Learning to Do:

How does empowering differ from delegating?

Goal
Educators build their capacity to acquire, connect, and understand the attributes, skills, and knowledge that contributes to effectively teaching First Nations, Métis, and Inuit content and perspectives to all students.

Inquiry Question
• How can we empower educators with opportunities and resources to bring First Nations, Métis, and Inuit perspectives and content to their curricular programming?

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Attributes, Skills, and Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>participation in professional learning</td>
<td>Educators participate in professional learning which contributes to effectively teaching First Nations, Métis, and Inuit content and perspectives to all students.</td>
</tr>
<tr>
<td>select appropriate resources and instructional strategies</td>
<td>Educators, in consultation with their educational leadership, select appropriate resources and instructional strategies to support all students in First Nations, Métis, and Inuit education.</td>
</tr>
<tr>
<td>modify and adapt curricular planning</td>
<td>Educators modify and adapt their curricular programming to reflect an in-depth understanding of First Nations, Métis, and Inuit perspectives and content as it relates to their educational context.</td>
</tr>
</tbody>
</table>

Indicators of Success

| 4 - usually | 3 - often | 2 - sometimes | 1 - rarely |

As a community member, I contribute to creating a relational space where learners are empowered to achieve success by…

• participating in professional learning which contributes to effectively teaching First Nations, Métis, and Inuit content and perspectives to all students

• consulting with my educational leadership to select appropriate resources and instructional strategies to support all students in First Nations, Métis, and Inuit education

• modifying and adapting my curricular programming to reflect an in-depth understanding of First Nations, Métis, and Inuit perspectives and content as it relates to my educational context
Learning to Do:

How does empowering differ from delegating?

Success
Educators will be able to independently use their learning to connect insights to personal experiences in professional learning and use these understandings to contribute to effectively teaching students and First Nations, Métis, and Inuit perspectives and content.

Foundational Documents and Resources
ARPDC First Nations, Métis, and Inuit Moodle Site
Literacy Seed Kit
Aboriginal Studies 10/20/30
Legacy of Hope Foundation
   Edu-Kits and Teacher Resources
Martin Aboriginal Education Initiative
   Promising Practices for Aboriginal Education
National Film Board of Canada
   Aboriginal Peoples
   The Aboriginal Voice
   Films About Aboriginal Peoples in Canada
University of Lethbridge FNMI Curriculum Collection
Project of Heart

Sample Strategic Pathways
• creating professional learning implementation plans for school authorities and teachers to follow which focus on student success and First Nations, Métis, and Inuit perspectives and content in the curriculum
• consulting with educational stakeholders to assess available professional learning opportunities
• creating professional learning opportunities which directly align with school authority’s needs
• establishing connections for educational stakeholders to work together on common goals
• sharing promising practices and established best practices in professional development with educational stakeholders
• problem solving to create accessible professional learning opportunities for teachers
• collaborating as a team to create and deliver effective and quality professional learning opportunities