

Provoking our Thinking



Think of a time where you and your students were excited about learning.

Think of a time that you had a plan and followed your students interests instead.

Share a time when your students were excited to write for an authentic purpose.



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VIDEO: Types of Inquiry - Painting to Learn

(go to the 1:40 in the video and watch until around the 5 min mark)

Take a few minutes to watch this video.



- ➡ How does this video demonstrate an inquiry stance?
- ➡ What do you notice?
- ➡ How do the ideas and information presented in the video connect to what you already know?
- ➡ What new ideas did you get that extended or pushed your thinking?
- ➡ What is still challenging or are you still wondering about?



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What do we believe about young children?

Our image of the child is rich in potential, strong, powerful, competent, and capable of complex thought and learning, most of all, connected to adults and other children.

(Early Years Policy Framework, 2014)

All students can succeed
Each student has his or her own unique patterns of learning. Learning for All, K-12 (2013)

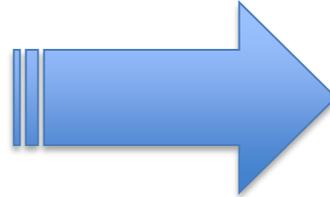


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Community Inquiry



How did we get from here to there?

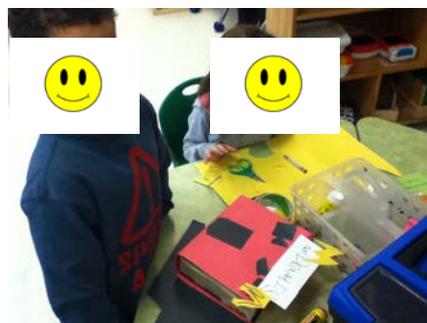
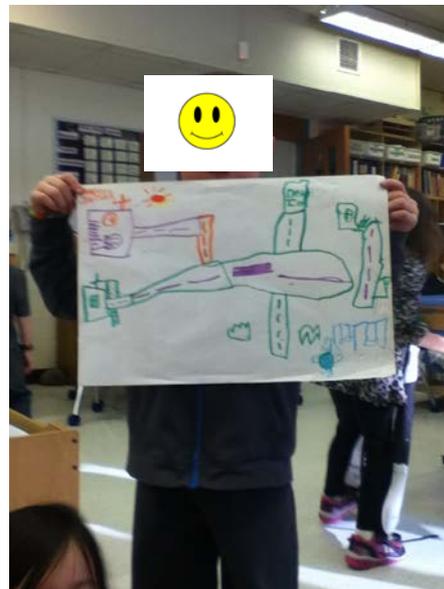
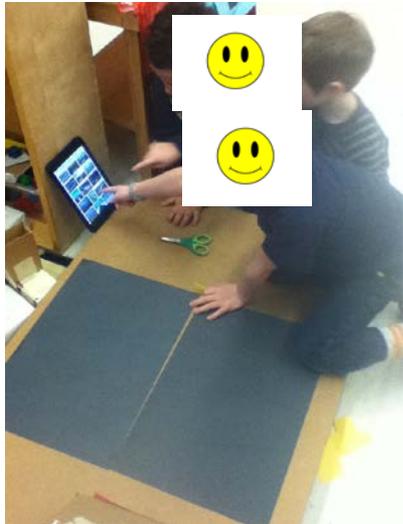


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Community Inquiry



Two Inquiries To Explore

Noticing and Naming The Learning

Spend some time exploring the links and noticing and naming the learning that you anticipate may emerge. Please click on the pictures below to obtain the link to two other inquiries that were done in our classroom!



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What is an Inquiry Stance?

Based on all your explorations how would you define inquiry stance



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Inquiry Stance

An inquiry stance is anchored in curiosity and driven by questions and wonderings. When an educator team takes an inquiry stance, questions lead to more questions and the team learns to value all the ideas and thoughts of their class.. An inquiry stance changes the focus of the classroom from one where the educator team is leading and directing the lessons to one where the students and the educators are co-creating and co-learning. The ideas that are presented have substance and relevance to the students.



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This is where our students curiosity led...



Where did it lead? How do the four frames connect?



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Having an Inquiry Stance

How could the educator responses/invitations to learning have been different if the student interests went in a different direction?

If the students ask about....
then.....



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In the Kindergarten program, inquiry is not a set of processes and skills but a pervasive approach or "stance", a habit of mind that permeates all thinking and learning throughout the day. It is not limited to a subject area or topic, a project, or a particular time of day. It is not an occasional classroom event, and it is not an approach appropriate for only some children.

<https://www.ontario.ca/document/kindergarten-program-2016/play-based-learning-culture-inquiry>



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Questions?



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Citations

<https://www.ontario.ca/document/kindergarten-program-2016/play-based-learning-culture-inquiry>

http://www.mediaface.ca/clients/LNS/pdfs/Beginning_Planning_from_an_Inquiry_Stance_LS.pdf

<http://www.edugains.ca/newsite/Kindergarten/primaryresources/playbasedlearning.html>

<http://www.naturalcuriosity.ca/pdf/NaturalCuriosityManual.pdf>

<http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.html>

<http://www.edu.gov.on.ca/eng/curriculum/elementary/kindergarten.htmlHow>

<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>

<http://www.edu.gov.on.ca/childcare/OntarioEarlyYear.pdf>

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>



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