



During the 2016-2017 school year, a team of SD 63 TLs read and discussed the book *Dive into Inquiry* by Trevor Mackenzie. We discussed our reading briefly at our monthly STLA meetings and devoted the majority of our May meeting to summarize and synthesize our learning.

We were also able to reach out to the author. We chatted with him in person at various events such as the Victoria and Vancouver G-Suite Conferences, communicated and shared using social media and by watching one of his webinars ([link](#)).

The author shared a folder of resources with us, which we in-turn have shared with staff throughout the district ([link](#)). Individual schools in the district selected this as a book club title, and as such, furthered the conversation and created some common language for us to use. One school even invited the author to a school-based pro-d event.

Below please find a summary of our learning:

Ideas which encapsulate the gist of the chapter/section/book:

- Four Pillars of Inquiry - well-thought out, cohesive, complete
- Helping students find their passion - can be done at any age (even if it's a 'passing' passion, i.e., elementary/middle students, for the duration of the investigation it's valid. This is an important step.
- Essential questions - asking them can/should become a lifelong skill
- Relationships: from individual to collective memory...risk-taking and climate building. Building relationships with students is key.
- Authenticity of task...types of inquiry, p. 35; learning evidence examples p. 92; inquiry journal
- RQI's Question Formulation Technique...infuses types of Inquiry
- Inquiry puts students in the driver's seat - active learning
- It's messy, dynamic process - it needs commitment
- Creativity is needed to gather resources, mentors etc.
- Being flexible and allowing students to personalize their inquiry and final product allows for a lot more creativity

Practical or philosophical ideas and take-aways:

- The free inquiry proposal - an excellent breakdown of

purpose/needs/results

- Authentic piece (emphasis on the former) - T.M. himself describes it as 'perhaps the most meaningful step for students...creating something to reflect their understanding of their essential question...' is the antithesis of the 5Ws poster.
- Makerspace / STEM... a launching platform for K-12
- Inquiry framework/ Understanding by Design... a door to collaboration
- Passion Prompts - p. 51,
- Interview - p. 55,
- Curiosity Journal - p. 61
- Pillars of Inquiry - p. 80
- Authentic Piece Checklist Tasks - p. 102
- Framework for structured Inquiry - Good model for sharing ideas with others (consistent) - p. 35
- Process - Inquiry Journal Prompts - p. 98
- Gradual release of responsibility - from guided to independent. Loved the examples of supports to keep students organized
- Build in time to meet with students
- Inquiry is messy, chaotic and requires different responses for different students at different levels and different times.
- Inquiry takes a lot more time than you think

Questions or wonders we have:

- How many stages can a teacher (middle or high school level) realistically hope to incorporate into one year (assuming their school isn't using the 'family' model of class building), given that he/she will likely be starting each year with kids who are all over the map in terms of experience with inquiry?
- Learning Commons... function and form ... in a K-5 school ... applying model to get there... whole staff conversations/planning are key to provide direction
- Relationship between Free Inquiry and Learning Outcomes (graphics vs. text) p. 31
- How can we use our time and resources effectively during class time?
- What is the best way to support inquiry in different subject areas.



When Trevor Mackenzie's son asked Google Home who its favourite superhero was - it responded "A Teacher-Librarian." SD 63 TL's shared this picture with Trevor as a response.