

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