

## PROFESSIONALISM AND NATIVE VALUES

**GRADE LEVEL:** University

**SUBJECT  
AREA:** Professional Development for Native Teachers

**GOAL:** To define professionalism in light of the Seven Sacred Teachings - Wisdom, Love, Respect, Bravery, Honesty, Humility, Truth - so that Native teachers will see themselves relating to their students using these principles.

**OBJECTIVES:**

1. Native Teachers will be made aware of what the implications are in the Seven Sacred Teachings from the Ojibwe language translations.
2. Native Teachers will be able to apply the Seven Teachings to their roles as professionals.

**CULTURAL  
CONCEPT:** The Seven Sacred Teachings are principles to live a good life by. They are not to be lived in isolation of each other, but are to be looked at as one unit in the Circle of Life.

### **CULTURAL LESSON:**

Introduction: Display "19th Century Code of Conduct for Teachers" on the overhead. Read with student teachers and allow for reactions. Explain that the purpose of this workshop is to develop a new code of conduct that fits a new breed of professionals - First Nations teachers.

Lesson Content: Display the Seven Sacred Teachings.

1. Wisdom - NBWAAKAAWIN - experience and appreciation for experience - indigenous intelligence - life experience.
2. Love - ZAAGIDWIN - possessiveness in a protective way - love brings life to a person.
3. Respect - MNAADENDMOWIN - taking care of something - a keeper - having relationships with (a kin to) - taking a second look.

4. Bravery - AAKDEHEWIN - having a strong heart - courage and strength.
5. Honesty - GWEKAADZIWIN - straight living - a purposeful life - being precise (word used in a very strong sense - permeates all that you do)
6. Humility - DBAADENDIZWIN - measuring your own strength in a real way - leveling yourself (bringing yourself to the level of your children as well as your colleagues).
7. Truth - DEBWEWIN - convincing \

Talk briefly about each, explaining the subtle implications that the translations from the Ojibwe language give to each of the teachings. Encourage students to keep these teachings in mind as they listen to each of the Panelists define professionalism in their own careers and how they resolve their Native values with the demands in their jobs. Introduce each of the panelists.

#### **STUDENT**

#### **ACTIVITIES:**

1. Panel Discussion - Panelists define professionalism.
2. Group Discussion - students interact with panelists considering professionalism in terms of relationships:
  - teacher ↔ students
  - teacher ↔ parents
  - teacher ↔ administration
  - teacher ↔ other teachers
  - teacher ↔ community (i.e. Band Council, community members).
3. Have students response to questions.

#### **EVALUATION**

#### **ACTIVITIES:**

Students and panelists will develop a list of practical applications based on Seven Sacred Teachings.

#### **RESOURCES:**

A panel of native professions in various roles as educators. Possibly an elder to speak about the Seven Sacred Teachings. A copy of the "19th Century Code of Conduct for Teachers".

#### **DEVELOPED BY:**

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