Compiled by
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[FIRST PEOPLES PRINCIPLES OF LEARNING: RUBRICS FOR GROWTH]

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

This principle refers to the understanding that ultimately, the primary purpose of learning is for well-being

Self	Family and Community	Land	Spirits and Ancestors
• The uniqueness of each learner is valued and appreciated. • Each person is unique, there are many different ways learning occurs • This view encourages having options for learners so that they can access ideas and develop understanding through their strengths as opposed to a deficit model	• What is learned by individual also needs to be a benefit to his or her family and community • Learning recognizes the interconnectedness of the family and community by inclusive and accessible school communities.	• The community and natural environment are regarded as the "classroom". • Education is tied to place; the two cannot be separated.	• Understanding that people owe their lives to those who have come before, and learning should respect what has been learned from those ancestors

[This principle] parallels the stress on collaboration in constructivist learning. It supports the constructivist concept that learning is socially constructed and the social constructivist theory learning occurs as a result of the individual's interaction within a group or community (Vygotsky, 1978).

Implications for Classroom and School Include

- Critically examining what is/has been considered important to teach and learn and why it is/has been considered important (i.e. asking what agenda it serves).
- Critically examining what is being learned in terms of how it affects self, family, community and the land.
- Ensuring that there are multiple access points for students to learn.
- Ensuring that learners have various ways to represent what they learn.
- Making explicit connections to the social responsibility aspect of learning.
- Connect learning to broader community. Bringing in community members reinforces the links between school and the rest of the learners' lives.
- Beginning with looking at local contexts when examining concepts, topics or subject material, and then move outward.
- Engaging as much as possible with parents and extended family.

Relevant Core Competencies

Social Awareness and Responsibility

The ability and predisposition to cooperate and collaborate with others, display community-mindedness and stewardship, empathize with and appreciate the perspective of others, and create and maintain healthy relationships within one's family, community, society, and environment.

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

	Awareness	Developing	Acquiring	Action/Advocacy	Goal Statements
	Implies a sense of need to know	Implies a willingness to address one's own understandings and beliefs	Implies a demonstration of knowledge and respect	Implies a demonstration of knowledge, respect and a commitment to advocacy	
Learning ultimately supports the well-being of the self	→（awareness to action/advocacy arrow）				-The uniqueness of each learner is valued and appreciated. -Each person is unique, there are many different ways learning occurs -This view encourages having options for learners so that they can access ideas and develop understanding through their strengths (as opposed to a deficit model)
Learning ultimately supports the well-being … of the family … [and] of the community	→（awareness to action/advocacy arrow）				-What is learned by the individual also needs to benefit his or her family and community
Learning ultimately supports … the well-being of the land	→（awareness to action/advocacy arrow）				-The community and natural environment are regarded as the "classroom". -Education is tied to place; the two cannot be separated.
Learning ultimately supports … the well-being of the spirits, and the ancestors	→（awareness to action/advocacy arrow）				-understanding of the interconnectedness between past and contemporary knowledge; learning should respect what has been learned from history.

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

Strand:	Evidence	Goal Statements
Learning ultimately supports the well-being of the self		-The uniqueness of each learner is valued and appreciated. -Each person is unique, there are many different ways learning occurs -This view encourages having options for learners so that they can access ideas and develop understanding through their strengths (as opposed to a deficit model)
Learning ultimately supports the well-being … of the family … [and] of the community		-What is learned by the individual also needs to benefit his or her family and community
Learning ultimately supports … the well-being of the land		-The community and natural environment are regarded as the "classroom". -Education is tied to place; the two cannot be separated.
Learning ultimately supports … the well-being of the spirits, and the ancestors		-understanding of the interconnectedness between past and contemporary knowledge; learning should respect what has been learned from history.

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

Learning is:

Holistic	Reflexive	Reflective	Experiential
- experiences in school needs to be an authentic part of students' life experiences rather than be designed or experienced as a preparation for a life to be lived later - Effective learning environments pay attention to the whole child, including the physical, mental, social/emotional, and spiritual aspects of the learner - - It is important to understand that "spiritual" in First Peoples contexts does not equate with religious beliefs. Doige (2003) indicates that "[o]ne's spirituality is the inner resource that facilitates knowing oneself, one's surroundings, and finding meaning for one's self in connection and relation to those surroundings" (p. 146-7).	- Learning is reflexive. It builds upon itself, exponentially increasing as learners develop new knowledge and deeper understandings of how everything is ultimately connected.	- Reflective thinking is a key process in coming to understand new concepts and determining the relevancy of information and ideas - Moon (2001) refers to the use of reflection as a significant learning tool in the processes of making meaning, working with meaning, and transformative learning – a continuum of "deep learning" processes where ideas are linked to each other, and integrated together before being restructured into new understandings.	- Learning is achieved by doing and thinking, through engaging in a hands (and minds on) approach - experiential nature of learning supports the constructivist approach to learning which emphasizes "knowledge and competence as products of the individual's conceptual organization of the individual's experience" (von Glasersfeld, 2008, p. 48). - knowledge building is supported by intentional social interaction where participants provide constructive response to each other's work. In addition, the positive effect of collaborative learning is supported by Rogers and Ellis in their explanation of collaboration within the framework of distributed cognition (Rogers & Ellis, 1994) whereby knowledge is shared throughout networks of people

Implications for Classroom and School Include:
- Developing a healthful relationship between teacher and learner. Relationship between teacher and learner is often considered one of the primary indicators of student success for many students.
- Integrating family (including extended family) and community members into the learning experiences.
- Helping learners develop relationships with the surrounding community (both people and land).
- Developing cross-curricular learning experiences for learners.
- Including as much experiential learning as possible.
- Ensuring learners see relevancy in what they are learning.
- Providing choice and flexibility in activities so that different aspects of the whole self can be attended to.
- Using humour.
- Helping learners develop the skills they need for effective self-reflection.
- Respectfully incorporating the use of the circle for group discussion.
- Creating collaborative and cooperative learning opportunities.
- Providing apprenticeship options for learning.
- Providing opportunities for learners to mentor other students, or be mentored by others
- Providing multiple access points for all learners in learning activities so that everyone can access opportunities for learning.
- Providing multiple ways for learners to represent their learning.

Relevant Core Competencies
Positive Personal and Cultural Identity
- The awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspective, and sense of place.

Social Awareness and Responsibility
- The ability and predisposition to cooperate and collaborate with others, display community-mindedness and stewardship, empathize with and appreciate the perspective of others, and create and maintain healthy relationships within one's family, community, society, and environment.

Communication
- The set of abilities that students use to acquire, impart, and exchange information, experiences and ideas; to connect, engage, and collaborate with others; and to recount and reflect on their experiences and learning.

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

	Awareness	Developing	Acquiring	Action/Advocacy	Goal Statements
	Implies a sense of need to know	Implies a willingness to address one's own understandings and beliefs	Implies a demonstration of knowledge and respect	Implies a demonstration of knowledge, respect and a commitment to advocacy	
Learning is holistic…				⟶	- experiences in school needs to be an authentic part of students' life experiences rather than be designed or experienced as a preparation for a life to be lived later -Effective learning environments pay attention to the whole child, including the physical, mental, social/emotional, and spiritual* aspects of the learner
Learning is … reflexive				⟶	It builds upon itself, exponentially increasing as learners develop new knowledge and deeper understandings of how everything is ultimately connected
Learning is … reflective				⟶	- Reflective thinking is a key process in coming to understand new concepts and determining the relevancy of information and ideas -Moon (2001) refers to the use of reflection as a significant learning tool in the processes of making meaning, working with meaning, and transformative learning – a continuum of "deep learning" processes where ideas are linked to each other, and integrated together before being restructured into new understandings.
Learning is … experiential				⟶	-Learning is achieved by doing and thinking, through engaging in a hands (and minds on) approach -experiential nature of learning supports the constructivist approach to learning which emphasizes "knowledge and competence as products of the individual's conceptual organization of the individual's experience" (von Glasersfeld, 2008, p. 48).

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Learning involves recognizing the consequences of one's actions.

- each person must take responsibility for his or her actions, and that all actions have consequences.
- how one's actions may affect others (such as family, community, and/or the land)
- effective learning environments respects and supports diverse talents and learning styles

Implications for the Classroom and School Include:
- Providing learners with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, in how they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner.
- Helping learners become aware of the natural consequences (to themselves and others) of their actions. This might include letting learners make mistakes and then helping them to learn from those mistakes (as long as those mistakes do not cause harm to themselves or others).

Relevant Core Competencies
Personal Awareness and Responsibility
- Involves all aspects of personal well-being; making ethical decisions and taking responsibility for one's actions and how they impact self and others; and self-regulation.

Social Awareness and Responsibility
- The ability and predisposition to cooperate and collaborate with others, display community-mindedness and stewardship, empathize with and appreciate the perspective of others, and create and maintain healthy relationships within one's family, community, society, and environment.

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Learning involves generational roles and responsibilities.

[This principle highlights the theories of] behavior modelling and cognitive modelling as methods of supporting a constructivist learning environment. One of the roles of the teacher is to ensure that learners are ready to learn. In constructivism this would be reflected by the concept of scaffolding – providing initial supports that are gradually reduced until the learner is able to master the new learning (Hmelo-Silver, Duncan and Chinn, 2007).

Learning involves generational roles and responsibilities

- teaching and learning is the responsibility of all members of a community
- Elders in communities are a significant teachers for learners ("Elder" is a knowledgeable person who understands things that need to be learned by younger generations)

Implications for Classroom and School Include:
- Providing learning opportunities for students to teach and learn from students in different ages/grades.
- Providing leadership opportunities in a range of contexts.
- Connecting the classroom and school to other members of family and community.
- Inviting Elders into the school and classroom to share their knowledge.
- Bringing learners into the community to learn from people in other contexts.
- Providing opportunities for learners to mentor younger students, or be mentored by older learners or adults.
- Explicitly modelling learning processes for students.
- Providing necessary scaffolding and gradual release as the learner develops mastery.

Relevant Core Competencies
Personal Awareness and Responsibility
- Involves all aspects of personal well-being; making ethical decisions and taking responsibility for one's actions and how they impact self and others; and self-regulation.

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Learning recognizes the role of Indigenous knowledge.

What is Indigenous Knowledge (IK)?

IK can be broadly defined as the complex knowledge systems that have developed over time by a particular people in a particular area and that has been transmitted from generation to generation. It includes ecological and scientific knowledge. It also encompasses both the traditional and the contemporary as Indigenous knowledge continues to expand and develop.

Subject	Rationale
Sciences	It is important to understand that there are additional perspectives of science that are not reflected in Western science (Aikenhead, 2006a). Incorporating Aboriginal perspectives and knowledge in school science can "broaden all people's worldview and understanding of our interconnected relationship with the earth and environment.
English Language Arts	It is important to understand that the word "story" in First Peoples' contexts has a different meaning - narratives (traditionally oral, but now also written) that are used to teach skills, transmit cultural values and morals, convey news, record family and community histories, and explain our natural world. - do not equate with the construct of "short story" as is often taught in BC classrooms. - do not necessarily follow what is often taught as the "conventional" story structure (i.e. follow the "story arc"), and can often have complex circular or cyclical structures. - are an evolving form in Indigenous cultures, as is evidenced by the powerful work of many contemporary story tellers who create story through spoken word, song, writing, and music. The explicit inclusion of Indigenous literature (in its various forms) in BC schools and classrooms is based on the understanding that this is the land from which that literature originates.
Social Studies	- need to "teach social studies from the perspective of peoples who have been traditionally marginalized in, or excluded from, national narratives told in schools. This shift in outlook reflects a move away from engaging students with any singular conception of a national past, integrating multiple perspectives in the telling of Canada's stories of origin, its histories, and the movements of its People" (Scott, 2013). This shift includes an age-appropriate examination of the effects of colonization and the contemporary legacies of governmental policies though-out the history of Canada, including Indian Residential Schools policies , that have a significant effect on our society today.
Math	- education should be culturally responsive, and Math is no exception. - learning of Math can be approached through a culturally relevant lens. (FNESC/FNSA have also developed a Math First Peoples Teacher Resource Guide for grades 8/9 to help educators integrate First Peoples knowledge into Math)
Health and Physical Education	- need for balance integration of all aspects of being: physical, mental, spiritual and emotional aspects health of human being is linked to the health of the land and environment.

Implications for Classroom and School Include:

- The willingness of educators to see themselves as learners, and seek to develop their own understandings first.
- Understanding that education systems are not value neutral. Instead what is taught, and how it is taught reflects cultural values. Helping learners understand this may help them navigate through differing cultural beliefs.
- Ensuring meaningful inclusion of Indigenous content and/or perspectives in all curricular areas (without appropriation).
- Recognizing that Indigenous knowledge is connected to specific contexts. There is a great diversity in First Peoples across not only Canada, but also within BC. Because of this, it is important to understand that teaching resources that might be appropriate and relevant in one community might not be appropriate for another community or school district.
- Starting local. When deciding upon content that will be incorporated into the school or classroom, begin by checking with any local First Nations communities or Aboriginal organizations. Some may be able to help provide resources that are appropriate.
- Recognizing that local Aboriginal people can also be effective resources. This can be facilitated by developing relationships with the local community or Aboriginal organization(s).
- Integrating indigenous knowledge and perspectives in all curricular areas as an integral part of all learning (and not as an "add-on").. This often requires educators to see themselves as learners and seek to develop their own understandings first.

Relevant Core Competencies

Critical Thinking

- Involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication (2015, BC Ministry of Education).

Learning recognizes the role of Indigenous knowledge.

IK can be broadly defined as the complex knowledge systems that have developed over time by a particular people in a particular area and that has been transmitted from generation to generation. It includes ecological and scientific knowledge. It also encompasses both the traditional and the contemporary as Indigenous knowledge continues to expand and develop

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	Implies a sense of need to know	Implies a willingness to address one's own understandings and beliefs	Implies a demonstration of knowledge and respect	Implies a demonstration of knowledge, respect and a commitment to advocacy	
For Sciences					- Including TEKW (traditional ecological knowledge and wisdom) - Indigenous ways of knowing nature - sustainability - traditional practices of land management and stewardship
For English Language Arts					It is important to understand that the word "story" in First Peoples' contexts has a different meaning than current BC School models, and that First Peoples' stories are a pedagogy into themselves
For Social Studies					- need to "teach social studies from the perspective of peoples who have been traditionally marginalized in, or excluded from, national narratives told in schools." - includes an age-appropriate examination of the effects of colonization and the contemporary legacies of governmental policies though-out the history of Canada,
For Math					-education should be culturally responsive, and Math is no exception. -learning of Math can be approached through a culturally relevant lens. (FNESC/FNSA have also developed a Math First Peoples Teacher Resource Guide for grades 8/9 to help educators integrate First Peoples knowledge into Math)
For Health and Physical Education					- need for balance integration of all aspects of being: physical, mental, spiritual and emotional aspects -health of human being is linked to the health of the land and environment.

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Learning is embedded in memory, history, and story.

Memory, History and Story:

- First Peoples' knowledge… developed in a historical and cultural context
- emphasis in First Peoples' cultures to keep the oral tradition alive,
- aware of what has come before and how it influences both what is now, and how each person came to be (often shared in explanations of lineage and/or affiliation
- which also emphasize the importance of relationship

Implications for Classroom and School Include:
- Using story and narrative to teach across curricular areas.
- Providing learners with opportunities to share their stories, and their voices.
- Understanding the oral tradition, as well as its value and legal implications in Canada.
- Providing learners with the opportunities to listen to and connect with the stories of others.
- Understanding that all education systems are constructs based on specific sets of cultural values; what is considered important to learn is based on sets of the cultural values in a particular context, including the place (land) where the learning occurs.
- Thinking critically about what we consider important for students to learn and about how we choose to structure their learning experiences.

Relevant Core Competencies

Communication
- Encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media (2014, BC Ministry of Education).

Critical Thinking
- Involves making judgments based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication (2015 BC Ministry of Education).

Positive Personal and Cultural Identity
- Involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society (2014, BC Ministry of Education).

Learning is embedded in memory, history, and story.

	Awareness	Developing	Acquiring	Action/Advocacy	
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Learning involves patience and time.

Learning involved Patience and Time

- learning is an individualistic process that cannot be rushed or arrived at according to a pre-determined schedule
- learning is most effective when it occurs in a setting where the learning can be applied in an authentic context
- develop thorough understandings of concepts, rather than surface level familiarity
- information needs to be examined/explored from multiple perspectives, in different contexts, and over time

Implications for Classroom and School Include:

- Ensuring that learning is about understanding concepts, and the application of knowledge, rather than only memorization of information.
- Revisiting concepts multiple times, providing learners with opportunities to deepen their knowledge by layering their understanding (recursivity).
- Providing for flexible scheduling in schools and in classrooms so that learners can take more or less time to learn what they need to know and understand.
- Providing opportunities for multiple opportunities to access learning in different ways.

Relevant Core Competencies

Critical Thinking

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Personal Awareness and Responsibility

- Includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being (2015, BC Ministry of Education).

Learning involves patience and time.

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Learning requires exploration of one's identity.

- able to identify all the factors that contribute to how people see themselves
- importance of identity in relation to learning: what connects people to each other, to communities, and to the land.

This principle touches upon two components of constructivism. Vygotsky proposed that social interaction plays a fundamental role in the development of knowledge and that social learning comes before development (Vygotsky, 1978). The role of social interaction is paramount, and a significant part of that role is the understanding of who one is within his or her social contexts, as an individual's self-concept is often embedded in his or her social contexts (Ladson-Billings, 2000).

Implications for Classroom and School Include

- Understanding that how educators identify themselves impacts their pedagogical choices.
- Understanding that one's identity (both teacher and learner) impacts what is determined as relevant to teach and learn.
- Recognizing that "culture" is a complex construct and that learners usually identify with may cultural contexts (including, but not being limited to, heritage).
- Recognizing that learners may feel that they have multiple identities based on significant differences between what is valued at home, in their communities, and in their schools and classrooms.
- Avoiding generalizing about learners based on cultural stereotypes (i.e. all Indigenous learners don't make eye contact, are shy, follow traditional ways).
- Recognizing that the development of positive personal and cultural identity in many Indigenous learners is made more complex because of the perceptions of First Peoples held by many people in the larger society as well as the legacy of colonial laws in Canada that sought to destroy First Peoples' languages and cultures.
- Creating safe opportunities for learners to articulate and express their developing identities.

Relevant Core Competencies

Positive Personal and Cultural Identity

- The positive personal and cultural identity competency involves the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society (2014, BC Ministry of Education).

Personal Awareness and Responsibility

- Includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being (2015, BC Ministry of Education).

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Learning requires exploration of one's identity			→		- importance of identity in relation to learning: what connects people to each other, to communities, and to the land. - able to identify all the factors that contribute to how people see themselves

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

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- Whether or not knowledge is shared depends on the type of knowledge
- who holds that knowledge
- and the context
  o An example of this are some narratives or "stories" that cannot be retold unless permission is given by the person
  o family
  o clan
  o or nation to whom the story belongs. Being told a story is not implicit permission to retell it such as reading a story from another culture does not mean one can rewrite it as one's own

Implications for Classroom and School Include:
- Ensuring that First Peoples knowledge can be shared before using it. This can mean double checking the source of material (ensuring that that a story was not written down by a non-Indigenous person and published without permission).
- Asking about what protocols might be attached to specific knowledge or process.
- Being comfortable with asking respectful questions.
- Not assuming that Indigenous learners will share all aspects of their home and community lives in the school or classroom.

Relevant Core Competencies
Personal Awareness and Responsibility
- Includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being (2015, BC Ministry of Education).

Social Responsibility
- The ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships (2015, BC Ministry of Education).

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

	Awareness	Developing	Acquiring	Action/Advocacy	Goal Statements
	Implies a sense of need to know	Implies a willingness to address one's own understandings and beliefs	Implies a demonstration of knowledge and respect	Implies a demonstration of knowledge, respect and a commitment to advocacy	
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations					- Being aware of the permissions available on a piece of knowledge/culture - Allowing some knowledge to remain sacred or personal - Asking questions and taking direction from elders or knowledge holders

Strand:	Evidence	Goal Statements
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations		- Being aware of the permissions available on a piece of knowledge/culture - Allowing some knowledge to remain sacred or personal - Asking questions and taking direction from elders or knowledge holders

References

Credit: The First Peoples' Principles of Learning are taken from the document of the same name created by FNESC https://firstpeoplesprinciplesoflearning.wordpress.com/
            The details and examples of each of the principles are taken from Jo-Anne Chrona's work from https://firstpeoplesprinciplesoflearning.wordpress.com/
            The wording of the rubric levels are taken from the "Go Forward with Courage" self-reflection document from School District 44, Greater Victoria; Brad Baker
            http://libguides.sd44.ca/ld.php?content_id=16933716 and http://libguides.sd44.ca/indigenizing

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