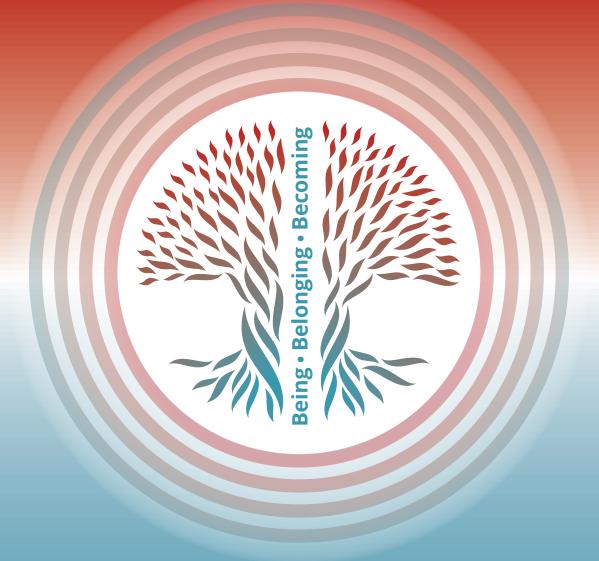
# **Improving Transitions for Indigenous Learners**

through Collaborative Inquiry



# **Questions to guide your practice**

#### Roots

Are you learning from the Elders in your community? Are you strengthening a sense of place through your inquiry? Are you infusing the **First Peoples' Principles of Learning** into everything you do?

# Relationships

Are you ensuring that relationships are nurtured, valued and respected? With your learners? With your colleagues? With your community?

#### Learners at the centre

How are you using what you hear directly from your learners to both inform your inquiry and to check that you are making enough of a difference?

#### **Reaching out**

Who are you connecting with outside your school – especially when you are not quite sure what your next steps might be?

## **Right-sized actions**

Are you encouraging new actions with the right degree of risk for everyone involved?

Are you celebrating small steps? How are you building and sustaining momentum?

# **Integrating**

Are you building connections across curriculum areas and with your community?

# **Assumptions**

Are you creating the conditions to test assumptions and explore hunches?

#### **Vulnerability**

Are you open to uncertainty? Are you becoming more comfortable expressing your own doubts and concerns?

#### **Emotions and motivation**

How are you checking in with your team to share feelings about the steps you are taking?

### **Stories**

Are you sharing stories to build understanding of what you are doing and to create images of a preferred future? How are you doing this? With whom?

#### **Impact**

What difference is your inquiry making to learners? How do you know? Is it enough?



Networks of Inquiry and Indigenous Education www.noii.ca

A 2019 report from the Networks of Inquiry and Indigenous Education (NOIIE) offers ten case studies and a wealth of insights. Read the full report at www.noii.ca/transitions.pdf