

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 in Languages

Message from District Helping Teacher—Lily Kamarn

“Hi Language Teachers (Core/Intensive French, Punjabi, Spanish & Japanese), I will be able to join this virtual meeting space from 11am-12pm. Please feel free to start on the discussion questions before I arrive.”

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

Learning about Metis ways of beading, painting, and weaving

Learning about Metis history

Resources – books, websites, speakers, etc.

We have used the Ministry documents – Indigenous Knowledge and Perspectives for Core French, Punjabi and Spanish to help discuss implicit and explicit connections and how they show up in our work now and in the future (this doc is available for all subject areas)

Books from Strong Nations on Metis, resources from <https://metistradingpost.shop/> for scarves and books; wooden spoons as musical instruments