

Professional Collaborative Inquiry (PCI)

Professional Collaborative Inquiry begins with an authentic need to learn more about both pupil learning and our own learning as educators. We are professionally curious together. Meaningful questions surface before solutions are considered or actions taken. In other words, “the demand for learning precedes supply.” PCI provides learners with opportunity to say, “We noticed this, and want to know more about -----”. PCI builds incentive to collectively plan, to investigate, to engage in timely actions, and then to apply new learning in practice. Evidence of pupil engagement and learning is gathered, analyzed and shared to understand the impact of the PCI. We move from institutions of teaching to institutions of learners, for all.

Learning Goals for the Sessions (Mal)

Knowledge

- Participants will gain insights into what professional collaboration is and how to frame the inquiry
- Participants will be able to identify the principles of PCI and be able to apply them in their school
- Participants will understand the potential of PCI for influencing pupil learning
- Participants will learn connections between PCI and Student Inquiry
- Participants will discuss using Inquiry as a mindset or way of viewing learning
- Participants meet together to reflect on and provide feedback about the impact of collaborative inquiry on the school’s development plan and pupil learning

Skills

- Participants will be able to demonstrate the skills to create a professional collaborative inquiry based on mutual trust and common purpose to influence learning
- Participants will co-develop an inquiry based on questions to develop pupil learning (if, then))
- Participants will make use of the skills to co-plan, collaborate and co-assess student work with a team of school educators
- Participants will document evidence of pupil learning by gathering, sharing, analyzing and interpreting examples of pupils’ work and sharing learning together with other educators
- Participants will learn to guide pupils as active participant in their own inquiry-based learning

Competence

- Participants can contribute to pupil learning using the strategies, skills and approaches of PCI
- Participants can facilitate pupil’s desire to learn, motivate and interact with peers providing opportunities using inquiry-based learning
- Participants build collective competency and efficacy
- Participants can transfer the skills developed to further their own professional learning
- The school’s examples of PCI can be used as a resource base and research base for **KS Learning**

Pre-Session: It is All about Learning Together

TOPIC	DESCRIPTION
Setting the Stage for the Sessions	<p><i>Leading Learning for Today and the Future</i></p> <p>EDU Capacity Building Monographs¹ http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_inquirybased.pdf - <i>Inquiry Based learning</i> http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_studentinquiry.pdf - <i>Getting Started with Student Inquiry</i></p>
	<p>https://www.youtube.com/watch?v=QlwkerwaV2E&v=en = <i>What is Professional Inquiry</i> (John Spencer) https://thelearningexchange.ca/projects/lucy-west-rethinking-learning-culture/?pcat=5730&sess=0 – <i>Why collaborate?</i></p>
	<p>Some Video Clips by Panel you can watch, if interested https://thelearningexchange.ca/projects/math-study-groups-learning-in-a-collaborative-culture-of-inquiry-study-action/?pcat=5735&sess=0 -3 video clips on inquiry into elementary math https://www.youtube.com/watch?v=BbqPaKtSDIU – Pupil Inquiry for Science (LS) https://www.youtube.com/watch?v=NLNuv7jAlhg 21st century US/high school classroom using YouTube for engagement</p>
	<p>Questions to Consider. We will continue to explore these during the sessions and provide opportunities for your feedback.</p> <ul style="list-style-type: none"> • As you are reading, do the materials make sense in explaining Professional Collaborative Inquiry? What caused you to pause and think? • After the readings, what questions do you still have? • What is the greatest pupil learning need in your school? • What sources of evidence of pupil learning can the leadership team and teachers use to determine which pupil cohorts are doing well and which are underachieving?

Bev Freedman and Dianne Riehl will be the co-presenters for this course. The two-day sessions will be accessed through Zoom and we will send the link. The detailed agenda describes the specific focus and activities for the two days. There will be breaks built into the schedule. We will use the chat box, polls and break out rooms. The links are live. The readings will give you some background for Professional Collaborative Inquiry (PCI). The video clips provide context, in a variety of settings. Select any two video clips to watch. We will be sharing additional resources, using additional video clips, and providing prompts/provocations during the session, to encourage discussion in and across your leadership groups. The Focus and Learning Goals will be the same for both groups but we will differentiate the examples, video clips and emphasis between the elementary and the lower secondary and upper secondary groups. We are really looking forward to learning together.

¹ <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html>