



“Strong Like Two People”

Indigenous Pedagogy Framework

Grade 3

EDEF 3200: THEORETICAL FRAMEWORKS OF EDUCATION

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Land Acknowledgement

I would like to acknowledge that I am learning and living on the traditional and unceded territory of the Secwépemc people. I am grateful to be able to live, learn, and grow on this land, and I recognize the deep connections that Indigenous peoples have to the land, culture, and community.

As someone who is from the Northwest Territories, I also want to acknowledge my home community and the Tłıchǫ people of Behchokǫ, where I first experienced learning through both culture and education. This connection has shaped who I am and continues to influence how I think about teaching and learning.

I am committed to continuing to learn, listen, and teach in ways that respect Indigenous knowledge, perspectives, and ways of being.





Overview of the Framework



What It Is

- A Tłıchǫ education philosophy from Behchokǫ, NT
- Called “Strong Like Two People”

Main Idea

- Learn from both Indigenous and Western knowledge
- Becoming strong in both worlds

Purpose

- Build identity and belonging
- Strengthen relationships and community connection
- Supports balanced learning

ORIGIN OF THE PHILOSOPHY

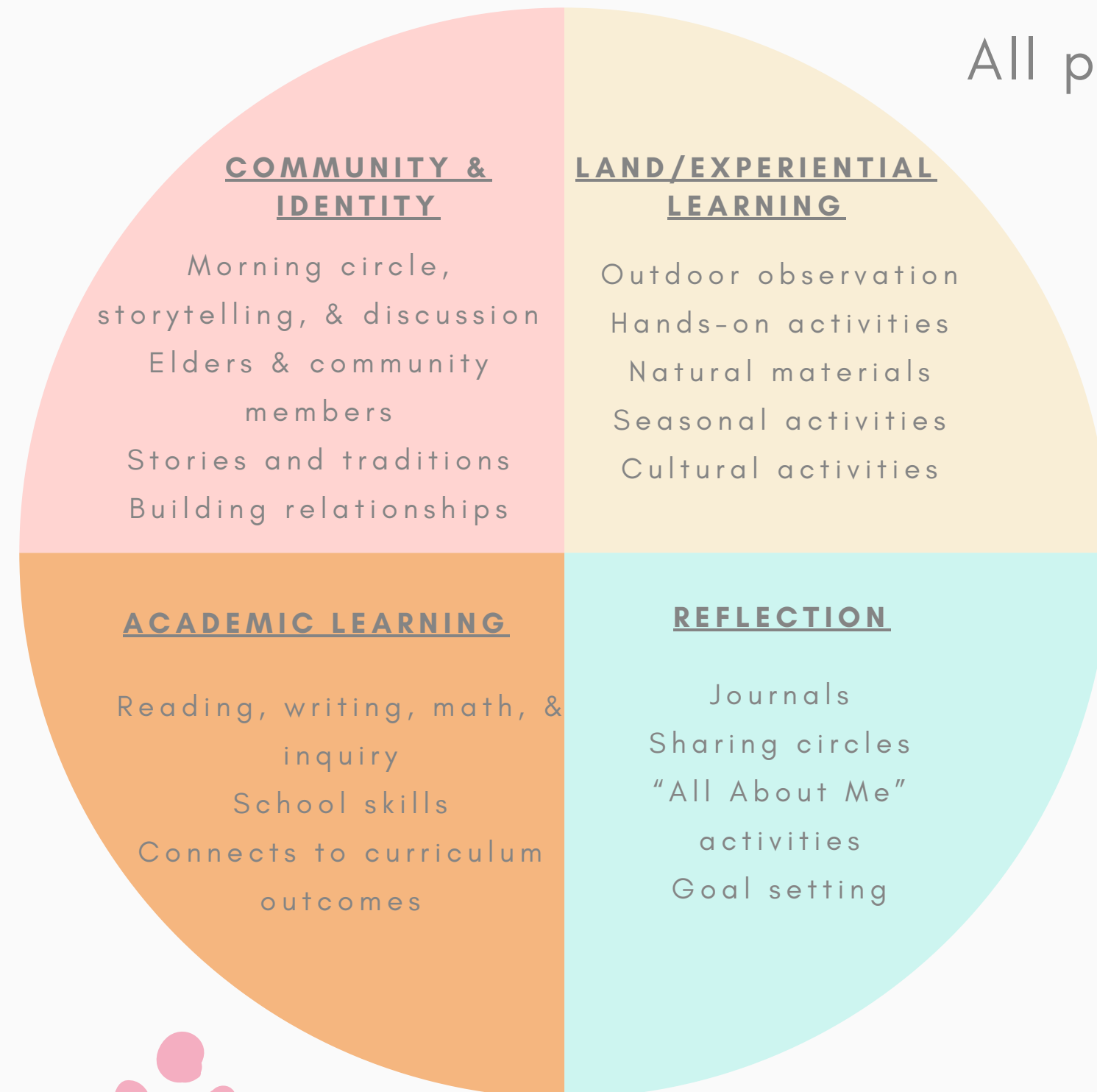
Chief Jimmy Bruneau wanted students to learn “both ways”

“...one person would be like two persons: One, knowing everything of the white culture and one, knowing of our ancestors’ culture. That person would become very strong for if we know everything like two persons... there may be no one greater than us.” - Interpretation by Tłı̨ch̨ elder, Elizabeth Mackenzie



DAILY BALANCED LEARNING

All parts work together every day



LEARNING AREA:

■ **COMMUNITY & IDENTITY**

■ **ACADEMIC LEARNING**

■ **LAND-BASED/EXPERIENTIAL LEARNING**

■ **REFLECTION**



Guided by Inquiry

**Big question that guides learning over time
(eg: over a unit)**

Shapes the lessons

Connects activities together

Gives purpose to learning

Inquiry Across the Curriculum

Example Inquiry Questions by Subject

ELA

“How do stories help us understand ourselves and others?”

- Connects to storytelling
- Builds comprehension and identity
- Can include Indigenous and non-Indigenous stories

Math

“How can we use math to understand the world around us?”

- Patterns in nature
- Measuring objects outside
- Counting and grouping

Social Studies

“What makes a strong and caring community?”

- Identity and belonging
- Roles in a community
- Respect and responsibility

Science

“How are living things connected to each other and the land?”

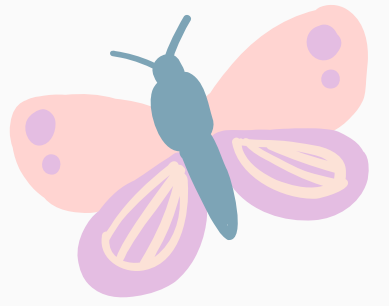
- Plants, animals, ecosystems
- Observation and inquiry
- Land-based learning

Health

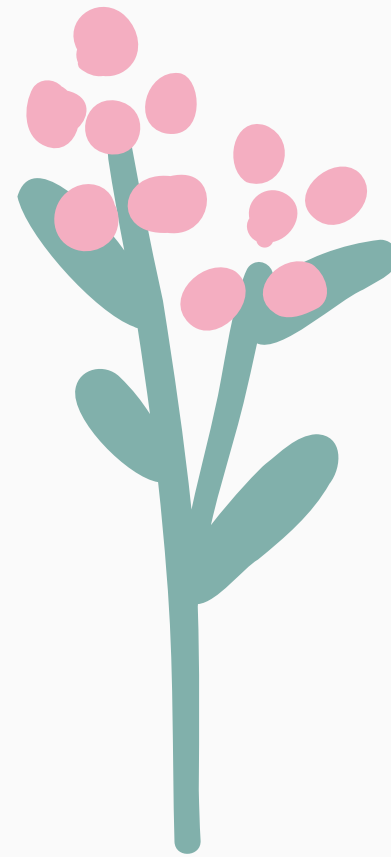
“What helps us feel healthy and balanced?”

- Physical, emotional, and social well-being
- Relationships and self-care
- Connection to community

Big Inquiry Question (Cross Curricular)



“How are we
connected to
the land?”



Cross-curricular:

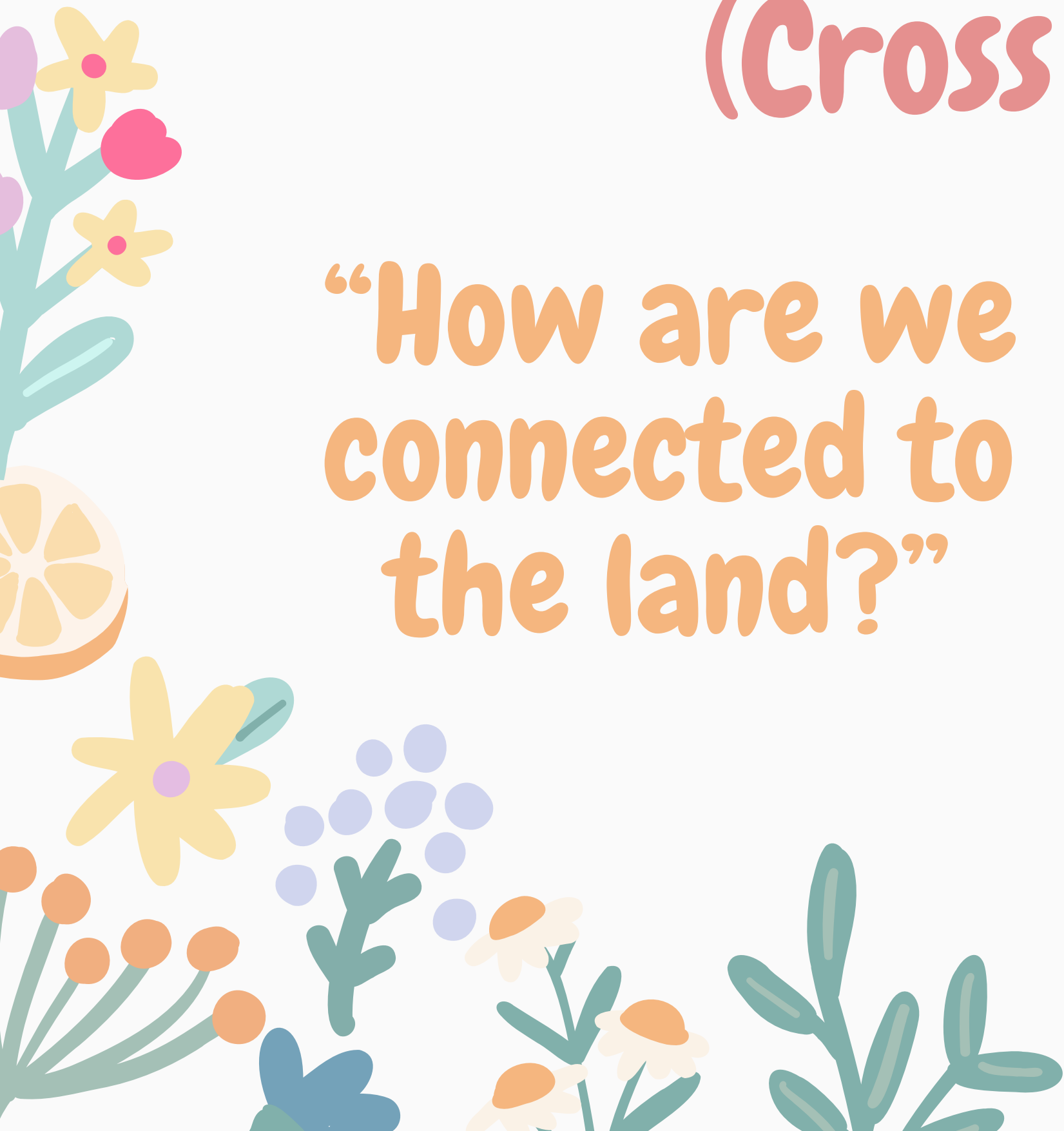
Science
Social Studies
Language Arts
Health

Students explore through:

Outdoor learning
Reading, writing, and inquiry
activities
Reflection

Learning Process:

Ask questions
Explore and observe
Share learning
Reflect



Classroom Implementation Example

Beading and Patterns



Cultural Learning

- Introduce beads as cultural practice
- Discuss:
 - Why is beading important?
 - How is it connected to culture and identity?



Storytelling

- Share a story or example about beading
- Invite an Elder or community member (if available)



Hands-on Activity

- Students create a simple beading pattern
- Explore colours, shapes, and designs



Academic Connection

- Identify and create patterns
- Describe their design
- Connect patterns to real-world examples



Reflection

- Sharing circle/journal:
 - What did you learn?
 - What does your design represent?
 - How does this connect to culture?

BC Curriculum Connections (Grade 3)

Math

CC1: Use reasoning to explore and make connections

CC9: Engage in problem-solving experiences connected to place, story, cultural practices, perspectives...

CC13: Represent mathematical ideas in concrete, pictorial, and symbolic forms

Social Studies

CC2: Explain why people, events, or places are significant to various individuals

CC6: Explain why people's beliefs, values, and worldviews give them different perspectives on people, places, issues, or events

CC7: Make value judgments about events, decisions, or actions, and suggest lessons that can be learned

ELA

CC7: Explain the role that story plays in personal, family, and community identity

CC11: Develop awareness of how story in First Peoples cultures connects people to land

CC12: Exchange ideas and perspectives to build shared understanding

Science (supporting)

Science supports learning through observation and connection to place.

Core Competencies

Math

Connecting and engaging with others-
Students share and explain their designs through discussion, storytelling, and reflection

Creative Thinking-
Students design unique bead patterns to express ideas and creativity.

Positive Personal & Cultural Identity-
Students connect to culture and explore their identity through beading.

Social Studies

Positive Personal & Cultural Identity-
Students connect to culture and explore their identity through beading.

Creative Thinking-
Students create meaningful designs to express their ideas and creativity.

Communication-
Students share and explain their learning through discussion and reflection.

ELA

Communication-
Students share ideas and explain their learning through storytelling, discussion, and reflection.

Creative Thinking-
Students create and express ideas through stories, designs, and personal meaning.

Positive Personal & Cultural Identity-
Students connect stories and learning to their identity, culture, and community.

Science (supporting)

Critical & Reflective Thinking- Students ask questions and explore patterns through observation and inquiry.

Communicating-
Students share observations and explain their ideas about patterns and learning.

Personal & Cultural Identity- Students connect learning to culture, land, and their own experiences.

FPPL

“Learning is holistic, reflexive, reflective, experiential, and relational.”

Holistic: Whole child (identity, culture, academics)

Experiential: Hands-on activity

Relational: Learning through community, stories, sharing

Reflective: Journaling, sharing circles

FPPL (supporting)

“Learning is embedded in memory, history, and story.”

Cultural knowledge shared through storytelling

Connects learning to identity and tradition

“Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.”

Learning reflects real-life cultural practices

Shows respect and protocol

Connects to Elders, community guidance, not all knowledge being freely shared



Welcome

TO THE

Chief Jimmy Bruneau Regional High School



For thousands of years, Dogrib parents taught their children through the activities of their daily lives. Children learned the skills they needed to survive and the values they needed to live in harmony within their families, their community and with the land. Our people took pride in passing on their knowledge, skills and values to the children and in the excellence of their education, our survival as a people was assured.

In this century, we became dependent on the church and the government to educate our children and in this loss of control, we find that our families, the community, language and culture are threatened. Our very survival as a people is at stake...

Chief Jimmy Bruneau was committed to the development of schools that would return control of education to the parents, support them in their task as the first educators of their children, and teach young people the knowledge and skills they need to survive today, and the values they need to live in harmony with their families, our communities and on our land.



As one elder said about Chief Jimmy Bruneau's vision of education:

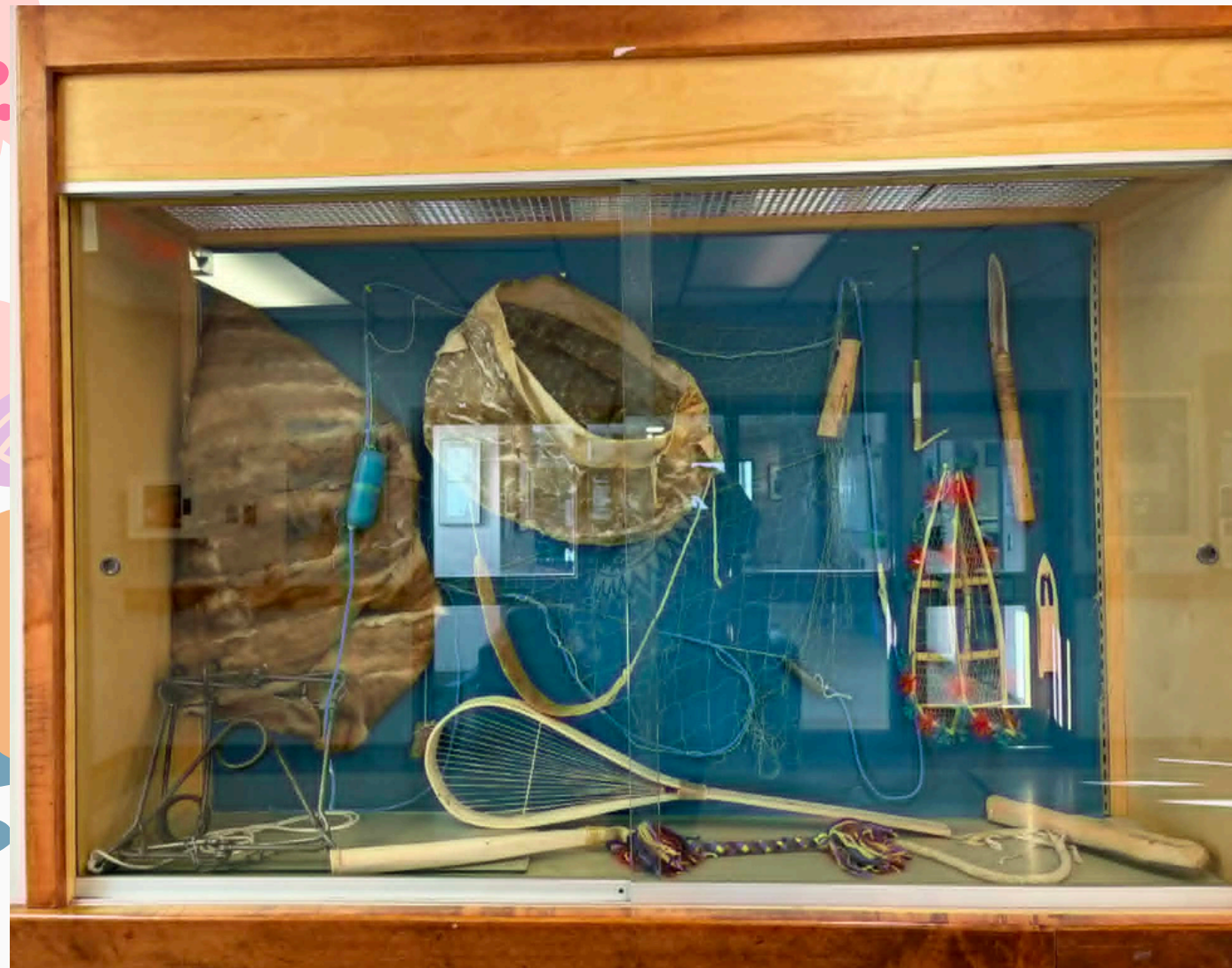
"So if children are taught in both cultures equally, they will be strong like two people..."

What the Old Chief talked about is a very good time in the future... we look far ahead for us and we gain from

Elizabeth Mackenzie

from the meeting to develop a mission statement for the Dogrib Divisional Board of Education: November 14-15, 1990. Rae-Edza, NW1

Tseko Ghàetoò Geèhkwe Kò
Staff Room



DENE LAWS

Share what you have.

Help each other.

Love each other
as much as possible.

Be respectful
of elders and
everything
around you.

Sleep at night
and work during
the day.

Be polite and don't
argue with anyone.

Young girls and boys
should behave
respectfully.

Pass on the teachings.

Be as happy as possible at all times.



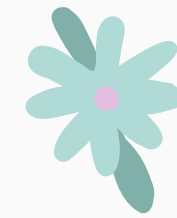
A decorative border surrounds the page, featuring various colorful elements: purple and pink flowers, orange slices, a blue butterfly, a pink butterfly, and green foliage. The background is white.

Masi Cho!

This framework helps students become strong like two people; grounded in their identity, connected to community, and confident in both Indigenous and Western ways of learning.



References



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