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# HELLO INQUIRY MINDSET EDUCATOR!

First and foremost we want to send our heartfelt thanks for your commitment to this powerful journey towards adopting a more meaningful and fulfilling educational experience for our children. Our kids need change. They need educators who are passionate and caring and inquirers themselves. We are incredibly honoured to be on this learning journey together and we look forward to hearing from you throughout your reading of *Inquiry Mindset*.

Now, let's get to it!

*Inquiry Mindset* is about taking big ideas in education, ideas that we all believe in and advocate for, and making them accessible and actionable. Rebecca and I have been incredibly deliberate in crafting a resource that will change your teaching in simple, effective and time-friendly ways without losing sight of how each and every chapter add up to transforming your classroom. This companion resource will support you in this endeavour. Throughout your reading you'll use this resource to plan, to put into action and finally, to reflect on what we propose in the book. Combining your use of the companion resource with the #InquiryMindset in Action series at the conclusion of each chapter and the vibrant and powerful sharing happening **right now** to our #InquiryMindset community, and your reading experience will be elevated to something you've never encountered before.

Take your time to answer the questions in this companion resource and make notes in the launch space provided - they will lead you to some surprising and important realizations, and will likely help you in becoming the teacher our children need.

All the best,

**Trevor Rebecca**

#INQUIRYMINDSET

# CHAPTER 1- THE INQUIRY TEACHER

We conclude Chapter 1 with an essential question that will guide your reading of *Inquiry Mindset*: how will you enter the classroom after having completed your reading of *Inquiry Mindset* a different and more complete teacher than ever before?

Wow! That is a lofty question! Let's frame this prompt in your self-reflection of your strengths and areas to grow as an inquiry teacher. We'd like you to narrow your focus on a single characteristic that you're going to elevate in the coming weeks throughout your reading of *Inquiry Mindset*. Identify the characteristic and keep this in mind during your reflections, your planning, your action, and your revision. We are certain that upon completion of this experience you'll have met your goal and achieved what we've set out to do together!



## CHAPTER 2- 10 REASONS TO USE INQUIRY-BASED LEARNING

In a similar fashion to the opening chapter of *Inquiry Mindset*, Chapter 2 calls on you to reflect on your teaching and in doing so, identify which characteristics of the inquiry classroom already exist for you. Further, we ask that you identify a few areas that may require your focus, attention or support. Please identify one characteristic of the inquiry classroom that you will aim to elevate on the coming weeks. Keep this in mind during your reflections, your planning, your action, and your revision.



# CHAPTER 3- THE INQUIRY CYCLE

Think of a unit of study you have planned for the coming months. Ideally this is a learning experience you are well resourced to support, you are confident will be engaging and exciting for your students, and that meets curriculum standards in your specific teaching position. Looking at the Inquiry Cycle we call on you to break down your current unit plan into the planning template. If there are any areas in your plan that require more development, detail, or structure, please focus on adding these prior to rolling out the unit. Upon completion of the unit please revisit these planning notes and reflect on how the unit went.



# CHAPTER 4- TYPES OF STUDENT INQUIRY

Compare your unit plan from Chapter 3 to the Types of Student Inquiry graphic. At first glance, where would you categorize your unit? Does it fit nicely into a single type? Or are there elements of more than one type evident? Upon reading Chapter 4, what revisions could you make to your unit plan to make it a different type of inquiry unit?



# CHAPTER 5- FREE INQUIRY

Let's take a look at the Inquiry Process sketchnote and reflect more deeply on the unit of study you have planned. Throughout the Inquiry Process adventure map there are points that call on learners to **reflect and revise**. These points are helpful in that they cause us to collectively slow down and pause, reflect on our inquiry journey, and revise accordingly. We've even added pathways on the map to loop back in inquiry and revisit previous parts of our learning. These points also provide teachers with a powerful opportunity to further personalize and differentiate for each student.

In reflecting on your inquiry unit please ensure you have planned several moments of such reflection and revision. Be intentional in including these in your plan. Consider how you will support your learners in this reflect and revise process. Will you ask them to complete a reflection survey? Will you meet with them in groups or one-on-one to find out more information about their learning? Will you prompt them in a class discussion and questioning activity? Before moving on in this companion resource please include several steps for reflection and revision.



# CHAPTER 6 - THE FOUR PILLARS OF INQUIRY

Looking back at your unit plan from Chapter 3, let's backwards design this unit to begin with one of the Four Pillars of Inquiry. Reflect on your unit plans and decide which pillar would best be the start point of your inquiry. We call on you to do some digging and locate a video (just as we've done) of your own to be used as a start point for this unit.

These can be added to your unit plan to help you impact your learners and launch your inquiry journey!





# CHAPTER 7- THE ROLE OF QUESTIONS IN INQUIRY

As inquiry teachers one of the most powerful resources we've adopted into our practice is the Question Formulation Technique (QFT) as outlined in this chapter. We want you to experience this amazing process for yourself. Head to [www.rightquestion.org](http://www.rightquestion.org) and browse their Educator Resource page. Dig around for a bit. Seek resources, activities and tools that you can put into action in your classroom. As you are embarking on the QFT with your students be sure to capture an artifact of your activity. Share this artifact, whether it be a photo, a quote or a question from your use of the QFT in your classroom, to our #InquiryMindset community.



# CHAPTER 8- EXPLORE AND RESEARCH

## THE TEACHER LIBRARIAN AS AN INQUIRY ALLY

Reflecting on your unit plan from Chapter 3 we call on you to weave in some collaboration time with your teacher librarian. Quite simply, thinking of the access you have available to your teacher librarian, where in your unit can the two of you work together to impact your inquiry plans? What anticipated benefits can you identify for either your or your students from this collaboration?



# CHAPTER 9- MAKING INQUIRY VISIBLE

This chapter is full of ideas, resources and artifacts to help make inquiry visible. In fact, we propose 8 powerful and simple strategies you can implement. Consider which of these would best support the inquiry unit you have planned. Weave this into your unit and then leverage it to truly impact your students and your inquiry plans.



# CHAPTER 10- PUBLIC DISPLAYS OF UNDERSTANDING

Moving forward in adding in more elements from *Inquiry Mindset* to your inquiry unit we ask that you reflect on the various examples of how you can share learning to an authentic audience. In this chapter we outline how you can plan and implement a family showcase, a museum event, a movie theatre event, a school-wide or community showcase, a whole school assembly, digital portfolios, and blogging.

Assess which of these most suit your inquiry plans and consider how you can revise your unit to include a public display of understanding.



# CHAPTER 11- INQUIRY ENVIRONMENT

Provocations can ignite inquiry and truly spark learning for your students. We love finding, sharing and curating provocations for inquiry and then reflecting on where the provocations lead our learners. Reflect on the *Power of a Provocation* sketchnote. Try out a provocation with your learners to heat up prior knowledge or to spark curiosity about a topic. Share what provocation you used and where it led your learners to our #InquiryMindset community. By sharing out your provocation idea we will collectively begin to create a wealth of ideas that we can all benefit from.



# CHAPTER 12- INQUIRY AND INCLUSIVE EDUCATION

In Chapter 5 of this planning resource we focused on including moments in your inquiry plan for reflection and revision. We discussed how these moments provide you with a powerful opportunity to differentiate for your learners. With all of your students in mind we'd like you to consider which of them will require specific support from you. We call on you to reflect on how you can meet their needs throughout your plan, provide support where needed, and keep them included in the joy and wonder of your inquiry journey.

Document any resources, adaptations, supports, or collaborations that you anticipate will help in this endeavor.



# CONCLUSION

In the conclusion of the book we ask our essential question once again, framing your reading: after reading *Inquiry Mindset*, how will you enter the classroom a different and more complete teacher than ever before?

It is now time to reflect more holistically on this question. Please consider the following prompts to guide your final reflection:

1. After reading this book, what jumps out as the biggest shift in your mindset when entering the classroom?
2. What is one of your largest and most impactful takeaways from *Inquiry Mindset*?
3. Which sketchnote resonated with you the most from this book? Why?
4. Who is going to be your supportive and collaborative colleague that you will stay connected to in continuing to elevate your practice?
5. What have you changed in your practice to align with your inquiry mindset?
6. What you most excited throughout reading *Inquiry Mindset*?
7. How will you continue to use *Inquiry Mindset* to impact your learners?



# REFLECTIONS





# THANK YOU!

Congratulations on your completion of *Inquiry Mindset* and the companion resource. We are incredibly grateful for your dedication to bettering the learning for our students. We hope that you have reached out and connect during your reading and reflection.


Please continue using the #InquiryMindset online community to share your journey.

**Remember, in inquiry we are better together.**


Talk soon,

**Trevor Rebecca**



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