

Connecting First Nations, Métis, and Inuit Professional Learning and Empowering the Spirit



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

www.empoweringthespirit.ca



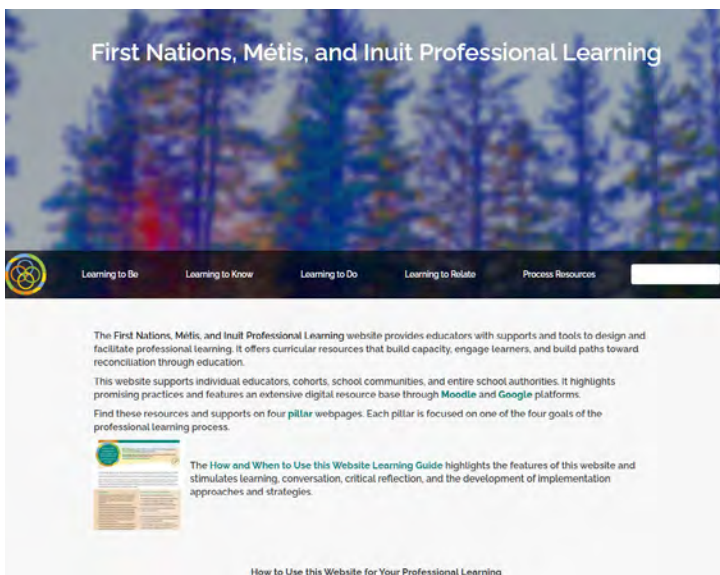
The **First Nations, Métis and Inuit Professional Learning** website and the **Empowering the Spirit** website are both resources that have been designed to support teachers and school and district leaders as they weave Indigenous knowledge systems into their current practice and develop an increased awareness and understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing.

This professional learning guide provides suggestions for making connections between the resources and supports on these two websites and can help educators plan

and implement professional learning that moves them toward achievement of the **First Nations, Métis and Inuit Foundational Knowledge** competency in the Alberta **Teaching and Leadership Quality Standards**.

It is organized around three main areas:

1. Developing foundational knowledge
2. Working with and through curriculum
3. Strengthening instructional leadership

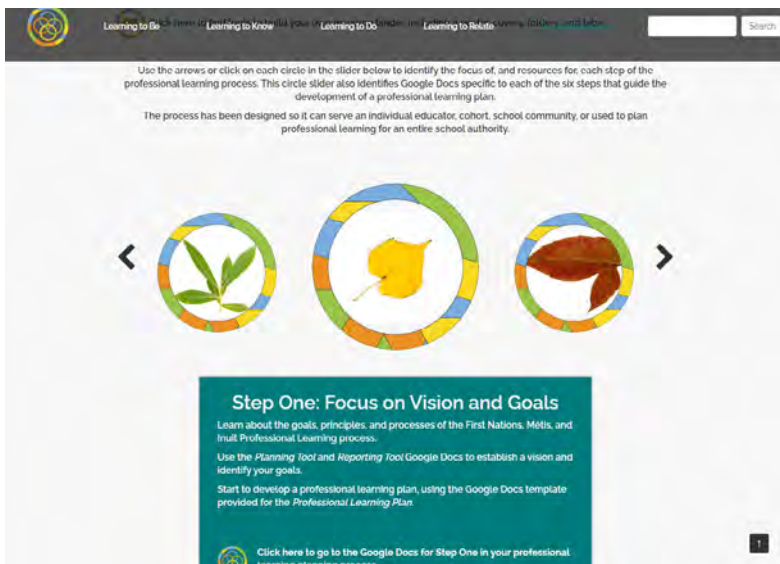
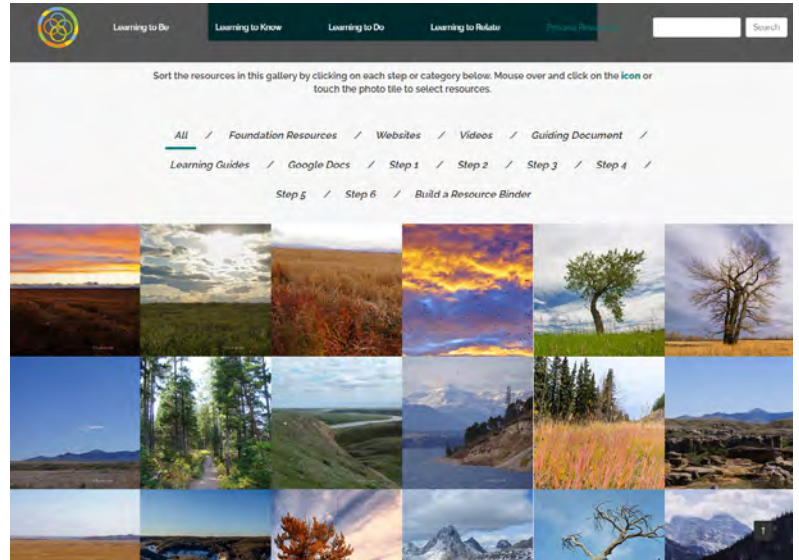




Planning for Professional Learning

The **Process Resources** webpage on the **First Nations, Métis and Inuit Professional Learning** website at www.fnmiprofessionallearning.ca/process-resources/ provides tools and templates that can help you design and implement a professional learning plan.

It follows an understanding by design process and involves **six** steps. Each step is guided by **Google Docs** that can be accessed in the photo tile gallery on this webpage. Use the filters on top of the gallery to sort these documents.



- **Step One:** Focus on Vision and Goals
- **Step Two:** Focus on Success
- **Step Three:** Focus on Current Professional Learning Activities
- **Step Four:** Focus on Leadership and Mentorship
- **Step Five:** Focus on Building Capacity
- **Step Six:** Focus on Planning

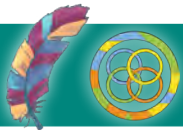
The sources, tools, websites, documents and visuals on the **First Nations, Métis and Inuit Professional Learning** website and the **Empowering the Spirit** website can be selected, combined, organized and integrated into a professional learning plan.

Questions for Reflection and Discussion

Where are you currently in meeting **Competency 5** in the Professional Practice Standards?

What priorities would you set for your professional learning as it applies to developing and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students? In supporting the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students?

What initiatives do you already have in place? How might these initiatives support the professional learning priorities you identify in a professional learning plan, through the steps identified on the **Process Resources** webpage?



Developing Foundational Knowledge

Combine the resources and supports provided on the **First Nations, Métis and Inuit Professional Learning** website and the **Empowering the Spirit** website to build foundational knowledge, including understandings of important terminology, legislation and historical and contemporary contexts.

Using the FNMI Professional Learning website



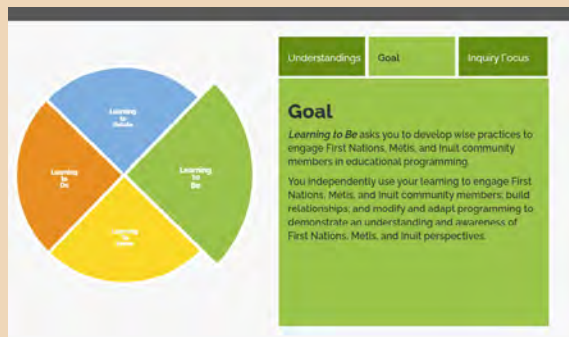
The **First Nations, Métis and Inuit Professional Learning** website is organized around **four pillars** or goals:

- Learning to Be
- Learning to Know
- Learning to Do
- Learning to Relate

Get an introduction to these four pillars in the **interactive wheel** on the **First Nations, Métis and Inuit Professional Learning** home webpage at www.fnmiprofessionallearning.ca.



Explore and use the four pillars to identify and discuss understandings, set goals and set an inquiry focus for professional learning.



Using the Empowering the Spirit website



Identify important terminology for your learning on **Empowering the Spirit in Starting your Journey** at <http://empoweringthespirit.ca/starting-your-journey/>.

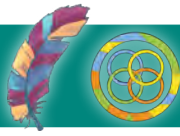
Build a foundation for identifying and building understandings of concepts, terms and knowledge with the information and links to foundational knowledge resources on this webpage.



Many concepts, terms, knowledge and resources in **Starting your Journey** can inform the goals and inquiry focus you establish with the **First Nations, Métis and Inuit Professional Learning** website.

The resources and sources in **Digging Deeper** on the **Empowering the Spirit** website at <http://empoweringthespirit.ca/digging-deeper/> can help you dig deeper into important terminology and foundational knowledge.

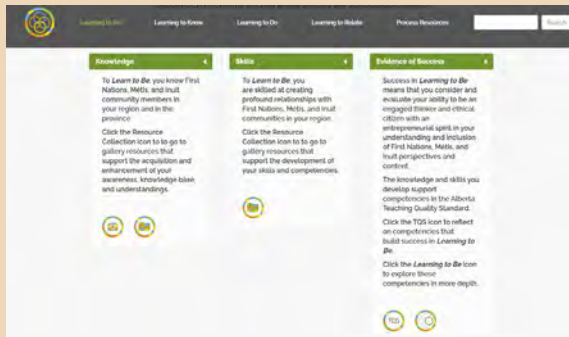




Developing Foundational Knowledge

Using the FNMI Professional Learning website

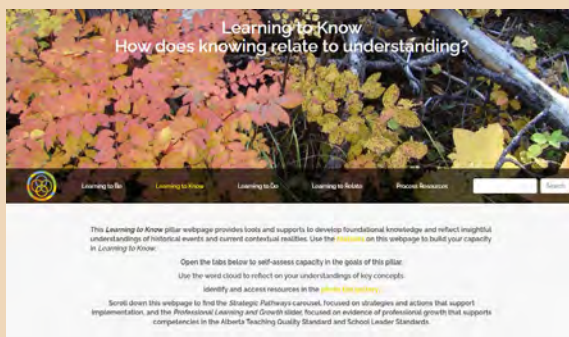
Open the **Knowledge, Skills and Evidence of Success** tabs at the top of the **Learning to Be, Learning to Know, Learning to Do** and **Learning to Relate** webpages to monitor your learning progress in relation to your goals.



Find competencies and suggested strategies at the bottom of each webpage. Use these to assess your achievement of the indicators and **competency 5** in the **Alberta Professional Practice Standards**.

Learning suggestions are found on **page 2** of the *How and When to Use the First Nations, Métis and Inuit Professional Learning Website Guide* at www.fnmiprofessionalllearning.ca/wp-content/uploads/2017/10/FMNI_Learning-Guide_Oct2017.pdf.

Dig deeper to build your foundational knowledge by using the resources and sources on the **Learning to Know** webpage at www.fnmiprofessionalllearning.ca/learning-to-know/.



The websites, resources, sources and professional learning guides on the **Learning to Know** webpage are focused on building foundational knowledge.

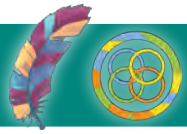
Learning suggestions for using the features in **Learning to Know** are found on **pages 3 and 4** of the *How and When to Use the First Nations, Métis and Inuit Professional Learning Website Guide*.

Using the Empowering the Spirit website

Find a series of *ARPCD Foundational Knowledge Conversation Guides* as well as other supporting resources on the **Digging Deeper** webpage. These guides and resources can also support the focus of the **Learning to Know** webpage.

Continue building your foundational knowledge on the **Further Links** webpage at <http://empoweringthespirit.ca/further-links/>.





Questions for Reflection and Discussion

How might you assess and build your capacity in building understandings of the historical, social, economic, and political implications of treaties and agreements with First Nations; legislation and agreements negotiated with Métis; and residential schools and their legacy, with these website resources?

What personal and professional learning goals could you identify from the goals and inquiry focus in the **First Nations, Métis and Inuit Professional Learning** home page wheel and tabs?

How can the foundational knowledge identified in **Starting your Journey** on the **Empowering the Spirit** website inform your goals and inquiry focus?

Activity

Revisit the website resources from the **Learning to Know** webpage of the **First Nations, Métis and Inuit Professional Learning** website and the **Starting Your Journey, Digging Deeper**, and **Further Links** webpages of the **Empowering the Spirit** website. Using the information and materials you find, assess and build your capacity in your understanding of the following.

	Historical implications	Social implications	Economic implications	Political implications
Treaties and agreements with First Nations				
Legislation and agreements negotiated with Métis				
Residential schools and their legacy				



Working With and Through Curriculum

Specific webpages on the **First Nations, Métis and Inuit Professional Learning** website and the **Empowering the Spirit** website provide curriculum and grade level-based resources that provide you with support in building opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences, and contemporary contexts of First Nations, Métis, and Inuit.

Using the FNMI Professional Learning website



Focus on pedagogy and supports that are directly correlated with Alberta programs of study on the **Learning to Do** webpage of the **FNMI Professional Learning** website at www.fnmiprofessionallearning.ca/learning-to-do/.



Click on the **Grades 1-12 Curricular Resources** filter above the photo tile gallery to sort and find lists of resource weblinks for specific subject areas and grade levels. Click on the PDF icon in each word cloud tile to access each list.



Learning suggestions for using the features in **Learning to Do** are found on **pages 3 and 4** of the *How and When to Use the First Nations, Métis and Inuit Professional Learning Website Guide* at www.fnmiprofessionallearning.ca/wp-content/uploads/2017/10/FNMI_Learning-Guide_Oct2017.pdf.

Using the Empowering the Spirit website

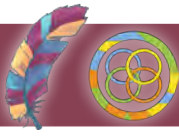


The **Classroom Supports** section of the **Empowering the Spirit** website focuses on the design of meaningful teaching and learning opportunities that weave together Indigenous ways of knowing with current pedagogical practices. Use the introduction to *Weaving Ways* and the accompanying videos on the **Classroom Supports** webpage at <http://empoweringthespirit.ca/classroom-supports/> to reflect on your thinking and approaches.



Go to the **Pedagogy** webpage at <http://empoweringthespirit.ca/pedagogy/> to find curriculum-centred and subject-specific resources. Use these resources with the curricular resources on the **Learning to Do** webpage of the **FNMI Professional Learning** website to plan relevant and meaningful learning experiences.

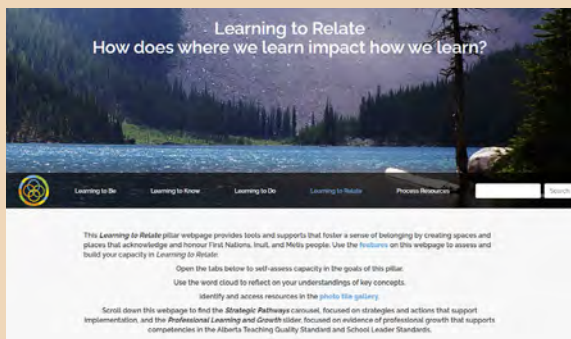




Working With and Through Curriculum

Using the FNMI Professional Learning website

Use the tools and supports that foster a sense of belonging to create spaces and places that acknowledge and honour First Nations, Inuit, and Métis people on the **Learning to Relate** webpage of the **First Nations, Métis and Inuit Professional Learning Professional Learning** website at www.fnmiprofessionallearning.ca/learning-to-relate/.



Learning suggestions for using the features in **Learning to Relate** are found on **pages 3 and 4** of the *How and When to Use the First Nations, Métis and Inuit Professional Learning Website Guide* at www.fnmiprofessionallearning.ca/wp-content/uploads/2017/10/FNMI_Learning-Guide_Oct2017.pdf.

Using the Empowering the Spirit website

Use the resources on the **Instructional Design** webpage at <http://empoweringthespirit.ca/instructional-design/> to create instructional designs that value Indigenous and other knowledge systems as powerful drivers of learning to promote cultural appreciation and advance reconciliation.



Find resources for **Sharing through Story** at <http://empoweringthespirit.ca/sharing-through-story/>.



Access the **Cultures of Belonging** webpage at <http://empoweringthespirit.ca/cultures-of-belonging/> to find supports that foster whole school approaches that invite teaching and learning approaches that include Indigenous ways of knowing, doing, and relating to promote a sense of belonging for all students.





Questions for Reflection and Discussion

What instructional approaches can you identify that will help you weave understandings of historical, social, economic, and political implications of treaties and agreements with First Nations; legislation and agreements negotiated with Métis; and residential schools and their legacy, into your curriculum?

Where can and/or do you weave in opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit in your curriculum?

How can the curriculum and grade-specific resource lists on the **Learning to Do** webpage and on the **Pedagogy** webpage help you identify these opportunities? How can the *Weaving Ways* resource on the **Classroom Supports** webpage inform your planning?

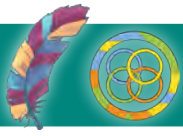
What guidelines could you identify to help you select both classroom and professional learning resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit?

How can the resources and supports in **Learning to Relate** and in **Cultures of Belonging** facilitate collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education? How can these resources and supports help you facilitate meaningful community connections?

Activity

Revisit the gallery of curriculum-based resources on the **Learning to Do** webpage of the **First Nations, Métis and Inuit Professional Learning** website and the **Classroom Supports** webpages of the **Empowering the Spirit** website. Create a grid that identifies curriculum applications and/or resources appropriate for your classroom contexts.

<i>Supports for developing knowledge and understanding of, and respect for:</i>	Subjects	Units	Lessons/Classes
Histories, cultures, languages of First Nations, Métis and Inuit			
Experiences and contributions of First Nations, Métis and Inuit			
Contemporary contexts of First Nations, Métis and Inuit perspectives			



Strengthening Instructional Leadership

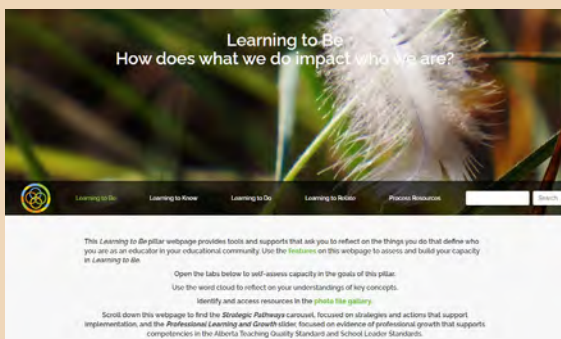
The leadership resources on the **FNMI Professional Learning** website and the **Empowering the Spirit** website can be accessed to support initiatives that build understandings and capacity of all members of the school community, foster relationships with the broader community, pursue opportunities and engage in practices that develop knowledge and understanding as well as facilitate reconciliation.

Using the FNMI Professional Learning website

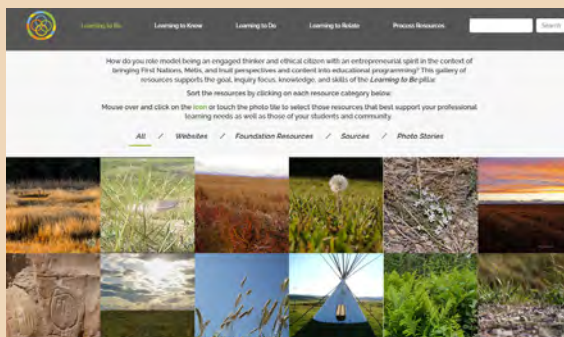


The **Learning to Be** and **Learning to Relate** webpages on the **First Nations, Métis and Inuit Professional Learning** website can provide opportunities for reflection, collaboration, relationship building and capacity building with members of the school community.

The **Learning to Be** webpage at www.fnmiprofessionalllearning.ca/learning-to-be/ can be used as a starting point for encouraging educators to reflect on the things they do that define who they are as an educator in their educational community.



Resources in the photo tile grid on this webpage can establish a base of resources that educators can use to support their learning. Encourage educators to create their own repository of sources and supports as part of their professional learning plans.



Using the Empowering the Spirit website



The **Leading the Learning** section on the **Empowering the Spirit** website at <http://empoweringthespirit.ca/leading-the-learning/> provides resources that support staff development, from promising practices to illustrative examples from school jurisdictions and supporting resources from Alberta Education.

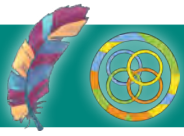


Supporting Staff Development at <http://empoweringthespirit.ca/supporting-staff-development/> includes resources for leading professional learning and implementing promising practices.

Use the resources on this webpage to support application of foundational knowledge of First Nations, Inuit, and Métis and in developing instructional approaches.



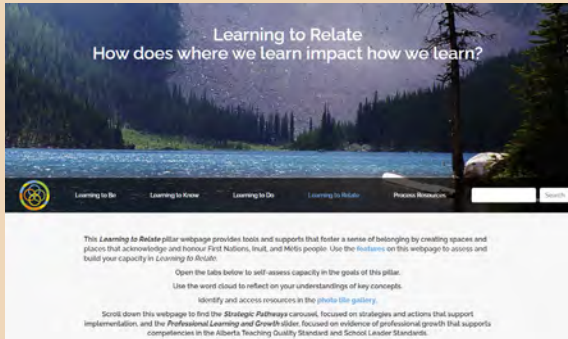
A **Facilitator Guide** for the **ARPDC Foundational Knowledge Conversation Guide** series is included on this webpage. The **Conversation Guides** are provided on the **Digging Deeper** webpage at <http://empoweringthespirit.ca/digging-deeper/>.



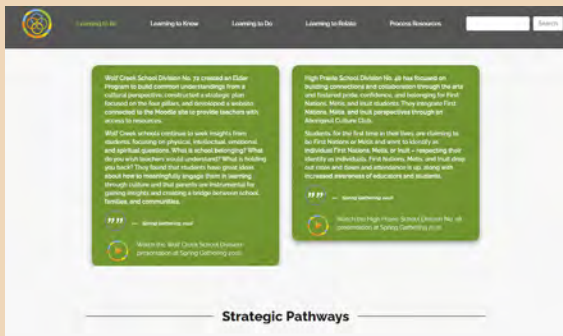
Strengthening Instructional Leadership

Using the FNMI Professional Learning website

The **Learning to Relate** webpage at www.fnmiprofessionallearning.ca/learning-to-relate/ emphasizes collaborative approaches to professional learning.



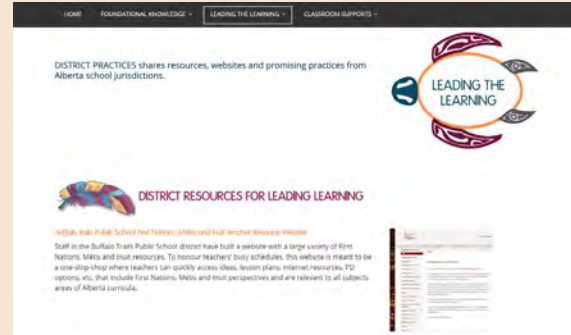
Video presentations from school authorities across Alberta are provided on each of the **Learning to Be**, **Learning to Know**, **Learning to Do** and **Learning to Relate** webpages. Share these video presentations as additional examples of promising practices.



Learning suggestions for using the features in **Learning to Be** and **Learning to Relate** are found on **pages 3 and 4** of the *How and When to Use the First Nations, Métis and Inuit Professional Learning Website Guide* at www.fnmiprofessionallearning.ca/wp-content/uploads/2017/10/FNMI_Learning-Guide_Oct2017.pdf.

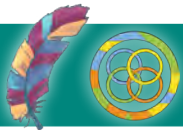
Using the Empowering the Spirit website

Explore resources, websites and promising practices from Alberta school jurisdictions on the **District Practices** webpage at <http://empoweringthespirit.ca/district-practices/>.



Go to **From Alberta Education** at <http://empoweringthespirit.ca/from-alberta-education/> to focus on links and documents that support the mandatory inclusion of First Nations, Métis and Inuit perspectives and experiences in current and future curriculum in Alberta.





Questions for Reflection and Discussion

How can you enable all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit, using the supports on the **Learning to Be** webpage and on the **Leading the Learning** webpages?

What initiatives are currently in place in your school authority to facilitate reconciliation in your school community? How can the resources in **Learning to Be** and **Learning to Relate** facilitate a sense of belonging, reflection and collaboration within these initiatives? How can the examples shared on **District Practices** provide exemplars for your initiatives? How might the **videos** on each of the **Learning to Be**, **Learning to Know**, **Learning to Do** and **Learning to Relate** webpages provide additional exemplars of practice?

How might the resources provided in **Supporting Staff Development** be used to support communities of practice for instructional leaders?

What initiatives can you identify that can build capacity of the school community to support First Nations, Métis and Inuit student achievement? How can the examples in **District Practices** inform and inspire your planning?

What might you identify as priorities in developing a professional learning plan for achievement of **Competency 5** and its indicators in the Professional Practice Standards? Revisit the planning tools on the **Process Resources** webpage of the **First Nations, Métis and Inuit Professional Learning** website.

Activity

Revisit the galleries on each of the webpages of the **First Nations, Métis and Inuit Professional Learning** website and the resources on the **Leading the Learning** webpages of the **Empowering the Spirit** website. Using the information and resources you find, identify and build a bank of resources that can support your school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit.

<i>Supporting your school community in:</i>	Resources
Understanding the historical, social, economic, and political implications of: treaties and agreements with First Nations; legislation and agreements negotiated with Métis; and residential schools and their legacy	
Aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement	
Enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit	
Pursuing opportunities and engaging in practices to facilitate reconciliation within the school community	

This guide was developed by the Alberta Regional Professional Development Consortia and funded through a grant from Alberta Education to support implementation. It is freely provided in support of improved teaching and learning under a Creative Commons license.