

First Peoples Principles of Learning Implications for Mathematics Classrooms:

NOTE: Text in red are suggestions of how we might embed the FPPL in our Learning examples.

Learning involves generational roles and responsibilities.

- 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.**

Learning involves patience and time.

- Ensuring that learning is about understanding concepts rather than simply regurgitation of information. **Providing multiple opportunities for the students to explore concepts. Could be used in Adaptations, Extension, or What Next?**
- Revisiting concepts multiple times, providing learners with opportunities to deepen their knowledge by layering their understanding (recursivity). **Providing multiple opportunities for the students to explore concepts. Could be used in Adaptations, Extension, or What Next?**
- 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. **Differentiating the tasks would embed this.**

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

- 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-Aboriginal person and published without permission).
- Asking about what protocols might be attached to specific knowledge or process.

- 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.**

Learning involves recognizing the consequences of one's actions.

- 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).
- 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 level of the learner. **Differentiating the tasks would embed this.**

Learning is embedded in memory, history and story.

- Using story and narrative to teach across curricular areas. **Connections to other areas. Communication**
- Providing learners with opportunities to share their stories, and their voices. **Communication, After part of the Lesson**
- Understanding the oral tradition. **Communication**
- Understanding that 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.

Learning is holistic, reflexive, reflective, experiential, and relational.

- 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 Aboriginal students. **Prompting questions, scaffolding, knowing your students and their strengths.**
- 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. **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

Learning recognizes the role of indigenous knowledge.

- 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 organization(s).

Learning requires exploration of one's identity.

- 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 **Providing a safe mathematical environment.**

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

- Connecting learning to the broader community. The classroom should extend beyond the walls of the classroom and school. **Local based.**
- Making explicit connections to the social responsibility aspect of learning. **Learning from others.**
- Connect learning to broader community. Bringing in community members reinforces the links between school and the rest of the learners' lives. **Local based**
- Beginning with looking at local contexts when examining topics or subject material, and then move outward.
- Engaging as much as possible with parents and extended family. **Suggestions about bringing them in.**
- Examining what is being learning in terms of how it affects self, family, community and the land