

A Teacher Professional Growth Plan (TPGP)

Annual Professional Growth Plan for: Morgan Hemmingson

School Year: February 2025 - April 2025

Teaching Quality Standard:

5. Applying Foundational Knowledge About First Nations, Métis, and Inuit

Goal: <ol style="list-style-type: none">1. To use the curriculum to design lessons in Field IV that more frequently, provide opportunities for my students to grow and develop their knowledge of First Nation, Métis, and Inuit.2. To spend more time researching First Nation, Métis, and Inuit culture, history, and ways of knowing to make myself a better source of knowledge for my students.	Strategies and Timelines: <ul style="list-style-type: none">-Make time to attend at least 1 event at the Teacher's Convention that centers around developing FNMI knowledge-Attend at least 1 Professional Development session before Field IV begins to generate more ideas on how to make FNMI identities and ways of knowing more visible in my classroom-Encourage myself to create at least 1 lesson a week during Field IV that explicitly and overtly educates my students about one or more of the FNMI people who land we live and play on-Keep an intentional log of the FNMI lessons I create that includes questions I have for myself on what else I can learn about FNMI history, treaties, ways of knowing, culture, and/or language to continuously improve my lessons-Continue to attend Professional Development sessions regarding enhancing my understanding of how to best implement Indigenous Education in my pedagogy; at least 1 PD biweekly or a dedicated time for intentional research in lieu of a PD
Resources:	Indicators of Success/Expected Outcomes:

<p>The Alberta Professional Learning Consortium https://aplc.ca/learning-opportunities/</p> <p>Rupertsland Education Community Connections https://www.rupertsland.org/teaching-learning/recc-room/</p> <p>Werklund Indigenous Education Resources https://werklund.ucalgary.ca/teaching-learning/indigenous-education-resources</p> <p><i>21 Things You May Not Know About the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality</i> By Bob Joseph</p>	<p>-I can more readily and easily design lessons that provide my students with opportunities to grow and develop their knowledge of First Nations, Métis, and Inuit</p> <p>-My students can identify what the treaty number of the land we live on, and can identify whose traditional territory the land is</p> <p>-My students can make connections between the concepts we are learning and Indigenous Ways of Knowing these concepts</p> <p>-I can act as a knowledgeable educator of FNMI histories, treaties, culture, language, and ways of knowing, at an age-appropriate level for my students</p>
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Reflections:

Relate the following reflections to the same TQS competency and indicators.

Based on my professional practice and my observations of student learning . . .

<p>What should I do more of?</p> <ul style="list-style-type: none">-Incorporate more Indigenous picture books and other texts into my literacy practice-Seek out contemporary and historical Indigenous artists to use as artist studies for fine arts classes as well as other subjects, recognizing where the inspiration for the art pieces is coming from-Work with my students to explicitly and intentionally help them to know which treaty they live on and whose traditional lands they are-Consider FNMI connections in lessons outside of art and social studies-Spend more dedicated time researching FNMI content to build up my own knowledge that I can pass to my students <p>Because</p> <p>The above intentions will help me to achieve competency in all FNMI related indicators in the TQS, extending my growth beyond competency 5 and rounding out my pedagogy. They will also help me to develop my knowledge and skills to honour the FNMI people through my teaching and to create more mindful and aware students.</p>	<p>What should I do less of?</p> <ul style="list-style-type: none">-Not overtly stating when we are looking at things in a way that aligns with Indigenous Ways of Knowing-Missing connections to the Seven Sacred Teachings <p>Because</p> <ul style="list-style-type: none">-Although I don't have to do either of these things in every lesson, they are things that I can be doing more that would help me in my goal and align myself with the goals of my school
<p>What new things could I do?</p> <ul style="list-style-type: none">-Take my students outside more to spend dedicated time learning from the land-Find ways to connect the curriculum to Indigenous Ways of Knowing, not trying to make Indigenous Ways of Knowing fit within the curriculum	<p>What should I stop doing?</p> <ul style="list-style-type: none">-Forgetting to look for FNMI connections to my lessons when it isn't Sept. 30 or Métis Week

<p>Because</p> <p>-The time we spend on the land learning gives us time to reflect on how we can connect to the natural world and learn from it. It also gives my students much-needed time outside in fresh air with the freedom to move as they need to</p> <p>-Starting with Indigenous Ways of Knowing first will make my lessons more authentic and smoother to design, and the connections will form to the curriculum as I practice and get better at it.</p>	<p>Because</p> <p>-Only remembering to make those connections when it's convenient is neither authentic, nor is it what we have been asked to do in the Calls to Action</p>
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