

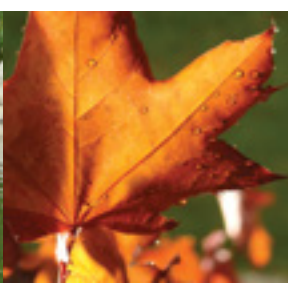
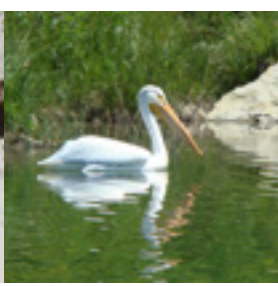


GUIDING DOCUMENT

FIRST NATIONS, MÉTIS, AND INUIT PROFESSIONAL LEARNING

Alberta Regional Professional Development Consortia

www.fnmiprofessionallearning.ca



A teal-tinted background image of a plant with large, rounded leaves, possibly a fern or similar foliage, set against a darker teal background.

■ THE GUIDANCE OF ELDERS AND WISDOM KEEPERS IS A KEY PART OF THIS JOURNEY

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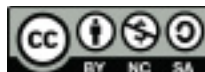
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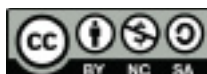
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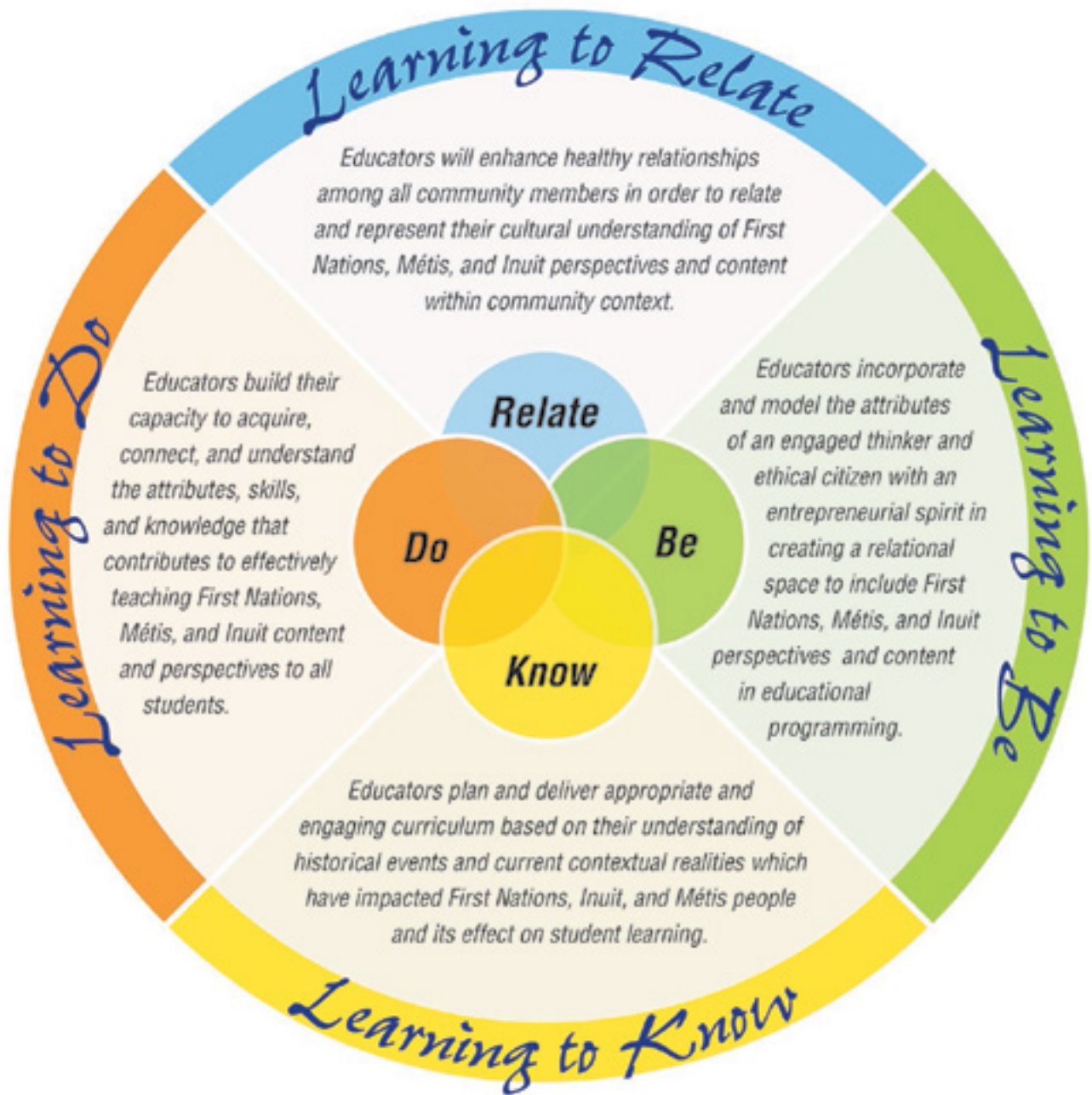
Lalonde, S., Alberta Regional Professional Development Consortia. (2016). *First Nations, Métis, and Inuit Professional Learning Guiding Document*. Calgary, AB: Alberta Regional Professional Development Consortia.



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Introduction

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 focuses on empowering educators to achieve success in:

Learning to Be

- Developing wise practices in engaging First Nations, Métis, and Inuit community members in educational programming

Learning to Know

- Developing foundational knowledge and reflecting insightful understanding of historical events and current contextual realities

Learning to Do

- Delivering curricular programming that acknowledges and honours the rich diversity of Indigenous ways of knowing and doing

Learning to Relate

- Designing educational spaces that acknowledge and honour First Nations, Inuit, and Métis people, culture, language, and community

The **First Nations, Métis, and Inuit Professional Learning Guiding Document** outlines the resources and materials that are available for educators to build their capacity, engage in learning, and create paths for success in their professional learning journey. This document aligns with the ARPDC First Nations, Inuit, and Métis Professional Learning Project website at www.fnmiprofessionallearning.ca.



The Professional Learning Project Website

The First Nations, Métis, and Inuit Professional Learning website was developed as a means to share resources, tools, templates, and professional learning supports that were identified and developed through the collaborative work of the project. The website was designed to shift the focus to implementation of the project's four goals and provide a comprehensive collection of resources that reflect regional perspectives in a provincial context of First Nations, Métis, and Inuit education. It is designed to support districts, schools, cohorts, communities of practice, individual teachers, instructional leaders, and professional development consultants.



Learning to Be provides resources, tools, and templates to reflect on the things you do that define who you are as an educator in your educational community.

The First Nations, Métis, and Inuit Professional Learning website is organized into five pages. The home landing page establishes the context and purpose of the website and guides educators in its use. Foundational resources, weblinks, and other sources of information are provided to introduce educators to processes used for First Nations, Métis, and Inuit professional learning.

The four pillar pages – **Learning to Be**, **Learning to Know**, **Learning to Do**, and **Learning to Relate** – encourage educators to self-assess their knowledge and skills and provide galleries of resources that are aligned with the goal of building capacity in Indigenous education as well as learning outcomes in Alberta programs of studies.



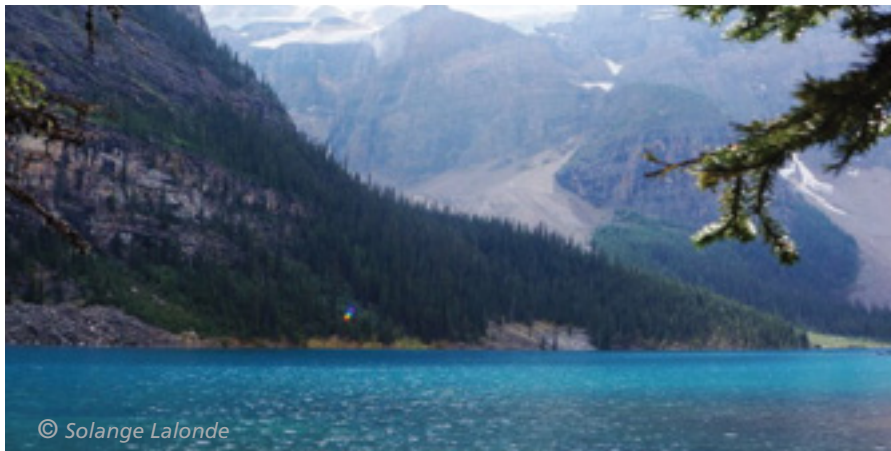
Learning to Know provides resources, tools, and templates to develop foundational knowledge and reflect insightful understanding of historical events and current contextual realities.



Learning to Do provides resources, tools, and templates to empower educators with resources and tools and engage in professional learning to support curricular programming.

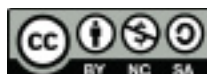
The **Process Resources** page provides tools and templates that guide educators through a professional learning process that meets the goals of the four pillars and culminates in the design and implementation of a professional learning plan.

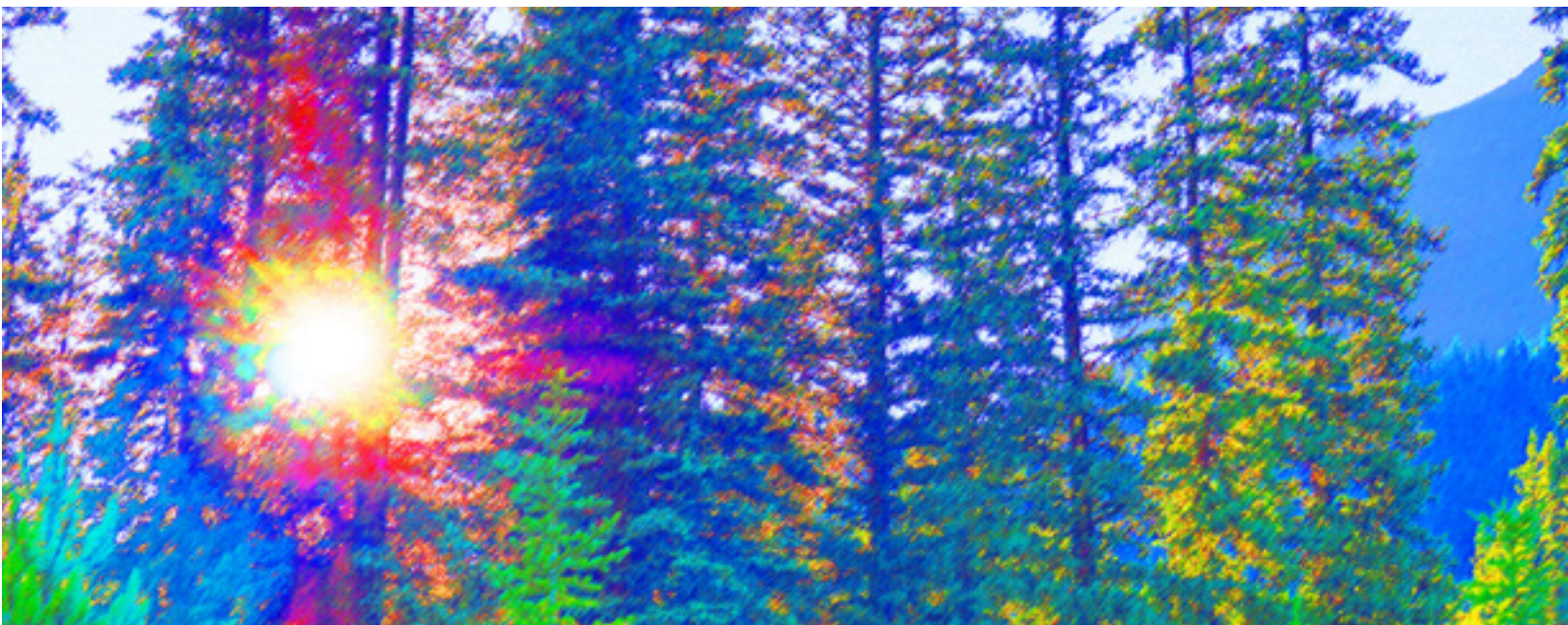
These tools and supports map out a six-step process for designing a professional learning plan, based on an Understanding by Design model. The goals, understandings, essential questions, desired results, and evidence in the professional learning plan are integrated throughout the First Nations, Métis, and Inuit Professional Learning website.



Learning to Relate provides resources, tools, and templates to foster a sense of belonging by creating spaces and places that acknowledge and honour First Nations, Inuit, and Métis people.

Professional Learning Website: www.fnmiprofessionalllearning.ca





Competencies and Evidence of Success

Four Pillars

The four pillar webpages – [Learning to Be](#), [Learning to Know](#), [Learning to Do](#), [Learning to Relate](#) – of the First Nations, Métis, and Inuit Professional Learning website provide professional learning supports and online resources that shift thinking, understandings, and knowledge.

Implementation through these four pillars is based on the four UNESCO Pillars of Education and expressed in a way that honours Indigenous ways of knowing. Establish a context for implementation by individually and/or collaboratively assessing where you are in relation to the goal and competencies for each pillar.



Learning to Be

Learning to Be supports educators in moving towards developing wise practices in engaging with First Nations, Métis, and Inuit community members in educational programming.

Inquiry

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

Success

Educators will be able to independently use their learning to engage First Nations, Métis, and Inuit community members; build relationships; and modify and adapt programming to demonstrate an understanding and awareness of First Nations, Métis, and Inuit perspectives in educational programming.



Think Critically



Use Technology



Problem Solve



Communicate



Adapt to Change

How are you contributing to a relational space for teaching and learning?

- Are you identifying multiple viewpoints and articulating evidence and reasoning that supports other perspectives?
- Are you using multiple strategies to acquire information from several electronic sources and using them effectively?
- Are you accurately and thoroughly describing relevant problems and opportunities as well as exploring and sharing creative solutions?
- Are you actively promoting effective interpersonal interaction and expressing ideas and opinions in a way that is sensitive to the ways of knowing of others?
- Are you interpreting information in insightful ways and employing creative ways of synthesizing information?

			
4	3	2	1
Usually	Often	Sometimes	Rarely

Learning to Be Strategic Pathways

Consider the following strategic pathways for inspiration and guidance as you design professional learning opportunities and develop wise practices when engaging with First Nations, Métis, and Inuit community members in educational programming.

- Participate in First Nations, Métis, and Inuit Advisory meetings to build relationships and share information.
- Meet with First Nations, Métis, and Inuit Lead Teachers and District Coordinators to build relationships and share information.
- Connect with support agencies that address the physical, emotional, mental, and spiritual needs of students.
- Establish relationships with First Nations, Métis, and Inuit community members.
- Participate in personal professional learning to stay informed of promising and accepted best practices.
- Create processes to effectively communicate with educational community members.
- Create products and resources to effectively communicate with educational community members.
- Develop strategies to contribute to building educator capacity in First Nations, Métis, and Inuit education.
- Collaborate with Alberta Education initiatives and programs.

Learning to Be Foundational Resources

[Learning Guide: Process for Designing Professional Learning](#)

[Ministerial Order on Student Learning](#)

[Alberta Education Business Plan 2015-2018](#)

[Teaching Quality Standard Draft March 2016](#)

[School Leader Standard Draft March 2016](#)

[Truth and Reconciliation Commission: Calls to Action \(PDF\)](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

[ARPDC Professional Learning Gateway Moodle Site](#)

[Moving Forward Implementing Collaborative Frameworks \(PDF\)](#)

Learning to Be Additional Resources

Professional Growth Plans

School and School Authority Plans

Elder's Councils, Advisory Groups, and Wisdom and Guidance Committees

[Alberta Education](#)

[Alberta Regional Professional Development Consortia \(ARPDC\)](#)

[College of Alberta School Superintendents \(CASS\)](#)

[Alberta Teachers' Association \(ATA\)](#)

[Alberta School Boards Association \(ASBA\)](#)

[Alberta School Councils Association \(ASCA\)](#)



Learning to Know

Learning to Know supports educators in developing foundational knowledge of First Nations, Métis, and Inuit and reflecting insightful understanding of historical events and current contextual realities.

Inquiry

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

Success

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



Identify Key Events



Draw and Support Conclusions



Explain Historical Contexts

How are you contributing to a relational space for teaching and learning?

- Are you providing interpretations that illustrate insight to historical events and current contextual realities?
- Are you analyzing historical events and current contextual realities, examining relevant evidence, drawing insightful conclusions, and making perceptive assessments?
- Are you analyzing the issue with a clear sense of scope and context, fully considering pertinent political, economic, and social factors?

			
4	3	2	1
Usually	Often	Sometimes	Rarely

Learning to Know Strategic Pathways

Consider the following strategic pathways for inspiration and guidance as you develop foundational knowledge of First Nations, Métis, and Inuit and reflect insightful understanding of historical events and current contextual realities.

- Attend professional learning opportunities that introduce resources such as the ARPDC Moodle, *Our Way is a Valid Way Professional Educator Resource* (WNCP), *Walking Together Digital Resource*.
- Seek new resources from regional educational institutions, museums and cultural centres.
- Review resources in consultation with First Nations, Métis, and Inuit community.
- Share and disseminate information to professional learning communities regionally and provincially.
- Share insights on present-day educational issues in relation to First Nations, Métis, and Inuit historical events.
- Participate in Brain Architecture Game and Poverty Simulation professional learning opportunities.

Learning to Know Foundational Resources

[Our Way is a Valid Way Educator Resource and Educator Reflection Guide](#)

[ARPDPC Our Way is a Valid Way Moodle Site](#)

[Walking Together Digital Resource](#)

[Walking Together Directory for Educators \(DRAFT\)](#)

[CBC's 8th Fire](#)

[8th Fire Guide for Educators](#)

[Truth and Reconciliation Commission of Canada](#)

[Truth and Reconciliation Commission: Calls to Action \(PDF\)](#)

[National Centre for Truth and Reconciliation](#)

[Project of Heart Ebook](#)

[Legacy of Hope Foundation](#)

[Edu-Kits and Teacher Resources](#)

[Our Words Our Ways](#)

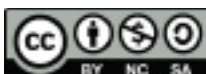
[Education is Our Buffalo](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

Learning to Know Facilitator Guides

[Facilitator Guide Brain Architecture Game](#)

[Facilitator Guide Our Way is a Valid Way](#)





Learning to Do

Learning to Do supports educators in delivering curricular programming that acknowledges and honours the rich diversity of Indigenous ways of knowing and doing.

Inquiry

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

Success

Educators will be able to independently use their learning to select appropriate resources and instructional strategies that reflect an understanding of First Nations, Métis, and Inuit perspectives and content in relation to their regional educational context.



Participate in Professional Learning



Select Appropriate Resources and Instructional Strategies



Modify and Adapt Curricular Planning

How are you contributing to a relational space for teaching and learning?

- Are you participating in professional learning that contributes to effectively teaching First Nations, Métis, and Inuit content and perspectives to all students?
- Are you consulting with educational and community leadership to select appropriate resources and instructional strategies to support all students in First Nations, Métis, and Inuit education?
- Are you modifying and adapting curricular programming to reflect an in-depth understanding of First Nations, Métis, and Inuit perspectives and content from a regional perspective in a provincial context?

			
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Usually	Often	Sometimes	Rarely

Learning to Do Strategic Pathways

Consider the following strategic pathways for inspiration and guidance as you develop curricular programming that acknowledges and honours the rich diversity of Indigenous ways of knowing and doing.

- Create professional learning implementation plans for school authorities and teachers to follow that focus on student success and First Nations, Métis, and Inuit perspectives and content in the curriculum.
- Consult with educational community members to assess available professional learning opportunities.
- Create professional learning opportunities that directly align with school authority needs.
- Establish connections for educational stakeholders to work together on common goals.
- Share wise practices in professional development with educational community members.
- Problem solve to create accessible professional learning opportunities for teachers, principals, and school authority leaders.
- Collaborate as a team to create and deliver effective and quality professional learning opportunities.

Learning to Do Foundational Resources

[Directory for Grades 1-12, English, Math, Social, and Science](#)

[ARPDC First Nations, Métis, and Inuit Moodle Site](#)

[Literacy Seed Kit PDF Resource](#)

[Literacy Seed Kit](#) (Each book listed separately on Empowering Spirit website)

[Forgotten: The Métis Residential School Experience Booklet](#)

[Forgotten: The Métis Residential School Experience Workshop Guide](#)

[Forgotten: The Métis Residential School Experience Exhibit Website](#)

[ARPDC Empowering The Spirit Website](#)

[Aboriginal Studies 10/20/30](#)

[Legacy of Hope Foundation](#)

[Edu-Kits and Teacher Resources](#)

[Martin Aboriginal Education Initiative](#)

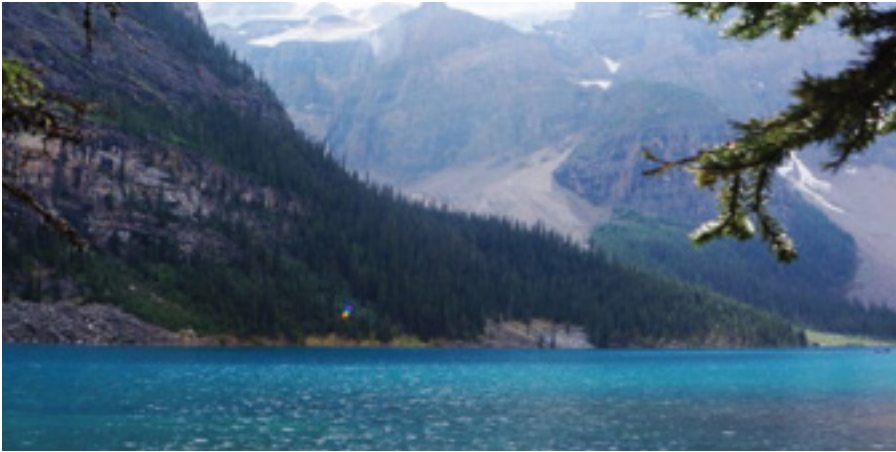
[Promising Practices for Aboriginal Education](#)

[University of Lethbridge FNMI Curriculum Collection](#)

[Project of Heart](#)

Learning to Do Facilitator Guide

[Facilitator Guide ARPDC First Nations, Métis, and Inuit Moodle Site](#)



Learning to Relate

Learning to Relate supports educators in designing educational spaces that acknowledge and honour First Nations, Inuit, and Métis people, culture, language, and community.

Inquiry

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

Success

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



Represent Ideas and Cultural Programming



Collaborate

How are you contributing to a relational space for teaching and learning?

- Are you reviewing resources and engaging First Nations, Métis, and Inuit community in the process of selecting resources?
- Are you 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?
- Are you using a number of strategies to engage with community members?

			
4	3	2	1
Usually	Often	Sometimes	Rarely

Learning to Relate Strategic Pathways

Consider the following strategic pathways for inspiration and guidance as you design educational spaces that acknowledge and honour First Nations, Inuit, and Métis people, culture, language, and community.

- Create professional learning strategies that inherently bring educational community members together.
- Provide opportunities for collaboration between educational community members.
- Use technology to assist in developing processes and products to build community.
- Develop a presence and connection between First Nations, Métis, and Inuit communities.
- Access and select resources that represent First Nations, Métis, and Inuit perspectives and content.
- Model promising and established best practices in teaching First Nations, Métis, and Inuit perspectives and content.
- Create curricular connections for teachers on First Nations, Métis, and Inuit perspectives and content areas.
- Create resources to share success stories and wise practices from educational communities.
- Share success stories from educational communities, including but not limited to, sharing through print, media, online resources.

Learning to Relate Foundational Resources

[Walking Together Digital Resource](#)

[Moving Forward Implementing Collaborative Frameworks \(PDF\)](#)

[ARPDC First Nations, Métis, and Inuit Professional Learning Opportunities](#)

[ARPDC Empowering The Spirit Website](#)

Learning to Relate Additional Resources

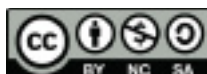
Indigenous Cultural Centres

Regional museums

Parks Canada Programming

Learning to Relate Facilitator Guide

[Facilitator Guide Poverty Simulation](#)







Process for Designing Professional Learning

Six-Step Process

The six steps and resource links identified in this Guiding Document map out a process for working with the Professional Learning Project resources and tools.

The six-step process has been designed so it can serve an individual educator, a cohort, a school community, or used to plan professional learning for an entire school authority.

Resources that Support the Six Steps of the Professional Learning Process

Step 1: What are the goals for engaging with the Professional Learning process?	
<ul style="list-style-type: none"> Review the policies and guiding documents that guide professional learning in your educational community Consider how the Professional Learning Project can support you in creating a relational space in your educational programming for First Nations, Métis, and Inuit perspectives and content 	
Planning Tool: Principles to Guide Education	<p>The Planning Tool gives an opportunity for educators to consider the guiding principles in designing and implementing professional learning plans. Critical questions provide key aspects to consider at the outset of engaging with the professional learning project resources and tools.</p>
Reporting Tool	<p>The Reporting Tool provides a qualitative means to report achievement in professional learning by sharing significant strategic pathways and key learnings. The Reporting Tool includes the process of planning and facilitating the professional learning as well as the products and templates created by educators. The Reporting Tool serves as an important means of communicating achievement as well as it demonstrates a roadmap of successful learning which other educators can follow.</p>
Professional Learning Plan	<p>The professional learning plan is based on an Understanding by Design™ (Wiggins & McTighe) template. Educators first consider the goals of the professional learning project, and then, they consider the competencies that will be developed by engaging in professional learning opportunities. The last step is designing the activities and resources that will be addressed in professional learning plan.</p>

Step 2: What does success look like?

- Explore the competencies associated with each of the project goals as well as the interrelated set of attributes, skills, and understandings

Indicators of Success Tool

The competencies and interrelated set of attributes, skills, and understandings listed in the Indicators of Success Tool serve as guidelines or suggestions for educators to consider what success looks like for their local perspective.

Step 3: Where are you starting from in your professional learning journey?

- Create an inventory of professional learning opportunities you have participated in, as they relate to the project goals
- Include the impact the professional learning had on student learning

Indicators of Success Tool

Educators can use the Indicators of success tool to review professional learning activities they have participated in as they relate to the four goals. There is a section to include the impact the professional learning had on student learning. By creating an inventory of professional learning, educators can use the data to consider their areas of strength and areas of focus.

Self-Assessment Tool

Once educators have completed the inventory, the self-assessment tool is designed for educators to situate themselves on a continuum of learning in relation to the project goals.

Step 4: In what areas are you able to provide mentorship?

- Identify areas of strength in your professional learning that relate to areas you can provide mentorship, resources, and expertise in supporting other educators

Summary of Areas of Strength

This summary document allows educators to identify areas in which they can provide mentorship, resources, and expertise in supporting other educators. These areas of strength form the foundation for strategic pathways in each of the project goals and are key features to include in the Reporting Tool.

Step 5: What do you want to focus on in your professional learning plan?

- Identify key areas you want to focus on to build your capacity; these areas form the foundation for your professional learning plan

Summary of Areas of Focus

This summary document outlines the key areas educators want to focus on to build their capacity. These areas form the foundation for the professional learning plan and they lead to strategic pathways for professional learning opportunities.

Step 6: What does your professional learning plan look like?

- Design the professional learning plan, including the activities and resources you will need
- Consider strategic pathways that have been identified as wise practices through the pilot phase of the professional learning project

Professional Learning Plan

The professional learning plan is based on an Understanding by Design™ (Wiggins & McTighe) template. Educators first consider the goals of the professional learning project and then they consider the competencies that will be developed by engaging in professional learning opportunities. The last step is designing the activities and resources that will be addressed in professional learning plan.

Learning Roadmap

In the landscape of professional learning, Strategic Pathways are formed when educators leave markers of their learning along the journey signalling wise practices and significant findings. Consider these pathways for inspiration and guidance as you design the scope and sequence of your professional learning plan.

Foundational Resources

United Nations Declaration on the Rights of Indigenous Peoples

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

Truth and Reconciliation Commission of Canada

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- Building student capacity for intercultural understanding, empathy, and mutual respect.
- Identifying teacher-training needs relating to the above.

Video Resources

Introduction to Professional Learning

This 14-second video provides a brief introduction to the professional learning context.

Project Overview

This 63-second video provides an overview of the goals and inquiry questions for professional learning.

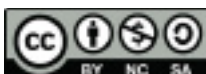
Find these videos and many other resources to support professional learning on the First Nations, Métis, and Inuit Professional Learning website at www.fnmiprofessionalllearning.ca.

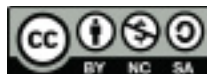
Project Strategic Pathways

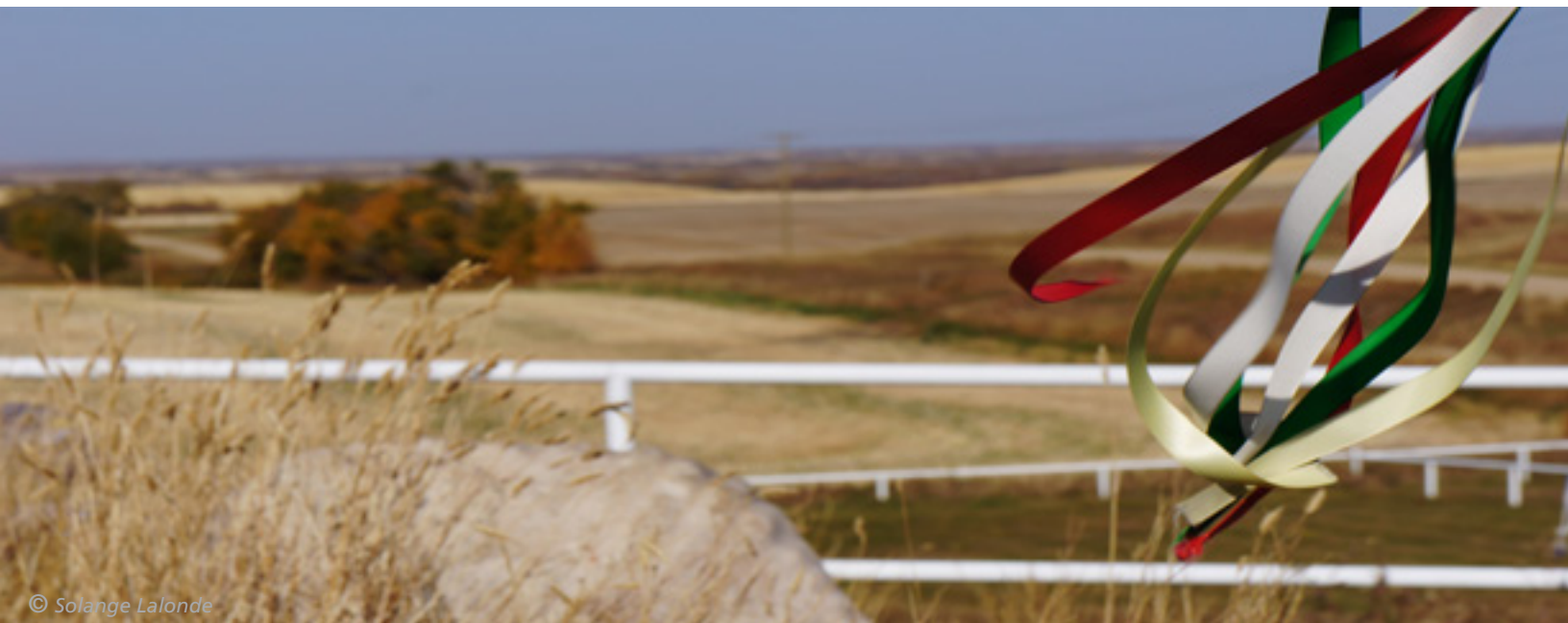
This 26-second video introduces Strategic Pathways that guide professional learning.

Project Process

This 58-second video explains the six steps that educators can follow to create their professional learning plan.







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Tools and Templates for Professional Learning

The following tools and templates are fillable versions of the Google Docs on the [Process Resources](#) page of the First Nations, Métis, and Inuit Professional Learning website.



Resource: Planning Tool

What systemic actions and strategies will contribute to building capacity, engaging learners, and creating paths for success?

As a planning tool, the Principles to Guide Education outlined in Inspiring Education can provide an opportunity for educators to engage in critical thinking as they consider, select, and plan their professional learning.

Guiding Principles	Considerations for Designing and Implementing Professional Learning Plans
Learner-centered	How are the needs of adult learners being taken into consideration?
Shared Responsibility and Accountability	What are the expectations for shared responsibility? What are the measures for accountability?
Engaged Communities	How can professional learning be designed to create collaborative partnerships?
Inclusive, Equitable Access	What is in place to ensure all members of educational communities have access professional learning?
Responsive Flexible Approach	How do the professional learning opportunities reflect regional needs in a provincial context?
Sustainable and Efficient Use of Resources	How are the professional learning processes and tools being captured to share with other educational communities?
Innovation to Promote and Strive for Excellence	What does creativity and innovation look like in professional learning? What does excellence mean within the educational community?

The guiding principles listed above are also used in the Reporting Tool to capture achievements in professional learning. The Reporting Tool serves as a qualitative means of gathering evidence of achievement and success in addressing the achievement gap through professional learning.

Resource: Reporting Tool

What systemic actions and strategies will contribute to building capacity, engaging learners, and creating paths for success?

Principles to Guide Education

The Reporting Tool provides a qualitative means to report achievement in professional learning by sharing significant strategic pathways and key learnings. The Reporting Tool includes the process of planning and facilitating the professional learning as well as the products and templates created by educators. The Reporting Tool serves as an important means of communicating achievement as well as it demonstrates a roadmap of successful learning which other educators can follow.

Guiding Principles	Professional Learning Achievements	
	Process of planning and facilitating the professional learning	Products and templates created that demonstrate achievement
Learner-centered		
Shared Responsibility and Accountability		
Engaged Communities		
Inclusive, Equitable Access		
Responsive Flexible Approach		
Sustainable and Efficient Use of Resources		
Innovation to Promote and Strive for Excellence		

Resource: Professional Learning Plan

Professional Learning Plan

Based on an Understanding by Design™ (Wiggins and McTighe) Template

Stage 1: Desired Results	
Established Goals	Transfer Goals
<p>1. Learning to Be</p> <p>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.</p> <p>2. Learning to Know</p> <p>Educators plan and deliver appropriate and engaging curriculum based on their understanding of historical events and current contextual realities that have impacted First Nations, Inuit, and Métis people and its effect on student learning.</p> <p>3. Learning to Do</p> <p>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.</p> <p>4. Learning to Relate</p> <p>Educators 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 contexts.</p>	<ol style="list-style-type: none"> 1. Educators will be able to independently use their learning to engage First Nations, Métis, and Inuit community members; build relationships; and modify and adapt programming to demonstrate an understanding and awareness of First Nations, Métis, and Inuit perspectives in educational programming. 2. Educators will be able to independently use their learning to evaluate historical events and plan and deliver educational programming to demonstrate an understanding of the connections between past events and present effects on First Nations, Métis, and Inuit student learning. 3. Educators will be able to independently use their learning to select appropriate resources and instructional strategies that reflect an understanding of First Nations, Métis, and Inuit perspectives and content in relation to their regional educational context. 4. Educators will be able to independently use their learning to access and select resources to create educational programs that reflect a cultural understanding of First Nations, Métis, and Inuit communities and First Nations, Métis, and Inuit perspectives and content.

Stage 1: Desired Results

Understandings

1. Learning to Be

Educators will understand that responding to the relationships created with First Nations, Métis, and Inuit community members enhances understanding and awareness of First Nations, Métis, and Inuit perspectives and content in educational programming.

2. Learning to Know

Educators will understand that historical events and current contextual realities have a significant impact on First Nations, Inuit, and Métis people and student learning.

3. Learning to Do

Educators will understand that lifelong learning, collaboration, and leadership skills developed through participating in professional learning opportunities builds educator capacity to effectively teach First Nations, Métis, and Inuit perspectives and content to all students.

4. Learning to Relate

Educators will understand creating relationships with the local First Nations, Métis, and Inuit communities enhances educational programming.

Essential Questions

1. Learning to Be

In the interest of building relationships with First Nations, Métis, and Inuit community members, educators will keep considering...

- How does what we do impact who we are?

2. Learning to Know

In the interest of understanding the impact of historical events and current contextual realities on First Nations, Métis, and Inuit people and its effect on student learning, educators will keep considering...

- How does knowing relate to understanding?

3. Learning to Do

In the pursuit of building capacity, educators will keep considering...

- How does empowering differ from delegating?

4. Learning to Relate

In the search for resources to enhance educational programming, educators will keep considering...

- How does where we learn influence how we learn?

Stage 1: Desired Results

Acquisition

Educators will know:

1. Learning to Be

Educators will know First Nations, Métis, and Inuit community members in their region and in the province.

2. Learning to Know

Educators will know significant historical events and current contextual realities that have an impact on First Nations, Métis, and Inuit people and student learning.

3. Learning to Do

Educators will know how professional learning opportunities can empower their educational programming decisions.

4. Learning to Relate

Educators will know how to collaborate with regional First Nations, Métis, and Inuit communities in developing their educational programs and designing their educational spaces.

Educators will be skilled at:

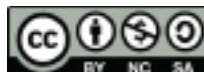
- Educators will be skilled at creating profound relationships with First Nations, Métis, and Inuit communities in their region.
- Educators will be skilled at recalling and connecting significant historical events with present day issues in First Nations, Métis, and Inuit education.
- Educators will be skilled at taking responsibility for lifelong learning that builds capacity for teaching First Nations, Métis, and Inuit content and perspectives for all students.
- Educators will be skilled at creating educational programs and designing educational spaces that reflect their regional First Nations, Métis, and Inuit communities.

Stage 2: Evidence	
Stage 2 Evidence: Learning to Be	
Evaluative Criteria	Assessment Evidence
<p>Educators will consider and evaluate their ability to be engaged thinkers and ethical citizens with an entrepreneurial spirit in their understanding and inclusion of First Nations, Métis, and Inuit perspectives and content, based on the following criteria:</p> <ul style="list-style-type: none"> • Thinking critically • Using technology • Problem solving • Communicating • Adapting to change 	<p>Attributes, Skills, and Knowledge</p> <ul style="list-style-type: none"> • Educators can identify multiple viewpoints and they are able to articulate the evidence and reasoning that supports other perspectives. • Educators can use multiple strategies to acquire information from several electronic sources and they can use the acquired electronic information effectively in their teaching and learning. • Educators accurately and thoroughly describe relevant problems and opportunities and they explore and share creative solutions. • 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. • Educators interpret information gathered in insightful ways and they employ creative and unique methods of synthesizing the information. Educators adapt to situations, engage openly with diverse cultures and languages.

Stage 2: Evidence	
Stage 2 Evidence: Learning to Know	
Evaluative Criteria	Assessment Evidence
<p>Educators will consider and evaluate their understanding of how historical events and current contextual realities inform their educational programming, based on the following criteria:</p> <ul style="list-style-type: none"> • Identify key events • Draw and support conclusions • Explain historical context 	<p>Attributes, Skills, and Knowledge</p> <ul style="list-style-type: none"> • Educators accurately provide interpretations that illustrate insight to historical events and current contextual realities. • Educators thoroughly analyze historical events, draw insightful conclusions, and make perceptive assessments how to support student learning. • Educators analyze the issue with a clear sense of scope and context, fully considering pertinent political, economic, and social factors.

Stage 2: Evidence	
Stage 2 Evidence: Learning to Do	
Evaluative Criteria	Assessment Evidence
<p>Educators will consider and evaluate their ability to teach First Nations, Métis, and Inuit content and perspectives to all students, based on the following criteria:</p> <ul style="list-style-type: none"> • Participate in professional learning • Select appropriate resources and instructional strategies • Modify and adapt curricular planning 	<p>Attributes, Skills, and Knowledge</p> <ul style="list-style-type: none"> • Educators participate in professional learning that contributes to effectively teaching First Nations, Métis, and Inuit content and perspectives to all students. • Educators, in consultation with their educational leadership, select appropriate resources and instructional strategies to support all students in First Nations, Métis, and Inuit education. • 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.

Stage 2: Evidence	
Stage 2 Evidence: Learning to Relate	
Evaluative Criteria	Assessment Evidence
<p>Educators will consider and evaluate their ability to create educational programs that reflect a cultural understanding of First Nations, Métis, and Inuit communities, based on the following criteria:</p> <ul style="list-style-type: none"> • Represent ideas and educational programming that embrace First Nations, Métis, and Inuit perspectives and content • Collaborate with educational community members 	<p>Attributes, Skills, and Knowledge</p> <ul style="list-style-type: none"> • 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. • 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 community members.



Stage 3: Learning Activities

Stage 3 Learning Activities: Learning to Be

Learning Plan Activities:

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Stage 3 Learning Activities: Learning to Know

Learning Plan Activities:

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Stage 3 Learning Activities: Learning to Do

Learning Plan Activities:

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Stage 3 Learning Activities: Learning to Relate

Learning Plan Activities:

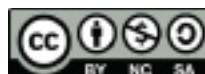
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Resource: Indicators of Success Tool

Educators can use the Indicators of success tool to review professional learning activities they have participated in as they relate to the goals of each of the four pillars. The tool provides a section to include the impact that professional learning had on student learning. By creating an inventory of professional learning, educators can use data to consider their areas of strength and areas of focus.

Learning to Be: How does what we do impact who we are?
<p>ESTABLISHED GOAL</p> <p>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.</p>
<p>TRANSFER GOAL</p> <p>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.</p>

Learning to Be	
Competency	Attributes, Skills, and Understandings
<ul style="list-style-type: none"> Think critically 	<ul style="list-style-type: none"> Educators can identify multiple viewpoints and they are able to articulate the evidence and reasoning that supports other perspectives.
<ul style="list-style-type: none"> Use technology 	<ul style="list-style-type: none"> Educators can use multiple strategies to acquire information from several electronic sources and they can use the acquired electronic information effectively.
<ul style="list-style-type: none"> Problem solve 	<ul style="list-style-type: none"> Educators accurately and thoroughly describe relevant problems and opportunities and they explore and share creative solutions.
<ul style="list-style-type: none"> Communicate 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Adapt to change 	<ul style="list-style-type: none"> Educators interpret information gathered in insightful ways and they employ creative and unique methods of synthesizing the information. Educators adapt to situations, engage openly with diverse cultures and languages.



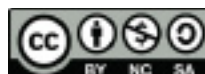
Learning to Be

Major Finding #1: Champion	Recommended Actions
<p>Across the province, educators champion the work of finding innovative ways to include First Nations, Métis, and Inuit perspectives and content in all aspects of educational programming. Their commitment is not contingent on a job title but rather, a commitment to learning that is reflective of the qualities and abilities closely connected to who they are.</p> <p>Professional learning is most effective when it is designed to provide opportunities to increase self-awareness, allow for personal growth, and follow a strength-based approach to engagement.</p>	<ul style="list-style-type: none">• Make a personal decision and take initiative to engage in professional learning• Understand the work of Indigenous education as an ethical imperative• Recognize self as learner• Reflect deeply and consider the impact of new understandings on role as educators• Influence policy explicitly and implicitly• Connect with community• Openly share resources• Advocate for the work

Sample Strategic Pathways

- Participate in First Nations, Métis, and Inuit Advisory meetings to build relationships and share information
- Meet with First Nations, Métis, and Inuit Lead Teachers and District Coordinators to build relationships and share information
- Connect with support agencies that address the physical, emotional, mental, and spiritual needs of students
- Establish relationships with First Nations, Métis, and Inuit community members
- Participate in personal professional learning to stay informed of promising and accepted best practices
- Create processes to effectively communicate with educational community members
- Create products and resources to effectively communicate with educational community members
- Develop strategies to contribute to building educator capacity in First Nations, Métis, and Inuit education
- Collaborate with Alberta Education initiatives and programs

Inventory of Strategic Pathways	Impact on Student Learning
What are the professional learning activities you have already completed?	What was the impact of your professional learning on student learning?



Learning to Know: How does knowing relate to understanding?

ESTABLISHED GOAL

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

TRANSFER GOAL

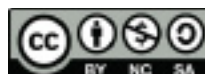
Educators will be able to independently use their learning to evaluate historical events and plan and deliver curricular programming to demonstrate an understanding of the connections between past events and present effects on First Nations, Métis, and Inuit student learning.

Learning to Know

Competency	Attributes, Skills, and Understandings
<ul style="list-style-type: none">Identify key events	<ul style="list-style-type: none">Educators accurately provide interpretations that illustrate insight to historical events.
<ul style="list-style-type: none">Draw and support conclusions	<ul style="list-style-type: none">Educators thoroughly analyze historical events, examine relevant evidence, draw insightful conclusions, and make perceptive assessments.
<ul style="list-style-type: none">Explain historical contexts	<ul style="list-style-type: none">Educators analyze the issue with a clear sense of scope and context, fully considering pertinent political, economic, and social factors.

Learning to Know	
Major Finding #2: Capacity	Recommended Actions
<p>Building educator capacity requires professional learning that not only provides opportunities to learn facts and information, but also allows time and space for reflection on how this knowledge informs an understanding of educational practices.</p> <p>Professional learning is most effective when it is designed to provide opportunities for educators to engage in experiential activities with peers and Indigenous community members and when there is a relational space for critical reflection on pedagogy.</p>	<ul style="list-style-type: none"> • Start with building foundational knowledge • Come to the table with some understanding • Reflect on historical events to more deeply understand current contextual realities and the impact on teaching and learning • Understand community • Honour the <i>Truth and Reconciliation Commission (TRC) Calls to Action</i> (2015), the <i>TRC Principles of Reconciliation</i>, and the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>

Sample Strategic Pathways
<ul style="list-style-type: none"> • Attend professional learning opportunities that introduce resources such as the ARPDC Moodle, <i>Our Way is a Valid Way Professional Educator Resource</i> (WNCP), <i>Walking Together Digital Resource</i> • Seek new resources from regional educational institutions, museums, cultural centres • Review resources in consultation with First Nations, Métis, and Inuit communities • Share and disseminate information to professional learning communities regionally and provincially • Share insights on present day educational issues in relation to First Nations, Métis, and Inuit historical events • Participate in Brain Architecture Game and Poverty Simulation professional learning opportunities



Inventory of Strategic Pathways	Impact on Student Learning
What are the professional learning activities you have already completed?	What was the impact of your professional learning on student learning?



Learning to Do: How does empowering differ from delegating?

ESTABLISHED 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.

TRANSFER GOAL

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.

Learning to Do

Competency	Attributes, Skills, and Understandings
<ul style="list-style-type: none">Participate in professional learning	<ul style="list-style-type: none">Educators participate in professional learning that contributes to effectively teaching First Nations, Métis, and Inuit content and perspectives to all students.
<ul style="list-style-type: none">Select appropriate resources and instructional strategies	<ul style="list-style-type: none">Educators, in consultation with their educational leadership, select appropriate resources and instructional strategies to support all students in First Nations, Métis, and Inuit education.
<ul style="list-style-type: none">Modify and adapt curricular planning	<ul style="list-style-type: none">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 contexts.

Learning to Do

Major Finding #3: Collaboration	Recommended Actions
<p>Curricular programming that includes First Nations, Métis, and Inuit perspectives and content requires conversation and consultation with regional Indigenous community members, educational leadership, and peers.</p> <p>Professional learning is most effective when it is designed to empower educators to reflect an in-depth understanding of foundational knowledge of First Nations, Métis, and Inuit in their educational programming.</p>	<ul style="list-style-type: none">• Reach out to connect and collaborate with educational community members• Ensure there is time and space to learn, modify, and adapt educational programming• Explore ways to access the knowledge and wisdom that is in the community• Use a coaching model to explore goals, a vision of success, and the supports required• Initiate school-wide and system-wide professional learning activities• Fund and provide financial support for professional learning• Make professional learning integral – not an add-on

Sample Strategic Pathways

- Create professional learning implementation plans for school authorities and teachers to follow that focus on student success and First Nations, Métis, and Inuit perspectives and content in the curriculum
- Consult with educational community members to assess available professional learning opportunities
- Create professional learning opportunities that directly align with school authority needs
- Establish connections for educational stakeholders to work together on common goals
- Share wise practices in professional development with educational community members
- Problem solve to create accessible professional learning opportunities for teachers, principals, and school authority leaders
- Collaborate as a team to create and deliver effective and quality professional learning opportunities

Inventory of Strategic Pathways	Impact on Student Learning
What are the professional learning activities you have already completed?	What was the impact of your professional learning on student learning?



Learning to Relate: How does empowering differ from delegating?

ESTABLISHED 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 contexts.

TRANSFER GOAL

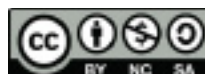
Educators will be able to independently use their learning to access and select resources to create curricular programs that reflect a cultural understanding of First Nations, Métis, and Inuit communities and First Nations, Métis, and Inuit perspectives and content.

Learning to Relate

Competency	Attributes, Skills, and Understandings
<ul style="list-style-type: none"> Represent ideas and cultural programming that embrace First Nations, Métis, and Inuit perspectives and content 	<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Collaborate 	<ul style="list-style-type: none"> 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.





Learning to Relate	
Major Finding #4: Community Engagement	Recommended Actions
<p>Creating relational spaces for educational programming requires community engagement, where the process of teaching and learning is immersed in First Nations, Métis, and Inuit perspectives and content.</p> <p>Professional learning is most effective when it is designed to allow for opportunities for educators to connect with spaces and places where they can build healthy relationships with regional Indigenous community members.</p>	<ul style="list-style-type: none"> • Collaborate with preservice teaching programs • Consider the regional perspective within the provincial context • Reach out to the community for wisdom and guidance • Understand protocols • Seek Indigenous staff with ties to the community • Be mindful of the student voice • Participate in land-based learning with regional community members • Understand that systemic change is not going to happen in isolation and advocate for community engagement

Sample Strategic Pathways
<ul style="list-style-type: none"> • Create professional learning strategies that inherently bring educational community members together • Provide opportunities for collaboration between educational community members • Use technology to assist in developing processes and products to build community • Develop a presence and connection between First Nations, Métis, and Inuit communities • Access and select resources that represent First Nations, Métis, and Inuit perspectives and content • Model promising and established best practices in teaching First Nations, Métis, and Inuit perspectives and content • Create curricular connections for teachers on First Nations, Métis, and Inuit perspectives and content areas • Create resources to share success stories and wise practices from educational communities • Share success stories from educational communities, including but not limited to, sharing through print, media, online resources



Inventory of Strategic Pathways	Impact on Student Learning
What are the professional learning activities you have already completed?	What was the impact of your professional learning on student learning?

Resource: Self-Assessment Tool

Learning to Be			
			
4	3	2	1
Usually	Often	Sometimes	Rarely

Learning to Be
<p>Educators incorporate and model the attributes of an engaged thinker and ethical citizen with an entrepreneurial spirit in the process of gaining a greater understanding and awareness of the issues related to First Nations, Métis, and Inuit perspectives and content in educational programming.</p> <p>As a community member, I contribute to creating a relational space where learners are empowered to achieve success by...</p> <ul style="list-style-type: none"> • Identifying alternative viewpoints and articulating the evidence and reasoning that supports other perspectives • Using multiple strategies to acquire information from several electronic sources and evaluating electronic information effectively • Accurately and thoroughly describing relevant obstacles and 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

Areas of Strength

Areas of Focus

Strategic Pathways for Success to Explore

Learning to Know

			
4	3	2	1
Usually	Often	Sometimes	Rarely

Learning to Know

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

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 making perceptive assessments
- Analyzing the issue with a clear sense of scope and context, fully considering pertinent political, economic, and social factors

Learning to Know

Areas of Strength

Areas of Focus

Strategic Pathways for Success to Explore

Learning to Do			
			
4	3	2	1
Usually	Often	Sometimes	Rarely

Learning to Do

Educators participate in professional learning that builds their capacity to acquire, connect, and understand the attributes, skills, and knowledge that contribute to effectively teaching First Nations, Métis, and Inuit content and perspectives to all students.

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 educational and community leadership to select appropriate resources and instructional strategies to support all students in First Nations, Métis, and Inuit education
- Modifying and adapting curricular programming to reflect an in-depth understanding of First Nations, Métis, and Inuit perspectives and content from a regional perspective in a provincial context







Learning to Do

Areas of Strength

Areas of Focus

Strategic Pathways for Success to Explore

Learning to Relate

			
4	3	2	1
Usually	Often	Sometimes	Rarely

Learning to Relate

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

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 with community members





Learning to Relate

Areas of Strength

Areas of Focus

Strategic Pathways for Success to Explore

Resource: Summary of Areas of Strength

			
4	3	2	1
Usually	Often	Sometimes	Rarely

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 the process of gaining a greater understanding and awareness of the issues related to 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 that have impacted First Nations, Inuit, and Métis people and its effect on student learning.

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.

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

Educators enhance healthy relationships among all community members in order to explore and develop a deeper understanding of First Nations, Métis, and Inuit perspectives and content within community contexts.

Summary of Areas of Strength and Sources for Mentorship Opportunities	Goal

Resource: Summary of Areas of Focus

			
4	3	2	1
Usually	Often	Sometimes	Rarely

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 the process of gaining a greater understanding and awareness of the issues related to 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 that have impacted First Nations, Inuit, and Métis people and its effect on student learning.

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.

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

Educators enhance healthy relationships among all community members in order to explore and develop a deeper understanding of First Nations, Métis, and Inuit perspectives and content within community contexts.

Summary of Areas of Focus and Areas for Professional Learning Opportunities	Goal

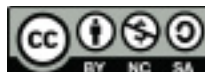
Resource: Learning Roadmap

The Learning Roadmap is the collection of strategic pathways for learners to follow in order to:

- Build capacity: participate in professional learning activities including sessions and workshops to increase awareness of project goals
- Engage in learning: seek opportunities to engage in educational community conversations and activities
- Create paths for success: create resources and mentorship opportunities as a means to share learning forward with educational community members

In the landscape of professional learning, strategic pathways are formed when educators leave markers of their learning along the journey, signalling wise practices and significant findings. Consider the pathways for inspiration as you design the scope and sequence for implementation of your professional learning plan.

Topic	Learning to Be	Learning to Know	Learning to Do	Learning to Relate
Timeframe				
1				
2				
3				
4				
Strategic Pathways to Consider	<ul style="list-style-type: none"> • Review policies, 3 year plans, professional learning plans • Create space for reflection; use portfolios, journals 	<ul style="list-style-type: none"> • Our Way is a Valid Way sessions • The Brain Architecture Game • The Blanket Activity 	<ul style="list-style-type: none"> • ARPDC First Nations, Métis, and Inuit Moodle Site 	<ul style="list-style-type: none"> • Land/site-based learning • Poverty Simulation • Engage with community members



Getting Support

The Alberta Regional Professional Development Consortia

The Alberta Regional Professional Development Consortia (ARPDC) is dedicated to promoting student learning and achievement, school improvement, and parental engagement in the educational process through the provision of professional learning opportunities at the local, regional, and provincial levels. www.arpdc.ab.ca

Calgary Regional Consortium

www.crcpd.ab.ca

Central Alberta Regional Consortium

www.carcpd.ab.ca

Consortium provincial francophone

www.cpfpp.ab.ca

Edmonton Regional Learning Consortium

www.erlc.ca

Learning Network

www.learning-network.org

Northwest Regional Learning Consortium

www.nrlc.net

Southern Alberta Professional Development Consortium

www.sapdc.ca



Alberta Education

First Nations, Métis, and Inuit Education

<https://education.alberta.ca/first-nations-m%C3%A9tis-and-inuit-education/overview/>

