



Strong Relational Thinking:

A Way to Navigate an Indigenous Knowledge Environment

A Teacher's Journey Begins

Knowledge Building: Teacher Develops Capacity with Relevant Content

Study	Understand	Reflect
Indigenous learning portal: relational worldview; Indigenous knowledge; knowledge keepers	The reliability of contextual, local or personal knowledge	The difference between information and knowledge
Other necessary topics: acquiring knowledge from reliable sources; distinguishing information, facts and opinions; argument; reasoning; logic	How to create a strong thesis/argument How to identify a credible conversation about a topic or question	How to foster students' abilities as strong relational thinkers How the reliability of knowledge is verified through communicative relationships



Knowledge Sharing: Teacher and Student Engage in the Learning Environment

Practice	Present	Discuss
Respecting knowledge and knowledge keepers Identifying credible conversations	A teaching that demonstrates contextual, local or personal knowledge Encourage students' sense of themselves as strong relational thinkers grounded in and shaped by the world of ideas/knowledge/experience	The responsibility of the students as they practice becoming knowledge keepers The importance of communicative relationships in identifying credible conversations



Knowledge Development: Teacher Creates Learning Experience for Student

Experience	Exploration	Expression
A learning exercise that reinforces appropriate, active and effective skills for acquiring knowledge from diverse sources	Students explore an issue, question or topic with the goal of identifying a credible conversation about it	Students must use diverse sources to understand and articulate a credible conversation about a topic or issue
A learning exercise in which the teacher models skills for seeking and acquiring knowledge in a world of multiple and contradictory ideas/opinions	Students practice finding their way in a credible conversation and entering the conversation using strong relational thinking	Students must demonstrate the reliability of subjective, Indigenous or oral testimony



Knowledge Assessment: Evolution of Student Learning Process

Comprehension	Analysis	Consolidation
Students successfully identify and accurately describe a credible conversation about a topic or issue	Students use a reliable, relationship-based process in ensuring the reliability of information/sources while valuing each source based on its own standards	Students grow in their ability to introduce their own voice into a credible conversation
Students demonstrate the breadth and completeness of their research, particularly as it relates to the use of subjective, Indigenous or oral testimony	Students engage in strong relational thinking	Students demonstrate awareness of knowledge as a process based on relationships

Make a Rubric

A Teacher's Journey Continues

