First Nations, Metis, and Inuit Studies Implementation
April 29, 2015

Introductions

- Important for Guidance Counsellors to be present -- they are the ones, often, who are promoting/guiding students into FNMI studies courses.
- Curriculum Review Process → Curriculum is coming; as of now they are at the tail end of editing! This has been a long process, with many stakeholders providing input, to get here. There literally have been hundreds of hands involved in this process!
- Key elements of the revised curriculum → include connecting the pieces → goals, vision, essential understandings are highlighted. The essential understanding, or big ideas, are central to FNMI studies.
- FNMI courses align with other subject areas. The FNMI courses align with the English curriculum format. English teachers, for instance, would be comfortable picking up the new document because there are some familiar components (e.g. using the inquiry process).

Ongoing Questions Activity

*What Do I Need to Know?*

*What Do I Need to Understand?*

*What Do I Need to Honour?*

*What Do I Need to Do?*

**Vision**: the knowledge and skills embedded in this curriculum will benefit all students in Ontario, Aboriginal and non-Aboriginal.

Inquiry Activity

- Package of artefacts placed on each table.
• Divide table group into groups of 2 or 3. Choose one artefact to take a look at. The instructions for the activity are inside the plastic sleeve.

• Working in a group of 2 or 3, review the artefact and the supporting material(s). With your elbow partner, share your thoughts about inclusion in a unit of study.
  o Start from a place of respect that this is truth → understand that the creation story is the truth; just as true as the Biblical creation story is for a Christian.
  o Give the students an opportunity to teach you → you teach me about this truth.

• What is the deeper learning?

• There are guiding questions in the artefact package. This time, when you look at the artefact again, use the guiding questions/key considerations.

• As teachers we need identify our own stereotypes and biases. With the inquiry process, some of these will be unpacked with students through the inquiry process.

Artefacts re: Identity
  o **Level 1** - The Contributions Approach: What does it mean to be a Metis person?
  o **Level 2** - The Additive Approach: Why do different people have different means of identification (e.g. driver’s licence, status card, passport, etc.)?
  o **Level 3** - The Transformation Approach: What do these three pieces tell us about FNMI identity?
  o **Level 4** - The Social Action Approach: Why does the government have to legally identify First Nations people in a specific way (through a status card)? How might this impact how the people are viewed by themselves or others?
Lunch

Fundamental Principles of Assessment

Improve assessment by:

- Co-plan with the students
- Start with the students in terms of planning
- Make assessment transparent
- Assessment is not about task completion

In an ideal learning environment --

- Students start with
  - self,
  - family,
  - community,
  - and then cycle back to self-reflection and personal growth
- Discussion of differences between approaches to assessment → Western View vs. Indigenous View.
- Paradox between individualized instruction based on the students vs. accountability and data piece.
- New model → cooperative, holistic, focus on mastery before moving on
- In our current practices, what assessment practices might be problematic for students?
  - EQAO
  - Exams at the end of the semester →
    - Alternative: show me what you mastered and how you mastered it
- Assessment for, as, and of learning
- Things to think about: mapping success criteria on the achievement chart; stop and jot observations; walk around with rubric as conversations are going on.
- Some key learnings:

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Learning is a lifelong journey → culturally relevant education; student-family-community → four domains of learning (head, heart, spiritual, physical) → English Language Learners

- How would a culturally responsive assessment approach along with culturally appropriate assessment tools address essential understandings through the course?
- Keep the words “First Nations, Metis, and Inuit” intact as much as possible. Opportunity for discussion: discuss terminology. Indigenous as opposed to Aboriginal. Rich conversations around this topic can be had.
- When we are starting any class, terminology comes up. Terminology is so confusing.
  Progression of terminology is apparent.

Indian → Aboriginal → Native → First Nation, Metis, Inuit → Indigenous.

**Essential Understanding**

** Honeycomb pattern of these “big ideas” **
- Aboriginal Titles and Treaty Rights -- connection to rights and freedoms
- Community → connection to family
- Cultural Unity and Diversity
- Traditional Knowledge -- practices and protocols
- Ancestral Knowledge -- connection to spirit
- Land - connection to the natural world
- Interconnectedness of all things
- See what’s new in the document! These are still pre-publication documents. They are beyond the draft stage. At this point, Indigenous scholars are perusing the document.

**Walking our Talk -- Reflection on the Learning**

- Tell me your learning journey story (from today…)}
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