



**EDUC 452 - INQUIRY SEMINAR III (SUMMER)
(3 credits - Secondary / 2 credits Elementary & Middle Years)**

COURSE DESCRIPTION

Inquiry Seminar III is designed to provide teacher candidates with an opportunity to reconsider, reflect upon, and represent their own learning experiences (in the Teacher Education Program) in light of a critical engagement with what it means to be a professional and to be engaged in a profession. Teacher candidates will be invited to demonstrate:

1. a growing awareness of commitments and responsibilities to the profession, self and others, and the associated tensions therein;
2. a willingness to identify and address (in light of their developing knowledge and practice) the tension between a system of schooling and an education; and
3. a developing ability to engage thoughtfully in practice, to raise critical questions and wonder 'out loud' about an individual and collective professional future.

This seminar - the culmination of the year's inquiry series - should be the foundation upon which beginning teachers enter the profession and take up their responsibilities as educators.

Sample COURSE OUTLINE

Instructors will choose from the selection of suggested readings and/or identify other readings they deem appropriate.

| Themes 1 & 2: In Retrospect: Reflections on Learning to Teach | |
|--|--|
| Topic | Revisiting inquiry questions |
| Guiding Questions | <ul style="list-style-type: none"> • What is my inquiry? Has it developed, changed over the course of the year? • How did I experience my inquiry during practicum and/or CFE? • How does my inquiry link to some of the Teacher Education Program's key questions (from each of the program strands—Languages, Literacies and Cultures, Curriculum Pedagogy and Assessment, Diversity and Social Justice)? • How could I continue to use inquiry in my professional learning and growth and in my teaching? |
| Possible Readings | Review of readings from previous coursework as appropriate to each teacher candidate's interests and needs. Additional readings may be chosen from the attached reading list. |
| Topic | Reflections on the experience of learning to teach |



| | |
|--------------------------|--|
| Guiding Questions | <ul style="list-style-type: none"> • How has the program influenced/tried to influence my understanding of educational matters and myself as a teacher? • Where have I resisted/succumbed to that influence and why? What has been an 'aha' moment? • What were moments of rupture or 'crisis' for me in the program and how did I make sense of those moments? |
| Possible Readings | |

Theme 3: Educational Commitments

| | |
|--------------------------|--|
| Topic | Reflecting on educational commitments |
| Guiding Questions | <ul style="list-style-type: none"> • What educational commitments do I currently hold and what ideals do I cherish when it comes to teaching? How might these commitments be challenged in the future? • How can I best articulate my beliefs about education? • Imagining myself in a particular setting, what characteristics and qualities do I bring to this setting? What are my strengths? My struggles? What am I working toward? What kind of relationships do I want to foster in this setting? What questions am I asking about my role in the classroom, school, and community? • How might I integrate inquiry as a pedagogical approach? Were there examples of this from my recent practicum? How might I organize the curriculum and prepare for teaching in an inquiry-informed way? |
| Possible Readings | http://www.teachingperspectives.com/tpi/ |

Themes 4 & 5: Engaging Professional Expectations Critically

| | |
|--------------------------|--|
| Topic | Professionalism |
| Guiding Questions | <ul style="list-style-type: none"> • What does the term 'professional' mean for my work as a teacher? • What is the difference between professionalism and professionism? • How might my educational commitments be influenced by membership in professional bodies such as teacher unions, regulatory bodies and other professional organizations? |
| Possible Readings | Coulter, D., & Orme, L. (2000). Teacher professionalism: The wrong conversation. Education Canada, Spring Issue 1, p. 4. |



| | |
|--|--|
| Topic | Teaching Standards |
| Guiding Questions | <ul style="list-style-type: none"> • What are teaching standards and why do they exist? • What assumptions about education and teaching are implicit/explicit in the standard(s) (e.g., currently in BC these are represented by the 'BC Standards for the Teaching')? What alternative perspectives (autobiographical, historical, philosophical, and sociological) might you bring to bear on standard(s) for teaching? • How might a particular classroom or school scenario complicate a given standard, illustrating the tensions, difficulties and/or dilemmas that may surround the standard in practice? |
| Possible Readings | https://www.bcteacherregulation.ca/Standards/StandardsOverview.aspx |
| Themes 6: Professional learning and reflections | |
| Topic | Articulating and sharing professional reflections and learning |
| Guiding Questions | <ul style="list-style-type: none"> • What are some ways to communicate and share in a professional context? • What are some of the conceptual and professional challenges associated with various sharing forums, formats, such as a professional blog, portfolio, online network, a professional growth plan, among others? • What are some ways to frame a professional discussion and give descriptive feedback? • What do I know, believe, and wonder about assessing learning including my own learning? • What program of professional development/inquiry might I establish for myself over the next few years in light of my professional and educational commitments. • What was valuable as professional learning during my practica? • How and in what areas do I want to continue to grow professionally? |
| Possible Readings | |
| Theme 7: Sharing One's Professional Learning to Date | |
| Teacher candidates are expected to engage critically with representations of reflection/learning (their own and/or those of their colleagues). | |



Assignments

Students must provide evidence that they have engaged thoroughly and thoughtfully with the subject matter of the course through a choice of representation options (in addition to class participation), which will be assessed as Pass/Fail/Resubmit. The course is graded on a PASS/FAIL basis.

1. Class Participation

Participation is essential to success. If you are not in class, you cannot participate. Your active participation is integral both as a contribution to your own learning and also to the learning of others. During the course, we will deal with a range of ideas, some familiar and others unfamiliar concepts. My hope is that we will enable one another to engage with the ideas and encourage each other to think about our thinking. In light of the above, some questions to consider are: *Do I come to class prepared? Do I read carefully and respond thoughtfully to the readings and the questions posed? Do I show signs of listening carefully? Do I respond to others' questions thoughtfully? Do I ask questions that help others towards meaningful readings of the texts? Do I take the risk of engaging in open dialogue, to formulate and reformulate ideas?*

2. Articulating and Sharing One's Professional Journey to Date

The course will culminate in the sharing of teacher candidates' developing understanding of who they are becoming and what is required of them as teachers. It will be an opportunity for the aspiring teacher to respond to the basic question, "What does the profession of teaching call forth in me?" Given the complex nature of education, however, there are many conflicting responses to such a question.

With this in mind, candidates are encouraged to review their working blog begun in Inquiry Seminar 1, e.g., a collection of selected course assignments, practicum journal entries, unit/lesson plans, teacher and student-made materials, videos of teaching, etc. These items/artifacts are compiled - with a narrative explaining the significance of each - and then shared with colleagues and others (e.g., instructors, interview board) as a portrait of one's professional competence. Four interrelated questions should guide your thinking as you represent and share your professional journey: *1. Where have I come from? 2. What are my educational commitments? 3. What have I learned from this year's inquiry process? 4. How will I continue to grow professionally?*

Sharing one's learning journey is a crucial part of teacher professional growth and can be done in many ways, for example:

- a professional blog,
- an exit interview,
 - focused on one of the following (in consultation with instructor)
 - a professional blog,
 - a BEd talk (à la TED talk),
 - a detailed info-graphic,
 - Twitter posts/links,
 - a "vlog" (video blog),
 - a skit,



- an Ignite session,
- artistic representation,
- Pecha Kucha.

Suggested components in this representation should include but are not limited to:

1. Professional Identity: Who am I as a developing professional?

You could demonstrate your growing self-consciousness of yourself as a teacher and your ability to identify and understand what motivates your teaching beliefs and practice. Artifacts in this section might include:

- a) Object or symbol depicting critical moments in your path towards the teaching profession
- b) Description of your professional/learning journey

2. Philosophy: What are my educational commitments?

One purpose of a teaching philosophy is to help you articulate what you are probably already contemplating and may be exploring as an aspiring teacher. A teaching philosophy should reflect in a meaningful way your individual attributes, goals, and beliefs, and may also reflect changes in your thinking through the year. It will likely include a personal declaration of what you believe about the purposes of schooling, and about teachers' responsibilities to the development of students. It might begin with a metaphor, or an image or even a story that will communicate to others what you value and what you think is important about your role. Your statement will almost certainly be a work-in-progress as philosophies are often refined and modified over time.

- At the very broadest level, consider what educational commitments you hold and what ideals you cherish when it comes to teaching. Ask yourself why you aspire to be a teacher. What experiences and beliefs brought you to this decision?
- Try to form a vision of yourself as an educator in a particular setting. What characteristics and qualities do you bring to this picture? What do you think are your strengths? Your struggles? What are you working toward? What kind of relationships do you want to foster in this setting? What questions are you asking about your role in the classroom, the school, and the community?
- Think about the students you will encounter in the years ahead. What understandings do you have about how they learn? What are your beliefs about the most important things to teach them? What are your responsibilities toward their growth? What are your expectations for your students?

3. What have I learned from this year?

Having considered your motivations and commitments, this section provides you with an opportunity to imagine and generate learning experiences that are consistent with those desires and values. How would you put your ideas into action in the classroom? Throughout your program you have also had the chance to rehearse or try out some lessons. In this section, you can also reflect not only in terms of "what works(ed)?" in your classroom but also in terms of "why?"--The meaningfulness of your chosen actions in the short and long term.

This is also an opportunity to share what you have learned from your inquiry process during the year, both in the inquiry seminars, linked to coursework learning and also in the field (both on practicum



and the community field experience). What was your inquiry question? What did you learn from educational research? From your own lived experience and/or that of others? How has your question evolved? Where might your inquiry take you next?

4. How will I continue to grow professionally?

It might be helpful to think about this section as a professional growth plan or the focus of an interview about you as a developing professional educator. As such, you might consider questions, issues, tensions that continue to intrigue and compel you. You might also consider the way in which you might take up those questions, be it through collaboration with other teachers, university coursework, district-led professional development opportunities and so forth.

What are your strengths? What are you working to improve? Where will your learning take you next?

ASSESSMENT

Students must provide evidence that they have engaged thoroughly and thoughtfully with the subject matter of the course. The representation and sharing of professional learning will be assessed using a class-generated rubric and will be graded as PASS/FAIL.



READINGS (suggested)

British Columbia Teacher Regulation Branch (2012). *Standards for educators in British Columbia*.

Britzman, D. (2008). *Practice makes practice*. NY: SUNY Press. (Selected chapters)

Campbell, B., Cignetti, D., Melenyzer, R., Nettles, P., & Wyman, D. (2006). *How to develop a professional portfolio (4th ed.)*. Boston: Pearson.

Cecil, N., & Pfeifer, J. (2011). *The art of inquiry: Questioning strategies for K-6 classrooms*. Winnipeg: Portage & Main.

Coulter, D., & Orme, L. (2000). [Teacher professionalism: The wrong conversation. *Education Canada, Spring Issue 1, p. 4.*](#)

Davies, A. (2011). *Making classroom assessment work*. Bloomington, IN: Solution Tree Press.

Hargreaves, A., & Fullan, M. (2012) *Professional capital: Transforming teaching in every school*. Columbia University: Teachers' Press. New York: Routledge.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*, New York NY: Routledge.

Henderson, J. (1992). *Reflective teaching: Becoming an inquiring educator*. Toronto, ON: Maxwell Macmillan. Ch. 9: Inquiring into Teaching Professionalism, pp.149-169.

Minnes Brandes, G., & Boskic, N. (2008). Eportfolios: From description to analysis. [*International Review of Research in Open and Distance Learning, 9\(2\), 1-17.*](#)

Phelan, A., Erikson, G., Farr-Darling, L., Collins, S., & Kind, S. (2008). Through the filter of laws: The case of the British Columbia College of Teachers teaching standards. In L. Farr-Darling, G. Erickson, & A. Clarke (Eds.), *Collective improvisation: A case of self-study in teacher education*. Springer.

Ritchhart, R., Morrison, K., & Church, M. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey-Bass.

Zubizarreta, J (2008) *The learning portfolio: A powerful idea for significant learning*. IDEA Paper (44): Idea Center, Manhattan, Kansas.

Examples of useful websites and professional blogs

George Couros: georgecouros.ca/blog/archives/6283

Chris Kennedy: cultureofyes.ca