	I don't know	I am aware that	I have started to	I have a basic	I am including in	I am enhancing my
	about the	the authentic	increase my	knowledge of the	my teaching an	colleagues'
About the	histories and	histories and	learning and	histories and	exploration of	learning and
histories and	cultures of First	cultures of First	relearning from	cultures of some	the histories	understanding of
cultures of First	Nations, Métis	Nations, Métis	authentic	First Nations,	and cultures of	the histories and
Nations, Métis	and Inuit	and Inuit	sources about	Métis and Inuit	some First	cultures of some
and Inuit	Peoples in	Peoples are	the histories	Peoples – gained	Nations, Métis	First Nations, Métis
Peoples in	Canada.	beyond what	and cultures of	from current and	and Inuit	and Inuit Peoples –
Canada.		little I learned in	some First	authentic	Peoples –	gained from
		school, but I	Nations, Métis	resources and	gained from	current and
		haven't started	and Inuit	from personal	current and	authentic
		to learn and/or	Peoples.	experiences.	authentic	resources and from
		relearn about			resources and	personal
		this.			from personal	experiences.
					experiences.	
	I am unsure	I am aware that	I have started	I am well along	I feel confident	I experience what
	why it would be	there are ways	my medicine	my medicine walk	about sharing	Indigenous
Understanding	of value to	towards	walk towards	and I am	what I know and	knowledge I have
and experience	understand and	understanding	understanding	acquiring	I encourage	as a valuable way
of Indigenous	experience	and	and	understanding	students to	of seeing and being
knowledge and	more about	experiencing	experiencing	and experience of	understand and	in the world.
culture.	Indigenous	more about	more about	Indigenous	experience	
	knowledge and	Indigenous	Indigenous	knowledge and	Indigenous	I participate in
	culture.	knowledge and	knowledge and	culture. I see the	knowledge and	building bridges of
		culture, but I	culture.	value of this way	culture as valid	understanding and
		am not sure		of being.	ways of being in	respect between
		what to do or			the world.	Indigenous and
		how to begin.				Non-Indigenous
						Peoples.

	I know there	I am in the	I am aware of	Lamlearning	Lam finding	Lam cooking out
				I am learning	I am finding	I am seeking out
	<i>are</i> issues, but	process of	colonization,	about how	ways to share	opportunities to
The factors that	am unsure of	discovering the	the Indian Act,	colonization, the	with students	participate in
have	the factors that	factors that	reserves,	Indian Act,	how	responding to
contributed to	have	have	racism,	reserves, racism,	colonization,	Truth and
the erosion of	contributed to	contributed to	residential	residential	the Indian Act,	Reconciliation Calls
First Nations,	the historical	the erosion of	schools and	schools and other	reserves,	to Action and to
Métis and Inuit	and	First Nations,	other factors	factors have	racism,	act on the
Peoples'	contemporary	Métis and Inuit	but I am unsure	contributed to	residential	injustices toward
cultural	issues that exist	Peoples'	how these have	the erosion of	schools and	First Nations, Métis
practices and	for and around	cultural	contributed to	First Nations,	other factors	and Inuit Peoples.
lifeways.	Aboriginal	practices and	the erosion of	Métis and Inuit	have	
	Peoples in	lifeways.	First Nations,	Peoples' well-	contributed to	
	Canada.		Métis and Inuit	being, cultural	the erosion of	
			Peoples'	practices, and	First Nations,	
			cultural	lifeways. I am	Métis and Inuit	
			practices and	learning about	Peoples' well-	
			lifeways.	how this erosion	being, cultural	
				impacts all of	practices, and	
				Canadian society.	lifeways. I am	
				,	creating ways	
					for students to	
					think about how	
					this erosion	
					impacts all of	
					Canadian	
					society.	
					,	

	I am not aware	I am in the	I have found	I am trying some	I have	I am supporting
				, ,		
	of models,	process of	some models,	models, practices	implemented	and collaborating
Models,	practices or	identifying and	practices and	and curriculum	models,	with colleagues in
practices and	curriculum that	examining	curriculum that	that I believe will	practices and	implementing
curriculum that	enhance	models,	I would like to	enhance	curriculum that	models, practices
enhance	opportunities	practices and	try in order to	opportunities and	enhance	and curriculum
opportunities	and support	curriculum that	enhance	support learners	opportunities	that will enhance
and support	learners with	enhance	opportunities	with First	and support	opportunities and
learners with	First Nations,	opportunities	and support	Nations, Métis	learners with	support learners
First Nations,	Métis and Inuit	and support	learners with	and Inuit	First Nations,	with First Nations,
Métis and Inuit	ancestry.	learners with	First Nations,	ancestry. I am	Métis and Inuit	Métis and Inuit
ancestry.		First Nations,	Métis and Inuit	working on	ancestry. My	ancestry. We are
		Métis and Inuit	ancestry. I	changing some of	approaches to	working together
		ancestry.	think I would	my teaching and	teaching and	to change our
			like some	learning to be	learning are	teaching and
			support in this.	more inclusive of	changing to	learning to be
				Indigenous	reflect this. I	more inclusive of
				knowledge.	can see	Indigenous
					students	knowledge.
					responding to	Miowicage.
					this in a positive	
					way.	
					way.	

	I am not aware of any	I am in the process of	I have researched and	I am trying various strategies	I have implemented	I am supporting and collaborating
Strategies for	strategies for	identifying	found some	for incorporating	various	with colleagues in
incorporating	incorporating	where I can find	strategies for	Indigenous	strategies for	implementing
Indigenous	Indigenous	some strategies	incorporating	perspectives into	incorporating	various strategies
perspectives	perspectives	for	Indigenous	the mainstream	Indigenous	for incorporating
into the	into the	incorporating	perspectives	curriculum;	perspectives	Indigenous
mainstream	learning for all	Indigenous	into the	developing	into the	perspectives into
curriculum;	students. I	perspectives	learning for all	pedagogy for all	mainstream	the curriculum;
developing	would not know	into the	my students.	students.	curriculum;	developing
pedagogy for	where to start	learning for all			developing	pedagogy for all
all students.	or where to	my students.	I would like to	have found	pedagogy for all	students. I feel
	look for		try some of	the Engage Site	students.	confident in this
	information.	l have	these. I think I	and use it.		aspect of the
		found the	would like some	0.1.0.0.00	I have found	renewed
	l am not	Engage Site.	support in this.		the Engage Site	curriculum.
	aware of the			I have found	and use it.	
	Engage Site.		l have	the FNESC site		have found
		I have	found the	and use it.		the Engage Site
		found the	Engage Site.		I have found the FNESC site	and use it.
	aware of the	FNESC site.		I have the		
	FNESC site.		l have	Moving Forward	and use it.	have found
	FINESC SILE.	l am aware	found the	resource and use		the FNESC site and
		of the Moving	FNESC site.	it.	I have the	use it.
	l am not	Forward	TIVESC SILE.		Moving Forward	use II.
	aware of the	resource.			resource and	
	Moving		I have the		use it.	have the
	Forward		Moving Forward			Moving Forward
	resource.		resource.			resource & use it.