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Pulling Together: Curriculum Developers' Guide, Part 2

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PART II

JAN. 28th



Pulling together:

**Towards broadening our ways
of teaching**

LEARNING FROM INDIGENOUS WORLDVIEWS

Last week:

- Holistic Development of The Individual (i.e., Does the course extend To involve community)?
- Do the outcomes emphasize the emotional physical, spiritual and cognitive realms (Holistic Learning)?
- Diverse opportunities for learning and assessment through activities such as narratives, land-based, relational, visual, and others;
- Do they go beyond the formal curriculum (i.e., Service learning)



How can you respectfully incorporate Indigenous perspectives into your classroom?

<https://www.youtube.com/watch?v=y68Rsbr4pus>

ENGAGING IN COMMUNITY

WHO ARE YOUR RELATIONS?



TEDxYouth@Victoria - Bradley Dick - Honouring Tradition
<https://www.youtube.com/watch?v=s7ZQqIFeE7g>

Individual reflection

How have I engaged
in/with Community?

Land Acknowledgment Template

Hello and welcome.

My name is _____ and my ancestors are from _____.

I would like to honour the existence of the First Peoples by acknowledging that we are on the traditional land of the _____ in this place that is known today as _____.

I appreciate this place because _____.

As a learners, I now understand that this place has significance to the First Peoples because _____

As a builder of the future, I hope that this place _____

And I commit to _____.

Building Relationships And Learning From One's Mistakes

INTENTIONALITY AND PURPOSE

WORKING WITH ELDERS

LEARNING FROM ONE'S MISTAKES



Asmanahi Antoine

<https://www.youtube.com/watch?v=1HSM-4rmOKU>



Learning from
one's
mistakes

Rachel Mason

<https://www.youtube.com/watch?v=J5LN32ctDFQ>

Recognizing, Respecting, And Acknowledging Diverse Knowledge [Holistic Learning]

- Recognizing diversity amongst Indigenous people (in dance, stories, music, protocol, ceremony, gifts, etc.)
- Identifying reliable and authentic resources
- Incorporating local knowledge such as local languages and phrases, greeting, etc.



MAPPING THE WORLD (ASSESSMENT)

ASSESSMENT

“Not everything that can be counted counts, and not everything that counts can be counted” (Cameron, 1963, p. 13).

Placed within the “Zone of trustful intuition” (Johnston & Claypool, 2010)

Use Culturally Congruent Pedagogy (Nelson-Barber & Trumbull, 2007)

Provides feedback that helps learners evaluate their own learning and engages them in self-reflection and setting learning goals.

Observations, notes, gauging students’ understanding.

Guided small-group discussion, cognitive interviews with students, peer group self-assessment, demonstrations or non-verbal presentations, and sometimes pencil-and-paper quizzes.



I was from an indigenous
village, and I only spoke Maya.

Lucha Alcanzable: A Struggle Within Reach - by Jacinta

https://www.youtube.com/watch?v=Z_D9arQ-4WU

Small group work

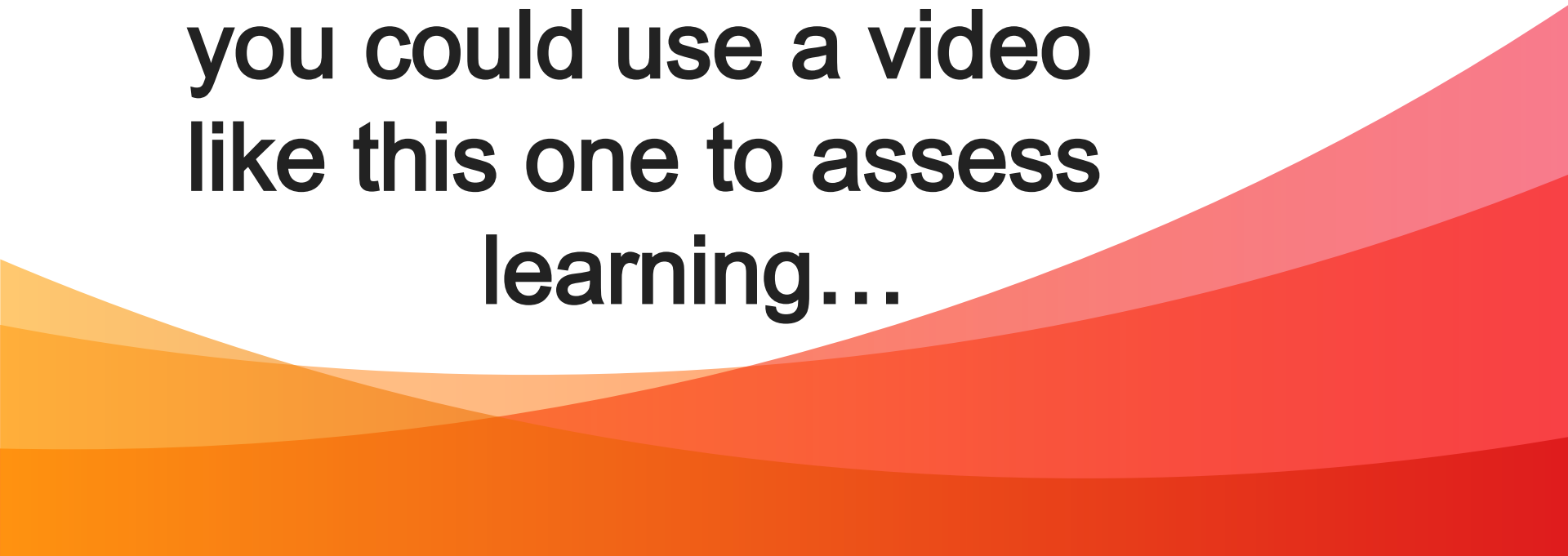
- Think of elements of assessment that could be incorporated in creating a video like this one.
- What criteria would you develop for students to create this assignment?
- What would you need to know (besides the technical aspects) to engage your students?



Lou-ann Neel 2020 Awardee Fulmer Award in First Nations Art

<https://www.youtube.com/watch?v=48SjrfsKGi0>

**Now think about how
you could use a video
like this one to assess
learning...**



Developing Awareness Of One's Own Role In Indigenization And Reconciliation: Right Or Responsibility?

Agency

Responsibility vs. Right

Becoming An Activist, An Ally, An Advocate, An “Indigenist”*

Social Justice (Exploring how I contribute to oppression, racism, injustice, etc.)

* Shawn Wilson

What comes to matter then is the creation of the best possible story we can while we're here; you, me, us, together. When we can do that and we take the time to share those stories with each other, we get bigger inside, we see each other, we recognize our kinship - we change the world, one story at a time.

~ Richard Wagamese