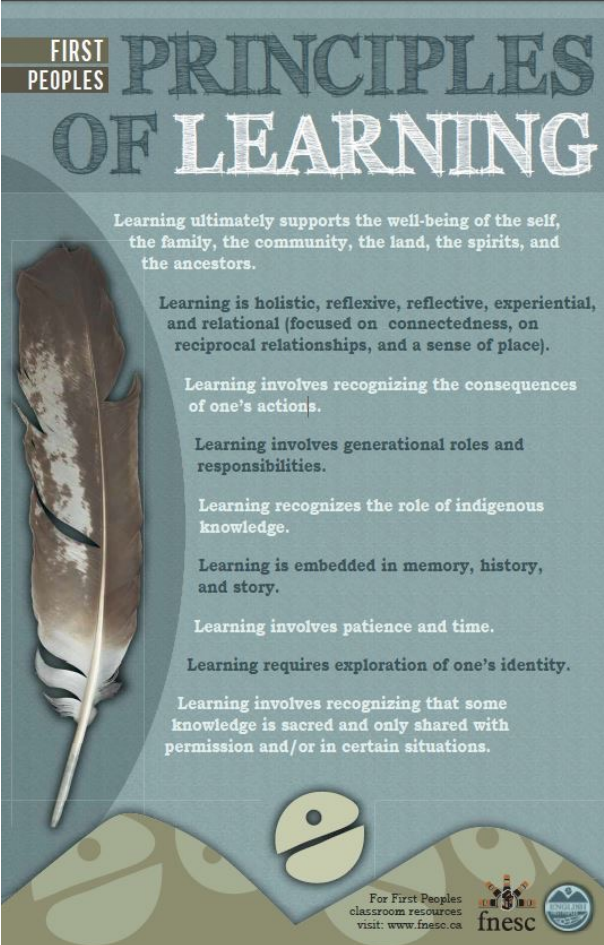


# Incorporating First People's Principles of Learning

What Does It Actually Look Like?



**FIRST PEOPLES PRINCIPLES OF LEARNING**

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

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.


Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)

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

1. Create opportunities for students to make connections between their learning and the world outside the classroom (field trips, nature experiences...)
2. Service activities that "make a difference"
3. Allow for choice and personalization of projects
4. Make connections between the physical and spiritual world (emphasize Creator/creation connection)
5. Value the uniqueness of each individual learner and their strengths
6. Provide for multiple ways to represent learning
7. Connect local contexts with what is being studied



Learning is holistic, reflexive, reflective, experiential, and relational with a focus on connectedness and a sense of place

1. Create cross-curricular learning opportunities
2. Build healthy relationships with and between students
3. Provide choice and flexibility in learning activities
4. Use circles for group discussion and ensure all voices are heard (establish protocols)
5. Set up ways students can each experience mentoring and being mentored
6. Use inquiry and project-based learning
7. Express times when teacher has been able to learn from students
8. Use scaffolding to provide deeper learning (consider curriculum pathways)
9. Connect students' personal experiences with current learning
10. Provide lots of times for students to talk and share
11. Use local resources and contexts to support learning



## Learning involves recognizing the consequence of one's actions

1. Take the time to teach consistent class protocols and processes
2. Provide support when students fall below expected achievement
3. Provide opportunity for students to take risks
4. Set up times for students to self-assess and learn from their mistakes
5. Emphasize and promote self-regulation skills and emotional intelligence
6. Provide occasions for autonomy and choice in what and how to learn



## Learning recognizes the role of Indigenous knowledge

1. Validate Indigenous knowledge, especially in science/nature
2. Verbalize that the teacher is a learner alongside students
3. Include Indigenous perspectives and content in curricular areas
4. Create cross-curricular learning experiences
5. Set up occasions for students to learn as they interact with nature



## Learning is embedded in memory, history and story

1. Use stories and metaphors in all subject areas
2. Seek to know the history and stories of local territories
3. Give students times when they can share their stories and listen to the stories of their classmates
4. Discuss the meanings students can derive from the stories they read or hear
5. Teach students to seek wisdom through listening and asking questions



## Learning involves patience and time

1. Emphasize the learning that comes from process and seeking mastery
2. Revisit a concept multiple times to explore from multiple perspectives
3. Scaffold learning to deepen understanding
4. Adapt curriculum emphases to meet needs and interests of current students
5. Be flexible with scheduling, especially to capture learning moments



## Learning requires exploration of one's identity

1. Create a safe environment where students can express their identity
2. Avoid generalizing about learners based on cultural stereotypes
3. Validate student identity by showing interest in their family and culture
4. Provide opportunities for individual expression
5. Allow for sharing of personal and family history



Learning recognizes that some knowledge is sacred and only shared with permission and/or in certain situations

1. Use credible resources when teaching Indigenous history
2. Get permission before using resources
3. Don't presume to teach about Indigenous ceremonies or their sacred practices
4. Ask questions if you are unsure
5. Encourage involvement from local elders and academics



## Summary of related teaching practices

1. Talking- sharing stories, circle, think-pair-share, asking questions, presentations
2. Project-based learning- inquiry-based, building on prior knowledge
3. Scaffolding- breaking up the learning into chunks and providing a tool, or structure, with each chunk.
4. Collaboration- family and community connections, relationships
5. Connections to the real world- field trips, current events, cultures, experts, nature, service activities
6. Choice- building on strengths, taking risks, responsibility for actions
7. Personal identity- respect for cultures, understanding emotions, self-regulating
8. Flexibility- revisiting concepts, extending time, cross-curricular learning
9. Spiritual elements- respect for beliefs of others, applications of personal faith

