

Teaching with the First People's Principles

There are many ways in which educators might be implementing these principles in their teaching practice. Taking the time to examine these ideas and reflect on how they play out in your approach to teaching and the student learning experience is a valuable practice. Think about how some of the following examples might apply in your classroom.

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

- Deeper connection to the self through mindfulness exercises and values-based education that is grounded in basic moral philosophy
- Examination of habits in the family that have wider impact in the community through analyses of environmental footprint, water usage, or consumption patterns in the home
- Analyses of patterns of usage and consumption in wider community settings such as the school, community centre, or public parks and beaches
- Field studies; experiential, outdoor learning in natural environments to enhance connection to the natural world
- Analyse, and reflect on experiences and observations made out in the field, in nature by connecting back to self, family, community, and curricular content.

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

- Curricular content is explicitly linked to student interest through inquiry-based project work.
- Student learning happens in different environs to allow for greater understanding of issues across a wider context and for cultivating a sense of place.
- The classroom is broadened to include places located outside of the school which are directly linked to topics covered in classes.
- Through a process of inquiry, project work, experience, and reflection, students strengthen understanding of connectedness and interrelationships among self, others and the natural world.

Learning involves recognizing the consequences of one's actions.

- Student learning begins with an examination of the self and identification of core values.
- Students analyse their own actions and habits in relation to environmental topics and then look more broadly at community actions and habits that contribute to environmental issues.
- Students will work on action projects to change habits and to be positive and proactive about analysing and altering patterns of usage and consumption in their world.

Learning involves generational roles and responsibilities.

- Bringing in subject experts, elders, or knowledgeable community members to help with classroom projects, field studies, etc.
- Examining subject content from different perspectives
- Directly teaching about family roles and responsibilities across different cultures and historical contexts

Learning recognizes the role of Indigenous knowledge.

- Inviting speakers and guides from local Indigenous communities to share their knowledge and perspectives on various subjects
- Employing Indigenous guides on field experiences and including Indigenous scholars and writers in your resources

Learning is embedded in memory, history, and story.

- Including historical context when delivering concepts
- Framing current knowledge with historical precedents
- Acknowledging oral traditions and storytelling as valuable instructional modalities and historical sources

Learning involves patience and time.

- Students can outline a project and design a timeline for completion and implementation in consultation with a teacher-mentor.
- Teachers adjust content delivery to accommodate differences in levels of skill or understanding.
- As educators are we able to slow down? Be flexible? Shift the structure of our courses? Create space for reflection, review, connection, synthesis?

Learning requires exploration of one's identity.

- Exploring different values, from personal to broader cultural values
- Identifying personal core values and beliefs
- Connecting underlying beliefs, values, and philosophies to actions and institutions in the world
- Building self-awareness through exploration of student interests, and reflection

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

- Cultivating respect for and acknowledgement of different ways of knowing and expertise in all its forms