

# Integrating First Peoples Principles of Learning

Adapted from Chrona, 2016  
[www.firstpeoplesprinciplesoflearning.wordpress.com](http://www.firstpeoplesprinciplesoflearning.wordpress.com)

# First Peoples Principles of Learning

- Increased emphasis in BC
- Explicit visibility in revised curricula
- “Integrate Aboriginal worldviews and knowledge”

# Why integrate FPPL and FP Content?

- This is an important first understanding.
- All else grows from there.



# 1st - Relevancy and Inclusion

## ▶ BC Student Profile:

- 62,763 self-identified Aboriginal students in public school system (11.2% of the public school population).
- 8,812 of these are First Nations students on reserve (in public schools).
- 4699 students in First Nations Schools

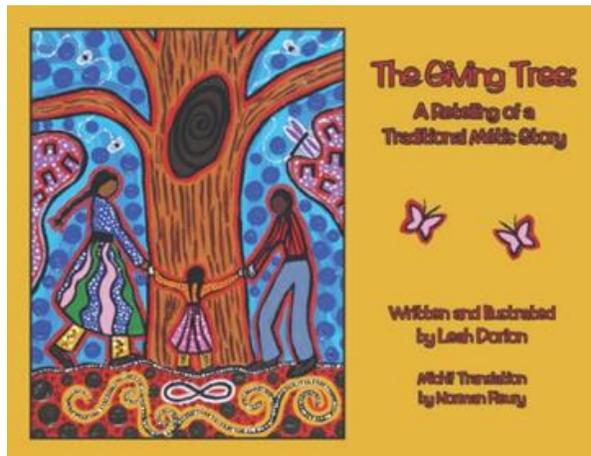
FPPL necessary to creating responsive system for Aboriginal learners

# 2<sup>nd</sup> - Supports Rich Diversity of BC Classrooms

## Benefits for all learners

- ▶ - “The inclusion of Aboriginal perspectives and knowledge... is based on the understanding that Aboriginal perspectives and knowledge are a part of the historical and contemporary foundation of BC and Canada
- ▶ - With a more in-depth knowledge of Aboriginal people and their history, all students in British Columbia will have a foundation for developing mutual understanding and respect.”

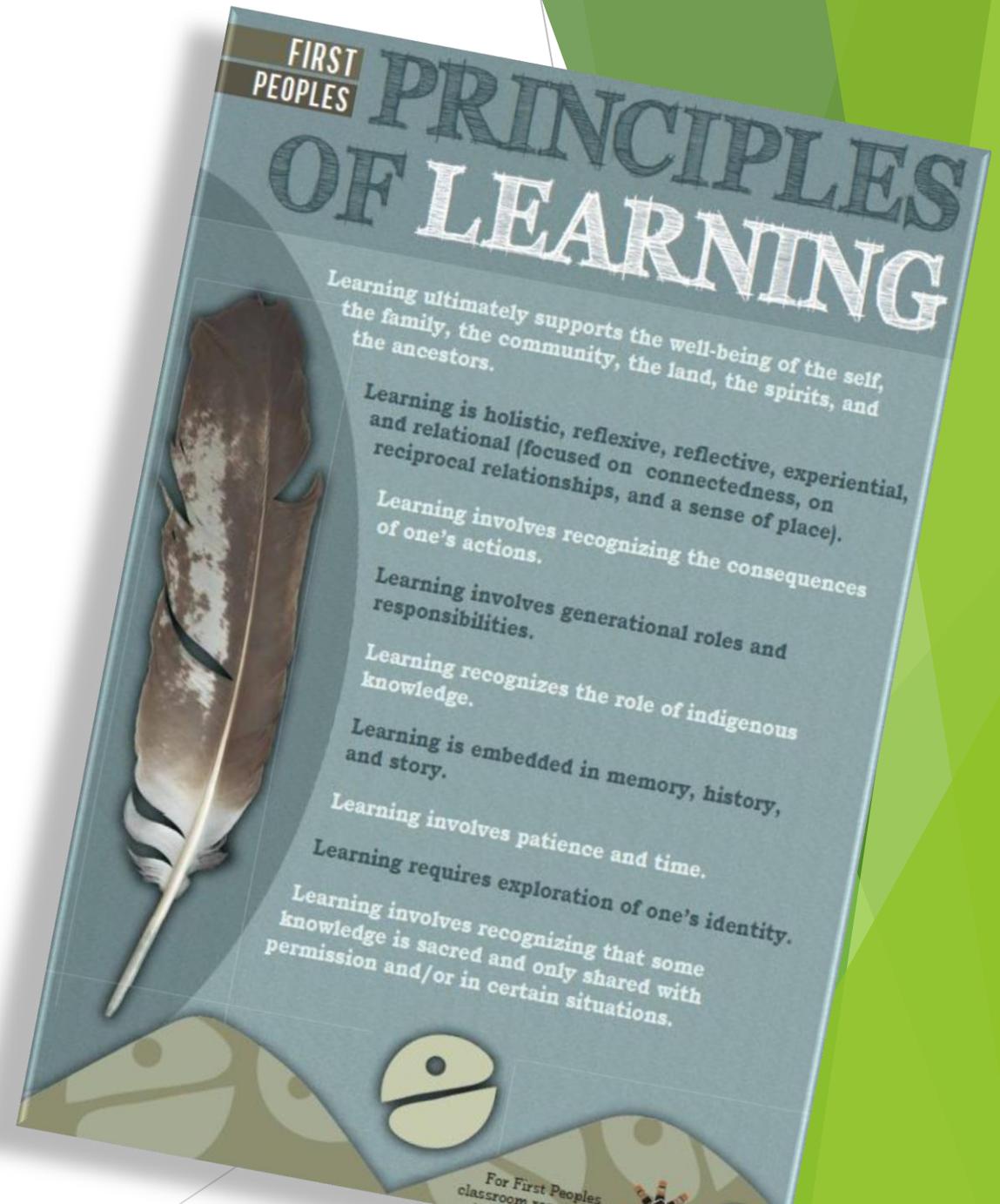
Exploring Curriculum Design, 2013



***If not here,  
then where?***

# What Are They?

- A framework for teaching and learning environments
- First articulated and written in 2006/07
- Reflecting common values and perspectives about education held by First Peoples in BC
- Not intended to capture full reality of any single First Peoples' society



# What Is Important to Know?



Principles are interconnected

- lead to healthy education experience

Original “inclusive” approach to education

- access for all learners to meet their needs

Rely on educators’ philosophy/disposition

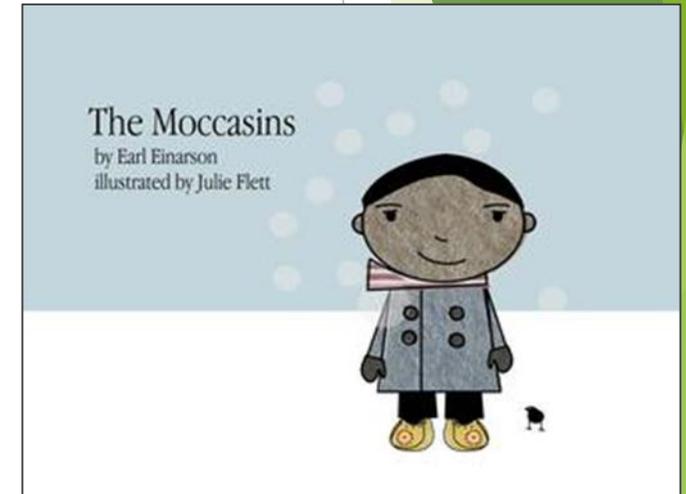
- curiosity, patience, respect

# Theme: Emphasis on Relationship

- Relationship between teacher and learner
  - Relationship to all **others** (responsibility to family and community(ies))
  - Relationship to **self** (understanding identity, personal strengths/challenges)
  - Relationship to the land
- ▶ Links to Core Competencies:
- Social Responsibility
  - Personal Awareness and Responsibility
  - Positive Personal and Cultural Identity
  - Communication

# Connection to Identity

- Identity is what connects people to each other, to communities, and to the land; it is inextricably linked to learning.
- Our ways of understanding the world influence what we deem as important to teach and to learn, and influence our pedagogical choices.
- Impacts educator - what are your philosophical theories of education?
- Impacts learners - how does learner connect the learning to who he or she is? This is a fundamental aspect of learning.



# Theme: Connection to Land

- Learning ultimately **supports** the well-being of the self, the family, the community, **the land**, the spirits, and the ancestors.
- Learning is ... **focused on connectedness...** and a **sense of place.**

# Theme: *Holistic Nature of Learning*

- All aspects of being: mental, physical, social/emotional, spiritual
- Relevant and connected to other aspects of life and communities.
- Connects to learning outside of the classroom

# Some Implications for Classrooms/Schools

- Creating **collaborative, cooperative** learning opportunities
- Providing **choice and flexibility** in activities so that different aspects of the whole self can be attended to
- **Integrating family** (including extended family) and **community** members into the learning experiences
- Including experiential learning opportunities, including **learning on the land**

## As well as ...

- **Authentic** learning opportunities - product not “just for teacher”
- Using **humour** - helps connect to social/emotional, spiritual and physical well-being
- Providing “apprenticeship” and **mentor** options for learning - with adults, with other students
- Reinforcing the links between school and the rest of the learners’ lives. Extend beyond the walls of the classroom and school

# Theme: The Role of Indigenous Knowledge

- ▶ Education systems are not value neutral. *What* is taught, and *how* it is taught reflects cultural values.
  - Why has Indigenous knowledge been absent?
  - How do we integrate it?



# A part of Reconciliation through Education

- We don't know what we don't know - history of Canada and First Peoples led to suppression of traditional knowledge
- Increased recognition in scientific communities - valuable knowledge of Traditional Ecological Knowledge and perspectives of interacting with the environment
- Concept of “story” and its impact on learning grown in recognition
- FPPL are one example of Indigenous knowledge

# Implications for Schools/Classrooms

- Ensuring meaningful inclusion of Indigenous content and/or perspectives in all curricular areas
- Recognizing that Indigenous knowledge is connected to specific contexts - *start local*
- Collaborating with colleagues and community members

# How Do We Do This?

- Honour differing starting places - we are all at various stages in our own learning
- Collaborate! Colleagues and community can help support the work
- Take thoughtful risks
- *Be willing to make mistakes and learn from them*
- *Start where you can*



# Exploring the Principles

Working in small groups (3-4), choose ONE of the principles

(Activity and handouts from [www.firstpeoplesprinciplesoflearning.wordpress.com](http://www.firstpeoplesprinciplesoflearning.wordpress.com))



1. Read and discuss the following:

- What stands out most to you? What resonates for you personally?
- What do you see as having most potential for impact on schools or classroom practice?
- What questions do you have? What might you want to learn more about?

2. Record and share out your responses.