

CONTINUING OUR LEARNING JOURNEY: INDIGENOUS EDUCATION IN BRITISH COLUMBIA



Facilitator's guide to supporting the successful implementation of a professional learning resource focused on Indigenous Education in British Columbia.



Acknowledgments

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First Nations Education Steering Committee

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Ministry of Education, Learning Division and Education Programs Division

Network of Inquiry and Indigenous Education

Open School BC

The Greater Victoria School District No 61



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Overview

This facilitator's guide includes an overview of the intention and key topics in each module, links to the videos and suggested times, and information for discussion activities. It also includes information on what you need to do to prepare for the workshop.

Background

The concept for *Continuing Our Learning Journey: Indigenous Education in B.C.* originated from thoughtful conversations with B.C. educators about how to bring Indigenous knowledge, content and perspectives into classrooms and schools. Early in the conversations, secondees with the Ministry of Education were fortunate to connect with Jo-Anne (Jo) Chrona, Curriculum Manager with First Nations Education Steering Committee and Denise Augustine, Director of Indigenous Education, School District 79. It was decided to develop a full-day professional learning opportunity that combines video presentations and activities. Jo Chrona, the central presenter in the videos, generously shared her work that she has been facilitating across British Columbia as the foundation for this project. The authors of this resource are grateful to the contributors for supporting this project as we work to support educators in the field.

Intentions

In the BCTF 2017 member survey, members asked for more resources on how to include authentic Indigenous knowledge, perspectives, and content in B.C.'s redesigned curriculum. This request led to conversations with Indigenous learning leaders. It became evident that simply providing resources is not enough to generate significant or lasting change in schools. The goal was to provide a professional learning experience for educators to learn together through listening, talking, questioning, and processing.

Continuing Our Learning Journey: Indigenous Education in B.C. gives participants the opportunity to explore the following questions:

- How can Indigenous knowledge and perspectives enhance learning for all?
- How can we use the First Peoples Principles of Learning as a framework for our practice to create an equitable education system for all learners, ensuring that the system is responsive to Indigenous learners?
- What can our classrooms/schools/districts look and sound like when they are grounded in the First Peoples Principles of Learning?
- What about resources to help respectfully integrate Indigenous knowledge and perspectives into classrooms and schools?
- What continued learning do we each need to engage in?

“Easy to use
presentation.
Excellent.”

Pilot group participant feedback

Intended Audience

This workshop is for educators and district teams in all school and district community groups. Some components may also be shared with parents. This resource will have the greatest impact if shared with a group of participants who view the videos and participate in activities and discussions to share and learn together.

“I really liked how the video portions were short and interspersed with talk time to mix things up and keep it engaging.”

Pilot group participant feedback

Timing and Presentation Options

There are three modules, which consist of video presentations and activities. Each module has a suggested length of time (see below). There is also an optional session on examples and case studies that can be offered at the end of the workshop or at an alternate time.

Module 1: B.C. Context and Assumptions (1–1.5 hours)	Module 2: First Peoples Principles of Learning (1–1.5 hours)	Module 3: Authentic Resources and Frequently Asked Questions (1–1.5 hours)	Final Message and Next Steps (30 minutes)	Examples of Practice (Optional) (Variable)
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The workshop can be delivered as a full-day professional learning opportunity. It is also possible to offer the workshop over several sessions, using one module for each session. We recommend following the order as each module builds upon the next. If participants miss a session, please provide them with video links prior to their participation in future sessions.

Sample Full-Day Schedule

8:45 am–9:00 am	Gallery walk to consider quotations while having refreshments
9:00 am–9:15 am	Territorial welcome or acknowledgement and setting the shape of the day
9:15 am –10:45 am	Module 1: B.C. Context and Assumptions
10:45 am–11:00 am	Break
11:00 am –12:30 pm	Module 2: First Peoples Principles of Learning
12:30 pm–1:00 pm	Lunch
1:00 pm–2:00 pm	Module 3: Authentic Resources and Frequently Asked Questions
2:00 pm –2:30 pm	Examples of Practice (Optional – may need more time)
2:30 pm –3:00 pm	Final Message and Next Steps

Using the Facilitator's Guide

Key Components of the Learning

In a Group

This professional learning program is a blend of video presentations, small group discussions, and group activities. Throughout the learning series there are many opportunities for partner or small group conversations. Suggested times are indicated on the website. During the partner or group discussions, you might consider doing a “whip around” so that groups can share their ideas with everyone. This resource is not prescriptive about how to structure the discussions. You know your context and audience best and so discussions should be structured according to what works best for the group.

Some aspects of this work may be difficult for participants. We recognize that some people may feel vulnerable or uneasy as the work requires us to have difficult conversations so that we can learn together. Jo Chrona's words at the beginning of Module 1 are important for setting the context of the learning. The speakers in all the videos always come from a place of authenticity, and in some cases urgency, to help everyone move further along their personal and professional journey of understanding Indigenous perspectives and knowledge.

Individually

It is also possible for people to complete the learning program on their own. Individuals can take time to ponder the provocations and reflect upon their own experiences and future actions instead of discussing with a partner or group.

“The video format is so smart for this type of presentation. We have talked about feeling uncomfortable with the teaching of this content or afraid of making mistakes. This presentation means that the person running the presentation can “not be an expert” and can participate/learn at the same time as leading it.”

Pilot group participant feedback

Advanced Preparation and Materials

Territorial Acknowledgment

Before beginning the workshop, it is important to either have a traditional territory acknowledgement or welcome. Prior to the workshop, you will want to arrange for a person to welcome everyone to the traditional territory. This would only be done if someone from the local traditional territory (or territories) is present to do the welcome. The School District Indigenous Education principal or other contacts will have information about specific protocols.

If no one from the traditional territory is present, the acknowledgement is usually done by the person hosting the meeting/gathering. If you are unsure of how to acknowledge the territory, please ask your School District Indigenous Education Department.

Technical Considerations

You will need a good Wi-Fi connection or network connection to show the videos. We recommend that you test the connection in the room where you are holding the workshop to ensure it works. You will also need the following:

- computer
- projector
- screen
- speakers

Materials

You will want to bring the following materials to the workshop:

- chart paper
- markers
- tape to post chart paper
 - Printed copies of the information related to each of the First Peoples Principles of Learning (at least one copy per group). These can be accessed online at: <https://firstpeoplesprinciplesoflearning.wordpress.com/first-peoples-principles-of-learning/>
 - Printed copies of the [First Peoples Principles of Learning poster](#) for participants.
- Printouts of the thought leader quotes to post throughout the learning space. These can be accessed online at: <https://www.openschool.bc.ca/indigenoused/pdf/Quotations.pdf>

Module Topics Overview

Pre-workshop Activity (Optional)

Intention

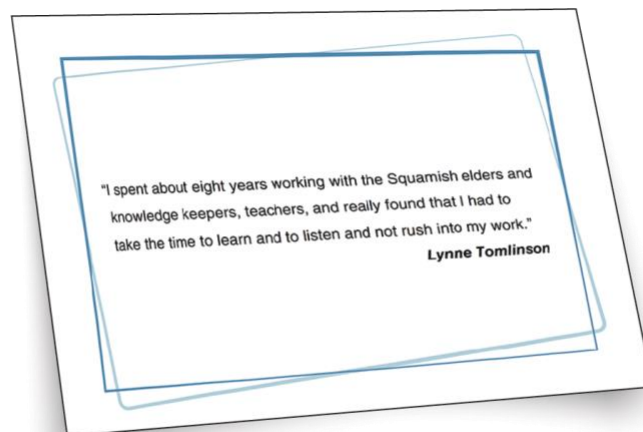
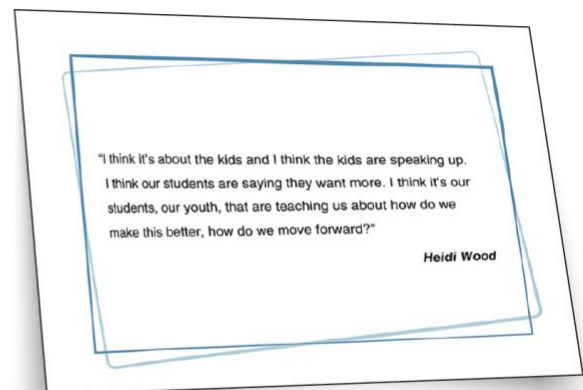
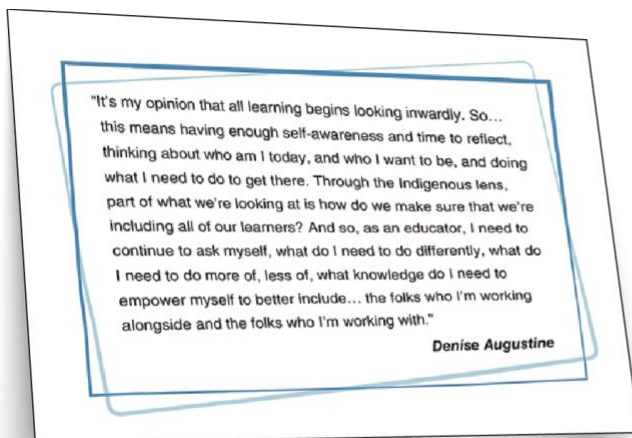
Provide a soft start to the day by posting quotations throughout the learning space for a gallery walk activity. As participants arrive, ask them to consider the quotations and notice connections or make note of questions that may surface.

Time

10–15 minutes

Resources

The quotations (<https://www.openschool.bc.ca/indigenoused/pdf/Quotations.pdf>) are for printing on large paper and posting during the workshop. Individuals doing the workshop on their own will also want to read through the quotations.



Module 1: B.C. Context and Assumptions

Intention

The first module sets the focus of the professional learning work. Jo Chrona, Curriculum Manager of the First Nation Education Steering Committee, gives an overview of Indigenous education in British Columbia and challenges participants to consider several common assumptions about Indigenous education and Indigenous learners.

Time

1–1.5 hours

Key Topics

- Local introductions (facilitators) and territorial acknowledgements (see page 4)
- Introduction and welcome by Kaleb Child, Director of Indigenous Education, Learning Division, Ministry of Education
- Introduction of presenter Jo Chrona, Curriculum Manager with First Nations Education Steering Committee
- Inspiring our Learning — Opening thoughts from educators in BC
- Why focus on Indigenous education in BC?
 - Equity for Indigenous learners
 - Responsive education
 - The need for Indigenous education for all learners
- Assumptions we need to challenge to move forward

Activities

During Module 1, there are six opportunities for partner or group discussions. Groups of three to five people are recommended.

“I think that starting with assumptions and biases are a great way to open people up and ask people to be vulnerable/receptive.”

Pilot group participant feedback



Module 2: First Peoples Principles of Learning

Intention

This module gives participants the opportunity to deepen their understanding of the First Peoples Principles of Learning. Jo Chrona offers historical information about how and when the First Peoples Principles of Learning were articulated and shares themes that are throughout the principles. Participants discuss the various principles during a group activity.

Time

1–1.5 hours

Key Topics

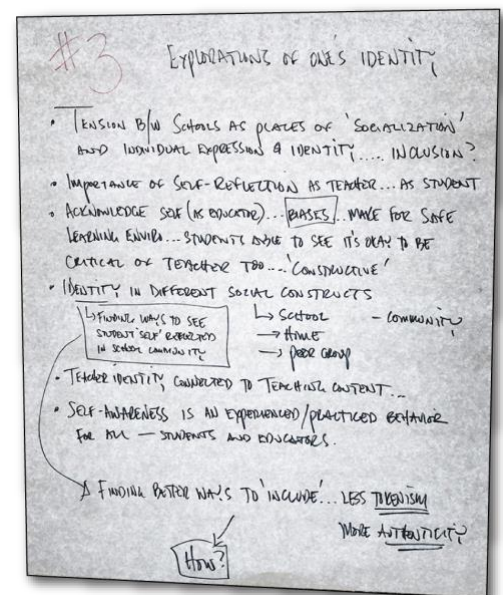
- Using the First Peoples Principles of Learning to support and transform
- Valuing Indigenous knowledge
- Moving forward

Activities

Three opportunities for partner or group discussions and one group activity outlined on page 8.

Resources

- First Peoples Principles of Learning printed and available for groups of participants (<https://firstpeoplesprinciplesoflearning.wordpress.com/first-peoples-principles-of-learning/>). It is recommended to have at least one full set at each table group.
- Chart paper and markers so that participants can brainstorm and record their ideas and learning to share with the whole group.



Activity – Exploring the First Peoples Principles of Learning

1. Form groups of three or four.
2. Have each group choose one of the First Peoples Principles of Learning (alternatively, the facilitator can assign a principle to each group).
3. Ask the groups to read the information from Jo Chrona’s WordPress website about their chosen First Peoples Principles of Learning, either as a group or individually (<https://firstpeoplesprinciplesoflearning.wordpress.com/first-peoples-principles-of-learning/>). Consider asking participants to choose a principle they are less familiar with for the activity.
4. 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?
5. Ask the groups to record their responses and “a ha” moments on chart paper.
6. Either invite groups to share their responses or post the chart paper around the room and invite everyone to participate in gallery walk.



Module 3: Authentic Resources and Frequently Asked Questions

Intention

This module offers guidance on authentic First Peoples resources, using resource guides created by First Nations Education Steering Committee and the Métis Nation British Columbia. It also features frequently asked questions and responses from a variety of B.C. thought leaders.

Time

1–1.5 hours

Key Topics

- Defining authentic First Peoples resources
- Considering existing resources
- Developing locally based resources
- Rubric for evaluating resources
- Frequently asked questions with responses from B.C. educators

Activities

One group activity where participants are given time to consider and evaluate a FNEC resource. Eight opportunities for partner or group discussions.

Resources

- [FNEC, Learning First Peoples Classroom Resources](#)
- [First Nations Education Steering Committee \(FNEC\) website](#)
- [Métis Nation British Columbia website](#)



Final Messages and Next Steps

Intention

Jo Chrona and other B.C. educators wrap up the learning and challenge participants to set goals to get started or continue to build an equitable education system for all.

Time

About 30 minutes



Examples of Practice (Optional)

Intention

This optional session offers case studies and examples that show how educators in B.C. have begun or continue their work with Indigenous education. These examples can be used to support educators (individuals or groups) as they work to set professional or school goals. There are seven case studies, one video example from a school district and two videos showcasing the Network of Inquiry and Indigenous Education (NOIIE) 2018-2019.

Time

Variable depending on approach and examples used.

Key Topics

Each of the ten examples (seven case studies from NOIIE, two videos from NOIIE and a video from School District 61 – Greater Victoria) showcase ways in which schools and districts have deepened their learning and approaches to Indigenous education.

Activities

To consider the ten examples participants could:

- Participate in a Jigsaw activity
- Review the ten examples in small groups and discuss key ideas, questions, or connections

Resources

Networks of Inquiry and Indigenous Education (NOIIE)

- [Spiral of Inquiry](#) two video overviews of BC school initiatives that support Indigenous education and learners.
- [Seven case studies](#) that show examples of how schools transformed through their work with the First Peoples Principles of Learning or inclusion of Indigenous worldviews and perspectives.
- Additional case studies are available on the [NOIIE website](#).



Greater Victoria School District 61

- [Video](#) showing how drumming was brought into the school district

Timing Breakdown

Module	Topic	Breakdown	Timing
Pre-workshop	Gallery walk of quotations.	Optional activity, while educators arrive, prior to starting workshop.	10–15 minutes
Opening	Local and territorial acknowledgements	Guidelines on page 4	5 minutes
Module 1 Part 1	Inspiring the way Introduction and welcome Introduction of Jo Chrona Understanding the whys	5 videos 2 Pause for group/partner discussions	25–30 minutes
Part 2	Challenging Assumptions	6 videos 4 Pause for group or partner discussions	35–60 minutes
Module 2 Part 1	Using the First Peoples Principles of Learning to support/transform education	3 videos 3 Pause for group or partner discussions	20–30 minutes
Part 2	Valuing Indigenous knowledge	2 videos Exploring the First Peoples Principles of Learning Activity (see page 8)	40–60 minutes
Module 3 Part 1	Authentic Resources	1 video FNESC Resource Review Group Activity	20–30 minutes
Part 2	Frequently Asked Questions	8 videos 8 Pause for group or partner discussions	40–60 minutes
Final Messages and Next Steps	Closing and goal setting Final messages could go after the examples and case studies if being used.	2 videos 1 Pause for group or partner discussion 1 Self-reflection Activity	20–30 minutes
Examples of Practice (Optional)	NOIIE case studies, NOIIE videos and School District 61 Drumming video	2 NOIIE Videos 7 NOIIE case studies (can be printed) SD61 Greater Victoria School District Video Review and Reflect Activity	variable

References

Chrona, J. (2014, November 26). *First Peoples Principles of Learning*. Retrieved from <https://firstpeoplesprinciplesoflearning.wordpress.com/>

First Nations Education Steering Committee. (n.d.). *Learning First Peoples*. Retrieved from <http://www.fnesc.ca/learningfirstpeoples/>

Métis Nation British Columbia. (2019). *Métis Nation British Columbia Education*. Retrieved from <https://www.mnbc.ca/documents-resources/education>

Networks of Inquiry and Indigenous Education (NOIIE). (2019). Retrieved from <https://www.noii.ca/>