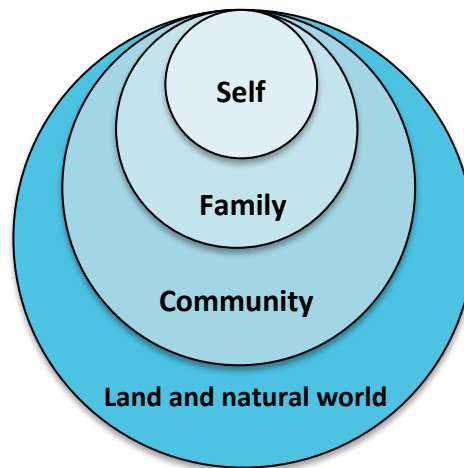




# Aboriginal Learning and Literacy

**Relationships** are the foundation of **Aboriginal learning**. Aboriginal people see themselves connected to larger extended networks.



## Children make meaning from:

- Printed materials (e.g., books, signs, drawing)
- Visual signs (e.g., landscape, weather, posters in the community, dance, body language)
- Auditory cues (e.g., drum songs, speeches, ceremonies, listening to stories)

## Holistic literacy learning emphasizes:

- Balance between print and orality
- Nurturing of mind, body and spirit
- Inclusion of local Aboriginal knowledge with school-based knowledge

## Indigenous pedagogies to support literacy learning include:

- Experiential learning
- Land-based learning
- Intergenerational learning
- Oral storytelling
- Instruction with print and visual signs



**Aboriginal Family and Community Literacy Curriculum (AFCLC)**



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## Some Best Practices for Family Literacy Initiatives:

1. A recognition of **the impact of colonization** on Aboriginal learning and language and literacy
2. **Multiple ways** of making meaning (e.g., listening, speaking, viewing, doing and reading)
3. **Aboriginal approaches** to learning
4. Aboriginal **languages, practices** and **values**
5. Family and community **strengths**



## Resources Supporting Practitioners:

- The gift of Aboriginal language and culture <http://www.youtube.com/user/TGLCP>
- Creating and wearing of a Heiltsuk button blanket [http://www.nfb.ca/film/vistas\\_button\\_blanket](http://www.nfb.ca/film/vistas_button_blanket)
- Family literacy projects developed as part of a community development initiative in the NWT [http://www.nwt.literacy.ca/resources/family\\_literacy\\_in\\_the\\_north.pdf](http://www.nwt.literacy.ca/resources/family_literacy_in_the_north.pdf)
- This report from the Nunavut Literacy Council provides examples of community literacy programs in Inuit communities <http://www.nunavutliteracy.ca/english/resource/reports/litprog/best.pdf>

## Activities:

### ***Connect Elders with children and youth:***

Invite Elders to share traditional activities and knowledge as part of programming (e.g., youth interviews with Elders, teaching knitting to parents and children).

### ***Creating books or videos with families:***

Have families share stories that can be recorded and illustrated by children and youth. The stories could be about an activity the family likes to do, a special time for them, or a traditional story.



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