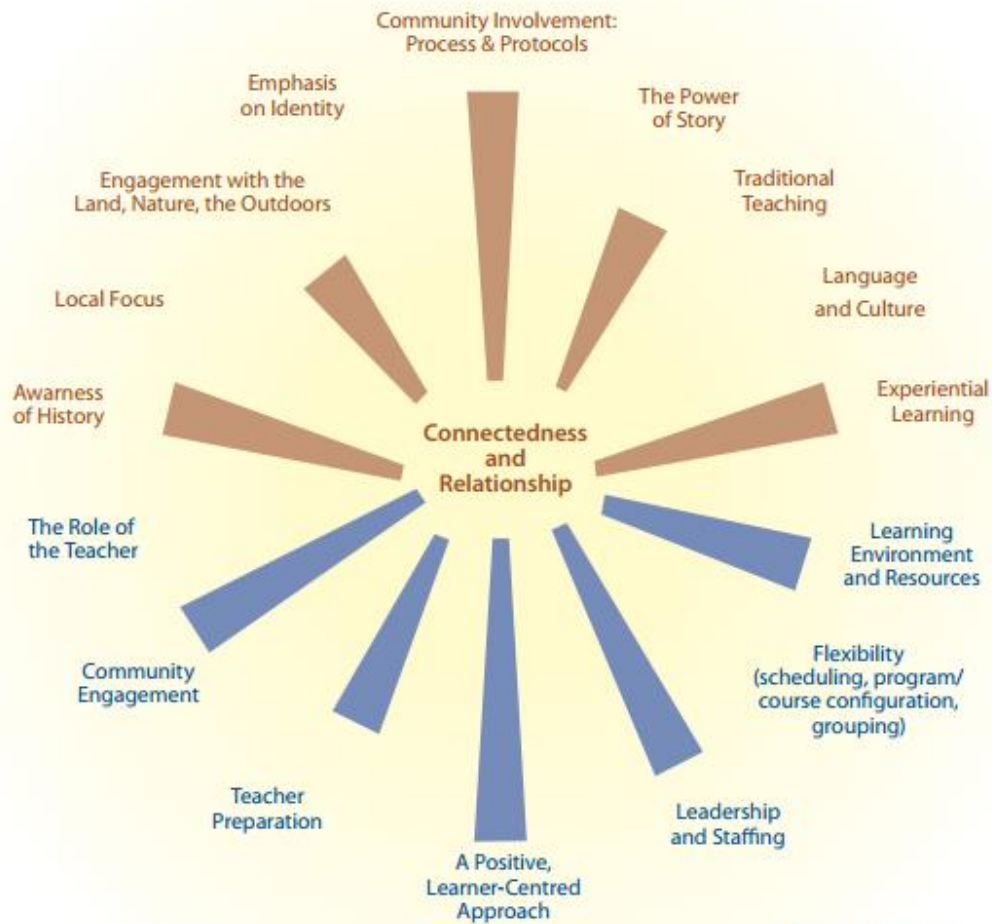


EDUC 346 – Intro Aboriginal Education

#12. My Aboriginal Cultural Competency Growth Plan (MACCGP)

Characteristics of Aboriginal Worldviews and Perspectives



Attributes of Responsive Schooling

Themes that emerged from the gatherings serve as organizers for the insights and ideas presented in this document. This circle graphic represents them, showing how themes identified with respect to the attributes of responsive schooling address and complement the themes associated with characteristics of Aboriginal Worldviews and Perspectives.

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#12. My Aboriginal Cultural Competency Growth Plan (MACCGP)

“Aboriginal Education in British Columbia - There are over 60,000 students in B.C.’s school system who self-identify as being of Aboriginal (First Nations, Métis or Inuit) ancestry.

Recognizing that our students are our future, Aboriginal Education seeks to:

- Improve the success of these students
- Support all students learning about Aboriginal peoples
- Help teachers in their efforts to bring Aboriginal knowledge into their teaching practice.”
(Agency, B. P. S., n.d.)

The BC Public Service (n.d.) Indigenous Relational Behavioural Competencies guidelines state, “Sustained learning and development means continually increasing your ability to build and maintain respectful and effective relationships with Indigenous peoples. Central to this competency is appreciating that there are many other cultural understandings of knowledge and ways of working that have legitimacy and deserve respect—and therefore require our continual learning and development, including direct exposure to cultural and community ways. It includes an eagerness to continually reflect upon and assess your own level of cultural agility and competence, self-awareness and expertise. It means being willing to learn in new and different ways and appreciating how diverse ways of thinking and acting can ensure the success of the BC Public Service in supporting Indigenous self-determination.”

This final EDUC 346 MACCGP assignment will serve as a starting point for your continued journey toward achieving aboriginal cultural-competencies which include: safety, sensitivity, and agility over the next 4 semesters in the B.Ed.

You will have an opportunity in the final Sharing-Circle on Nov 29, 2017 to share one commitment from your MACCGP during our final reflective circle and we will revisit these in EDUC 446 in Sept 2018.

ASSIGNMENT: My Cultural Competency Growth Plan – Question Guidelines

1. What cultural competencies did you acquire in EDUC 346?
2. What cultural competencies do you believe are still important for you to pursue? Why?
3. A. Describe in detail, 2 or 3 cultural competencies you can commit to for “sustained learning and development” over the next year. In particular, what will you commit to doing to continue with your Aboriginal Cultural Competency growth?
B. How will you accomplish this commitment?
C. Why do you think these are essential to focus on as a future-educator?
D. What TRB standard would you be applying?

Helpful and Alternative Resources:

Please find some starting-point resources to add to the ones that your colleagues have pointed to in our class and those we have covered. These will help you to think about what *cultural competency* means to you and other terms that are in circulation that are equally important. Your own research will assist you over the next year as well in your commitment and development.

Aboriginal Education:

- Title page diagram: Worldview and Perspectives in the Classroom – Moving Forward: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf
- Aboriginal Worldviews and Perspectives in the Classroom - Moving Forward: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf
- EDUC 346 Aboriginal Resource Recommendations by teacher-candidates: <http://blogs.unbc.ca/educ346/files/2017/11/EDUC-346-Aboriginal-Educational-Resource-Recommendations.pdf>

Aboriginal Worldviews & Perspectives

- Aboriginal Worldviews & Perspectives – Moving Forward: https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf
- Sample Aboriginal Relations Behavioural Competency Questions - BC Public Service: https://www2.gov.bc.ca/assets/gov/careers/for-job-seekers/about-competencies/indigenous-relations-competencies/aboriginal_relations_behavioural_competencies_sample_interview_questions.pdf

BC Public Service: Indigenous Relational Behavioural Competencies:

- Agency, B. P. S. (n.d.). Cultural Agility - Province of British Columbia. Retrieved November 14, 2017, from <https://www2.gov.bc.ca/gov/content/careers-myhr/job-seekers/about-competencies/indigenous-relations/cultural-agility>
- Empowerment: Empowering others means making a systematic and sustained effort to provide Indigenous people with information, knowledge, support and opportunities to be self-determined, based upon the individual or community's level of acceptance towards moving forward.
Agency, B. P. S. (n.d.). Empowering Others - Province of British Columbia. Retrieved November 15, 2017, from <https://www2.gov.bc.ca/gov/content/careers-myhr/job-seekers/about-competencies/indigenous-relations/empowering-others>
- BC Public Service (n.d.) Indigenous Relational Behavioural Competencies Sustained Learning and Development guidelines: Agency, B. P. S. (n.d.). Sustained Learning &

Development - Province of British Columbia. Retrieved November 15, 2017, from <https://www2.gov.bc.ca/gov/content/careers-myhr/job-seekers/about-competencies/indigenous-relations/sustained-learning-development>

- Implementation Guide for Indigenous Relational Behavioural Competencies: “This guide is designed for all of us who are continually developing our ability to appreciate and empower Aboriginal people.” https://www2.gov.bc.ca/assets/gov/careers/for-job-seekers/about-competencies/aboriginal_relations_behavioural_competencies_implementation_guide.pdf

Cultural Safety:

- San’yas Indigenous Cultural Safety Training [VIDEO 7:14 mins] – Provincial Health Services Authority in BC: <http://www.sanyas.ca/home/video>

Integrating Aboriginal Content:

Learn how to incorporate Aboriginal content into all subject areas from Kindergarten through Grade 12.

- [Aboriginal Worldviews and Perspectives in the Classroom \(PDF\) in English and French](#)
- [Aboriginal Worldviews and Perspectives in the Classroom: Professional Development Workshop Training PowerPoint \(PPTX, 23MB\)](#)
- [Shared Learnings: Integrating BC Aboriginal Content K-10 \(PDF, 4.6MB\)](#)

Sourced: <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/aboriginal-education>

Reconciliation and Anti-Racism:

- [Project of Heart: Illuminating the hidden history of Indian Residential Schools in BC](#)
- [First Nations Education Steering Committee: Indian Residential Schools and Reconciliation](#)
- [Aboriginal Worldviews and Perspectives in the Classroom Moving Forward \(PDF\)](#)
- [Visions du monde et perspectives autochtones dans la salle de classe Aller de l’avant \(PDF 9,5MB\)](#)