Indigenous Mentorship 30L

Acknowledgements

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Course Description

The Indigenous Mentorship 30L curriculum is designed to engage and connect First Nations, Métis, and Inuit (FNMI) and non- Indigenous students through culturally-based programming. Through this course, students will be involved in school outreach. Students provide mentorship within the school community, including the elementary, middle, and high schools within the school division. Students develop leadership, responsibility, and intrapersonal and interpersonal skills as they educate the school community about the history and culture of Indigenous people utilizing Medicine Wheel Teachings.

Rationale

This program is intended to provide students with an opportunity to learn, explore, experience, and mentor through cultural, traditional, holistic and contemporary teachings. The lack of First Nations, Métis and Inuit education on Indigenous perspectives, worldview, and the effects of colonization, reflects a need to create a course specifically designed to empower and educate Indigenous and non-Indigenous youth. As students develop their own abilities and understanding of mentorship, they grow stronger; in turn, they empower fellow students as they lead by example toward a successful path while assisting the community with Reconciliation efforts. This course responds to the Truth and Reconciliation Commission of Canada's (TRC) 94 calls to action to advance Reconciliation by offering programming that strengthens the learning connected to Indigenous perspectives, cultures, histories, and Indigenous ways of knowing.

Broad Areas of Learning

There are three Broad Areas of Learning reflect Saskatchewan's Goals of Education. The Indigenous Mentorship 30L curriculum contributes to the Goals of Education by helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning.

Building Lifelong Learners
Indigenous Mentorship provides opportunities for students to learn about themselves. Students will develop a positive cultural identity and understand how their identity is shaped by their interactions with others. Students are able to nurture meaningful relationships and appreciate the diversity of worldviews. Traditional cultural knowledge will assist students with exploration to express their own ideas, feelings, beliefs and values, and also to learn to interpret and understand those expressed by others.

Building a Sense of Self and Community

Students who possess a positive personal identity are able to establish and maintain meaningful relationships with others. Students benefit when deeper understanding results from learning about, with, and from others. Students learn through relationships. They make a commitment to attain, maintain, and promote balance within the physical, mental, emotional, and spiritual aspects of self. Students are encouraged to present ideas that represent different perspectives and ways of knowing while developing a deeper understanding of Indigenous culture. At the same time, students also learn to respect and value the contributions of others. Students will develop their personal and social identity, and learn healthy and positive ways of interacting and working together with others.

Building Engaged Citizens

Students will make positive and informed decisions, broadening their understanding of, and responsibility for becoming engaged citizens. They will become better informed and have a greater respect for the different opinions and views. With these understandings, students can then make better informed and more personalized decisions regarding roles and contributions to the various communities in which students are members.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes. These competencies are considered important for learning in all areas of study and reflect the Common Essential Learnings. The Cross-curricular Competencies are intended to be addressed in each area of study at each grade level.

Developing Thinking

This competency addresses how people make sense of the world around them. Understanding develops by building on what is already known, and by initiating and engaging in contextual thinking, creative thinking, and critical reasoning through cultural, experiential, and inquiry processes. Indigenous Mentorship 30L is taught and received through an inquiry process that recognizes the knowledge that students already possess, and teaches them to self-reflect and purposefully seek, evaluate, and use historical, contemporary, and evolving information.

Developing Identity and Interdependence

This competency concerns the ability to act autonomously in an interdependent world. It requires the learner to be aware of the natural environment, of social and cultural norms and expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a healthy self-concept and the ability to live in harmony with others and with the natural and

constructed worlds. The Indigenous Mentorship 30L course requires students to examine and demonstrate responsible and respectful behaviours in a variety of contexts, to positively influence the factors that affect relationships, and to develop a strong sense of identity in relation to their connection with others.

Developing Literacies

This competency concerns a variety of ways, including the use of technology, to interpret the world and express understanding of it through words, numbers, images, sounds, and movements in various situations. Multiple literacies involve a continuum of interrelated skills, strategies, and knowledge that contribute to the development of an individual's ability to participate in a variety of roles and settings in the home, school, and community. Indigenous Mentorship 30L requires students to use different literacies effectively and contextually as they represent ideas and information in multiple, flexible ways, as they identify and access supports, build positive relationships, and make healthy decisions and apply them in daily life.

Developing Social Responsibility

This competency concerns how people contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. Indigenous Mentorship 30L supports students in applying decisions for individual, family, community, and environmental health and wellness. Students work toward common goals to improve the health of self, others, and the environment. Every student will feel empowered to help others in developing their understanding while finding respectful ways to seek support from others.

Aims and Goals

The aim of Indigenous Mentorship 30L is to promote leadership skills and a sense of responsibility through mentorship and reconnection with traditional Indigenous cultural identities. The IM program is designed to bridge the transition from elementary to middle to high school, empowering students to see value and worth in both their education and their self-identity. While encouraging student empowerment, the program assists students in developing their academic potential and provides guidance in their pursuit of higher education.

The course cultivates opportunities for Indigenous and non-Indigenous students to develop a sense of belonging while maintaining friendships and building support networks within the school community. This curriculum aims to foster leaders who mentor and educate our youth by building positive attitudes toward school, academic achievement, and personal cultural identity.

This course aims to strengthen the path of education, help remove stereotypes, and raise awareness so all youth believe in themselves and respect each other. As Senator Murray Sinclair

states, "Reconciliation begins for each of us with one very simple concept reflected in the events at first contact and in the Treaties: I want to be your friend, and I want you to be mine. When you need me, I'll have your back, and when I need you, you'll have mine" (Sears, 2015).

Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject area. Indigenous Mentorship 30L has the following goals:

- develop a sense of empowerment to make a difference in their own and other's lives, within and outside of their communities;
- raise awareness and acknowledge the value of First Nations, Métis, and Inuit nations and their rich cultural traditions;
- promote Reconciliation;
- promote personal and social responsibility;
- identify personal values and enhance positive self-identity;
- explore self-awareness and instill cultural pride;
- develop leadership skills as students engage themselves as positive role models in their school, community and society.

Questions for Deeper Understanding

❏ How can we build capacity in ourselves and community?

❏ How does serving others contribute to personal growth?

❏ How does serving others empower and strengthen self and community?

❏ How does what we do impact who we are?

❏ What is my role in Reconciliation?

❏ How am I responsible for Reconciliation?

❏ How do we instill protocol to support personal well-being and mentorship through Elders, Traditional Knowledge Keepers and Cultural Advisors?

Outcomes and Indicators

Cultural Connections and Sense of Self

Outcomes	Indicators
1.1 Experience a sense of belonging and respect through the recognition and honouring of their culture, history and values.	a. Explore Indigenous worldview and spirituality (e.g., Seven Teachings, teepee teachings, Medicine Wheel teachings, storytelling, smudging). b. Develop a respect and understanding of traditional protocols (e.g., offering tobacco to an Elder, Sweetgrass protocol). c. Display an understanding of traditional ceremonies such as the pow wow, feasts, round dance, sweat lodge. d. Explore the connection to the land (e.g., environment, harvesting foods, plants and medicines). e. Observe and describe traditional forms of art (e.g., powwow regalia, cultural song and dance). f. Provide a variety of traditional teachings (e.g., beading, ribbon skirts and shirts, teepee teachings).
1.2 Understand individual and collective responsibility for Reconciliation.	a. Develop an understanding of Reconciliation. b. Explore the Truth and Reconciliation Commissions 94 Calls to Action. c. Develop an understanding of current Indigenous Issues. d. Develop meaningful connections from past to present histories (First Nations, Métis, and Inuit). e. Identify the factors that motivate people to take action, become invested in a cause, and create change in a community f. Explore examples of actions others have taken to promote Reconciliation in Canada. g. Organize a reconciliation project: ● Collaborate to develop project plan ● Determine group goals, individual responsibilities ● Implement project ● Evaluate project

Intrapersonal and Interpersonal Competencies

Outcomes	Indicators
2.1 Demonstrate	a. Demonstrate effective organization and management skills:

understanding of effective intrapersonal skills.	● Create plan for regular attendance and time management ● Create and maintain a monthly calendar ● Demonstrate goal setting by creating a vision board b. Argue the impact of accessing academic support. c. Discuss factors that impact balance within the four bodies of oneself (spiritual, mental, physical, emotional).
2.2 Demonstrate understanding of effective interpersonal skills.	a. Analyze skills required for effective communication. b. Discuss different scenarios that would require different communication skills (e.g., conversations with Elders, online communication) c. Practice effective communication skills through authentic experiences (e.g., blanket exercise, teepee raising). d. Define networking and argue its importance. e. Develop networking skills through school and community events. f. Create a digital portfolio to demonstrate course learning and growth, and skill development that includes ● Who am I? ● Photos, videos, reflections ● Reconciliation project plan and reflection ● Resume, cover letter, interview skills ● Monthly calendar ● Pecha Kucha presentation ● Budget ● Mentorship program plan and reflections g. Reflect on your experiences with school and community events to critique the value of networking.
2.3 Build understanding and skills to enhance success in careers and post-secondary pursuits.	a. Tour indigenous supports at post-secondary institutions, such as the U of S - Gordon Oaks Centre; Lakeland College - Indigenous Centre; U of A - (Indigenous Student Discovery day; NAIT - The Nîsôhkamâtotân Centre; MacEwan - kihêw waciston. b. Invite indigenous college students to school to share their process and challenges regarding post-secondary. c. Develop a resume. d. Write a cover letter. e. Practice interviewing skills. f. Prepare a monthly budget for a college student and full-time employed young adult. g. Discuss the impact of hearing from indigenous people in successful careers and seeing indigenous people represented in your chosen profession.

Mentorship

Outcomes	Indicators
3.1 Explore the influence of indigenous mentors on indigenous youth.	a. Define and identify characteristics and qualities of mentors and mentorship. • Define mentor, mentee and mentorship. • Explore types of mentoring. • List the characteristics of an effective mentor and mentorship. b. Invite indigenous mentors into class for presentations. c. Interview people who have been influenced by mentors. d. Explore the ways that indigenous youth in the community are impacted by mentors. e. Compare the roles of mentor and mentee. f. Describe ways to maintain positive relationships. g. Interview various mentors within the school community and community. h. Self-assess own attributes and interpersonal proficiency as a mentor.
3.2 Explore the connection between resiliency and mentorship.	a. Investigate characteristics and dispositions of resiliency. b. Generate a list of skills and attributes of resiliency (e.g: sense of personal agency; problem-solving; resourcefulness, managing emotions, ability to reach out to others). c. Explore how resiliency can be learned and developed. d. Practice strategies and processes for stress management. e. Research and present examples of people demonstrating resilience.
3.3 Practice mentorship through service	a. Research opportunities for community service. b. Participate in mentoring opportunities within the community. c. Volunteer for various events and organizations in the school community and the larger community (e.g., organize fundraising events, facilitate cultural activities, help organize tournaments).
3.4 Plan and implement a mentorship program within the school community.	a. Brainstorm opportunities for mentorship between ● grade 10 & 12's ● high school and middle schools ● high school and elementary schools b. Develop mentorship plan that outlines goals, meetings and meeting locations, communication, timelines.

	c. Establish communication plan with school administrators and other relevant staff to share mentorship plan.
	d. Regularly reflect and share with peers and teacher the successes, growth, learning of mentorship program.

Assessment

Assessment and evaluation require planning and implementation to support student learning and growth. All assessment and evaluation of student achievement should be based on the outcomes outlined in this course. Assessment and evaluation is continuous and purposeful, and formative and summative. Assessment should be authentic and embedded in cultural practices. Examples include the following:

❏ Students record learning in personal learning logs, and reflect on implications for them as learners.
❏ Before and after performances, students create video reflections. The reflections are shared with mentor and discussed for feedback and next steps.
❏ Students set personal goals and self-assess based on those criteria.
❏ Mentors, teachers, and students collaborate in the assessment process. Much of the evidence of learning is demonstrated or oral, as is consistent with Indigenous traditions.

Assessment for learning
Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:
❏ is teacher-driven for student, teacher, and parent use
❏ occurs throughout the teaching and learning process, using a variety of tools
❏ engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning

Formative assessment (assessment for learning) may include:
❏ discussions that allow for self-assessment of understanding and an opportunity to clarify concepts and vocabulary
❏ graphic organizers that allow for ongoing consideration of connections between concepts
❏ frequent opportunities to write in journals and communication and self-reflection logs, both text and digitally based, which provide reflection as well as an opportunity for students to track personal growth in their social, emotional, and academic development
❏ frequent consultation and discussion, which will provide opportunity to self-assess and receive feedback from teachers toward refinement of skills
❏ surveys/ inventories, ranking tools, and progress monitoring that allow students frequent opportunity to evaluate their own progress, and adjust performance accordingly

Assessment as Learning

Assessment as learning actively involves student reflection on learning and monitoring her/his own progress and:

- ❏ supports the student in critically analyzing learning related to course outcomes
- ❏ is student-driven with teacher guidance
- ❏ occurs throughout the learning process

Assessment of Learning

Assessment of learning involves teachers' use of evidence of student learning to make judgments about student achievement and:

- ❏ provides an opportunity to report evidence of achievement related to course outcomes
- ❏ occurs at the end of a learning cycle using a variety of tools
- ❏ provides the foundation for discussions on placement or promotion

Summative assessment (assessment of learning) may include:

- ❏ self-reflective logs
- ❏ portfolios
- ❏ presentations
- ❏ quizzes
- ❏ interviews, conferences
- ❏ video reflections

Key Resources

People as Resources

Traditional knowledge is housed in people and stories. Individuals are resources in the same ways that books, videos, and websites are the main sources of knowledge is western traditions. Traditional knowledge keepers and Elders will be key resources for this program.

- ❏ Alberta Health Services - Health Promotion Facilitator
- ❏ Local Elders, Traditional Knowledge Keepers and Cultural Advisors
- ❏ Local Native Friendship Centre

Print and Digital Resources

Alberta Mentoring Partnership: Mentoring Toolkit for Indigenous Children and Youth
- https://albertamentors.ca/
- https://albertamentors.ca/resources/mentoring-in-schools/

Handbook for Aboriginal Mentoring
- https://fcssaa.org/?mdocs-file=3439

Resilience resources:
- https://www.kqed.org/mindshift/27212/how-to-foster-grit-tenacity-and-perseverance-an-educators-guide
- https://usergeneratededucation.wordpress.com/2013/06/30/resilience-the-other-21st-century-skills/
- https://www.kqed.org/mindshift/27212/how-to-foster-grit-tenacity-and-perseverance-an-educators-guide
- http://lloydminstermentalhealth.ca/directory/

Ensouling Our Schools
- http://www.threeblockmodel.com/ensouling-our-schools.html

Achieving Indigenous Student Success: A Guide for Secondary Classrooms
- https://www.stf.sk.ca/src-resource/achieving-indigenous-student-success-guide-secondary-classrooms

Truth and Reconciliation Commission of Canada
- http://www.trc.ca/

Supporting Reconciliation in Saskatchewan Schools
- https://www.edonline.sk.ca/webapps/blackboard/content/listContentEditable.jsp?content_id=_91171_1&course_id=_3514_1&mode=reset

Shattering the Silence - a Saskatchewan Project of Heart interactive e-book that uncovers the history of Indian residential schools in Saskatchewan
- http://www2.uregina.ca/education/saskindianresidentialschools/

Tebatchimowin: Promoting awareness of the history of Residential schools
- http://legacyofhope.ca/wp-content/uploads/2016/03/Tebatchomowin_Guide_2014_web.pdf

Walking Together:First Nations, Metis and Inuit Perspectives in Curriculum
- http://www.learnalberta.ca/content/aswt/index.html

Our Words Our Ways
- https://education.alberta.ca/media/3615876/our-words-our-ways.pdf

Guiding Voices
- http://www.learnalberta.ca/content/fnmigv/index.html

We Learn Together

- https://cdn.we.org/wp-content/uploads/2015/08/INDIGENOUS_Guide_20161018_FINAL_V4_Nov_15_WEB.pdf

Empowering the Spirit
- http://empoweringthespirit.ca/

Office of the Treaty Commissioner
- http://www.otc.ca/pages/reconciliation_saskatchewan.html

First Nations Child and Family Caring Society
- https://www.fncaringsociety.com/

United Nations Declaration on the Rights of Indigenous Peoples
- http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Project of Heart
- http://projectofheart.ca/sk/category/truth-and-reconciliation/

Learning Pebbles: Facilitator & Participants Guides
- https://www.teachers.ab.ca/SiteCollectionDocuments/ATA

Education is Our Buffalo - Alberta Teachers' Association
- https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Human-Rights-Issues/Education%20is%20Our%20Buffalo%20(PD-80-7).pdf

First Nations, Métis and Inuit Contexts in Education
- https://guides.library.ualberta.ca/first-nations-metis-inuit-contexts-in-education/teacher-resources

Indigenous Education: Elder Protocols
- https://cbe.ab.ca/programs/supports-for-students/Documents/Indigenous-Education-Cultural-Protocols.pdf

Legacy of Hope Foundation
- http://legacyofhope.ca/wp-content/uploads/2016/05/100-years-print_web.pdf

Sears, Robin V. (2015). "Murray Sinclair, Policy-Maker of the Year: The path to Reconciliation", Inside Policy – The Magazine of The Macdonald-Laurier Institute. December 2015, 9-13.

Evaluation of the Locally Developed Course

To gather evidence on the effectiveness of Indigenous Mentorship 30L, the following methods

will be used:

- ❏ Student surveys and exit questionnaires
- ❏ Student showcase of portfolio at the end of course
- ❏ Teacher Reflective Journal
- ❏ Anecdotal evidence of student learning
- ❏ Enrolment tracking