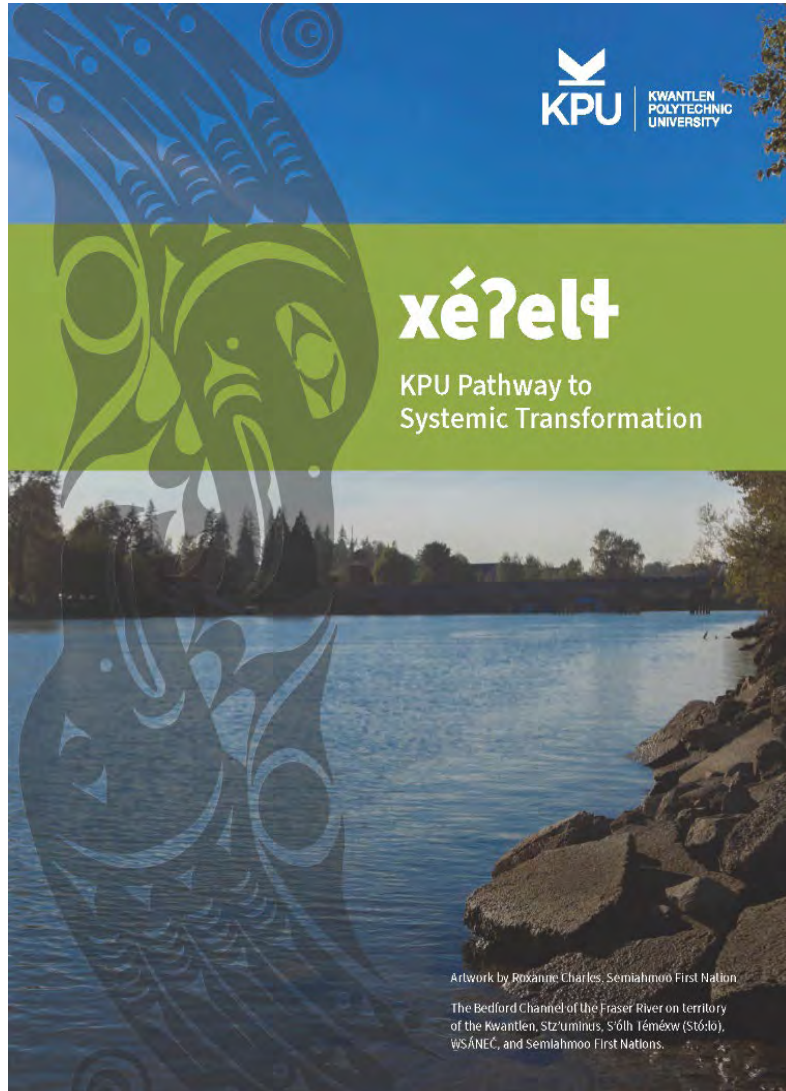


National Map



A Directory of Residential Schools in Canada





xé?el̓t KPU Pathway to Systemic Transformation Framework

The xé?el̓t framework is Kwantlen Polytechnic University's response and commitment to upholding the responsibilities expressed through the Truth and Reconciliation Commission of Canada's Calls to Action, the Calls for Justice stemming from the Nation Inquiry into Missing and Murder Indigenous Woman, Girls and 2SLGBTQQIA people, and the United Nations Declaration on the Rights of Indigenous Peoples.

xé?el̓ KPU Pathway to Systemic Transformation

Pathway 1: Reflecting Upon Own Biases

Pathway 2: Open to Community

Pathway 3: Indigenous Voices Matter

Pathway 4: Holistic Learning and Well Being

Pathway 5: Weaving Indigenous World Views

Pathway 6: Thought Meets Action

Start Learning

- How can I use this information in my everyday life?
- What steps can I personally take to amplify the marginalized voices that are too often silenced?
- What do I have and how can that be leveraged?
- How can I use my position & privileges to listen, shift power dynamics and take steps toward reconciliation?



Huy ch q'u



Question for Taranum:

What are example processes or approaches that need to be changed? What tools have been developed to support KPU community members to better foster relationships with Indigenous communities?

Office of Research Services - Indigenous Research Support

Three example initiatives

➤ **Agreements and Contracts**

- Meaningful language in agreements that communicates the intent clearly

➤ **Workshops and Training**

- Co-developed with Indigenous staff and community advisors

➤ **Indigenous Research Support Handbook**

- Practical, values-based guide for initiating and sustaining respectful partnerships



Indigenous Gathering with First Nations Communities hosting KPU Campuses



Feedback from Indigenous Communities: Kwantlen, Katzie, Semiahmoo and Musqueam First Nations

Question for Meredith:

What are key aspects and responsibilities of the Indigenous Foodways Community Outreach Facilitator role?



Question for Aleesha:

What are the factors your community considers when deciding whether or not to work with a post-secondary Institution?



Question for Michael:

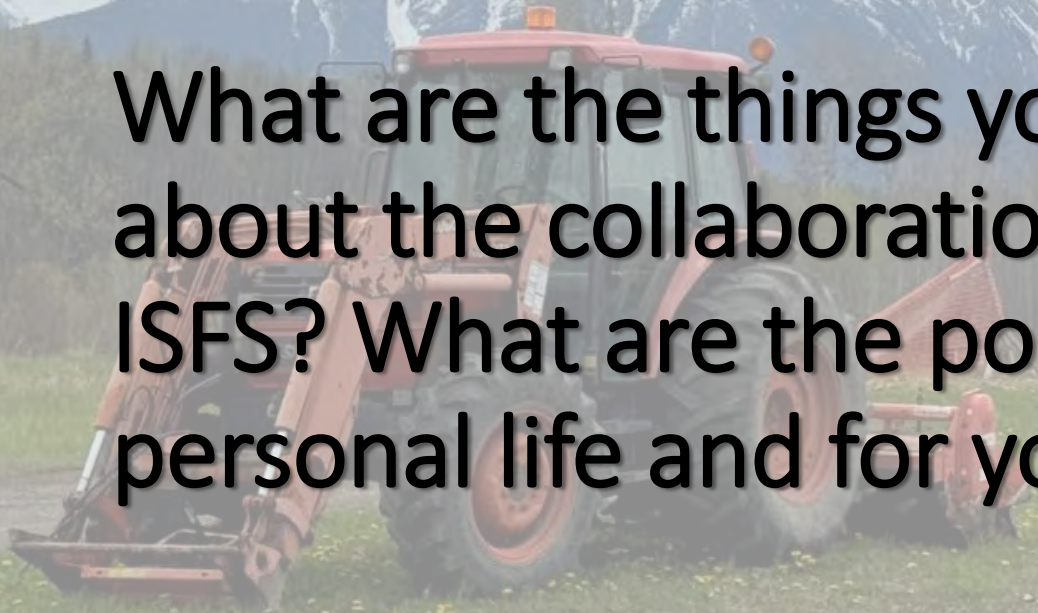
Once the community you represent decides to work with a post-secondary institution, what factors contributes to a successful functional relationship?



Question for Cliff:

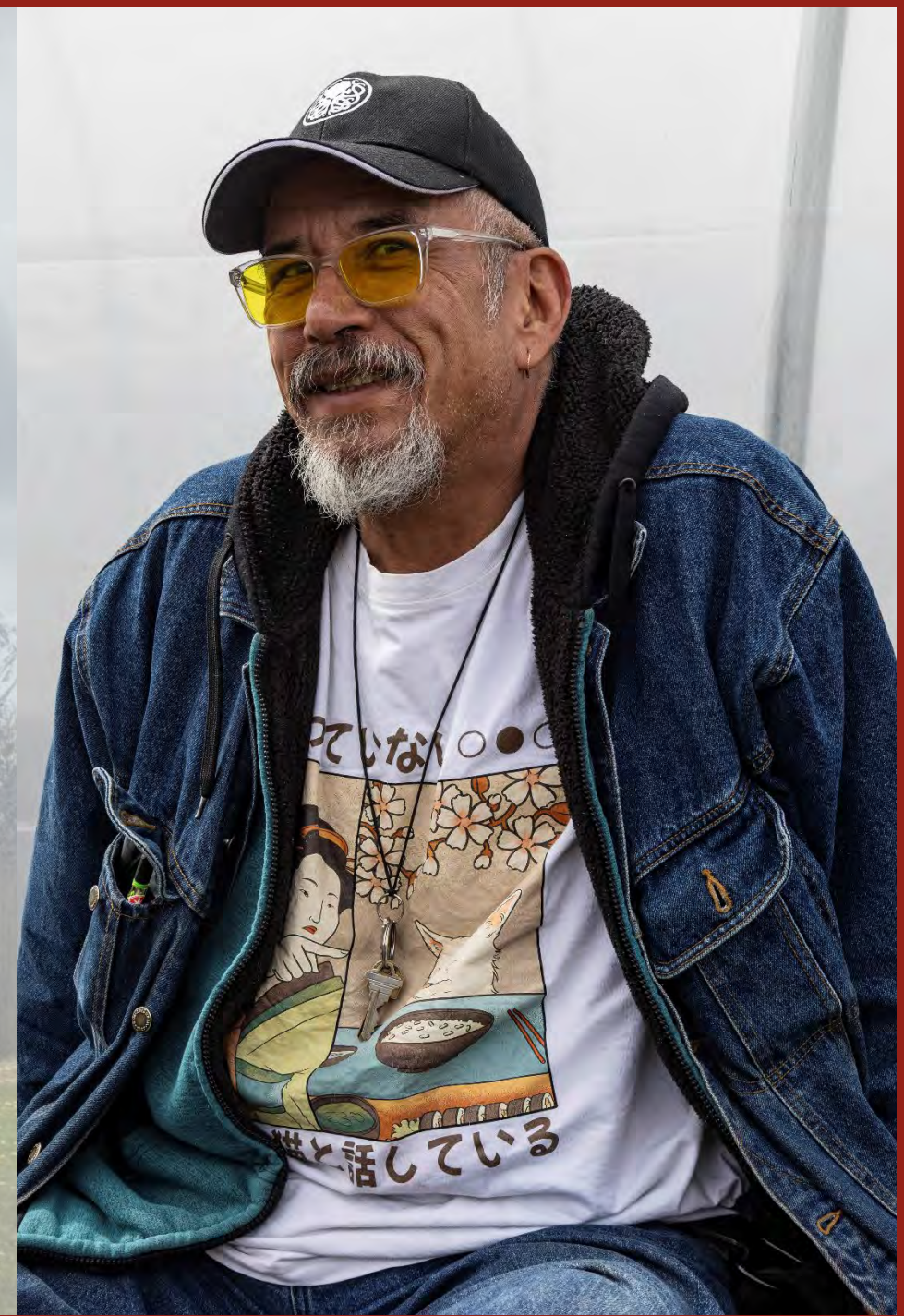


What are the things you and your community value about the collaboration between Sik-E-Dakh and ISFS? What are the positive impacts you see in your personal life and for your community?



A message from Cliff:

https://media.kpu.ca/media/Cliff%27s+interview/0_8itxw4lw





BUILDING RELATIONSHIPS IN A GOOD WAY



- Taking **time** and building **trust**
- Acknowledging **unique set of challenges** that Indigenous communities face
- **Reconciliation** is at the core of our intentions
- Protecting sensitive Indigenous information is critical to us and guides our process
- Trying our best to operate in two worlds and build reciprocal, interdependent relationships
- Upholding the [xé?el̓ KPU Pathway to Systemic Transformation](#)

For more information:

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