

September 26th Pro-D/Admin Day



Discussion Questions to Facilitate Department Conversation

How/what Indigenous perspectives are already being shown/used in the content area you are planning?

Indigenous perspectives are embedded throughout SEL & the Core Competencies, what are some explicit examples in your content area?

In what ways are Indigenous Perspectives already embedded in your pedagogy?

Guiding Questions for Planning

How are you integrating Indigenous content, perspectives, and principles of learning in your planning?

How can I enhance this content to engage all of my students?

Are there biases, stereotypes and/or prejudices that this unit/resource may implicitly promote?

What systems of power are shown through this unit/lesson?

Are you acknowledging the stories, knowledge and understandings from Indigenous nations or people?

How can you localize the content, stories, understandings?

- Using First Peoples Principles of Learning (FPPoL):
 - ◇ How is my identity shaped by my own culture and the lands on which I work, play and learn?
 - ◇ How do we support students in deepening their understanding of the connection between language learning and cultural identities?
 - ◇ In what ways can I extend my current practices to include more Indigenous worldviews and content?

Resources – books, websites, speakers, etc.

First Peoples Principles of Learning <http://www.fnesc.ca/first-peoples-principles-of-learning/>

First Nations Education Steering Committee: Choose 'Learning First Peoples' <http://www.fnesc.ca/>

Surrey Aboriginal Resources: <https://aboriginalresourcesforteachers.weebly.com/>

First Nations 101 by Lynda Gray (2nd edition) <https://www.firstnations101.com/>

Wayi-Wah! Indigenous Pedagogies An Act for Reconciliation and Anti-racist Education- Jo Chrona
<https://luudisk.com/wayi-wah-indigenous-pedagogies-an-act-for-reconciliation-and-anti-racist-education-sept-2022/>

Indigenous Content for Communicating Student learning

Existing Practices – lessons, units, activities, connections to FPPoL, etc.

FPP – Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

How do your assessment processes and practices support the well-being of the individual?

Do my assessment practices capture the multiple ways in which students demonstrate learning, outside the prescribed assignments?

Do my assessment practices allow students to choose the way they would like to demonstrate learning and in a way that builds student confidence, efficacy, and well-being?