

<p>In Inquiry, Teachers (T) use an open-ended question to set a purpose for learning, ensure all learners are succeeding, ask more questions than giving answers, design learning to keep students in the center and complete ongoing formative assessment.</p> <p>In Inquiry, Students (S) read, write, explore, make meaningful connections and apply what they are learning to new texts and situations.</p>	<p>Leyton Schnellert                  Faye Brownlie                  Shelley Moore                  Trevor Mackenzie &amp; Rebecca Bathurst Hunt                  Kath Murdoch                  Dan Rothstein &amp; Luz Santana                  Elena Aguilar</p>
<p><b>Collaborative Pre Planning</b></p>	
<p>Teacher Profile</p>	<ul style="list-style-type: none"> <li>- What are my strengths?</li> <li>- What role do I want to play in this collaborative partnership?</li> <li>- What do I hope to learn from my collaborative teaching partner?</li> </ul>
<p>Teacher Librarian Profile</p>	<ul style="list-style-type: none"> <li>- What are my strengths?</li> <li>- What role do I want to play in this collaborative partnership?</li> <li>- What do I hope to learn from my collaborative teaching partner?</li> </ul>
<p>All Learners Profiles</p> <ul style="list-style-type: none"> <li>- What will motivate our S to engage in their learning?</li> <li>- What do each of my students need to be successful?</li> <li>- What parts of inquiry based learning will stretch each student?</li> </ul>	<p>Not sure? Ask the students!                  Ongoing collection                  Positive                  Strength-based</p>
<p>Lead with Empathy and Compassion for yourself, each other and each of your Ss                  Does a S's behaviour, norm or belief confuse you? Stay open, Be curious, Ask Questions, Connect</p>	
<p>Learning Environment</p>	<ul style="list-style-type: none"> <li>- Is the classroom ready for collaborative inquiry learning?</li> <li>- Does each S feel safe, respected, included and heard?</li> <li>- If not, what do we need to do to establish this before we start?</li> </ul>

Collaborative Planning: Foundations	
Inquiry Question/Focus	<p>Question or Focus? S job to find the answer!</p> <p>Real World Application + Big Idea Open Ended</p> <p>Teachers know/infuse content along the way  <a href="https://curriculum.gov.bc.ca/curriculum/continuous-views">https://curriculum.gov.bc.ca/curriculum/continuous-views</a></p>
Learning Goal - "We are all going to get better at..."	<p>Core and Curricular Competencies  <a href="https://curriculum.gov.bc.ca/curriculum/continuous-views">https://curriculum.gov.bc.ca/curriculum/continuous-views</a></p>
Success Criteria Brainstorm	<p>Initial Brainstorm Co-construct with Learners</p>
Cross Curricular Connections	<p>Authentic Connections Curricular Competencies</p> <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Numeracy</li> </ul>
<p>Reflect on Your Needs: Know Before We Go - "Before we go any further, we need..."</p>	<p>Learning Resources Helping Teacher LST/IST/Admin</p>

Get Started: Inquiry Question/Focus	
Provocation	Why? <ul style="list-style-type: none"> <li>- Builds excitement</li> <li>- Develops creative, critical thinking and questioning competencies</li> </ul> What? <ul style="list-style-type: none"> <li>- Speaker, field trip, artifact, video, image, story, statement, quote, infographic</li> </ul>
Build Curiosity <ul style="list-style-type: none"> <li>- Share inquiry question/focus</li> <li>- Invite students to brainstorm ALL their questions about the question/focus</li> <li>- Record S Questions</li> </ul>	Record S questions <ul style="list-style-type: none"> <li>- No discussion or judgement</li> <li>- Turn statements into questions</li> <li>- Record ALL</li> </ul> Info on what is known/not known
Sort and Refine essential questions <ul style="list-style-type: none"> <li>- Sort open and closed questions</li> <li>- S rewrite open and closed questions</li> <li>- Select essential questions to “chase down”</li> <li>- Improve essential questions</li> </ul>	Closed – one word/phrase answer Open – requires more explanation  Why? How? What?  Help answer Inquiry Q/unpack inquiry Focus
Reflect on S Engagement: Have ALL our students connected to the inquiry question/focus in a way that increases engagement and motivation?	If not, what can we do to engage them as a group or individuals who need to connect?

Collaborative Planning: Instructional Design & Strategies	
Instructional/Thinking Strategies	<a href="http://www.pz.harvard.edu/thinking-routines">http://www.pz.harvard.edu/thinking-routines</a> Teach and practice
Quality Learning Resources	How will our S record their learning along the way?  What physical resources do you need? What digital resources do you need?  District Approved Digital Resources <a href="https://surreyschoolsone.ca/">https://surreyschoolsone.ca/</a>
Indigenous Ways of Knowing	<a href="http://www.fnesc.ca/first-peoples-principles-of-learning/">http://www.fnesc.ca/first-peoples-principles-of-learning/</a> Embed

Get Started: Learning Goal	
Share Learning Goal - "We are all going to get better at..."	Post in a place for reference
Co-construct Success Criteria - "How will you know if you are better at...?"	I can statements Post with Learning Goal
Student Self Reflection - "To be successful I need..."	
Reflect on Equity: What do each of our students need to be successful?	

Collaborative Planning: Demonstrating Learning	
Gathering Evidence of Learning – Formative Assessment	Observations, Conversations, Artifacts Ts will... Ss will...
Communicating Learning – Summative Assessment	Artifacts, Reflections, Sharing, Action Ts will... Ss will...
Reflect on Planning: Have we planned for MULTIPLE MEANS for Ss to: <ul style="list-style-type: none"> <li>- Connect to the topic with the goal of increasing engagement and motivation?</li> <li>- Acquire information and knowledge that can help them process new ideas and info</li> <li>- Express what they know</li> </ul>	

Learning Opportunities – It's Go Time!	
Elements of quality lesson design <ul style="list-style-type: none"> <li>- Goals: clearly communicated</li> <li>- Instructional/Thinking Strategy: Open Ended</li> <li>- Quality Resource(s)</li> <li>- Gathering Evidence of Learning: Observations, Conversations, Artifacts</li> </ul>	Fluid timing <ul style="list-style-type: none"> <li>- Length (i.e. block or week)</li> <li>- Not necessarily sequential (2-3 lessons as once)</li> </ul> Cross Curricular Opportunities
Learning Opportunity 1	Considerations
Learning Opportunity 2	Considerations
Reflect on Progress: What is working/not working? Are our S all engaged? Do our Ss all know what they are trying to learn?	Equity Learning Goal Success Criteria

Learning Opportunity 3	Considerations
Learning Opportunity 4	Considerations
Reflect on Progress: What evidence do we have of our Ss individual learning? Do we need to slow down?	Formative Assessment



Learning Opportunity 5	Considerations
Learning Opportunity 6	Considerations
Reflect on Progress: Are Ss doing the learning? Asking questions, finding information, doing the thinking, making connections, drawing conclusions, communicating their learning?	Students in the Center of their Learning

Learning Opportunity 7	Considerations
Learning Opportunity 8	Considerations
Reflection on Progress: Are we providing authentic cross curricular learning opportunities? Have authentic opportunities arose that lead to meaningful conversations outside the curriculum?	Literacy Numeracy SEL Other

Learning Opportunity 9	Considerations
Learning Opportunity 10	Considerations
Reflecting on Progress: How are our S doing in relation to the learning goal? What are our next steps to guide them towards the learning goal?	Formative Assessment

Learning Opportunity 11	Considerations
Learning Opportunity 12	Considerations
Reflect on Process: Have we celebrated individual students' growth during this inquiry?	Student Growth Conversation Note Ss invited to teach

## Collaborative Planning: Summative Assessment

Multiple Means of Communicating Student Learning and Summative Assessment

Authentic Audience  
S choice  
Strength based  
Learning Goal Focus framed in success criteria

Who?  
T assessment  
Peer assessment  
S self assessment

Reporting

How will the learning be shared with parents/guardians?

Proficiency Scale  
Focus on Learning Goal and Success Criteria  
Student voice included

“Completing” the Inquiry	
Student Learning “Showcase”	<p>How will students share their learning with their peers, their school, other authentic audience?</p> <p>Simple or Extensive</p>
Student Reflection on Learning	
<p>Outstanding Questions</p> <p>What questions do we have now?</p>	Inquiry will lead to further inquiry
<p>Reflect on Inquiry:</p> <p>What parts of the inquiry did we really enjoy as Ts?</p> <p>What parts of the inquiry did our Ss really enjoy?</p> <p>What would we do differently next time?</p> <p>What do our Ss need next time to be successful?</p> <p>What do we need next time to be successful?</p>	
<p>“Always remember you matter, you’re important and you are loved, and you bring to this world things no one else can.”</p>	<p>Charlie Mackesy</p> <p>The Boy, The Mole, the Fox and the Horse</p>

