

First Peoples Principle of Learning	In The Classroom
<p><b>Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create learning opportunities for students to learn about family, family histories, traditions and the relationship between the community and its environment.</li> </ul>
<p><b>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use circles for group discussion and strategies that promote student engagement.</li> <li><input type="checkbox"/> Provide lots of opportunity for student talk.</li> <li><input type="checkbox"/> Use inquiry and project-based learning to give students opportunities to learn from each other.</li> <li><input type="checkbox"/> Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts</li> <li><input type="checkbox"/> Governance and social organization in local and global Indigenous societies</li> </ul>
<p><b>Learning involves recognizing the consequences of one's actions.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunity for students to take risks and learn from mistakes.</li> <li><input type="checkbox"/> Interact with students in ways that promote self-regulation.</li> <li><input type="checkbox"/> Aboriginal knowledge of ecosystems</li> <li><input type="checkbox"/> Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts</li> <li><input type="checkbox"/></li> </ul>
<p><b>Learning involves generational roles and responsibilities.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create opportunity for Elders, and local resource people to be in your classroom and in your school.</li> <li><input type="checkbox"/> Promote personal responsibility and leadership opportunities for students.</li> <li><input type="checkbox"/> Show awareness of how story in First Peoples' cultures connects people to family and community</li> <li><input type="checkbox"/> Recognize the importance of story in personal, family, and community identity</li> <li><input type="checkbox"/> Develop awareness of how story in First Peoples culture connects people to land</li> <li><input type="checkbox"/> Traditional and contemporary Aboriginal arts and arts-making processes</li> </ul>
<p><b>Learning recognizes the role of Indigenous knowledge.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Validate Indigenous knowledge by placing it alongside "western" knowledge as an equal and complementary knowledge (e.g. Traditional Ecological Knowledge and Science).</li> <li><input type="checkbox"/> Make connections to mathematical topics and concepts <a href="http://mathcatcher.irmacs.sfu.ca/">http://mathcatcher.irmacs.sfu.ca/</a></li> </ul>
<p><b>Learning is embedded in memory, history, and story.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use story in all subject areas.</li> <li><input type="checkbox"/> 11 Things You Should Know About Aboriginal Oral Traditions.</li> <li><input type="checkbox"/> <a href="https://www.ictinc.ca/blog/11-things-you-should-know-about-aboriginal-oral-traditions">https://www.ictinc.ca/blog/11-things-you-should-know-about-aboriginal-oral-traditions</a></li> </ul>
<p><b>Learning involves patience and time.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This principle directly supports the idea that learning is an <i>individualistic process</i> that cannot be rushed or arrived at according to a pre-determined schedule (including specific age). This refers to the understanding that learning happens when a person is ready for it, and that learning is most effective when it occurs in a setting where the learning can be applied in an authentic context.</li> </ul>
<p><b>Learning requires exploration of one's identity.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create good relationship with students so there is safety to explore and express their identity.</li> </ul>
<p><b>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teach Aboriginal history, current realities and perspectives.</li> <li><input type="checkbox"/> Use credible resources, including local Aboriginal elders, and knowledge keepers. (Refer to resource list: <i>Infusing Aboriginal Content, Worldview and Perspectives into Your Teaching Practice.</i>)</li> <li><input type="checkbox"/> Do not teach about ceremony or sacred practices.</li> </ul>