

### 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.

These principles were first articulated by a diverse team of Indigenous educators, scholars and knowledge-keepers during the development of English 12 First Peoples.

### First Peoples Pedagogy

These learning resources are guided by the recognition of ways of learning inherent in First Nations' worldviews. While each First Nation has its own unique identity, values and practices, there are commonly held understandings of how we interact and learn about the world. In respect of these, this guide includes activities that:

- are learner centred
- are inquiry based
- are based on experiential learning
- emphasize an awareness of self and others in equal measure
- recognize the value of group processes
- support a variety of learning styles

The activities are based on the above principles which reflect a respectful and holistic approach to teaching and learning and are an example of Indigenous Knowledge.

### *What Is Important to Understand About Using This Guide*

The guide is intended to help facilitate the respectful and meaningful inclusion of Indigenous knowledge and perspectives into the BC classrooms. As such, it often reflects an approach to Indigenous knowledge that values a holistic, integrated approach to teaching and learning.

As a part of a holistic approach, this guide does not attempt to create units for sole applicability to one course or a single grade, and does not attempt to match individual lessons with specific learning outcomes.

Teachers will need to explore and examine all parts of the guide to determine what to use that makes the most sense given the contexts of who the students are, where the learning is taking place, the course and grade level, and the background knowledge or comfort levels of the teacher.

It is acknowledged that exploration of the thematic units to determine the best units and activities to use for specific courses, grades, and student contexts may require thoughtful consideration and time of a teacher, but it is also more consistent with an Indigenous approach to learning.

It is expected that the additional time required to explore the guide will result in an increase of background knowledge and understanding for educators, and is an opportunity for teachers to collaborate with educators of other courses and grades.

While this guide is focussed on a specific curricular area of learning, teachers are encouraged to make explicit links to other curricular areas.

This guide also does not replace what educators are expected to already know about effective assessment practices. As such, the guide does not endeavour to include these in detail. While some formative assessment opportunities are suggested, educators may need to use their own expertise to more fully develop these. As well, they will need to develop their own summative assessments to match the activities that they use.