



Stepping Stones



INDIGENOUS EDUCATION RESOURCES

Planning your learning journey

What resources are available to support my professional learning goals related to developing and applying foundational knowledge about First Nations, Métis and Inuit to benefit all students?

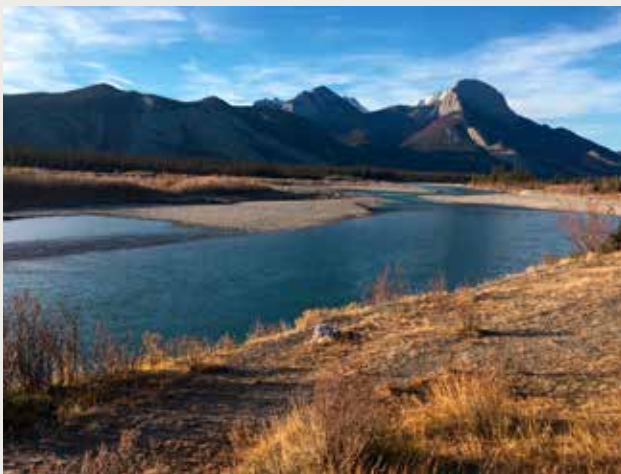


PHOTO PROVIDED BY SHANNON LOUTITT IN JASPER

FIRST STEPS



Generally, Indigenous education or pedagogy is based on a philosophy of lifelong and holistic learning that includes many ways of knowing, being, understanding and doing acquired through activities such as experiential learning, oral teachings and place-based learning.¹ Listening to an Elder, Knowledge Keeper or Cultural Advisor is an opportunity to learn about Indigenous knowledge, cultural beliefs and traditional practices within your local community. An Elder's presence and perspective can foster positive relationships and promote understanding on our shared journey of reconciliation. Please refer to the Walking Together Stepping Stone on Elder protocol² for guidance on approaching First Nations, Métis and Inuit Elders, Knowledge Keepers and Cultural Advisors.

Teachers' annual professional learning goals are informed by their classroom and school context, curriculum needs, school and district goals, and professional self-reflection. This publication is intended to support individual and collaborative professional learning about First Nations, Métis and Inuit histories, world views, cultural beliefs and contemporary contexts to enhance professional practice and support education for reconciliation.





“Indigenous peoples’ worldviews, oral history traditions, and practices have much to teach us about how to establish respectful relationships among peoples and with the land and all living things. Learning how to live together in a good way happens through sharing stories and practicing reconciliation in our everyday lives.”³



ATA SPECIALIST COUNCIL

The Indigenous Education Council of the ATA (IECATA) is open to all teachers, Indigenous and non-Indigenous, and is focused on providing professional development activities and resources to support Indigenous education. IECATA seeks to add capacity to Alberta’s education system by promoting Indigenous ways of knowing and connecting members of the school community to Indigenous resources for use in their classrooms. Teachers are encouraged to visit the IECATA website at www.indigenousedc.ca/ for information about membership, the annual conference and education resources.

PROFESSIONAL LEARNING WEBSITES

Many of the websites listed here are portals that serve as a gateway or main entry point to other quality resources to support your professional learning related to Indigenous education. Note that some resources may appear on more than one of the websites listed below.

Foundational Knowledge

- Building the Future: Support for Education, Health and Well-being of Indigenous Youth and their Communities, Martin Family Initiative, www.themfi.ca

- Empowering the Spirit, Alberta Regional Professional Development Consortium, <http://empoweringthespirit.ca>
- First Nations, Métis and Inuit Professional Learning, Alberta Regional Professional Development Consortia, www.fnmiprofessionallearning.ca/
- Indspire K–12 Institute Online Resource Centre, <https://indspire.ca/programs/educators/online-resource-centre/>

Professional learning resources to increase foundational knowledge about First Nations, Métis and Inuit should include collaboration with local Elders, Knowledge Keepers and Cultural Advisors.

- Métis Culture, Gabriel Dumont Institute of Native Studies and Applied Research, <https://gdins.org/metis-culture>
- Métis Nation of Alberta, <http://albertametis.com>
- Premières Nations, Métis et Inuits, Consortium provincial francophone, <http://moodle.frab.ca/course/view.php?id=9041>
- *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*, www.mmiwg-ffada.ca/final-report
- Rupertsland Institute, Métis Centre of Excellence, www.rupertsland.org
- Talking Together, Alberta Education www.learnalberta.ca/content/aswt/talkingtogether/ (Note: This is not for use in classrooms, and it requires Flash.)
- Walking Together: Digital Resource, Alberta Education

www.learnalberta.ca/content/aswt/ (Note: This is not for use in classrooms, and it requires Flash.)

- Walking Together: Education for Reconciliation, Alberta Teachers’ Association, www.teachers.ab.ca/For%20Members/Professional%20Development/IndigenousEducationandWalkingTogether/Pages/WalkingTogether.aspx

Indigenous History and Contemporary Issues

- Aboriginal Peoples Television Network (APTN), <http://aptnnews.ca/tag/alberta/>
- Assembly of First Nations (AFN), www.afn.ca/policy-sectors
- CBC Indigenous www.cbc.ca/news/indigenous
- Alberta Region, Indigenous Services Canada, www.sac-isc.gc.ca/eng/1100100020655/1614278941889
- National Film Board of Canada, Indigenous Cinema, www.nfb.ca/indigenous-cinema/
- Treaties and Agreements, Indigenous and Northern Affairs Canada, Government of Canada, <https://www.rcaanc-cirnac.gc.ca/eng/1100100028568/1529354090684>

Residential Schools and Education

- *Honouring the Truth, Reconciling for the Future*, http://trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf
- Legacy of Hope Foundation, <http://legacyofhope.ca/> **ENG/FR**
- National Centre for Truth and Reconciliation NCTR, University of Manitoba, <https://nctr.ca/map.php>
- *Truth and Reconciliation Commission of Canada: Calls to Action*, http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf
- Where are the Children? Healing the Legacy of Residential Schools, Aboriginal Healing Foundation <http://wherearethekids.ca/en/> **ENG/FR**

Online Print Resources

- Alberta Education. 2005. *Our Words, Our Ways: Teaching First Nations, Métis and Inuit Learners*. Alberta Education website. <https://education.alberta.ca/media/3615876/our-words-our-ways.pdf>.
- Manitoba Education. 2000. *Our Way is a Valid Way: Professional Educator Resource. A Western and Northern Canadian Protocol Professional Resource for Educators*. Alberta Education website. <https://arpcresources.ca/pd-resource/our-way-is-a-valid-way-professional-educator-resource>
- United Nations. 2008. Declaration on the Rights of Indigenous Peoples. United Nations website. www.un.org/esa/socdev/unpfi/documents/DRIPS_en.pdf
- University of Manitoba. 2018. National Centre for Truth and Reconciliation (NCTR). Truth and Reconciliation Reports. NCTR website. <https://nctr.ca/>

Libraries

The library websites in this section provide links to many quality publications and professional resources; however, complete library access may be restricted to ATA members, university students and/or faculty.

- ATA Library Guide, Indigenous Education, Alberta Teachers' Association, <https://teachers-ab.libguides.com/indigenousresources>
- First Nations, Métis and Inuit Contexts in Education, University of Alberta, <http://guides.library.ualberta.ca/first-nations-metis-inuit-contexts-in-education/teacher-resources>
- First Nations, Métis and Inuit Curriculum Collection, University of Lethbridge, www.uleth.ca/education/resources/fnmi-collection
- Inuit Tapiriit Kanatami, National Representational Organization for Inuit in Canada, www.itk.ca

Curriculum Development and Classroom Resources

The resources listed in this section are designed to support the development of K–12 classroom curriculum that incorporates First Nations, Métis and Inuit history, culture, ways of knowing and perspectives.

- Alberta Education, Sample Lesson Plans (Grades 1–9 and high school), www.learnalberta.ca/content/fnmilp/index.html
- Alberta Regional Professional Development Consortium (ARPCD) FNMI PD Resource Collection, Government of Alberta <https://arpcresources.ca/tag/fnmi/>
- Guiding Voices: A Curriculum Development Tool for Inclusion of First Nations, Métis and Inuit Perspectives Throughout Curriculum, Alberta Education www.learnalberta.ca/content/fnmigv/index.html
- The National Centre for Collaboration in Indigenous Education, www.nccie.ca/

Taking Action and Classroom Activities

- First Nations Child and Family Caring Society of Canada, <http://fncaringsociety.com>, includes resources to support many initiatives, such as Jordan's Principles, Shannen's Dream and Honouring Memories, Planting Dreams.
- Métis Crossing, www.metiscrossing.org, is first cultural interpretive center in Alberta and is reflective of the core values of the Métis community in its development and operation. The center provides tours of the museum, historical village and lots of interactive learning opportunities.
- The Moose Hide Campaign, <https://education.moosehidecampaign.ca/>, is "a grassroots movement of Indigenous and non-Indigenous men and boys who are standing up against violence toward women and children. Wearing this moose hide signifies

your commitment to honour, respect and protect the women and children in your life and to work together to end violence against women and children." View the Moose Hide Campaign Learning Platform for K–12 for lesson plan ideas and resources.

- Orange Shirt Day, www.orangeshirtday.org/, started in 2013 and is intended to raise awareness about the legacy and impact of the Indian residential school system in Canada. Its foundational story involves six-year-old Phyllis Webstad, who, on the first day at St Joseph's Residential School in Williams Lake, British Columbia, had her specially chosen orange shirt taken away from her. View the website for lesson plan ideas and resources to participate in Orange Shirt Day in your classroom or school.
- Project of Heart, <http://projectofheart.ca/> **ENG/FR**
Project of Heart is an interactive, hands-on, collaborative, artistic journey for seeking the truth about Indigenous people in Canada and embarking on a journey to reconciliation. The website offers all the resource material required to implement Project of Heart in your classroom or school.
- *Their Voices Will Guide Us*, www.mmiwg-ffada.ca/wp-content/uploads/2018/11/NIMMIWG-THEIR-VOICES-WILL-GUIDE-US.pdf, is a student and youth engagement guide intended to introduce the value of Indigenous women's and girls' lives into the classroom and into the minds and hearts of young people.



ATA FILE PHOTO

NEXT STEPS



Teachers are required to reflect on the success of their annual professional growth plan activities. Delour's Four Pillars of Learning, adopted by UNESCO and published in *Learning: The Treasure Within*, provides teachers with a useful framework for lifelong learning and professional self-reflection.⁵

Learning to Know:

What have I learned about First Nations, Métis and Inuit histories, cultures, ways of knowing and perspectives?

Learning to Do:

How will I incorporate what I have learned to enhance my professional practice?

Learning to Be:

How have my professional learning activities changed my understanding and appreciation of Indigenous peoples?

Learning to Live Together:

How will I use my new knowledge, understandings and skills to advance education for reconciliation in the school community?



Stepping Stones is a publication of the Alberta Teachers' Association **Walking Together Project** intended to support certificated teachers on their learning journey to meet the First Nations, Métis and Inuit Foundational Knowledge competency in the Teaching Quality Standard.

Walking Together would like to acknowledge the contributions of First Nations, Métis and Inuit community members within Alberta in developing these resources.

For additional resources and information on Walking Together visit www.teachers.ab.ca.

www.teachers.ab.ca  [walkingtogetherata](https://www.instagram.com/walkingtogetherata)  [@ATAindigenous](https://twitter.com/ATAindigenous)

NOTES

1. "Forts, Curriculum, and Indigenous Métissage: Imagining Decolonization of Aboriginal-Canadian Relations in Educational Contexts," Dwayne T Donald. *First Nations Perspectives* 2, 1 (2009), p 1. http://mfnerc.org/wp-content/uploads/2012/11/004_Donald.pdf
2. Elder Protocol, Stepping Stones series. Alberta Teachers' Association. <https://teachers.ab.ca/SiteCollectionDocuments/ATA/For-Members/Professional%20Development/Walking%20Together/PD-WT-16g%20-%20Elder%20Protocol.pdf#search=Walking%20Together%20Elder%20Protocol>
3. Phil Fontaine, Aimée Craft and the Truth and Reconciliation Commission. 2015. *A Knock at the Door*, p 156.
4. <https://fnmiec.ca/>
5. Four "Pillars of Learning" for the Reorientation and Reorganization of Curriculum: Reflections and Discussion, Zhou Nan-Zhao, UNESCO. <http://ibe.unesco.org/cops/Competencies/PillarsLearningZhou.pdf> (ENG) <http://unesdoc.unesco.org/images/0010/001095/109590eo.pdf> (FR)

**All websites have been verified and are current as of the date of publication.*



Walking Together

EDUCATION FOR RECONCILIATION

