

Welcome to Embedding Aboriginal Education in the PYP

Part 1

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Recognition of the Territory

Our Purpose

- To create dialogue
- Develop further respect for Indigenous culture
- Move towards reconciliation
- Share and learn from each other
- Start a conversation about Aboriginal education in the PYP



Our Story

Residential schools, reconciliation on curriculum for B.C. teachers

New learning materials will be available to more grades throughout B.C. this fall

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L. Anderson & J. Eguia



What is Your Story?

- Name
- School & Grade
- Where are you on your journey?



Don't know what you want or need?



Know what you want but don't know how to put it into action?



You're putting it into action but need some more inspiration?



You're all set and want to share your story with others?

Why is Ab Ed important?

- It's in the BC curriculum
- Knowledge is power: if you don't know, find out
- If not in school, where else?
- Time for reconciliation: educate and uplift

Going Beyond Tokenism; Aboriginal Education in BC

Many years ago, classroom resources had few references to Aboriginal people or, if they did, it was often superficial or incorrect. As curriculum processes evolved, resources began to include some information *about* Aboriginal *people* but not how Aboriginal *perspectives* and *understandings* help us learn about the world and how they have contributed to a stronger society. Now, with the education transformation, the province is attempting to embed Aboriginal perspectives into all parts of the curriculum in a **meaningful and authentic manner**.

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf

Time for a Personal Post-It Pause



What does
"Authentic"
Aboriginal
education mean
to you?

How do we
move beyond
tokenism?

First Peoples Principles of Learning

These nine principles are foundational to all of the curriculum being developed in the province.

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.

For First Peoples classroom resources visit: www.fnesc.ca

fnesc

How can our IB schools empower indigenous ways of knowing?

Let's use the 5 Essential Elements to connect the PYP to the First People's Principles of Learning

Task:

Each pair will be assigned one of the nine principles. Find authentic connections to the 5 essential elements. Be prepared to share your thinking.

Cultural Intelligence

- 7th Generation
- 8 Ways of Knowing
- Cultural Interface Theory

7th Generation

- “The “7th generation” principle taught by Native Americans says that in **every decision**, be it personal, governmental or corporate, we must **consider how it will affect our descendants seven generations into the future...** A generation is generally considered to be 25 years, so that’s 175 years.” - *Molly Larkin*

Source:

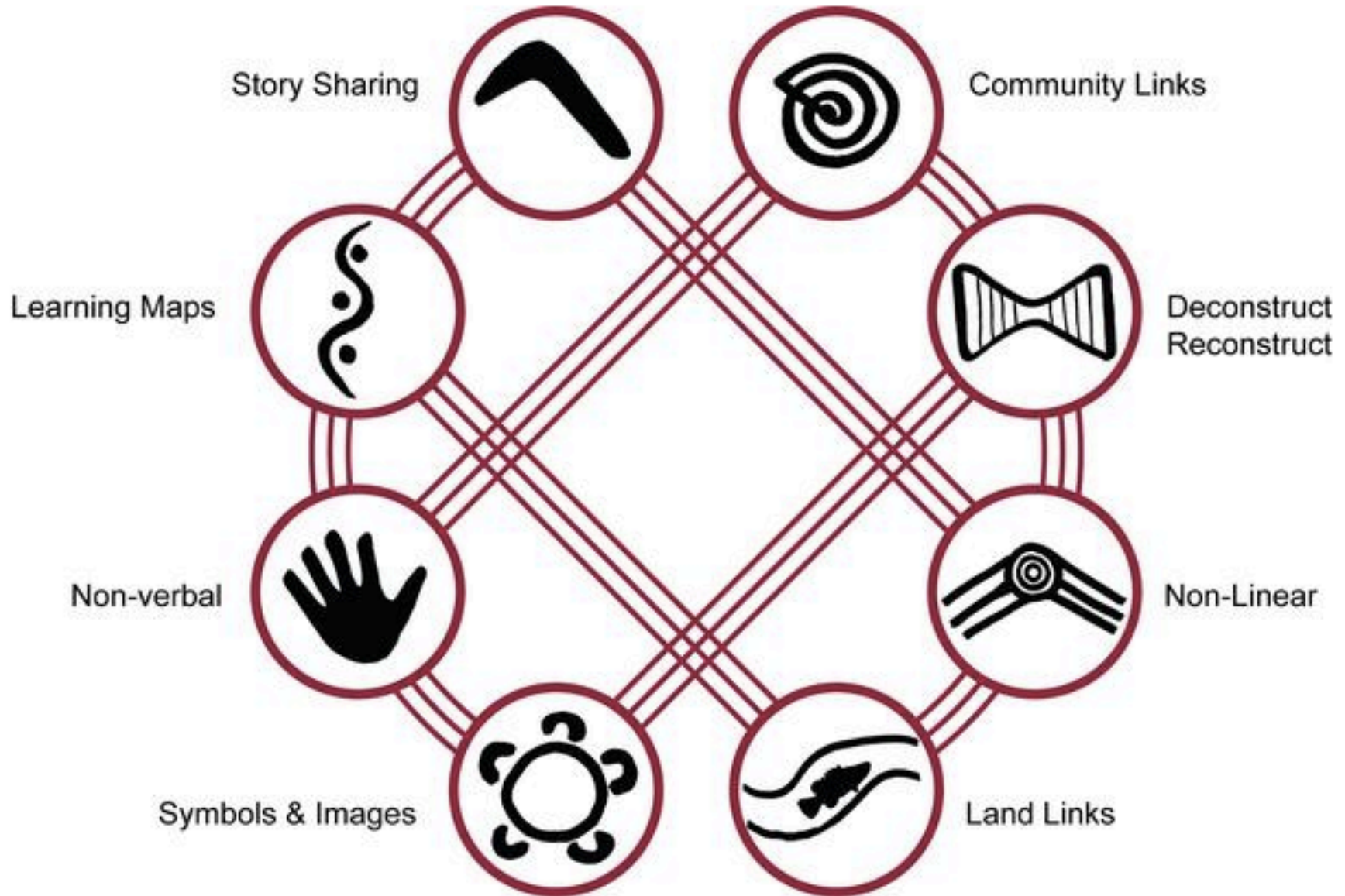
<http://www.mollylarkin.com/what-is-the-7th-generation-principle-and-why-do-you-need-to-know-about-it-3/>

- “The **Seventh Generation Principle** today is generally referred to in regards to decisions being made about our energy, water, and natural resources, and ensuring those decisions are sustainable for seven generations in the future.” – Bob Joseph

Source:

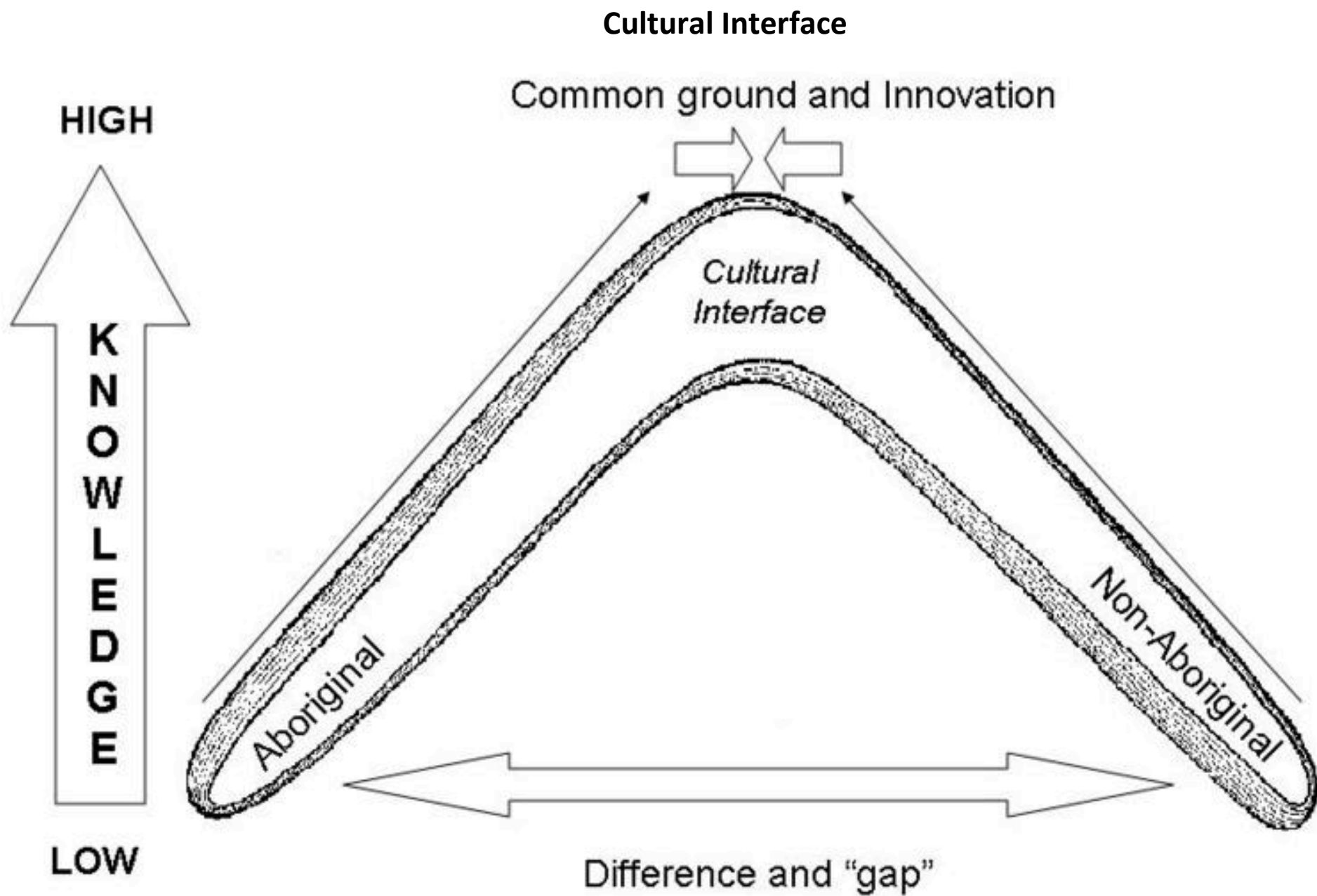
<http://www.ictinc.ca/blog/seventh-generation-principle>

8 Ways of Learning/Knowing



8 Ways of Knowing

- [Dr. Henrietta Mann's Keynote 'Echoes of the Earth' address. \(Starting at about 10:00:00 Minutes\)](#)
- Dr. Mann's communicates from her cultural vantage point about climate change.



Do You Agree with this Statement?

- "We cannot care about something we don't know about; therefore, global content belongs in the curriculum at all levels. Teaching a curriculum for global citizenship requires courage and commitment. In a pluralistic curriculum, the teaching and learning of difficult knowledge, which may take both teachers and students outside of their comfort zone, cannot be avoided. Teachers must be aware of their students' developmental level and scaffold the teaching of difficult issues in age-appropriate ways." (IB, 2009) Learners without borders: A Curriculum for Global Citizenship

http://www.godolphinandlatymer.com/_files/IB/B309322691ABF031CB793E9DDA47FE3A.pdf

Our Journey: Embedding Aboriginal Education in the PYP

Ways We Embed Ab Ed into our POI

- Literature (novels and stories)
- Artifacts
- Local experts & connections with community partners
- Provocations
- Case studies
- Perspective taking situations
- Tension around misconceptions
- Group and independent inquiry – question -> research -> communication of learning



***** *Push the students to think deeper, reflect and build respect***

How We Organize Ourselves

Central Idea: Cultures interact with their environment in order to meet their needs

Provocations:

- Survivor
- Original Object
- Artifact Exploration- connection to place & “Journey of Man” documentary



How the World Works

Central Idea: the Earth is a dynamic system that is constantly changing

Connection to transdisciplinary-theme:

An inquiry into the natural world and its laws; **the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles;** and the impact of scientific and technological advances on society and on the environment.

We asked:

“In the past, how did people explain the Earth’s changes?”

The Great Quake and the Great Drowning



In what is now Washington, Thunderbird and Whale had a terrible fight, making the mountains shake and uprooting the trees, said the Quileute and the Hoh people; they said the ocean rose up and covered the whole land.

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How We Express Ourselves

Central Idea: Experience and culture can be conveyed through art

Examined various artists: George Littlechild, Diego Riviera, Juan Quezada, etc.

Summative



The Mountie and the Indian Chief

L. Anderson & J. Eguia



Brian Jungen

“Prototype for new understanding #8”

How We Express Ourselves

Summative

Experience and culture can be conveyed through art.

In our “How We Express Ourselves” unit of inquiry, we have discovered that “*experience and culture can be conveyed through art.*” We have analyzed what art is (perception), inquired into the elements of art (techniques), and looked at how artists share their personal experience and/or culture through art (preservation).

Throughout grade four you have had many powerful learning experiences. Your summative task is to communicate an experience from grade four through art. **Start by selecting an art form (music, dance, drama, literature, visual art), and then use the techniques or elements of that art form to communicate your experience. You will need to explain and reflect on your choice.**

Reflection Questions:

What did you select to highlight? Explain your choice of art form.

List the strategies/techniques you used to communicate the message

How does your art preserve your learning from this year?

Example Reflection:

I chose to create a painting about residential schools. I will never forget learning about residential schools. This was important to me because... I chose _____ as my art form because _____. I used many techniques and strategies. The first strategy I used _____ ...

When I share my art, I hope that others will observe that _____...