

# Learning to Relate:



## How does where we learn impact how we learn?

### Goal

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

### Inquiry Question

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

Competencies	Attributes, Skills, and Understandings
<ul style="list-style-type: none"><li>• <b>represent ideas and cultural programming which embrace First Nations, Métis, and Inuit perspectives and content</b></li></ul>	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"><li>• <b>collaborate</b></li></ul>	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.

### Indicators of Success



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

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



## How does where we learn impact how we learn?

### Success

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

### Foundational Documents and Resources

#### Professional Learning Project Core Resources

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

### Sample Strategic Pathways

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