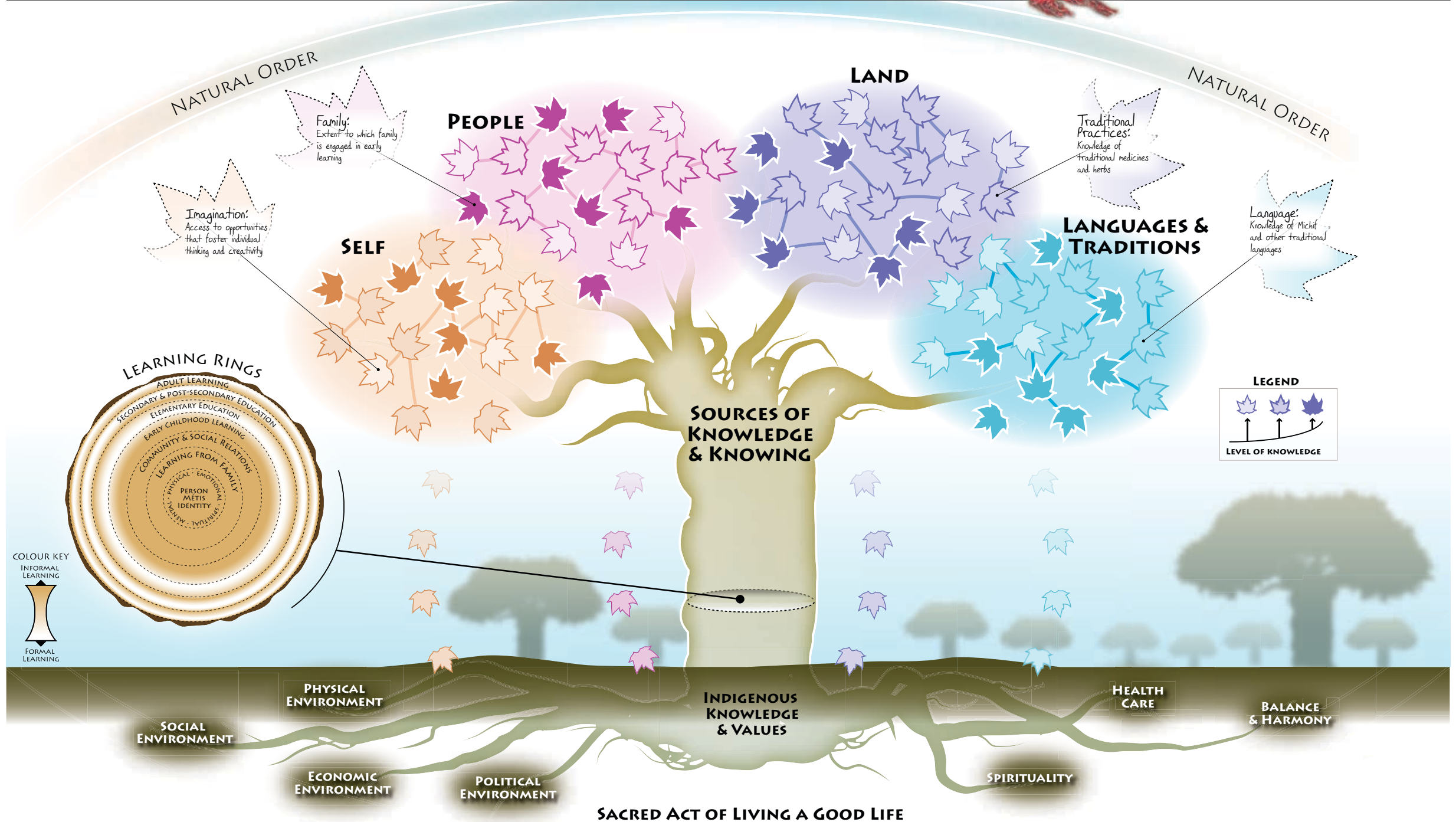


# MÉTIS HOLISTIC LIFELONG LEARNING MODEL

Living DRAFT  
Last Updated: June 6, 2007





## ABOUT THE MÉTIS HOLISTIC LIFELONG LEARNING MODEL

The *Métis Holistic Lifelong Learning Model* represents the link between Métis lifelong learning and community well-being, and can be used as a framework for measuring success in lifelong learning.

The Métis understand learning in the context of the “Sacred Act of Living a Good Life,” a perspective that incorporates learning experienced in the physical world and acquired by “doing,” and a distinct form of knowledge—sacred laws governing relationships within the community and the world at large—that comes from the Creator. To symbolize these forms of knowledge and their dynamic processes, the Métis Holistic Lifelong Learning Model uses a stylistic graphic of a living tree.

The *Métis Holistic Lifelong Learning Model* is a result of ongoing discussions among First Nations learning professionals, community practitioners, researchers and analysts. For a complete list of individuals and organizations that have contributed to the development of this learning model, visit [www.ccl-cca.ca](http://www.ccl-cca.ca).

## DESCRIBING THE MODEL

The Métis learner, like the tree, is a complex, living entity that needs certain conditions for optimum growth. As conditions change throughout the natural cycle, so will the regenerative capacity of the tree. The health of the tree, or the Métis learner, impacts the future health of the root system and the “forest” of learners.

Métis people view lifelong learning as part of a regenerative, living system—the “Natural Order” that governs the passage of seasons and encompasses a community (or forest) of learners. Within this organic system, relationships are interconnected, and balance and harmony are maintained.

The tree’s roots represent the individual’s health and well-being (social, physical, economic, spiritual, etc.) and provide the conditions that nurture lifelong learning. The root base of the tree represents the indigenous knowledge and values that provide stability for the Métis learner.

A cross-sectional view of the trunk’s “Learning Rings” depicts how learning occurs holistically across the individual’s life cycle. At the trunk’s core are the spiritual,

emotional, physical and mental dimensions of the Métis self and identity. Intergenerational knowledge and values are transmitted through the processes that first influence the individual’s development—learning from family, and learning from community and social relations (represented by the two rings surrounding the core). The four outer rings illustrate the stages of lifelong learning, from early childhood through to adulthood; they depict the dynamic interplay of informal and formal learning that occurs at different rates and stages, as represented by the extent of growth across each ring.

Extending from the trunk are the branches—“Sources of Knowledge and Knowing” such as self, people, land and language and traditions. The clusters of leaves on each branch represent the domains of knowledge. The intensity of their colour indicates the extent of individual understanding in any knowledge domain. The leaves of knowledge eventually fall to the ground, signifying how knowledge transmission enriches the foundations of learning and produces more knowledge (more vibrant leaves).