

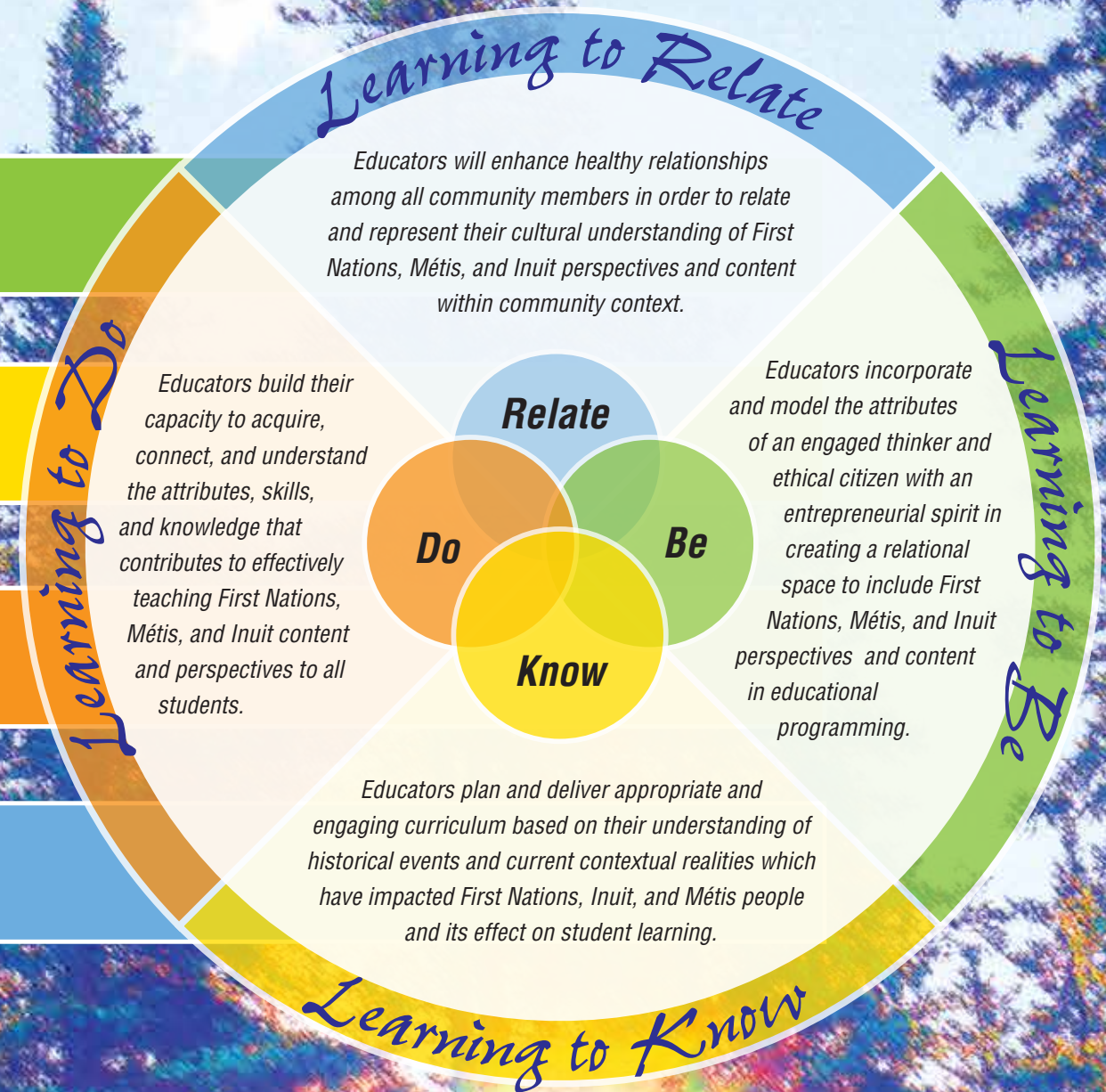
Creating a relational space to include First Nations, Métis, and Inuit perspectives and content in educational programming by: building educator capacity; engaging learners; creating paths for success

Learning to Be: How does what you do impact who you are?
 • How do you role model being an engaged thinker and ethical citizen with an entrepreneurial spirit in the context of bringing First Nations, Métis, and Inuit perspectives and content in educational programming?

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

Learning to Do: How does empowering differ from delegating?
 • How can we empower educators with opportunities and resources to bring First Nations, Métis, and Inuit perspectives and content to their curricular programming?

Learning to Relate: How does where we learn impact how we learn?
 • How can First Nations, Métis, and Inuit students see themselves represented in their educational communities?

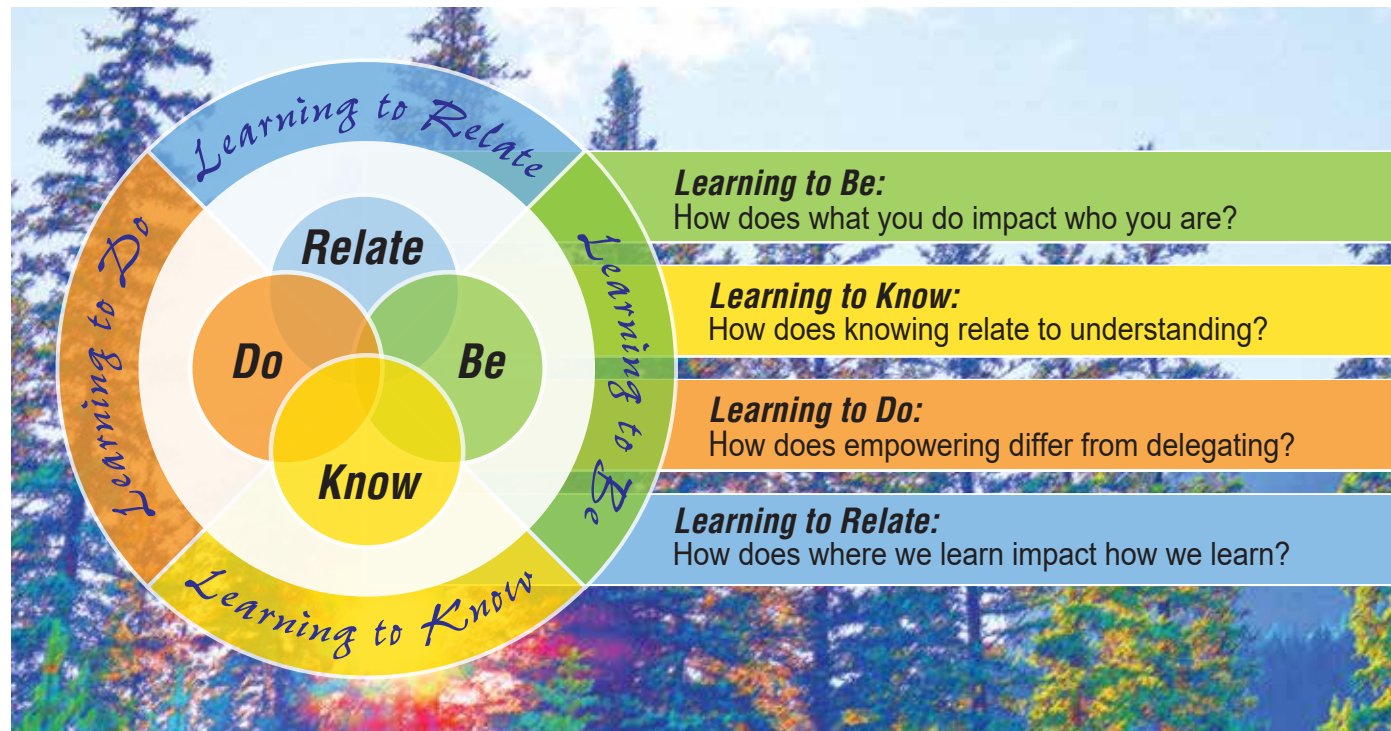


The Provincial First Nations, Métis, and Inuit Professional Learning Project calls for educators across the province to take actions to develop their understanding of creating relational spaces for First Nations, Métis, and Inuit perspectives and content in educational programming.

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.**

The Professional Learning Project offers a collection of strategic pathways for learners to follow in order to build capacity, engage in learning, and create paths for success. Strategic pathways include diverse professional learning opportunities and resources which lead to the development and achievement of the outcomes of the project goals.

The Professional Learning Project resources are designed to support professional learning which reflects a regional focus in a provincial context. An individual educator, an educational community, or an entire school authority can use the resources and tools to guide their learning journey.



Access resources at www.fnmiprofessionallearning.ca

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

- How do you role model being an engaged thinker and ethical citizen with an entrepreneurial spirit in the context of bringing First Nations, Métis, and Inuit perspectives and content in educational programming?
 - www.fnmiprofessionallearning.ca/learning-to-be/
 - <http://learning.arpdc.ab.ca/course/view.php?id=270>

Learning to Know: How does knowing relate to understanding?

- How does knowing about historical events and current contextual realities relate to how you understand your students and communities differently?
 - www.fnmiprofessionallearning.ca/learning-to-know/
 - <http://learning.arpdc.ab.ca/course/view.php?id=270>
 - Our Way is a Valid Way ARPDC Professional Learning Resources
 - Our Way is a Valid Way document
 - <http://learning.arpdc.ab.ca/course/index.php?categoryid=170>



- ARPDC Empowering The Spirit Website - <http://empoweringthespirit.ca/>



Learning to Do: How does empowering differ from delegating?

- How can we empower educators with opportunities and resources to bring First Nations, Métis, and Inuit perspectives and content to their curricular programming?
 - www.fnmiprofessionallearning.ca/learning-to-do/
 - ARPDC First Nations, Métis, and Inuit Moodle Site - Grades 1-12 all core subjects



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

- How can First Nations, Métis, and Inuit students see themselves represented in their educational communities?
 - www.fnmiprofessionallearning.ca/learning-to-relate/
 - <http://learning.arpdc.ab.ca/course/view.php?id=270>

