

Providing learning opportunities that students learn and teach students in different grades.

Could be used in combined grades examples.

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. **Could be used in combined grades examples**

Explicitly modelling learning processes for students. **Explicit teaching in the Description of the Learning Activity.**

Ensuring that learning is about underst

Being comfortable with asking respectful questions. Encouraging students to ask questions of each other in respectful ways during group work.

Not assuming that Aboriginal learners will share all aspects of their home and community lives in the school or classroom. Provide multiple ways for them to share their ideas.

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).

Developing cross-curricular learning experiences for learners. **Connections to other disciplines**

Including as much experiential learning as possible. **Embedded in the Learning Examples**

Ensuring learners see relevancy in what they are learning. **Clear learning expectations**

Providing choice and flexibility in activities so that different aspects of the whole self can be attended to

Differentiating the tasks would embed this.

Using humour.

Helping learners develop the skills they need for effective self-reflection. **Reflecting on work.**

Respectfully incorporating the use of the circle for group discussion. **For the After part of the lesson. Show and Share.**

Creating collaborative and cooperative learning opportunities. **Setting up opportunities**

Providing apprenticeship options for learning.

Providing opportunities for learners to mentor other students, or be mentored by others

Setting up opportunities

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.

Mentioning the Starting local and trying to embed.

Recognizing that local Aboriginal people can also be effective resources. This can be facilitated by developing relationships with the local community or Aboriginal

Avoiding generalizing about learners based on cultural stereotypes (i.e. all Indigenous learners don't make eye contact, are shy, follow traditional ways). **Knowing your students. Strength based.**

Recognizing that the development of positive personal and cultural identity in many Aboriginal learners is made more complex because of the perceptions of Aboriginal peoples held by many people in the larger society and the legacy of colonial laws in Canada.

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.

Creating safe opportunities for learners to articulate and express their developing identities