

# Professional Book Club - Inquiry Mindset

## In Attendance

Nathan Hudon, Erin Barber, Stephanie Lord, Julie Jorgensen, Ines Recevaux, Lisa Gartrell-Yeo, Sarah Windle, Nayda Thomasson, Shelly Black, Morgan Shale

Julie- I wanted to share that I really disliked Trevor's preface - very conceited and sat wrong with me. It rubbed me the wrong way and didn't do justice to the book. (Lots of agreement from the group)

Erin and Nathan - I found that the diagrams, especially the swimming pool, was super helpful in relating inquiry to the classroom.

Nayda- I found the book reaffirming that you don't always have to follow ONLY child's interest but that you can infuse inquiry into the curriculum and vice versa. Teacher-led inquiry can be topic based - Owls - what do we want to learn about Owls?

Lisa - I really appreciated the discussion about how you might start in the shallow end, and depending on the class you may stay in the shallow end. This is very reaffirming and supportive for the teacher

Nathan - I found that with the book and our session with Rebecca it has caused me to reflect on my teaching practice and that I am really good at the provocation but that I need to do more, and find more ways to support my students through the process.

Lisa - I was not happy that inclusiveness was at the end, I thought it should be at the very beginning.

Morgan - Agreed, if we had put the part about being inclusive in place of the preface where Trevor talks about his "special child" then it would have made more sense and been more open.

Julie - One thing that I am really liking that is not in the book but connected to the book is Rebecca's instagram feed and being able to see what she is doing in her classroom. It helps me think of what I can do in my classroom and connects to what I read in the book.

*General conversation about Rebecca's instagram and how it relates to inquiry in the classroom, the resources needed to help support it, etc.*

Nayda - Now that I have been teaching for so long I realize that while what I am seeing on Rebecca's instagram and in the book, that there is something that is missing because you can't do it all and teach it all. What is lost as a result of this? What is not covered?

Morgan - It is important to remember that inquiry is more than just academic, it applies to personal and social responsibility, as well as other areas.

Shelley - Similarly I was noticing a post from a colleague at Kelset about a school wide project to make a traditional cedar indigenous canoe and totem. The kids researched the type of trees, why they were used and what for, how the canoe is made, how the canoe is used after it is made.

Julie - I appreciate how after seeing Rebecca present that inquiry doesn't have to be a big thing but rather a little shift, a new way of looking at things. I like looking at some of the things that you have taught but looking at it a different way, such as starting it with a question. Encouraging the wonder.

Ines- Thinking of Inquiry it is really just another way of differentiating

Steph- In relating it to the Number Talks that we have been doing in class, another example of inquiry that is infused into the curriculum, I really appreciate that my kids are starting to think about their thinking and to verbalize it. I am noticing that when they know that the answer is not as important as how they got their and being able to think through the problem, it's about the process and this helps them to get the correct answers as well as prepares them for numeracy later on.

Lisa- I liked the comment in the book about how "Students shouldn't learn for a grade or to receive a high mark in school" page 62

Nathan - One thumb up

Ines - I enjoyed Rebecca's (co-writer) workshop better than the book.

Morgan- I would like to see a part at the start of the book that looks at "what are you already doing that is inquiry" - start the book off in the shallow end.