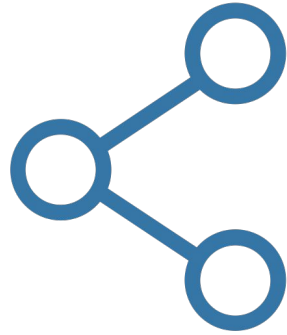


CIS Ontario Connects



Guiding Question: How does taking an **inquiry** stance generate a **rich student experience**?

Session Format



Welcome	5 min	Facilitator Introductions
		Session Mindset & Format review
Learn	20 min	Session facilitators to share their experience / learning
Share & Reflect	35 min	Facilitated table sharing of expertise and prior knowledge
Deep Dive	35 min	Facilitated deep dive into a session subtopics. Participants choice where they go next
Record & Consolidate	30 min	Participants return to original table group for a consolidation and poster exit ticket activity
Gallery Walk	Exit	Exit while taking pictures of other table group posters. Continue conversations and connections during the coffee break.

Core Agreements & Session Tips

- Group sizes of 4 - 7 people are best for discussion. If you find yourself in a larger group try and form a smaller one.
- During the deep dive break-out session if you find that your group is too big, feel free to start a new one.
- Respect your own air-time, and that of your fellow participants
- We are all experts:
 - Experts in how to collaborate
 - Experts in how to support one another
 - Experts in how to be generative in our dialogue
 - Experts in being generous listening
- We don't know it all:
 - We all have room to grow, we benefit most when we listen with an open mind
 - We all come from different schools and different cultural contexts, be curious about that
- Use your placemat to record and share what you've learned
- Continue the conversation during the break and at lunch

Inquiry Session Facilitators

Rachel Hughes

Vice Principal, Junior School

The Bishop Strachan School

Contact info:

rhughes@bss.on.ca

Twitter: [@rachelphughes](https://twitter.com/rachelphughes)

Jeff Adams

US Math Teacher

Havergal College

Contact info:

jadams@havergal.on.ca

Twitter: [@jpadams](https://twitter.com/jpadams)

Guiding question:

How might taking an inquiry stance generate a rich student experience?

Your Placemat

This is the key to effective learning from today's session:

- Follows the flow of the session
- Provides you with prompts and space to ask questions, write ideas, and document your learning.

It is the artifact of the session. Use it, write on it, doodle, sketch note, whatever helps you learn the most from the the day.

Name: _____ **Session Focus:** _____

Learn
Use this section to take notes during your session facilitator presentation. What questions do you have? What areas might you like to explore next?

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Guiding question: What insights and experience do I have to contribute to this guiding question?

What questions do I have about this guiding question and this topic in general?

Name: _____

Reflect

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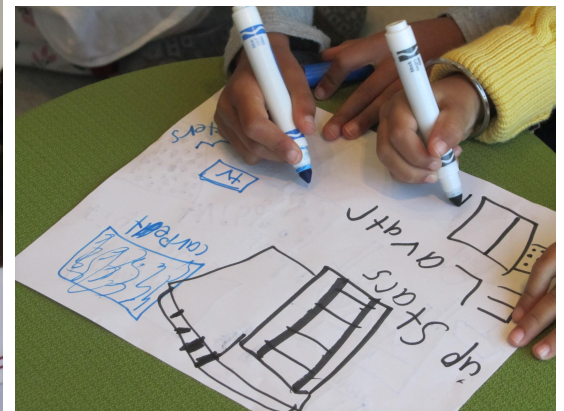
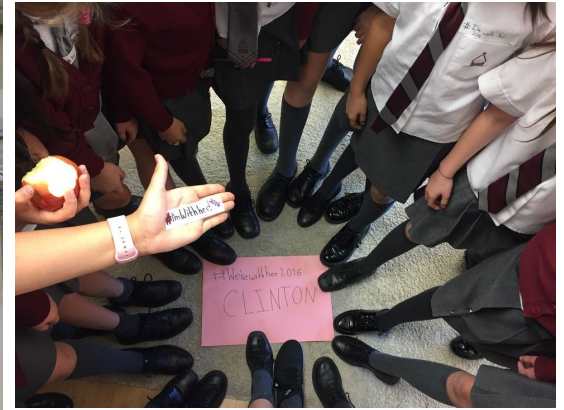
Session Focus: _____



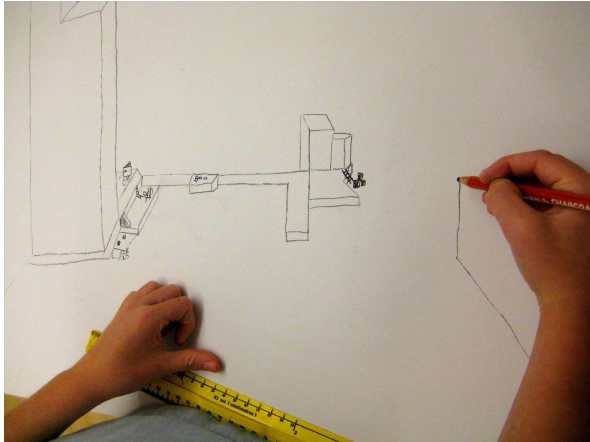
Learn

Use this section to take notes during your session facilitator presentation. What questions do you have? What areas might you like to explore next?

Investigations and co-constructing knowledge



Inquiry through experience



What would inquiry based/interdisciplinary learning & PD look like?



Haver COLLEGE

Where does inquiry come from?

What is the link between inquiry and innovation?

What does it mean to take an inquiry stance?

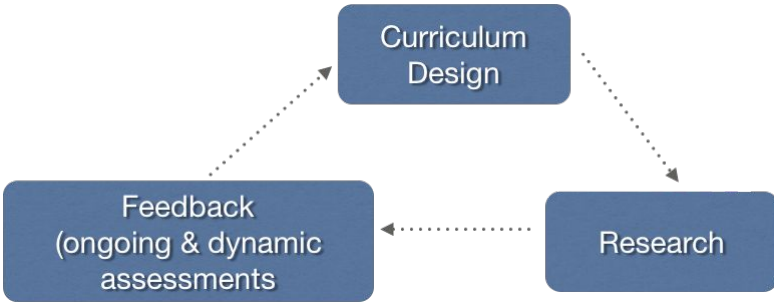
What kind of thinkers and learners will my students be after spending a year with me?

Practitioner Research

*PRACTITIONER INQUIRY: A FRAMEWORK (Working Draft)**

Reading Practitioner Inquiry	Becoming a Practitioner Inquirer
LEGACY	
Where does the research come from? What traditions or disciplines is this work connected to, and how/why does this matter?	Where do I come from? What are my social, cultural, political and educational frameworks? What traditions or disciplines do I come from, and how/why does this matter? What is my experience with research?
LOCATION/POSITIONALITY	
Who is doing the work and where is the work being done? What are the relationships among the participants? What perspectives do they bring?	Who am I to be doing this work? What is my positionality on a continuum from insider to outsider? My location in the work? Is the research on/with/for? To what extent and in what ways is the work intended to be collaborative/participatory? How is my positionality defined by others? (Who are the "others"?)
WAYS OF KNOWING	
What is the theory of knowledge (epistemology) in this research? What is the theory of getting knowledge (methodology)?	What assumptions am I/are we making about knowers and the nature of knowledge? What do I/we understand as the relationships of knowledge and practice? How do I/we position myself/others as generators of knowledge?
ORIENTATION	
What is the research about? For? Why? How are the questions framed/presented?	What am I/are we studying? What is my/our purpose(s)? How do I/we frame questions to guide my inquiry? How do I/we frame these questions evolve throughout the process of the inquiry?
METHODS	
What kind of research is this? What counts as data in this study? How are they collected, analyzed, and interpreted? By whom?	What kind of research am I/are we doing? What counts as data for my study and how will I/we collect, organize, analyze, and interpret them? What ethical issues will/may arise during this study?
COMMUNITY	
What is the social organization of the research? What are the communities to which the researcher(s) belongs? Why do these matter?	What is the social organization of the work? What are the communities to which I/we belong? Why do these matter?
NEIGHBORHOOD	
Who is the audience for the research? Why does this matter?	Who am I/are we talking to in my research? Why does this matter?

*Adapted from a framework developed by Susan Lytle, Lytle, S.L. (2000). Teacher research in



How do we shift from engagement to empowerment?



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Breaking the Marble Spell, Minds Set Free, Brink of the Known

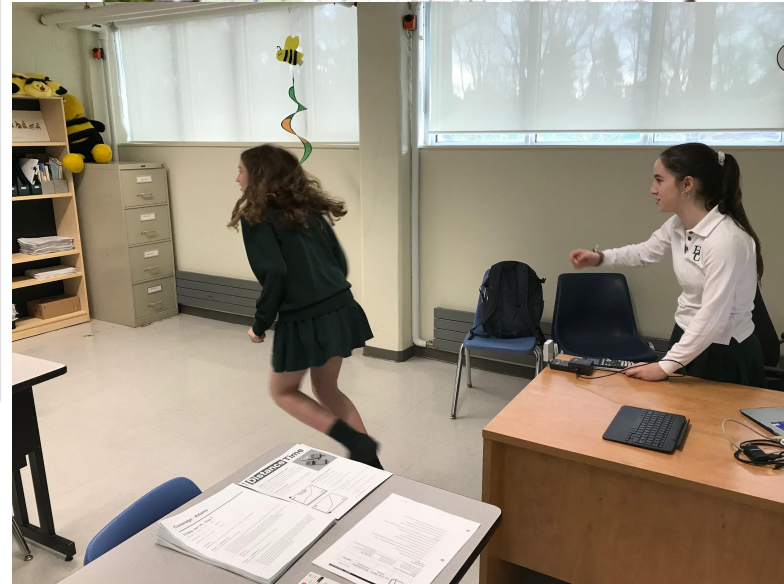
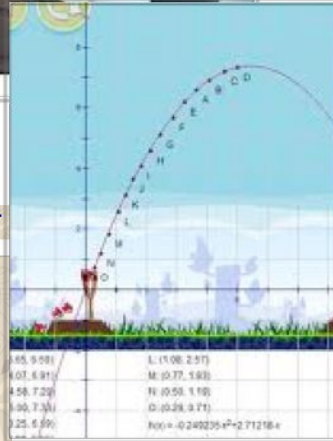


Girls' Education

In developing countries, girls often don't go to school, or miss many days of school. In this simulation, you will be asked to investigate and compare potential reasons for their absence from school. You'll be challenged to propose some possible solutions. A map of a community and some data for several households has been included.

You will have an opportunity to discuss your findings with the real accounts from girls working with Harvard's Institute who worked in partnership with a community in Ghana.

Scenario - Principles of Mathematics				Harvard College 2013-2014	
Essential Question How can we organize and present data to influence our ability to monitor and analyze information?	Essential Question In what ways can we look at a line of best fit and its equation to better inform decision-making processes?	Cross-curricular What can we learn from the use of the real issues and events encountered in working in partnership scenarios?	Context A community map is provided with the school, local water source (river), and the homes of many school-aged girls, as well as some data on their households, and their	Task Examine the data and with critical thinking, discuss some potential relationships that you suspect may influence girls' attendance. Pick a relationship to investigate. Analyze	Outcome Determine the equation of the line of best fit for your data. Discuss its "fit" and the meaning of its y-intercept, slope, and its y-intercept. Based on your evidence propose ideas for



MATHEMATICS & ART



Share & Reflect

#1 - What does inquiry look like when it is implemented and functioning at its best?

#2 - Where can I look for answers, ideas and best practices to inform my own?

#3 - What are some important steps to consider when planning & implementing?



25 minutes

Share & Reflect



Who is at my table?

#1 - What does _____ look like when it is implemented and functioning at its best?

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Five Corner Deep Dive

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Each of the four facilitators in the room will take one question and support a facilitated discussion into it.



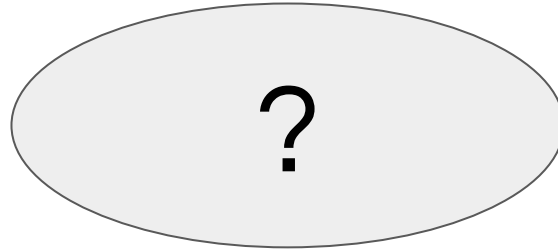
25 mins

How might taking an inquiry stance generate a rich student experience?

Five Corners: Inquiry

#1 - What makes great inquiry?
(Takeaways/examples/stories)

#2 - Where does inquiry come from?
What provocations might exist that
drive inquiry?



#3 -
Timetable/schedulin
g/collab? Integrate
with other teachers?

#5 - What are the barriers/boulders
that prevent this kind of work from
happening?

#4 - What does assessment
look like in an inquiry model?
(link to Expectations/broader
exp.)



Who is at my table?

#1 - What does _____ look like when it is implemented and functioning at its best?

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#3 - What are some important steps to consider when planning & implementing?

#4 - What if...?

What would change if...?

If we could we would...

#5 - I used to think now I think.....

#6 - It might seem like a good idea, but trust me, don't even think about... (share a failure or story that resulted in learning from something that did not go as planned)

Return to your original table

Record and consolidate your learning

The person at the table who came from *farthest away* gets to share first



20 minutes

Record & Consolidate

What is my draft answer to the guiding question?

Design an anchor image or logo for this session? How might you capture your learning in an image or icon?

Resources to read and follow up with (blogs, books, etc...)

Schools and individuals to follow up with:

Tips and Advice to take back:

What is one strategy/proposal that you will take back to your school to initiate, reinforce, and/or push innovation further?



Regroup, Share & Consolidate (Exit Artifact)

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Your **HEADLINE** should capture the essence of your combined learning.

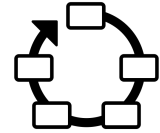
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- 2) Names of educators, leaders to follow up with.
- 3) Schools to visit to see in action
- 4) Tips, ideas, planning principles, Best Practices, vendors,
- 5) Important notes to share and explore further

Headline.....

Anchor Diagram . Logo



Resources



People



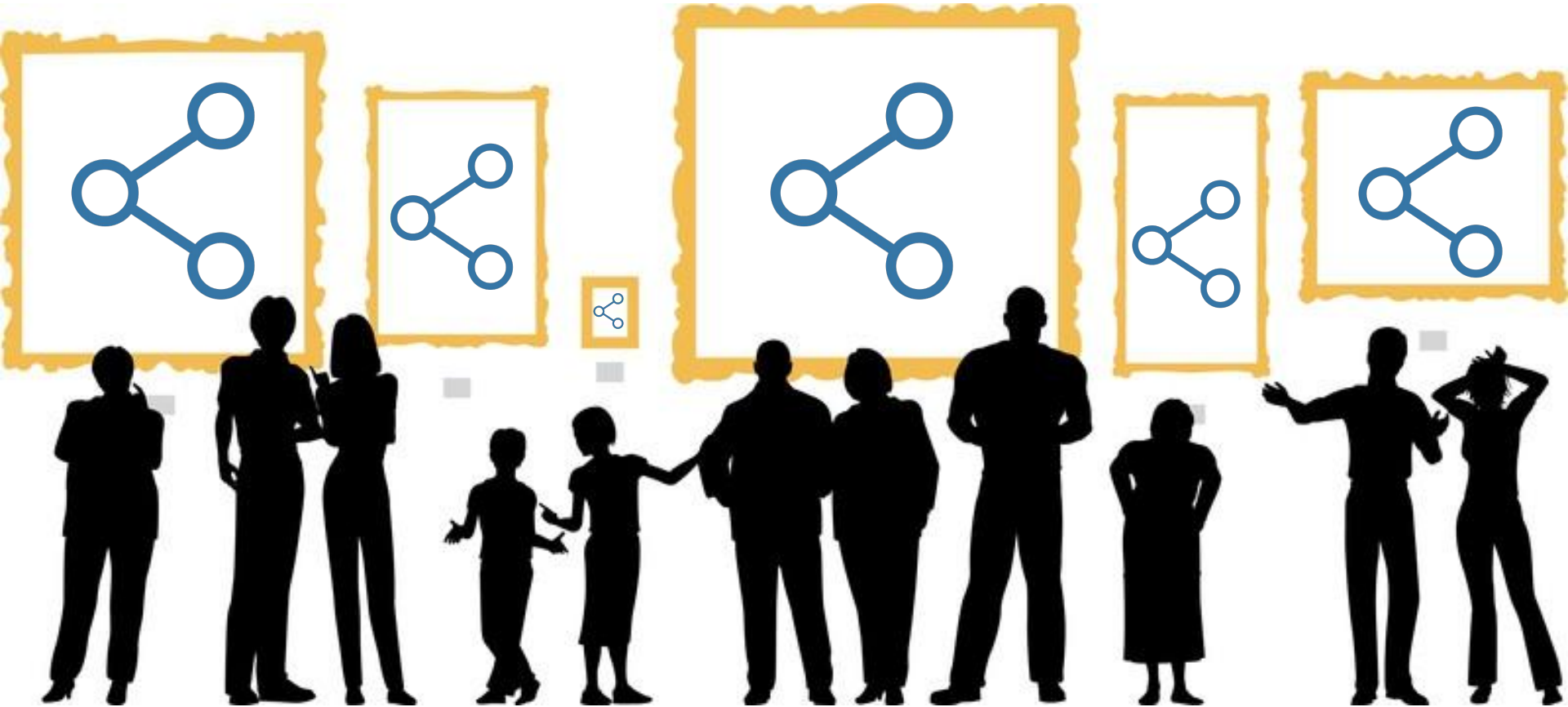
Ideas & practices



Tips & Tricks

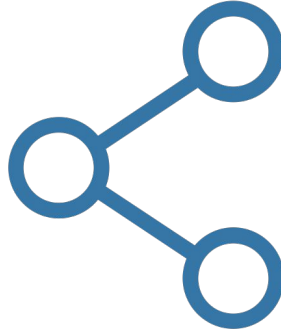


Gallery Walk



Session Break

CIS Ontario Connects



Guiding Question: What are the essential elements of well scaffolded and executed inquiry?

About the facilitators

Tina Jagdeo

[Upper Canada College](#)

- SK-12 IB School
- Wernham West Centre for Learning Coordinator

Inquiry is a key instructional strategy for the IB.. Inquiry is a process of thinking critically, creatively and compassionately to understand an issue and take action.

Email: tjagdeo@ucc.on.ca

Twitter: @mstinajagdeo

Tracy Faucher

[Holy Trinity School](#)

- Academic Director K-12
- Grade 8 History/ Geography Teacher

“ Inquiry based learning is key to personalized learning and crucial in the quest to help learners become more flexible and critical thinkers”

Email: ffaucher@hts.on.ca

Twitter: trayc4teach

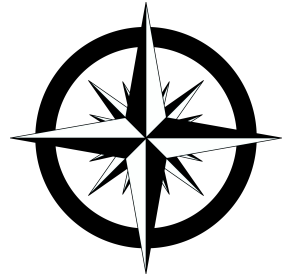
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Orienting

Which quotation best represents your definition or your latest thinking about inquiry?



Core Agreements & Session Tips

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- During the deep dive break-out session if you find that your group is too big, feel free to start a new one.
- Respect your own air-time, and that of your fellow participants
- We are all experts:
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- We don't know it all:
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 - We all come from different schools and different cultural contexts, be curious about that
- Use your placemat to record and share what you've learned
- Continue the conversation during the break and at lunch

What are the essential elements of a well scaffolded and executed inquiry?

Your Placemat

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Use this section to take notes during your session facilitator presentation. What questions do you have? What areas might you like to explore next?

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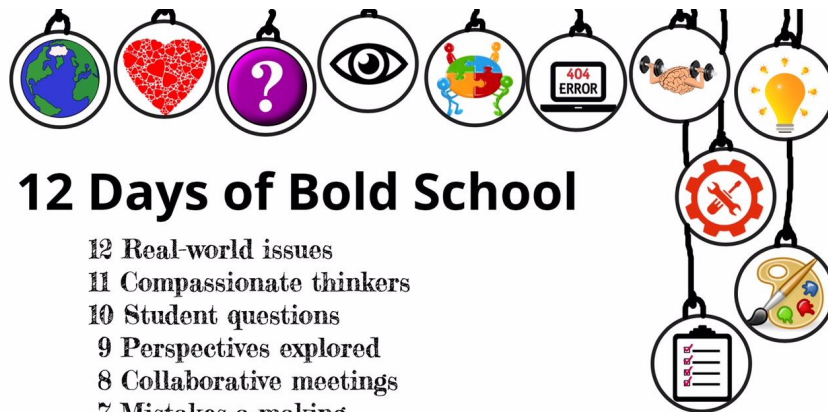
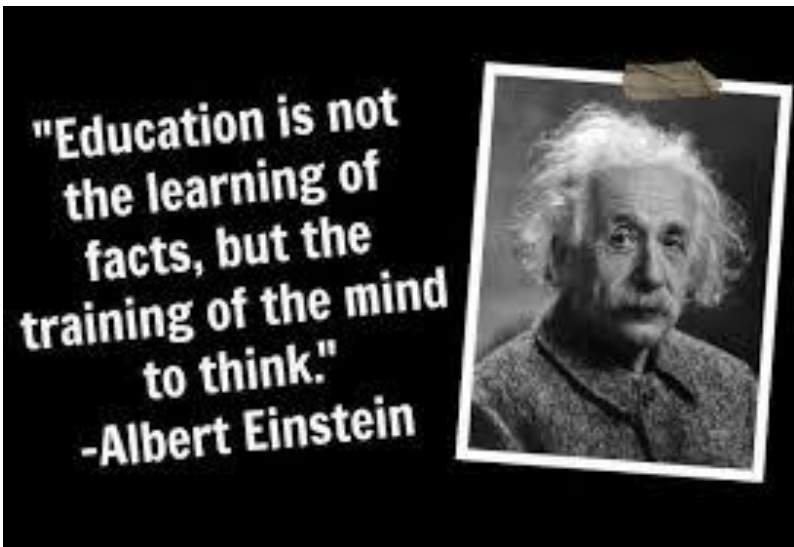
Session Focus: _____



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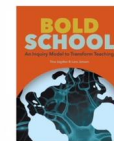
Tina's Story - Upper Canada College WWCFL



12 Days of Bold School

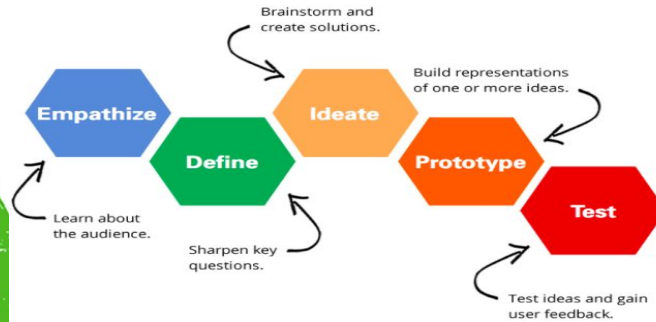
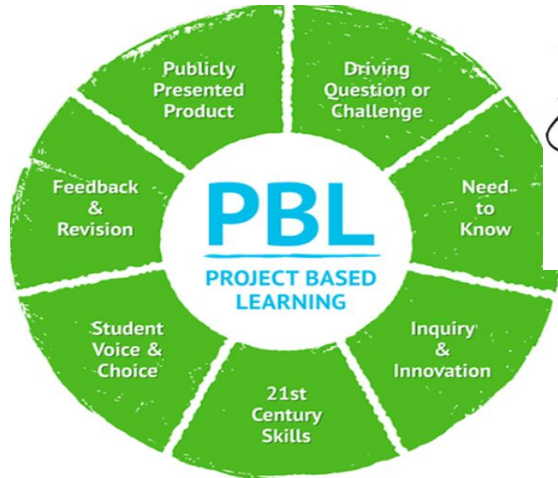
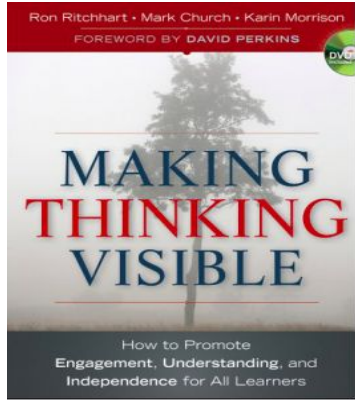
- 12 Real-world issues
- 11 Compassionate thinkers
- 10 Student questions
- 9 Perspectives explored
- 8 Collaborative meetings
- 7 Mistakes-a-making
- 6 Growth mindset approaches
- 5 Big Ideas
- 4 Hands-on experiences
- 3 Creative solutions
- 2 Student-driven actions

And everyone has a voice to affect change!



Order the book today
PortageAndMainPress.com

Tracy's Story

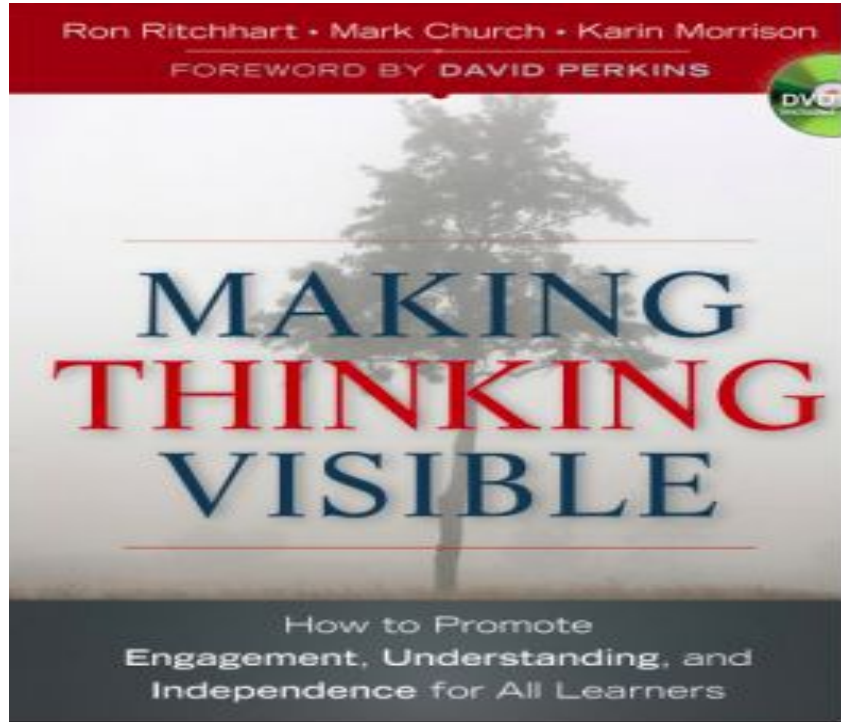


- Started small
- Started noticing a pattern with other key aspects of my teaching that were connected to inquiry
- Focused on level of learner
- Asked questions- Hey, who else knows about this? What are you doing with it?
- Actively sought out experiential ways to understand and implement

Biggest Challenge?

Learning how my **assessment** practices would have to **adapt** (and then actually adapting them... something I am **still working** on.)

Our ah-ha moment.....provocations



Imagine if...



Our ah-ha moment.....feedback

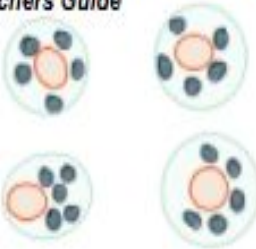
*SMALL GROUP WORK,
Teacher as Guide*



INDIVIDUAL WORK, Teacher as Guide



*SMALL GROUP WORK, Several
Teachers Guide*



ONE TEACHER, Whole Group



Share & Reflect



Who is at my table?

#1 - What does _____ look like when it is implemented and functioning at its best?

#2 - Where can I look for answers, ideas and best practices to inform my own?

#3 - What are some important steps to consider when planning & implementing?

Share & Reflect

#1 - What does Inquiry look like when it is implemented and functioning at its best?

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35 minutes

Five Corner Deep Dive

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35 mins



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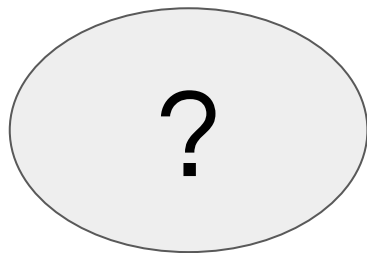
If we could we would...

#5 - I used to think now I think.....

#6 - It might seem like a good idea, but trust me, don't even think about... (share a failure or story that resulted in learning from something that did not go as planned)

Five Corners: Inquiry

What are the steps in planning a unit of inquiry? What opportunities and challenges would you need to consider?



How does using an inquiry-based learning model affect assessment and evaluation practices?

What does great inquiry look like?

- What is the role of the teacher?
- How could it be similar and/or different in different divisions?

consider splitting into smaller division groups if numbers allow

How might we use inquiry-based learning to support personalization?

Record & Consolidate

What is my draft answer to the guiding question?

Design an anchor image or logo for this session? How might you capture your learning in an image or icon?

Resources to read and follow up with (blogs, books, etc...)

Schools and individuals to follow up with:

Tips and Advice to take back:

What is one strategy/proposal that you will take back to your school to initiate, reinforce, and/or push innovation further?



Return to your original table group

Record and consolidate your learning using your personal placemat. - **5 min**



20 minutes

Regroup, Share & Consolidate (Exit Artifact) - 15 min

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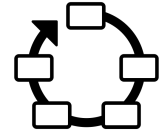
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Anchor Diagram . Logo



Resources



People



Ideas & practices



Tips & Tricks



Gallery Walk

