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The Provincial First Nations, Métis, and Inuit Professional Learning Project

Educators will enhance healthy relationships among all community members in order to relate and represent their cultural understanding of First Nations, Métis, and Inuit perspectives and content within community context.

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.



Educators incorporate and model the attributes of an engaged thinker and ethical citizen with an entrepreneurial spirit in creating a relational space to include First Nations, Métis, and Inuit perspectives and content in educational programming.

Educators plan and deliver appropriate and engaging curriculum based on their understanding of historical events and current contextual realities which have impacted First Nations, Inuit, and Métis people and its effect on student learning.

Creating a relational space to include First Nations, Métis, and Inuit perspectives and content in educational programming by: building educator capacity; engaging learners; creating paths for success

Learning to Be: How does what we do impact who we are?

• How do you role model being an engaged thinker and ethical citizen with an entrepreneurial spirit in the context of bringing First Nations, Métis, and Inuit perspectives and content in educational

Learning to Know: How does knowing relate to understanding?

• How does knowing about historical events and current contextual realities relate to how you understand students and communities differently?

Learning to Do: How does empowering differ from delegating?

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

Learning to Relate: How does where we learn impact how we learn?

• How can First Nations, Métis, and Inuit students see themselves represented in their educational communities?

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