

In my original value claim, written 20 years ago, I articulated values I had lived implicitly, somewhat consistently, since beginning to teach in 1969. There were confrontations and contradictions and times when I was overwhelmed. Nevertheless, I wrote that I claimed to love and value my students above all else. I believed that. Still in the classroom today, this would remain unchanged. In retirement, I continue to care about learners and their learning, and do so actively and vicariously through inquiry endeavors with colleagues in a writers' collective and on a portraiture project.



Judy McBride

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Within these spheres, I claim to value:

- ♥ The possibility of creating new understandings that may inform teaching and learning as I ask *What does it mean to know-in-relation?*
- ♥ Multiple approaches to inquiry including written, visual and performance methods of creating and sharing texts representing and extending learning, and
- ♥ Collaborative inquiry as a reflective, emotive, relational, recursive process in which I/we engage for the purpose of the betterment of my/our Selves, and those in our care.

The Narrative Inquiry Group



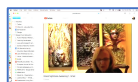
- Video-clip in which members of The Narrative Inquiry Group create a literary métissage of value claims:
https://www.youtube.com/watch?v=Ccu6AKN54BA&feature=em-upload_owner-action=share
- Video-clip in which members of The Narrative Inquiry Group share reflections on Living Theory:
<https://www.youtube.com/watch?v=OpPJ6KNNAXg>
- Video-clip in which I explain our use of literary métissage in the Post-Doc Skype Sunday conversation:
https://www.youtube.com/watch?time_continue=36&v=gvpf-kJMJeA
- Paper presented to the Action Research Network of the Americas 2016 Conference: *Narrative Inquiry and Literary Métissage as Media for Educational Change*, with Martin Labrie, Sebastien Porco and Kristen Witczak.
<https://sites.google.com/site/arnaproceedings/home/2016-proceedings/labrie-mcbride-porco-and-witczak>
- Forthcoming publication in the *Educational Journal of Living Theory (EJOLTS)*: Values and Voice: An intricate braid of teaching and learning, knowers and known, authored by The Narrative Inquiry Group; accepted 01/04/18.

<http://ejolts.org/>

- Forthcoming presentation to the Action Learning Action Research Association's World Congress (June 2018) on Transformative Social Change entitled *The Transformative Possibilities of Literary Métissage in Building a Learning Community*, with Lynda Giguère and Laurie MacLeod.

<https://www.alarassociation.org/?q=about-us%2Fconferences-and-congresses%2Fcongresses%2FALARA-world-congress-2018%2Fpresentations>

The Self-Study/Portraiture Project



- Article in which my colleagues Heather Hancheruk, Kristen Witczak and I describe our arts-based self-portrait inquiries.
<http://www.learninglandscapes.ca/index.php/learnland/issue/view/Artful-Inquiry-Transforming-Understanding-Through-Creative-Engagement>