











# *Project of Heart* BUILDING RECIPROCAL STUDENT-TEACHER RELATIONSHIPS THROUGH INCLUDING INDIGENOUSLY-INFORMED (**HEART+SPIRIT**) STUDENT REFLECTION AND SELF-EVALUATION

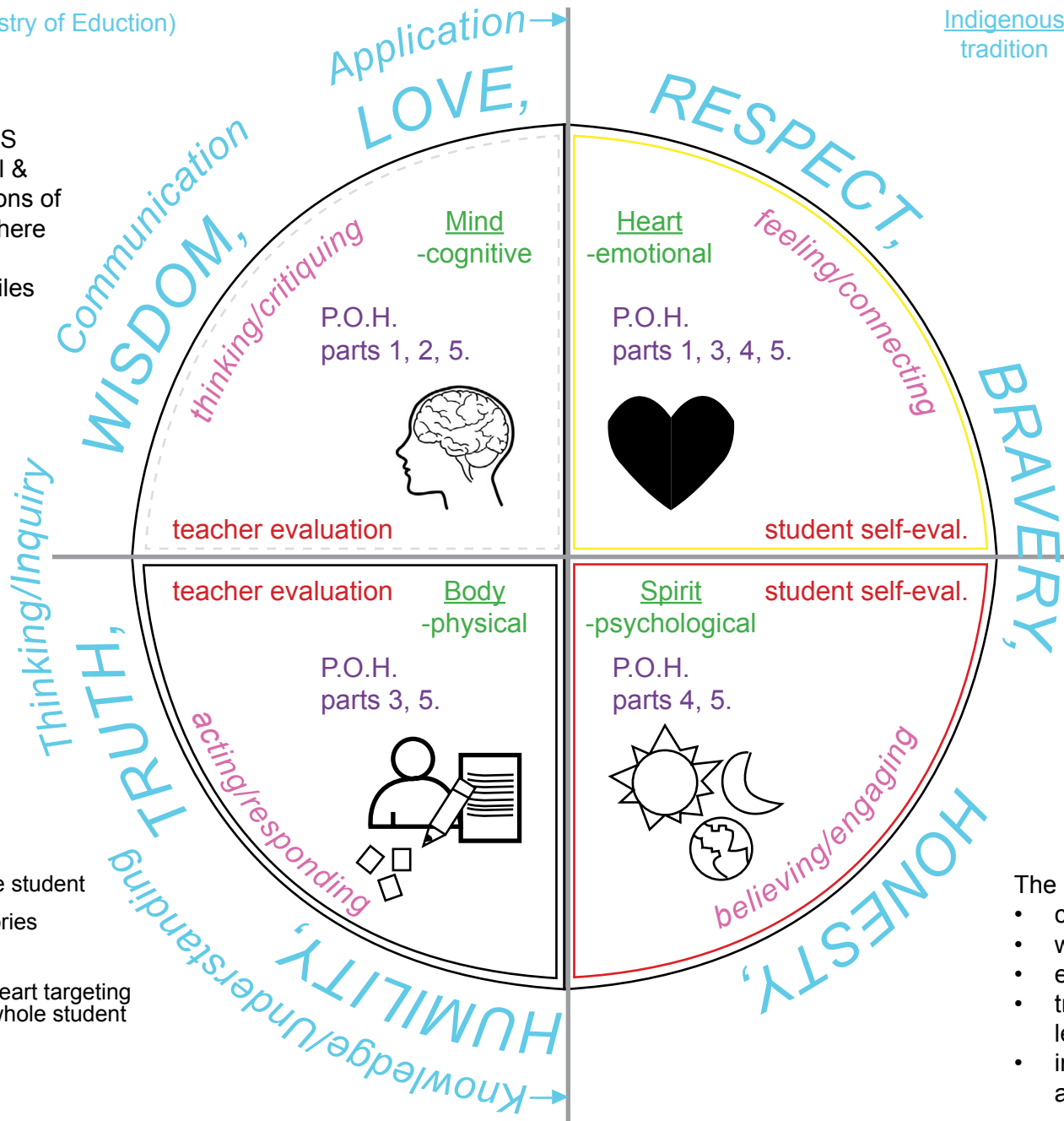
	PROJECT OF HEART LEARNING CONTENT	INDIGENOUS ANALYSIS	WESTERN ANALYSIS	EVALUATION/ASSESSMENT
<b>Part 1</b>	<ul style="list-style-type: none"> <li>- Knowledge of Indian Residential Schools (IRS)</li> <li>- Number of child deaths/genocide</li> <li>- Intergenerational trauma</li> <li>- Incarcerative aspects</li> <li>- Church groups who managed them</li> </ul>	Mind, Heart 	Ontario Ministry Curriculum Achievement Categories  1) Knowledge/Understanding	 <b>HEART</b> <b>MIND</b>
<b>Part 2</b>	<ul style="list-style-type: none"> <li>- Partnering of school with chosen IRS to commemorate</li> <li>- Contributions of Indigenous people historical/contemporary</li> <li>- Distinctive Indigenous nations and relationship to geography/territory of the chosen IRS</li> </ul>	Mind 	1) Knowledge/Understanding 2) Thinking/Inquiry	 <b>MIND</b>
<b>Part 3</b>	<ul style="list-style-type: none"> <li>- Decoration of tiles (each symbolic of the death of one child due to the IRS experience - response to newly acquired knowledge</li> <li>- Artistic expression of heart/spirit knowledge as gesture of reconciliation</li> </ul>	Body, Heart 	3) Communication 4) Application	 <b>HEART</b> <b>BODY</b>
<b>Part 4</b>	<ul style="list-style-type: none"> <li>- IRS Survivor/Elder/Cultural worker invited to class to answer questions/conduct smudging ceremony of decorated tiles</li> <li>- Students learn Indigenous protocol for visiting Elder/survivor (tabacco offering, etc.)</li> </ul>	Heart, Spirit 		 <b>HEART</b> <b>SPIRIT</b>
<b>Part 5</b>	<ul style="list-style-type: none"> <li>- Social justice actions to address on-going colonization of Indigenous people</li> <li>- Student acceptance of responsibility for our (settler) governance by taking action to address current injustices (i.e. signing petitions/writing letters to MPs or MPPs, attending rallies)</li> <li>- Second gesture of reconciliation</li> </ul>	Mind, Heart, Body, Spirit 	1) Knowledge/Understanding 2) Thinking/Inquiry 3) Communication 4) Application	 <b>HEART</b> <b>MIND</b> <b>SPIRIT</b> <b>BODY</b>

# *Project of Heart* AND THE MEDICINE WHEEL IN MOTION FOR THE EVALUATION AND ASSESSMENT OF STUDENT ACHIEVEMENT

Western (Ontario Ministry of Education) tradition

Indigenous } Grandfather teachings guide instructional outcomes  
tradition

- Part 1: Learn about IRS
- Part 2: Learn historical & contemporary contributions of Indigenous peoples where chosen IRS stands
- Part 3: Decoration of tiles
- Part 4: Elder/Survivor conducts ceremony & answers questions
- Part 5: Social justice action



## Legend

- Aspects of the whole student
- Achievement categories
- Evaluator/Assessor
- Parts of Project of Heart targeting specific aspects of whole student
- Learner outcomes

- The Medicine Wheel Recognizes
- centrality of learner
  - wholistic learning
  - experiential education
  - transformative nature of learning
  - importance of relationships and "meaning-making"