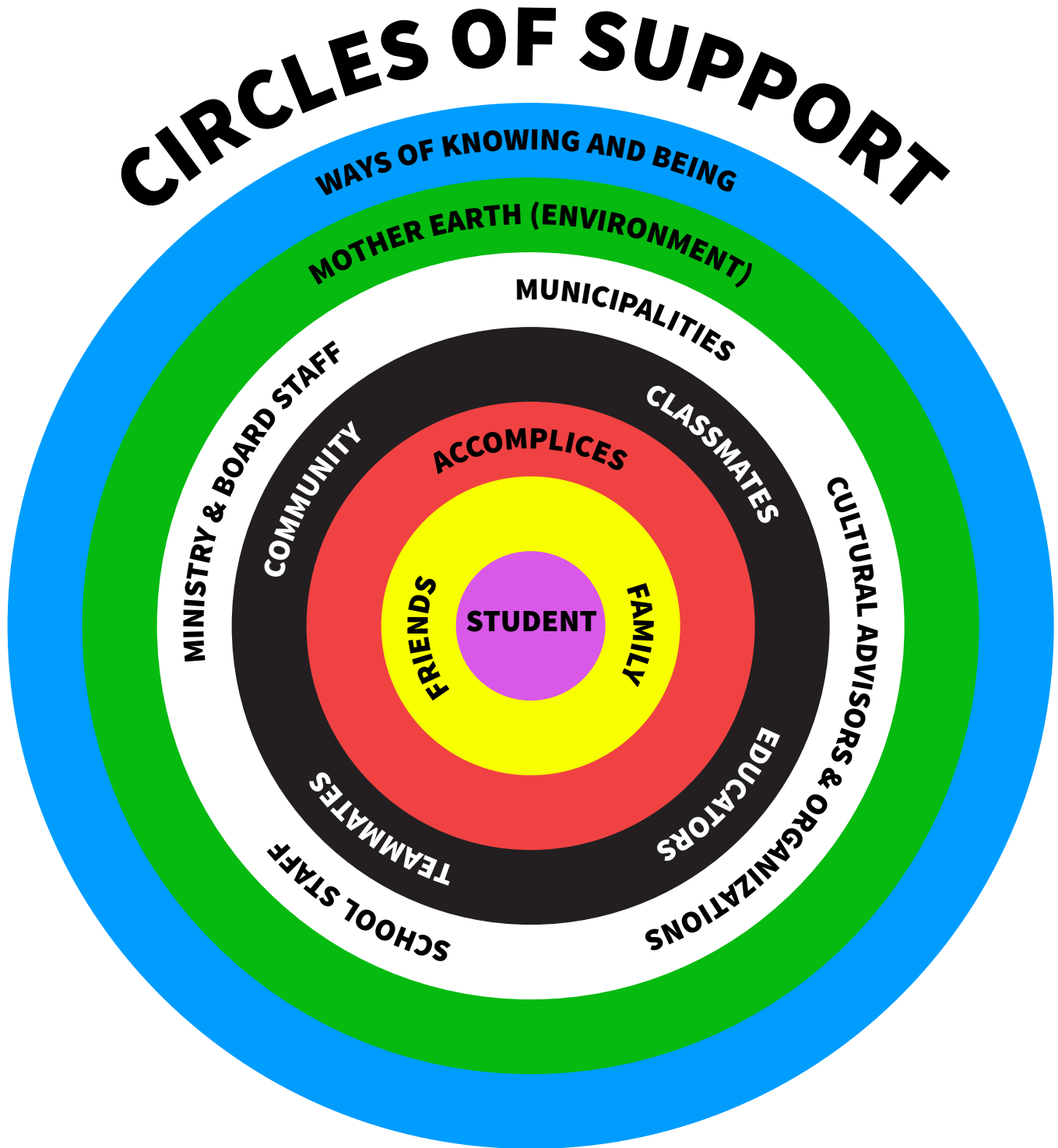


Personal Reflections About My Circles of Support



My reflections at this time in my journey:

What is my why?	
Students in front of me	
Who are the self-identified students in my classroom? What are their Indigenous affiliations? What are my students (all students) interested in learning about?	
Myself as a student	
How will I engage in relearning history? • Where will I begin? • What is the next Indigenous authored book I will read? • What course will I take? • How will I commit to learning alongside my students and who in my Circles of Support can help me?	
Friends and Family	
Who are my “go to people” to bounce ideas off, to plan with, and to unpack hard questions and topics? Who do I trust completely?	
Accomplices	
Am I an accomplice? How do I know? Who are the accomplices I know? How can I be an accomplice? How can I find out who the accomplices are in my school/board?	

<p>Teammates, school community, classmates, educators</p>	
<p>Whose land am I on?</p> <p>What will I do to learn about the Indigenous community(ies) where I live and work?</p>	
<p>School staff, ministry/board staff, Cultural Advisors & organizations, municipalities</p>	
<p>Who can support me with planning and accessing resources?</p> <p>What steps can I take to build relationships with Cultural Advisors that are relationships built on reciprocity and not one-off events?</p>	
<p>Mother Earth (Environment)</p>	
<p>How will/do I engage in mindfulness and learn from the land?</p> <p>What supports are available to help me do this?</p> <p>How will I engage in learning alongside my students in a way that honours and values Indigenous perspectives?</p>	
<p>Ways of knowing and being</p>	
<p>What story will I create?</p> <p>What is the promise(s) I will make to myself about the teacher I want to be?</p> <p>What role do I strive to play in the stories of my students?</p> <p>How will I enact my journey, through relationships that commits the time, trust, caring and intentionality that tells my “best possible story”?</p>	

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