

## 2025 Workshop Series

### Climate Education In Teacher Education

Friday, May 16, 2025, 1:15-2:45 PM, Prince Rupert



# First Peoples Principles of Learning & Climate Change Education: Land is Curriculum

## LAND ACKNOWLEDGEMENT

We are grateful to be living, learning, and presenting on the unceded traditional territory of the Ts'msyen (Tsimshian) people. Specifically, we acknowledge the Lax Kw'alaams Band, Metlakatla First Nation, Gitxaala Nation (Kitkatla), Gitga'at First Nation (Hartley Bay), and Kitasoo Band (Klemtu) as the traditional keepers of the land.



The **Prince George campus** is situated on the unceded traditional territory of the Lheidli T'enneh First Nation, part of the Dakelh (Carrier) peoples' territory.

Since time immemorial, Indigenous peoples have walked gently on the diverse traditional territories where the University of Northern British Columbia community is grateful to live, work, learn, and play. We are committed to building and nurturing relationships with Indigenous peoples, we acknowledge their traditional lands, and we thank them for their hospitality.

The **Northwest campus in Terrace** is situated on the unceded traditional Ts'msyen (Tsimshian) territory of the Kitsumkalum and Kitselas First Nation. It includes a satellite campus in the coastal community of Prince Rupert, situated on the unceded traditional Tsimshian territory of the Lax Kw'alaams Band and Metlakatla First Nation.



The **South-Central campus** in Quesnel is situated on the unceded traditional territories of the Lhtako Dene Nation, Nazko First Nation, Lhoosk'uz Dené Nation, and ?Esdilagh First Nation (formerly Alexandria Band). Lhtako, Nazko, and Lhoosk'uz are on traditional Dakelh territory, and ?Esdilagh is a member of the Tsilhqot'in Nation.



# **WELCOME!**

**Share why you have chosen to  
come to today's workshop 😊**



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## Shape of the Afternoon

- Recap the First Peoples Principles of Learning (FPPL)
- Return to the Professional Standard 9 for BC Educators
- GO OUTSIDE – Walk & Talk
- Discuss *Land is Curriculum*
- Consider Climate Change Education and Our Practice





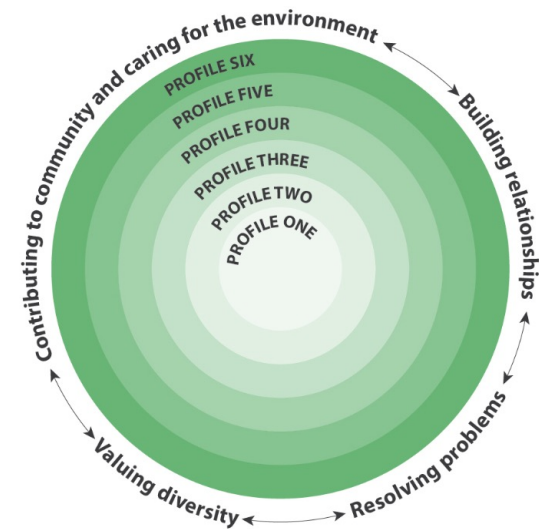
# BC's Curriculum and the Core Competencies

## Social Awareness and Responsibility

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.



## Contributing to community and caring for the environment

Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.

### Profile 4

#### **I can take purposeful action to support others and the environment.**

I can build relationships and be a thoughtful and supportive friend. I can identify ways my actions and the actions of others affect my community and the natural environment. I look for ways to make my classroom, school, community, or natural world a better place and identify small things I can do that could make a difference. I demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer.

### Profile 5

#### **I can advocate and take action for my communities and the natural world. I expect to make a difference.**

I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations. I work to make positive change in the communities I belong to and the natural environment. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I value differences; I appreciate that each person has unique gifts. I use respectful and inclusive language and behaviour, including in social media. I can advocate for others.

### Profile 6

#### **I can initiate positive, sustainable change for others and the environment.**

I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs. I advocate and take thoughtful actions to influence positive, sustainable change in my communities and in the natural world. I can analyze complex social or environmental issues from multiple perspectives and understand how I am situated in types of privilege. I act to support diversity and defend human rights and can identify how diversity is beneficial for the communities I belong to.





# Climate Change Educator Criteria

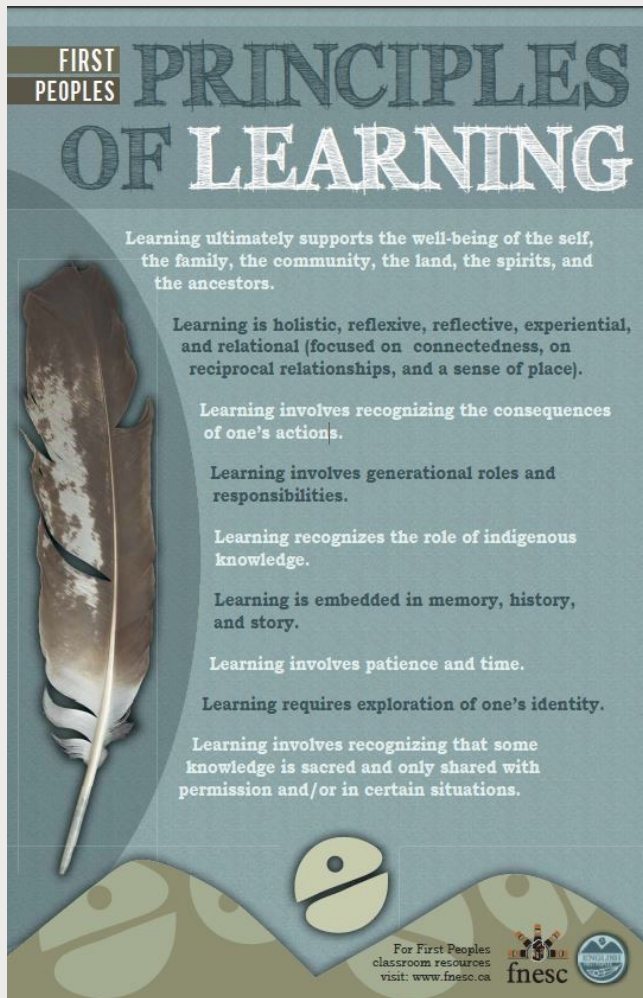
1. Decolonizes and Indigenizes
2. Includes diverse scientific and northern BC perspectives
3. Addresses feelings and “climate anxiety”
4. Invites critical awareness of the “polycrisis”
5. Develops inquiry stance-  
interdisciplinary/thematic/interconnections
6. Fosters agency to transform
7. Supports/integrates and is supported by local  
priorities/community members



**9 | Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.**

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

## Professional Standard 9



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning is embedded in memory, history, and story.

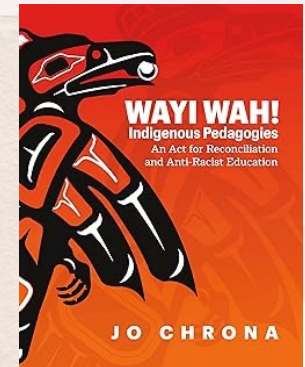
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# Jo Chrona & FPPL

## A Few Guiding Questions

### Context: Environmental Learning

- Google “First Peoples Principles of Learning Blog”
  - With a partner, choose one FPPL to review
  - In the sidebar, go to “Professional Development Activity” where you will find the following questions:
1. What stands out most to you? What resonates with you personally?
  2. What do you see as having the most potential for impact on schools or classroom practice? On your own practice specifically?
  3. What questions do you have? What might you want to know more about? How might you approach the next steps in your learning?






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### Welcome




This site is created to help educators in British Columbia understand how they might incorporate the **First Peoples Principles of Learning (FPPL)** into their classrooms and schools. Some educators will see that the Principles reflect what they already believe, and are doing in their schools and classrooms. Other educators will see concepts embedded in the principles that challenge some of the post-industrial Euro-centric beliefs about education. Either way, this site is not intended to be a comprehensive exploration of First Peoples (or Indigenous) education. It is instead, a beginning (or continuation) of a conversation.

While it is necessary to be able to clearly articulate the nature of each principle in order to understand its implications for our classrooms and schools, it is understood that an inherent interconnectedness exists between all of the principles. While they are described discretely, they operate in concert with each other in an robust and healthy learning environment and education system.

<https://firstpeoplesprinciplesoflearning.wordpress.com/professional-development-activity/>



An aerial photograph of a coastal city and harbor. The foreground shows a dark, forested hillside. The middle ground features a large body of water with several islands and a city built along the shoreline. A large port area with multiple cranes and shipping containers is visible on the right side of the harbor. In the background, there are large, rugged mountains partially covered in clouds. The sky is overcast with grey clouds.

**We are Going Outside  
For a Walk & Talk**

#OutsideActivity

# The Sharing Circle





# A Sit Spot Activity

## Land is Curriculum

How might you include LAND, Indigenous ways of being and knowing, and Climate Change Education into your practice?

Time to reflect and wonder.

Discuss with a partner on the  
“Walk & Talk” back to school.

#OutsideActivity





## Standard 10 Conversation

How might Climate Change Education or Environmental Learning become a professional standard for BC Educators?

What might this look like?

“Educators connect learners and learning to land, place, and planetary wellbeing.”

## Resources & Next Steps

### **Climate Change Connection in the BC Curriculum K-3**

(Released: April 15, 2025)

[https://www2.gov.bc.ca/assets/gov/environment/climate-change/climate-literacy/bc\\_climate\\_change\\_curriculum\\_k-3.pdf](https://www2.gov.bc.ca/assets/gov/environment/climate-change/climate-literacy/bc_climate_change_curriculum_k-3.pdf)

### **Be a participant in the CETE**

(Climate Education in Teacher Education)

### **Research Study**





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# Mussicho!

## CETE Research Team

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**Explore our webpage:**  
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Education (CETE)



For more information about  
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