

Our PLC Questions for Aboriginal Education 2014/15

- ▣ **Through the use of Aboriginal resources can we help teachers embed Aboriginal perspectives and knowledge in all parts of the new curriculum in a meaningful and authentic way?**
- ▣ **Using explicit, quality instruction, First People's principles of learning, formative assessment, thinking strategies (determining importance, making connections, inferring, questioning, predicting, synthesizing, visualizing).**

During PLC time we (Aboriginal Curriculum Support Teachers: Lynn Swift, Gail Martindale, and Aboriginal classroom teacher Colleen Devlin) met with six of our Aboriginal Support Workers to develop guided reading circle strategies and to build capacity as part of a balanced literacy team at the school level. We shared samples of Guided Reading lesson outlines, shared ideas from the Strong Readers Educator Resource Guide, ordered quality levelled readers and other resources from Strong Nations Publishing, to allow our Aboriginal Support workers to build skills in working with small groups of students on reading and literacy skills. We share ideas and knowledge with each other and submitted our work as part of an AESN grant application through the Network of Innovation and Inquiry.

A second PLC was developed from a staff visit to Alert Bay to attend the decommissioning ceremony of St. Michael's Residential School.

Driving Question: How can what we learn about residential schools help us to be more compassionate in our daily lives?

Learning Targets: Thinking critically; making meaningful personal connections; connecting and engaging with others to share and develop ideas...

The PLC team was an integration of District CST's, District Aboriginal Education staff , and a few teachers and Aboriginal support workers. The lessons were developed by Lynn Swift and Doug David. The lessons were piloted in Blake Tobacca's class at Queneesh.

As well, during PLC times this year Lynn Swift and Gail Martindale attended a couple of PLC meetings at Brooklyn Elm, Queneesh and Courtenay Elm on request by the schools staffs to come to their PLC to add Aboriginal content resources to their PLC plans. These plans involved fluency training (Queneesh), the use of strong learner traits (Brooklyn Elm) and play based materials (Courtenay Elm).