The Provincial First Nations, Métis, and Inuit Professional Learning Project calls for educators across the province to take actions to develop their understanding of creating relational spaces for First Nations, Métis, and Inuit perspectives and content in educational programming. The Professional Learning Project offers a wholistic collaborative inquiry paradigm for building educator capacity, engaging learners, and creating paths for success. In seeking innovative ways to address the achievement gap between First Nations, Métis, and Inuit students and all other students, the Professional Learning Project focuses on empowering educators to achieve success in the project’s goals of: Learning to Be, Learning to Know, Learning to Do, and Learning to Relate.
Provincial First Nations, Métis, and Inuit Professional Learning Project Goals

The Provincial First Nations, Métis, and Inuit Professional Learning Project is a wholistic approach to creating relational spaces where First Nations, Métis, and Inuit perspectives and content are an integral part of educational programming. The Professional Learning Project focuses on empowering educators to achieve success in the project’s goals of: Learning to Be, Learning to Know, Learning to Do, and Learning to Relate. Educators can explore the following inquiry questions in considering the processes and tools which will best support their professional learning.

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

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.

- 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 programming?

**Learning to Know: How does knowing relate to understanding?**

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.

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

**Learning to Do: How does empowering differ from delegating?**

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.

- 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?**

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.

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

The Provincial First Nations, Métis, and Inuit Professional Learning Project goals are informed by the UNESCO Pillars of Education and Ministerial Order on Student Learning ( #001/2013).
Learning to Be:

How does what we do impact who we are?

Goal
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.

Inquiry Question
• 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 programming?

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Attributes, Skills, and Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• think critically</td>
<td>Educators can identify multiple viewpoints and they are able to articulate the evidence and reasoning that supports other perspectives.</td>
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<tr>
<td>• use technology</td>
<td>Educators can use multiple strategies to acquire information from several electronic sources and they can use the acquired electronic information effectively.</td>
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<tr>
<td>• problem solve</td>
<td>Educators accurately and thoroughly describe relevant problems and opportunities and they explore and share creative solutions.</td>
</tr>
<tr>
<td>• communicate</td>
<td>Educators actively promote effective interpersonal interaction and the expression of ideas and opinions in a way that is sensitive to the feelings and knowledge base of others.</td>
</tr>
<tr>
<td>• adapt to change</td>
<td>Educators interpret information gathered in insightful ways and they employ creative and unique methods of synthesizing the information. Educators adapt to any situation, engage openly with all cultures and languages.</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...

• identifying alternative viewpoints and I am able to articulate the evidence and reasoning that supports other perspectives
• using multiple strategies to acquire information from several electronic sources and I can evaluate the acquired electronic information effectively
• accurately and thoroughly describing relevant obstacles and I addressing these obstacles using creative solutions
• actively promoting effective interpersonal interaction and expressing ideas and opinions in a way that is sensitive to the feelings and knowledge base of others
Learning to Be:

How does what we do impact who we are?

Success
Educators will be able to independently use their learning to engage First Nations, Métis, and Inuit community stakeholders; build relationships; and modify and adapt programming to demonstrate an understanding and awareness of the issues related to First Nations, Métis, and Inuit perspectives in the curriculum.

Foundational Documents and Resources
- ARPDC First Nations, Métis, and Inuit Education www.fnmiprofessionallearning.ca
- Ministerial Order (#001/2013) on Student Learning
- Education Business Plan 2015-2020
- Ministerial Order #016/97 Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
- Teacher Growth, Supervision and Evaluation Policy
- Indicators of Inclusive Schools: Continuing the Conversation
- Moving Forward: Implementing FNMI Collaborative Frameworks
- ARPDC First Nations, Métis, and Inuit Moodle Site

Additional Resources to Consider
- school authority 3 year plans
- Elder’s directories, Elder’s council policies and handbooks
- wisdom and guidance advisory groups
- regional ARPDC consortium supports

Sample Strategic Pathways
- participating on First Nations, Métis, and Inuit Advisory meetings to build relationships and share information
- meeting with First Nations, Métis, and Inuit Lead Teachers and District Coordinators to build relationships and share information
- connecting with support agencies which address the physical, emotional, mental, and spiritual needs of students
- establishing relationships with First Nations, Métis, and Inuit community stakeholders
- participating in personal professional learning to stay informed of promising and accepted best practices
- creating processes to effectively communicate with educational stakeholders
- creating products and resources to effectively communicate with educational stakeholders
- developing strategies to contribute to building educator capacity in First Nations, Métis, and Inuit education
- collaborating with Alberta Education initiatives and programs
- creating professional learning plans
- creating professional portfolios which capture achievements in professional learning
Learning to Know:

How does knowing relate to understanding?

Goal
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.

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

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<td>• identify key events</td>
<td>Educators accurately provide interpretations that illustrate insight to historical events.</td>
</tr>
<tr>
<td>• draw and support conclusions</td>
<td>Educators thoroughly analyze historical events, examine relevant evidence, draw insightful conclusions and make perceptive assessments.</td>
</tr>
<tr>
<td>• explain historical context</td>
<td>Educators analyze the issue with a clear sense of scope and context, fully considering pertinent political, economic, and social factors.</td>
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Indicators of Success
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<tr>
<td>1 - rarely</td>
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</table>

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

• accurately providing interpretations that illustrate insight to historical events and current contextual realities
• analyzing historical events and current contextual realities, examining relevant evidence, drawing insightful conclusions and make perceptive assessments
• analyzing the issue with a clear sense of scope and context, fully considering pertinent political, economic, and social factors
Learning to Know:

How does knowing relate to understanding?

Success
Educators will be able to independently use their learning to evaluate historical events and plan and deliver curricular programming to demonstrate an understanding of the connections between past events and present effects on First Nations, Métis, and Inuit student learning.

Foundational Documents and Resources
- www.fnmiprofessionallearning.ca/learning-to-know/
- Our Way is a Valid Way Document
- ARPDC Our Way is a Valid Way Moodle Site
- ARPDC Empowering The Spirit Site
- Walking Together Digital Resource
- CBC's 8th Fire
- Our Words Our Ways
- Education is Our Buffalo
- Western and Northern Canadian Protocol for Collaboration in Education
- Aboriginal Perspectives in the Curriculum, Dr. Dwayne Donald
- Office of the Treaty Commissioner
- Report of the Royal Commission on Aboriginal Peoples INAC
- Truth and Reconciliation Commission of Canada

Sample Strategic Pathways
- attending professional learning opportunities which introduce resources such as the ARPDC Moodle, Our Way is a Valid Way Professional Educator Resource (WNCP), Walking Together Digital Resource
- seeking new resources from regional educational institutions, museums, cultural centres, and the Truth and Reconciliation Commission of Canada
- reviewing resources in consultation with First Nations, Métis, and Inuit community
- sharing and disseminating information to professional learning communities regionally and provincially
- sharing insights on present day educational issues in relation to First Nations, Métis, and Inuit historical events
- addressing the spiritual, physical, emotional, and mental impacts of events on First Nations, Métis, and Inuit students today
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?

Competencies
• participation in professional learning
• select appropriate resources and instructional strategies
• modify and adapt curricular planning

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<tr>
<td></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></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></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>
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</table>

Indicators of Success

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

4 - usually  | 3 - often  | 2 - sometimes  | 1 - rarely |
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
Learning to Relate:

How does where we learn impact how we learn?

Goal
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.

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

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<tr>
<td>• represent ideas and cultural programming which embrace First Nations, Métis, and Inuit perspectives and content</td>
<td>Educators perform a comprehensive assessment of resources before implementing them in curricular planning; educators review resources and consult First Nations, Métis, and Inuit communities in the process of selecting resources.</td>
</tr>
<tr>
<td>• collaborate</td>
<td>Educators demonstrate a strong determination in the pursuit of a deeper understanding of First Nations, Métis, and Inuit perspectives and content through collaboration by using a number of strategies to engage in consulting educational stakeholders.</td>
</tr>
</tbody>
</table>

Indicators of Success

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

• reviewing resources and consult First Nations, Métis, and Inuit community in the process of selecting resources
• demonstrating a strong determination in the pursuit of a deeper understanding of First Nations, Métis, and Inuit perspectives and content through collaboration with First Nations, Métis, and Inuit communities
• using a number of strategies to engage in consulting educational stakeholders
Learning to Relate:

How does where we learn impact how we learn?

Success
Educators will be able to independently use their learning to access and select resources to create curricular programs which reflect a cultural understanding of First Nations, Métis, and Inuit communities and First Nations, Métis, and Inuit perspectives and content.

Foundational Documents and Resources

Professional Learning Project Core Resources
- Collaborative Inquiry Tool
- Planning Tool: Principles to Guide Education
- Reporting Tool
- Professional Learning Plan
- Indicators of Success Tool
- Self-Assessment Tool
- Summary of Areas of Strength
- Summary of Areas of Focus

Sample Strategic Pathways

- creating professional learning strategies which inherently bring educational stakeholder communities together
- providing opportunities for collaboration amongst educational stakeholder communities
- using technology to assist in developing processes and products to build community
- developing a presence and connection amongst First Nations, Métis, and Inuit communities
- accessing and selecting resources which represent First Nations, Métis, and Inuit perspectives and content
- modeling promising and established best practices in teaching First Nations, Métis, and Inuit perspectives and content
- creating curricular connections for teachers on First Nations, Métis, and Inuit perspectives and content areas
- creating resources to share success stories from educational communities
- sharing success stories from educational communities including but not limited to sharing through print, media, online resources