



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?

Competencies	Attributes, Skills, and Understandings
• think critically	Educators can identify multiple viewpoints and they are able to articulate the evidence and reasoning that supports other perspectives.
• use technology	Educators can use multiple strategies to acquire information from several electronic sources and they can use the acquired electronic information effectively.
• problem solve	Educators accurately and thoroughly describe relevant problems and opportunities and they explore and share creative solutions.
• communicate	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.
• adapt to change	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.

Indicators of Success

 4 - usually	 3 - often	 2 - sometimes	 1 - rarely
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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