

How and when should the First Nations, Métis, and Inuit Professional Learning website be used?

This learning guide and the website are designed for use by individual educators, cohorts, school communities, and school authorities.

This learning guide can be used in a wide variety of contexts to implement First Nations, Métis, and Inuit professional learning.

www.fnmiprofessionalllearning.ca



The First Nations, Métis, and Inuit Professional Learning website was developed to support educators as they develop an increased awareness and understanding of First Nations, Métis, and Inuit histories, perspectives, and ways of knowing for the purpose of implementing treaty and residential schools' education and Truth and Reconciliation Commission recommendations for education.

The First Nations, Métis, and Inuit Professional Learning website shares innovative ways to empower educators with resources and tools in an online, open access environment and provides opportunities to strengthen and improve curriculum for all students.

This learning guide is intended to highlight the features of the website and stimulate learning, conversation, critical reflection, and the development of implementation approaches and strategies.

Key findings

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.

Professional learning is most effective when it provides 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.

Professional learning is most effective when it is designed to empower educators to reflect in-depth understandings and foundational knowledge of First Nations, Métis, and Inuit in their educational programming.

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.

Questions for discussion and reflection

What does a *strength-based* approach mean to you?

What is involved in planning meaningful learning experiences for all students through treaty and residential schools' education and Truth and Reconciliation Commission recommendations for education? What are the challenges?

How do the four key findings of the professional learning project resonate with you?

How can you be a champion for reconciliation?

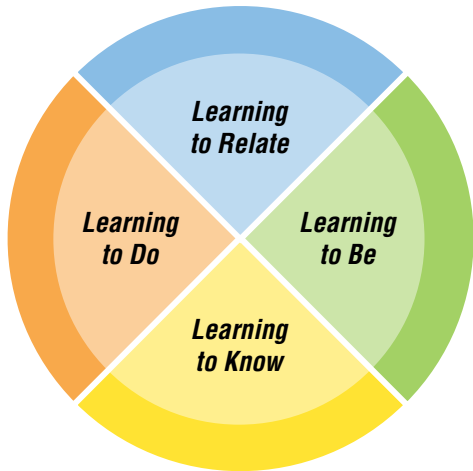
If every educator had foundational knowledge of First Nations, Métis, and Inuit, what would a student's educational journey look like as they go through school?

What would it look like if educators are empowered with resources and tools to support curricular programming that includes First Nations, Métis, and Inuit content and perspectives for all subjects in all grades?

What are the importance of *wise practices* in a community of learning?



Build Understandings



The **Home** webpage of the First Nations, Métis, and Inuit Professional Learning website is designed to introduce you to the context of implementation. Implementation is inspired by the four UNESCO Pillars of Education and expressed in a way that honours Indigenous ways of knowing.

How can you plan implementation around the four pillars of a professional learning process?



Use the interactive wheel on the **Home** webpage to explore the **understandings, goal, and inquiry focus** of implementation. Discuss or reflect on the context of professional learning with the following questions:

- What do the **understandings** of each pillar mean to you?
- How does the **goal** of each pillar influence the way in which you plan implementation strategies for First Nations, Métis, and Inuit perspectives and content in your educational programming?
- How can you, your colleagues, and your learning community build shared understandings of the **inquiry focus** of each pillar?



Watch the videos in the photo tile gallery on the **Home** webpage of the First Nations, Métis, and Inuit Professional Learning website for an introduction to First Nations, Métis, and Inuit Professional Learning.



Plan a collaborative learning session using the foundation resources on the **Home** webpage. After exploring these resources, discuss and reflect on the following questions:

- After viewing the videos and exploring the foundation resources, what new understandings do you have regarding implementation of First Nations, Métis, and Inuit content and perspectives?
- How will your new understandings influence the ways in which you plan implementation?



Plan a professional conversation around information found in the **First Nations, Métis, and Inuit Professional Learning Final Report**, found in the photo tile gallery.

- What insights and understandings around professional learning does the project background provide?
- How do the major findings and recommended actions inform your professional learning process?



Find photo stories in the photo tile galleries on the **Home** and four pillar webpages. Use them to spark individual and collaborative reflection.

- How does the image and text resonate with you?
- What insights can the image and text provide for the development of wise practices?



Facilitator Guides support learning opportunities that build educator capacity and include the **Brain Architecture Game, Blanket Activity, Community Action Poverty Simulation, and Our Way is a Valid Way.**

Find the combined **Facilitator Guides** in the photo tile gallery on the **Home** webpage and individual versions on the four pillar webpages.



Find strategies for engaging in professional conversations in the **First Nations, Métis, and Inuit Facilitator's Guide on the Empowering the Spirit website** at <http://empoweringthespirit.ca/foundation-al-knowledge/>.



The four box quotes on the **Home** webpage reflect key findings of the First Nations, Métis, and Inuit Professional Learning project. Click on the pillar icons to reflect on compelling concepts: **Champion; Capacity; Collaboration; Community Engagement.**

- How do these concepts reflect key understandings?
- What implications do these concepts have for your practice?



Implement

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.



How do you assess and build capacity with resources that support professional learning?



Establish a context for implementation by individually and/or collaboratively assessing where you are in relation to the goal and criteria of each pillar.

The tabbed boxes connect you to features of each pillar webpage. Open the tabbed boxes to assess **knowledge**, **skills**, and **evidence of success**. Use questions to guide professional conversations and planning:

- How do the **knowledge** and **skill** outcomes align with your beliefs and practices?
- What supports and resources would need to be in place to develop these **knowledge** and **skills**?



Clicking the folder icon in the tabbed boxes takes you to a photo tile gallery on each pillar webpage. This gallery is there to provide you with access to supports and resources. Explore sources, websites, foundation resources, curricular resources, and facilitator guides in each gallery.

- What evidence will you accept that the First Nations, Métis, and Inuit professional learning impacts professional practice and student learning?



Clicking the Teaching Quality Standard icon in the **evidence of success** tabbed box opens a self-assessment tool with indicators of success. Consult these indicators of success to assess areas of strength as well as those on which you should focus your professional learning.



The **Self-Assessment Tool**, **Summary of Areas of Strength**, and **Summary of Areas of Focus**

Google Docs, found in the **Process Resources** photo tile gallery, help you align with **evidence of success**.



Clicking on the pillar icon in the **evidence of success** tabbed

box brings you to professional learning and growth competencies. These competencies link to **strategic pathways** that can be implemented in a professional learning process.

Strategic pathways are formed when educators leave markers of their learning along the journey, signalling wise practices and significant findings. Reflect on or discuss questions such as:

- Which strategic pathways emphasize professional learning in a context that is most meaningful to your practice?
- How can strategic pathways provide markers of engagement that are most relevant to your community?
- How can strategic pathways be used to *share learning forward*?
- What mentorship and leadership opportunities can you promote within your educational communities?



Each pillar webpage is introduced with an essential question.

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

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

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

Learning to Relate: *How does where we learn influence how we learn?*

- *How do these essential questions resonate with your professional practice?*



Google Docs tools that support implementation are

provided on the **Process Resources** webpage.

You can also use the fillable templates in the **First Nations, Métis, and Inuit Professional Learning Guiding Document**. Add these templates to your online or print professional learning portfolio.



Implement



The **Indicators of Success** Google Docs tool is used to inventory strategic pathways and their impact on student learning. The **Learning Roadmap** Google Docs tool provides a template to identify and plan strategic pathways. Both tools are found in the **Process Resources** photo tile gallery.



- How can these tools build a common understanding of professional growth as you create a relational space in educational programming for First Nations, Métis, and Inuit perspectives and content?

- What do the indicators of success and professional growth competencies inform you about teachers' current beliefs about teaching and learning?



Each pillar webpage shares important concepts and terms in a **word cloud**. Use the word clouds on each pillar webpage for individual or collaborative reflection.

- How do the key concepts in the word clouds resonate with you?
- How do these concepts apply to your professional practice?

Review the jurisdictional summaries in the two box quotes on each pillar webpage.



Click on the video icons in the box quote feature to watch and listen to insights shared by jurisdictions involved in the First Nations, Métis, and Inuit professional learning project pilot.

- How do the insights and recommendations shared by these jurisdictions inform and/or influence your practice?
- What strategic pathways can be identified and implemented in your professional learning context?



Access foundation resources in the photo tile galleries to centre implementation on treaty and residential schools' education and Truth and Reconciliation recommendations for education.

- In what ways is implementation addressed as a shared responsibility in a culture of learning throughout your jurisdiction?



Establish professional learning goals that meet requirements of professional standards documents for teachers, school leaders, and system authority leaders.



The First Nations, Métis, and Inuit Moodle, accessed at <http://learning.arpdc.ab.ca/course/index.php?category-id=7>, provides a comprehensive repository of resources. The **Moodle Site Facilitator Guide** provides an introduction to its use.

You will find Moodle folders for specific subject areas and grade levels. These folders include resources and activities specific to learning outcomes in core subjects. Select and access specific folders on the **Learning to Do** pillar webpage.

Each folder can be downloaded and imported into a Moodle server.



The Empowering the Spirit website supports professional learning through information and links to a multitude of resources.

Go to the Professional Learning Resources section at <http://empoweringthespirit.ca/professional-learning-resources/>. Explore each of the drop-down tabs in this section.



Plan a Professional Learning Process

The **Process Resources** webpage of the First Nations, Métis, and Inuit Professional Learning website provides tools and templates to support a collective professional learning journey and guide you through a six-step process.

How can you build educator capacity through the six steps of a professional learning process?

Review the four box quotes on the **Process Resources** webpage to build context for the development of wise practices in professional learning.



Click on the video icons in the box quote feature to watch and listen to insights shared by Elders.

- How do the insights and recommendations shared by Elders inform and/or influence your practice?
- What professional learning practices are already in place? How do your

jurisdictional/school/classroom practices resonate with the professional learning process quotations?

- What do educational leaders need to talk about in order to make more informed decisions about First Nations, Métis, and Inuit professional learning processes?
- How do the project findings in each box quote inform professional growth and learning of First Nations, Métis, and Inuit perspectives, experiences, and ways of knowing; residential school and treaty education; and the recommendations of the Truth and Reconciliation Commission?

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Use the carousel slider on the **Process Resources** webpage to explore the six steps in the professional learning process. Identify the focus of each step.



Use the supporting Google Docs identified for each step to build a classroom, school, or jurisdictional **Professional Learning Plan**.



The resources on the **Essential Conditions** website can inform the development of a professional learning plan.



Go to the **Implementation in Action** section at <http://essentialconditions.ca/implementation-planning-tools/> to find templates and tools.

The **Planning Tool** and **Reporting Tool** Google Docs provide alignment with the essential conditions.



Watch the videos in the photo tile gallery on the **Process Resources** webpage for insights from jurisdictional leaders involved in the implementation of a professional learning process.

- How can insights from these leaders inform your implementation planning process?
- What examples of wise practices can you identify? How can the experiences of these jurisdictions inform your planning?



The Process Resources webpage provides tools to build your own resource binder, including a poster, covers, folders, and tabs. A resource binder can be created in either print or online format.

These PDF resource binder tools can be combined, using the Adobe Acrobat Combine Files feature, into a digital file that can be saved and shared online.

The First Nations, Métis, and Inuit Professional Learning Guiding Document provides fillable PDF templates as an alternative to the Google Docs. These templates can be added to an online or print professional learning portfolio.



Alberta Regional Consortia