

Weaving Indigenous Ways of Knowing into New Curriculum Classroom Planning



PRESENTED BY

Kim Barker-Kay, Donna Ross & Jodi Taylor



SERIES SESSIONS

Date	Time
October 04, 2022	4:00 PM - 5:30 PM
October 11, 2022	4:00 PM - 5:30 PM
October 18, 2022	4:00 PM - 5:30 PM



LOCATION

Online

FEE

\$30.00

QUESTIONS?

Contact Us:

crc-register@arpcd.ab.ca
403-291-0967

REGISTER ONLINE

Visit our website to register:

crpcd.ab.ca

Program

TARGET AUDIENCE: K-6 TEACHERS AND ADMINISTRATORS ARE ENCOURAGED TO ATTEND.

Please join in conversation, collaboration, and innovative working sessions to implement Indigenous knowledge systems into the new curriculum. This 3- part series will endeavor the weaving of Indigenous knowledge to support classroom teachers, and leadership, to honor First Nations, Inuit, and Metis knowledge systems to support all learners. Land-based traditional knowledge will be shared to support holistic learning & teachings connecting learners to place through content.

- **Session 1**- Gather online and collaborate with a community of learners to explore instructional design principles using land-based teachings and holistic learning through an Indigenous lens to weave Indigenous knowledge systems into the new curriculum.
- **Session 2**- Create and share plans that reflect traditional knowledge about the teachings of land-based learning using the New.LearnAlberta curriculum planning boards. The boards will be used as tools to weave Indigenous knowledge systems within the ELAL curriculum
- **Session 3**- Using Indigenous guiding framework resources, collaborating with others, and finding meaning through connection to land-based teachings, connections to community and relational teachings through, artefacts, traditional stories, and place-based teaching; the boards will support planning, sharing, and honoring Indigenous knowledge systems to support instructional design in your classrooms.

Resources, links, and other tools will be shared as the series progresses.

Presenters

Kim Barker-Kay

Previously a teacher, principal, and researcher in northern Alberta, Kim's work evolved into building educational equity. This path led her to the work of many influential educators in the field such as Curtis Linton, Anthony Muhammad, John Hattie, and Mike Mattos. She spent many years involved in diversity leadership training with the National Coalition Building Institute. Additionally, Kim had the unique experience as the protege of a Cree Elder for ten years. As a principal, Kim was able to put all she learned into practice with favourable results in student achievement. She learned first hand the complexities involved in building educational equity. Kim continues to live on an acreage in the High Prairie area with her husband, enjoying the outdoors and spending time with her children and grandkids.

Donna Ross

is a 32-year educator. She is Cree Métis from Saskatchewan and member of the One Arrow First Nation, Treaty Six territory. Donna began her teaching career as a classroom teacher with Tsuut'ina Nation and continued to support First Nations learners in subsequent positions with Siksika and Stoney Nakoda Nations, and is currently an Indigenous Designer of Learning with the Calgary Regional Consortium. Donna brings passion and a deep knowledge of First Nations, Métis, and Inuit histories, the impact of residential schools, and the embedding of Indigenous ways of knowing into Alberta curriculum and organizational culture. She is also a proud kokum!

Jodi Taylor

is an Inclusion Support Teacher at Foundations for the Future Charter Academy as well as a contract Designer of Professional Learning for Calgary Regional Consortium. She has been in the classroom at the middle school and high school levels for over 20 years, primarily as a Humanities teacher.

Jodi brings the belief to all the work she engages in that there is no one size fits all when it comes to learning. Supporting literacy and inclusive education, Jodi strives to:

- Inspire a love of literacy for all students.
- Embrace diversity in the learning profiles and personalities of the teachers she works with and the students they support.
- Make collaborations with educators practical and classroom focused by inviting conversations that make thinking visible. This includes strategies that allow entry points and opportunities for growth for every learner.

Registration Notes

This series will be recorded and available to all registrants for 30 days after the session occurs.

All sessions are Mountain Time.

This is a partnership program offered by both CRC and NRLC.



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