

# Indigenized Inclusive Inquiry Capable Person Planning Tool

Unit/ Lesson Topic:

## Thinking in Place

### Who are your learners?

- (Use the **Classroom Support Plan**)
- How will you attend to the passions, interests and strengths of students to plan learning pathways?
- What key NWT competencies are you working on? (Teacher chosen AND Student Chosen)
- c? (**PLAN FOR THESE FIRST**)

### Curriculum Connections:

- Curricular **CONTENT** and **SKILLS** are you targeting
- What Barrier skills are you focusing on?

### Big Ideas & Essential Question:

- What is the ungoogleable question that frames the learning? What questioning protocols could you use?

### Cultural connections:

- How is learning connected to place (DK/IQ) and language?
- What local provocations could you use?
- How will you move from local to global or global to local?

## Connecting to Self and Community

### Guides and Experts:

- Who and what will guide you and your learners?
- How are sources local, authentic and relevant to the learners?

### Mini lessons:

- What thinking routines, research skills/protocols, and scaffolds will you use?
- **What specific UDL strategies are needed?**  
**(Learning goals, Engagement, Representation, Expression)**
- How will you make student questions visible and integrate them into the learning?

### Student Agency and Supports:

- How will students be adding to their learning bundles?
- What do students need support in, what coaching can you do?

## Growing Together

### Assessment Criteria:

- What are your learning intentions?
- How will you assess the learning?
- How will you co-create success criteria
- How will assessments be equitable for all?

### Feedback:

- How will you use formative assessment, reflections, peer/self feedback?

<ul style="list-style-type: none"> <li>How is your feedback safe, constructive and timely?</li> </ul>	
<b>Evidencing:</b> <ul style="list-style-type: none"> <li>How is the evidence you are gathering rich and diverse? (<i>learning walls, photos, anecdotal notes from conferencing, student reflections</i>)</li> <li>How will students be involved in evidence selection to show their learning?</li> </ul>	
<b>Coming to Know</b>	
<b>Celebrating Learning:</b> How will you celebrate the learning?	
<b>Audience:</b> Who will students share their learning process and products with? Who is the authentic audience for this learning? How will you share the learning with the experts and guides who were involved?	
<b>How does this learning contribute to becoming capable?</b> How will students reflect on how they are growing as a capable person with this new learning (What new skills, knowledge and experiences help students become more capable in their culture and in the world?	