

Introduction

Welcome everyone. We're grateful that you have taken time out of what I know is probably been a very full day already to spend some time with our two esteemed guests. My name is Dean Shareski and I'll be moderating today's session. I work so excited again for this learning opportunity around inquiry and assessment and I know that you're coming to us from all corners of the province. I am coming to you from a couple of provinces over in the wonderful province of Saskatchewan and I changed my background there to show you. This is a photo I took yesterday. I don't get a chance very often to brag about Saskatchewan weather versus British Columbia weather but I'm going to do take that time now to do so. And in doing so also would like to thank and acknowledge Treaty 4 for sharing and welcoming me and allowing me to live and work and play on their traditional territory.

And I invite you for a moment to consider the Indigenous people of the land, where you're currently sitting. You consider those peoples who for thousands of years lived in reciprocity with the land who have stories about the places nearby with gratitude and respect in your heart. I invite you to consider the original people of the place that you're currently watching from today. So we're grateful for that.

So today we are joined by both Trevor MacKenzie and Rebecca Bathurst-Hunt who are just extremely passionate and talented teachers, classroom practitioners. So I know we love our experts and people that spend, dedicate time on one thing, but it's also such a rich and powerful experience when classroom teachers talk about what they're doing in the classroom. This is not theoretical, although I'm sure they'll share some of that aspect of it. This is really practical and we're really excited about that. And for me, one of the things that I'm most excited about is the fact that Trevor works with senior students, grades 11th and 12th, and Rebecca is a kindergarten teacher. And the fact that the two of them work together and find common ground and can share their ideas and make that work for that wide range of age group, I think is an important distinction.

So the intention of this is to leave you all with sort of a fundamental understanding of how inquiry learning can benefit your work in the classroom, as well as practical strategies. And I know they will probably get into some of the specifics around this particular time in teaching and how they've made some of those adjustments, given all of the sort of unique circumstances that exist in 2020. They're going to speak to three big ideas around inquiry learning and assessment that allows them to share their experience as teachers and you'll be prompted to think of some of those questions and ideas.

What we thought would be better than myself introducing them is they work closely with each other, they've written together, they've just done... This is old hat for them. So why don't I let them introduce each other? So I will start with Rebecca. Why don't you introduce Trevor and then Trevor, you can introduce Rebecca and then you guys take it away.

Super fun. Thank you, Dean. Awesome. We're super excited to be here. My name is Rebecca Bathurst-Hunt, and I'm going to be introducing the lovely Trevor MacKenzie, who is a great and dear friend of mine. Trevor is an English high school, secondary teacher in the Greater Victoria School District and we together have a huge love for inquiry. Trevor is so graciously. He just speaks so well about how inquiry, what it feels like, what it looks like, what it can be like in the classroom. He supports and collaborates with educators all across the world, which is pretty cool and is an awesome dad and husband, and just like a great family man to his wonderful family. They brought four of them all together and their beautiful dog, Poppy. So, yeah, I'm super excited to be here and that is wow.

Yay. Thank you, Rebecca. It's always so nice to do that. I love that changing it up and I love speaking about you. I'm a huge fan friends of Rebecca. The first time I heard Rebecca speak as a kindergarten teacher and how she's doing some neat things with their kiddos, I thought to myself, gosh, if I had to put my children in anyone's class in the world, that would be Rebecca's. She is kind, she's caring, she's informed, she is creative, she is the creative talent behind any sketch notes that you'll see in our work today and our sharing, and she is passionate about inquiry-based learning, passionate about Indigenous principles of learning, passionate about taking our kids outside the outdoors to come back inside and talk about learning. She's recently married, anniversary coming up pretty soon here-

On Monday. Good memory.

I was at the wedding so... And her lovely husband, Phillip, who's just a fantastic person. And like I said, I'm just so thankful to be in Rebecca's wheelhouse. We've collaborated on a lot of things together and to have a chance to do this together in a webinar, it feels really natural. And even though we're in the same city and we're in the same district, we don't get to see each other face to face so often, partly just because of how busy it is being a teacher and also during these certain times. I'm just so thankful Rebecca and so-

Thank you. I feel I'm thankful for you and thankful to be here this afternoon with everyone. Thanks for everyone that's joining in and coming in.

Three Buckets

Yeah and so Rebecca is in her class, Kindergarten French Immersion Teacher at George Jay Elementary School here in Victoria. And I'm at my home, in my office. Poppy is actually right beside me, dying to jump on my lap, and I'm a High School English Teacher at Oak Bay High School. Much of what we'll share are kind of from two realms of our work. One realm is from our active practicing as inquiry teachers with our kiddos. And then the other realm that we'll share from is in our work supporting schools around the world, as Rebecca shared in her introduction of me. We do a lot of work supporting schools and implementing inquiry-based learning practices with schools around the world, which is a lot easier and virtually, we're not having to give up weekends or fly to different locations. We miss the travel but to be able to do this work relatively, seamlessly and equitably is very, very exciting for us.

So we want to share both realms. This isn't necessarily an inquiry-based learning webinar. This is the assessment piece, the evidencing piece, and how can we embed more student voice and action and involvement in the assessment realm of what happens in our classrooms? So we'll definitely be asking you to be reflective. We'll be introducing some language and some of what we do with our kids, and also what we do with schools and asking you to consider how this could impact your teaching. I suppose Rebecca, we could do it. We could offer up to the audience three different buckets that they could kind of imagine putting ideas into. In one bucket could be that reaffirming bucket. Like when we're talking Rebecca, maybe they hear something and they say, Oh yeah, I do that. That sounds like me. Okay. And then the middle bucket is that, that no way bucket. Like, Oh, they're saying something and that sounds like a gross meal.

I'm not having a taste of that. And then maybe that third bucket is the perhaps bucket or the, I want to scratch it that later. Unpack that later. That sounds like something I want to look at doing a little more often. So I have a notebook in front of me. I love to take notes as I hear Rebecca speak. If you all are watching from your classrooms or from your home offices or wherever you're able to do this virtually,

and you have a space to collect your thinking, please consider those three buckets, and especially that third bucket. What are the takeaways that you're going to kind of bring back to your practice? Rebecca, anything to add to that?

No, I love the buckets and I love... I'm always someone like looking for that one thing I can implement tomorrow or maybe not tomorrow, maybe Tuesday, but you know what I mean? So I like that third bucket of, what's that new, how is this changing your thinking and what are you going to bring back to your practice?

Yeah, yeah. And this is us. This is where you can find us. Yeah. So we are very active on social media. We love connecting with teachers. It is not a following. It is a community. The schools that we work with around the world, any teachers that we connect with, we find them on social media after that good work and we invite you to be a part of that collaboration, that connection. A little hidden message is, if you ever have a question about inquiry or anything in teaching for that matter and you tag us in a tweet with that question, the message that we receive as you want us to retweet you to that large community. And sometimes we get the most random questions that you never think a teacher's going to answer something for or give and they always do. And so if you're not overly active on social media, consider adding an account and scratching out what that PD could look like. We're both very active on Twitter and Instagram specifically. I'm really down the Instagram rabbit hole last couple of years. Rebecca, you share a lot of beautiful stuff around Instagram.

Yeah. Well it's like free ProD friends. Like you got to get on there. There's just so many. So many things that you can uncover from. I don't know, someone sharing one photo, right? It takes you down. Yeah. The rabbit hole is a real. It's maybe a bit of a problem at times.

Yeah. Yeah. And our publication. So I dive into inquiries. My first publication, really not written for a specific audience other than K to 12 educators but in my work supporting schools after that book was released, I realized that a second book was needed for primary and elementary school colleagues specifically. I was getting all these questions about, that high school example you share, there's great but what does that look like with a grade two? And that middle school example is fantastic but what about for a kindie? So I asked Rebecca if she would help me write that book. And so inquiry mindset is coauthored with Rebecca and it is for the elementary, kind of that K to five, K to seven range. So if you're listening and you're at all interested in either of those books, I just wanted to show you where perhaps you would professionally fall in your reading there. And on our websites, we have a bunch of free resources, right Rebecca?

Yeah. Tons of. Well, and some of the things we're going to speak to you today that I believe are also in the Moodle, but different articles, different sketch notes, different lots of sharing and we both have blogs that are connected to our websites, but I think the most of the sharing we're doing right now is kind of via Twitter and Instagram. So find us and we'd love to see what you're up to as well.

Types, Characteristics and the Process of Inquiry

So we wanted to kind of share a little bit of what inquiry looks like when we work with these schools around the world and get to a place with regards to some challenges that we're seeing in these partnerships. Some of the work that we do with schools... You know we signed on for almost a three-year contract, to be honest, a three-year partnership because so much of this inquiry change is quite a big shift from where some of these schools are at currently, and we take some small, really intentional steps in embedding more student agency into the classroom and into the learning experience for the kiddos. And so this was a really kind of well-received sketch note early on in our collaboration together and what we try to do for students is not kick them into the deep end of that agency pool.

And that really helped teachers grasp that there are different types of inquiry and all are equally powerful, all have benefits and opportunities for us to do certain things with our students that shallow in that teacher-controlled inquiry, the structured inquiry allows us to really model and coach components of inquiry, phases of inquiry and competencies and how we can nurture competencies across the swimming pool. So when students do get to free inquiry, they have some skills, some tools in their inquiry toolkit that allow them to be successful. So this is one of those sketch notes that allows you all to see where some of this work we're doing with schools gets us to. This isn't a change that happens in a single year, these are changes that we hope to see happen across several years. Would you agree Rebecca, anything to add to that?

And I think that we did do a prerecording for you. If you're wanting to kind of unpack just a little bit more into inquiry in general, and we spoke a little bit about this and these sketches just speak to the ones bring. We have a couple here that we're going to show but the big ideas behind, like what are practices. And as Trevor said, it's definitely. I still wouldn't even say, no one's an expert. We're all... And even in assessment today, where we're going to be talking about and unpacking, like everyone is on their own professional learning journey and everyone's at a different spot. So again, thinking about those three buckets, like what's resonating with you now and what perhaps might be something you'd like to look into, it's kind of you're even in your own inquiry, so pull yourself as a learner.

Yeah. Yeah. And you know what I was going to say, these sketch notes you can all download for free off our websites. They hang in our classrooms. I point to these often with my kiddos to help them understand where we're at now and where we're going to go to next. We use them to reflect on competencies. So, really the sketch notes have help us draw the curtain back on inquiry and the intentionality behind what we're doing and why we're doing it. And not just for teachers, such as the audience here today, but for the most important stakeholders in education, the kiddos. So they can see where we're at and where we're going to go to next. Do you want to introduce this one, Rebecca?

Yeah. So this is an incredible sketch note by Sylvia Duckworth, who is a great friend of ours and Trevor, and we love this one because it's really painting the picture of what are those 10 characteristics or the traits of the inquiry classroom. And we spoke to this as well in the prerecording. So just to kind of briefly go over it again, it's really the evidence of what inquiry-based learning can look like in your practice. So if I was going to walk into Trevor's room, I would see him kind of supporting and coaching and working on perhaps fostering curiosity and a love of learning, or looking, coming into my room, you may see different ways around the room, how I center and empower student voice and really honor that in my practice. So these are those traits that serve as evidence inquiry can look like and feel like and perhaps

like there may be some right here and maybe you want to reflect on like, Oh yeah, number two. I think I do a really good job of that or mm-hmm (affirmative).

Number six is something I might want to put in that third bucket. Like looking at research and bringing that into my practice. So this isn't like, you must do all of these at once, but it's kind of like looking forward to where would I like to be? What does inquiry look like in the classroom and what are those pieces that really make it powerful and that allow you to go deeper with your learning?

Yeah. And these don't surface in a single lesson, these surface across several lessons and some bubble up more than others at different times. So as we plan for these in our unit design and in our planning of learning experiences for our kiddos, we don't try to hit all the checks in one single session or time with kids. We hope that this comes across inquiry and across that experience. So consider maybe reflecting on a week of your teaching. Across a week, which of these 10 would bubble up and how did that happen? What intentionality did you bring to ensure that these bubble up as I like to say? And there's almost a domino effect that sometime. If you hit one, another couple could happen because you did one so well and so beautifully with intentionality. So again, trying to bring these sketch notes to your practice and ask you to reflect on what inquiry is to you currently. I love this one. This is a beautiful adventure sketch. It brings a lot of action to the idea of learning. It kind of proposes that learning does require some movement and not complacency, not sitting still.

We want it to be quite getting up and doing. And even if the doing is in the heavy lifting of the thinking and the collaboration and the competencies, we really try to show students that there are going to be some common checkpoints, such as reflection and revision and flexing that competency of reflection and revision, that there are several parts to inquiry that we're all going to get to eventually, especially in free inquiry where there's a little bit more agility and nuance to where different kiddos are at different times. This gives us all a unifying process and students, especially the boys, I'm sure you'd agree Rebecca, at the elementary school level, they love to see that learning is going to be an adventure. Again, imagine this poster in your classroom and how engaging and how engaged they are when they see that excitement that learning inquiry is going to take them to a place that is going to be fun and engaging.

Yeah. And I think another piece that this sketch speaks so well to is that students understand what is coming next or what they can expect along the journey of inquiry and that process of okay, we're here, and yeah, we might kind of go back and forth. Like it might not be a seamless one to seven, I think ever is. But that piece of like, okay, so now I know that once I've done my exploration and I've researched, now I'm going to be heading to the next step. And I think that ties so well at what we're going to be talking about today because the learning journey of inquiry in our classrooms and what we support educators and unpacking is not a hidden journey, it's not a secret journey that only the educator at the front of the room or on their laptop knows. Right, it's a journey that everyone is kind of unpacking together and is very aware of where they are, and hopefully I'm aware of where we're going. So I think that it's well to what we're going to be talking about today. That piece of knowing where you're going in your learning and knowing where you currently are.

Yeah. I always learn so much from you Rebecca and how intentional you are with the language that you use when you speak to teachers, but also how you use that language with your kiddos and I just want to draw light to that is. The language that we use here in this session that we introduce you to consider how you can bring that language to your students to do just draw the curtain back and bring that

intentionality to this process because it is the language that will allow them to create that understanding and then to allow them to take some steps into being partners in learning.

A Sad Reality

We have seen across time at some of these schools that we work with a challenge kind of surface. And I say it's a sad reality because we see some amazing data being collected at these schools. Things like achievement increases with regards to inquiry.

Students report out that they feel a certain amount of control or confidence over learning, students report out that learning, schooling is meaningful. It's even fulfilling. Like these are all really great things. But then when we start to ask students questions and staff questions around assessment, specifically assessment, we saw some troubling things. If I'm honest, some things that don't sound like inquiry, they sound quite different from inquiry, which really has got us thinking about some things that we're currently working on, not just in our classroom but in our writing, in our research and in our work together and even in future work. So one thing that we hear from students and that we see at schools is that assessment tends to be something that's done outside of class, away from the kiddos rather than in class with kiddos. And so there's this really rich, personalized experience where students are in different types of inquiry but then the assessment is something that's taken outside of class, away from that learning. And so that is troublesome and we're going to talk about why that is troublesome throughout this webinar. Rebecca, you want to take the next one?

So this one is that piece, we kind of just a little, spoke to this with the journey and the inquiry process of that we, as the educators know where students are in their learning or in their inquiry and where they're going to next, and often we find that if you were going to stop and say, "Where are you going next?" Or perhaps like, "What is your next goal?" The students often don't know, right? So that piece of just like we talked about with the inquiry process, we're wanting them to know what's coming next, where they could go back if they need to. And so we're finding that it's happening perhaps in inquiry. But when we get to an assessment piece of "What more do you need to add or where would you want to go further?" That the students aren't always knowing, but the teachers often know. So we're wanting to kind of make that shift, but we'll get to unpacking this in a little bit here too.

Well said, well said. So the next one is that students have little understanding of success criteria or the assessment tools or rubrics or any of the learning objectives or goals for the classroom. And this really is that Wizard of Oz thing where the teacher is kind of behind the curtain and knows all the success criteria and knows the goals but hasn't drawn the curtain back on that amazing stuff, that rich stuff, and the opportunity of making that visible. And actually Rebecca I was commenting on what's behind you right now. And we can talk about that later, but actually let's not talk about it later. Let's talk about it right now. What is behind you? And can you tell us about how that perhaps is making some of that success criteria or some of those goals and objectives really visible for your kids so they know where they're working towards.

Mm-hmm (affirmative) thank you, so behind me is our goal setting board and it's based on four Spirit of Alliance animals, which are local to the Indigenous people in our district. And I believe for BC, you can use the *Six Cedars* book to kind of introduce six teachings, which are kind of for everyone that everyone can use that are local, perhaps to the coast, Salish people. And basically each animal in a very brief, like this could be a whole other webinar, has different teachings that they bring to the area of the

Lekwungen speaking people, the traditional territory of the Esquimalt and Songhees so that we are grateful to be settlers and visitors on. And so we pair their teachings with the core competencies and those I can statements that you find right on, right in the document, so for instance, the bear teaches us to feel safe and to feel calm at school so we can set goals to be like the bear.

But when a student is perhaps, a goal we're studying for, an activity or a learning experience that we're going to be doing, or it may just be a goal for how you're going to have your day at school today, they would come and move their name close to one of the animals, and then that's just that visual reminder, right? So it's, it's putting them in the driver's seat of working towards that goal versus me just continually saying "Trevor, I thought you were going to be." Whatever that is and I love, I love the piece of that, it ties to local teaching, but I also enjoy the visual and I think we were talking really quickly before Trevor of you. And maybe we'll unpack it a little bit as we get going, but visual of having learners there, they're setting that goal and they're like, even just moving their name, there's, there's big power behind that. Wouldn't you agree?

Yeah, and how in class in learning, they could look at their goal and we can help them connect how what's happening now is helping them achieve their goal. And that's why that intentionality of language you're using earlier is so exciting. I do this all the time. I say, pause everyone, time out, have a look at this, look at what's happening over here with Rebecca and what she's doing. And look at, look at her goal up there. And is there a connection there? Can anyone put some words to that and what I'm doing, what I'm coaching there is the reflection muscle, like let's flex that reflection muscle as we're in learning and make a connection to that goal and I'll speak to how that looks at the grade 12 level, because I do something really different, but with different icons and different language, but making those goals visible so students understand the success criteria, they understand the tools, the rubrics, whether they're standardized, mandated rubrics, or you're building them in class specifically for your kiddos, really drawing the curtain back on that.

I'll speak to the next one, Rebecca, which is that students report feeling anxious and overwhelmed and uncertain about assessment, but not about inquiry, which is fascinating. They report out an inquiry that this is really meaningful, I feel like I have control of my learning. I feel pretty confident in learning, but then when it comes time to assessment and the numbers and that data, which is important, data and performances are important. Students report out that they feel uncertain, they feel a little lost. And that, that has them feeling anxious and perhaps overwhelmed, which is in complete contrast. How can we have this really rich experience over here? And then in a piece of learning assessment and evidencing, how can it be so dissimilar, Rebecca, can you speak to the next one here?

Mm-hmm (affirmative) so this one, when we're continually wanting to provide those opportunities to reflect on what's going on in inquiry, we feel like that is happening a lot. Like we're often, looking back at the sketch notes, we are having those, whether it's like the thing parents share or the quick check-ins with the educator or group, check-ins like little meetings almost, I even have meetings in kindergarten with one of my, one of my favorites.

So we see that happening in the inquiry process, but then when we, when we talk with educators about the assessment, we feel that we're maybe falling short a little bit in that area. Right. Of just, are we having those opportunities to really check in whether it's with another educator or whether it's with the child, or the group that's working together. I think that we need to be doing it more. I need to be doing it more and just really seeing the power of those check-ins because that's how we're going to kind of get to everything else we've been talking about, right? Is when students are at power of talk and are able to

reflect on what's going on and we're modeling that all the time, the more they're going to understand where they are in their assessment journey themselves.

Yeah. Yeah. And so often in inquiry, we ask them to reflect and plan next step. So in the research phase, what have you discovered and what more do you need to go research and find out to further your learning, but then in the assessment piece, it's, here's your mark, here's the rubric the learning is done rather than here's your mark, here's the rubric. What do you need to do differently? Given this feedback to maybe show some growth. So go back and continue this learning and continue this improvement.

So you can see how in the inquiry phase of research and identifying next steps, they're reflecting and they're planning,

Yes.

But in the assessment piece, what we're really proposing is that the two go hand in hand.

Totally.

it's happening over here. It needs to be woven over here. And that's what we really want to do for you today is to bridge that gap with some ideas.

Assessment Beliefs: Learning Goals

This is a beautiful sketch note, Rebecca, I have to say this, you hit this one out of the park,

Thank you.

And this is like brand new. It hasn't been published yet. It hasn't been released publicly yet. So BC educators, you're seeing a sneak peek of something quite beautiful and powerful.

So thanks, Rebecca. And this is a result of one of the schools I'm working with in Switzerland International School of Basil they've come on and they've asked me to support them in kind of furthering their inquiry work, but with a specific lens on evidencing and how we can move our assessment to a space that is much more rich and student voice.

And they've done some amazing work at ISB. And they've given me permission to share this work with you all. It's actually shaping some of my future publication work, which I'm really excited to share with you today, but they've done in their research, they've, they've come up with 10 assessment beliefs, 10 kind of big ideas that they want all teachers at the school. And teachers have said, I want to do this, this is something I believe in to hang their assessment hat on, so to speak, in every classroom they're working to advance their assessment practice to align with these 10 beliefs and, and they're fantastic beliefs. I have to say, when I first saw these, I kind of scratched my head like, okay, what do I do really well from these beliefs? Or, or where's the alignment in these beliefs?

And what does that look like in my assessment practice and what we wanted to do, Rebecca and I is go through each one. We'll take turns. Maybe Rebecca, you can take the first and I'll take the second and so on and just share a little bit as to what this language looks like, just to kind of expand and broaden your understanding to each of these beliefs.

And as we're sharing, I encourage you to consider which of these beliefs do you find some alignment to, this would be that first bucket. Like, that sounds like me. I do some of that, that resonates with me and let's not worry about the other two buckets yet. Just look for that alignment right now. So Rebecca, why don't you go to the first one, if you don't mind?

Thank you. Yeah. So learning goals, I don't need to read it. You can all see it, but learning goals are shared with students that piece, and we kind of have briefly touched on that, but I think there is such power again, of, we often again are drawing the curtain back. We often know exactly where we're headed, perhaps an inquiry where, headed in a general direction, but creating and having those learning goals at able for our students that they're able to see and hear over and over and over again is so important.

I was thinking this morning, we're doing patterning really exciting right now in kindergarten AB patterns. And so even just looking directly to the core competencies and using that I can language and pairing it with whatever part of the curriculum you're uncovering or wherever you're heading and inquiry, maybe it's research, maybe you're pulling things here.

You're doing that, whatever it is, is you're creating an I can statement as your learning goal. That's how I do it. And it's visually in your room and you're talking about it all the time. And it's so important in the sense that you're modeling as well. So for instance, the patterning one, I can create a pattern, an AB pattern, perhaps using two colours or whatever that might be super simple, but we're starting simple. And in hopes of getting more kind of detailed and more deeper with our learning and our goals throughout, the course of our year and when my learners are able to see it, and they're able to hear it over and over again, they're starting to say it. And it goes just right back to that power of talk. And if we're hoping them to be hoping them to be able to create that pattern, but yet we're not explaining that that's kind of our target or that's our goal, or that's where we're heading.

Then you're kind of , you're not really giving them everything they can have, right? To be successful. And we want the whole in teaching, we always want our learners to be successful. So I think having them have a visual of a goal, sharing them orally and modeling and reflecting on them over and over again is so powerful because at the end of the day, we're wanting our learners to set their own goals, right. Whether that's in life, in reflecting and assessing, in coming up with our next, I don't know, passion or excitement, exciting thing to learn about. So the more we can make those visual visually in our room, the better.

Yeah and you know, unless you're a brand-new teacher and our redesigned curriculum is the only curriculum, you know, you remember the era of PLOs and not just dozens of PLOs, like thinking as an English teacher, there were more than a hundred prescribed learning outcomes. And to draw the curtain back on all those PLOs was a challenge, it absolutely was. We have it so good in British Columbia. I work with schools around the world are looking at the BC curriculum as, wow. There are things there we can bring in. There are things there that we should be doing. There are things there that are really interesting when it comes to student agency competencies and involving more student voice in the learning process, and so, maybe 10 years ago this was a big ask, but now it seems like a really, reasonable ask.

I think of the curricular competencies of my English 12 course, and there are so fewer of them now that I can make them visible, and I can ask students to choose one that they'd like to deeply explore and show me some evidence of just for the sake of time folks, we're not going to go through all 10, we really have

a couple more activities we want to get to. So, I will speak to two and then Rebecca, maybe we'll, we'll shift down to five, six, seven, and eight.

Yeah, sounds great.

Assessment Beliefs: Co-designing, Constructivism, Data Collection

The idea of co-designing success criteria with students co-designing is an underpinning of the inquiry classroom, and when I say an underpinning co-designing is something we're going to encourage you to, to think of and do we'll, speak to that in a subsequent slide, from the very first day, how are we involving student voice in the decision-making in their time in our classrooms and genuine, decision-making not just saying, here are your choice of assignments or here are your choice of books, but you know, how, do we learn? What are our strengths? What are our stretches? Love Shelley Moore's work, and how do we embed more of that partnership and learning?

So at sometimes we centered the student and we de-center ourselves and sometimes, we center ourselves and we coach and we model and we lead, but there's this, this nimbleness to our practice when we co-designed with our students. And I think a by-product of co-designing a benefit is that students begin to deepen an understanding of what they're being assessed on because they've had a voice in building out these goals and these success criteria. So I think achievement increases because students have a better awareness or understanding of what it is they're being assessed on.

So co-designing, we're going to challenge you later to consider how you can, co-design something with your students. I love co-designing. I know Rebecca does as well. We'll toggle over to five, six, and actually let's go right over to seven, eight, six, seven, and eight. Rebecca, do you want to speak to one of these ones?

Mm-hmm (affirmative) Yeah. Let's talk about six. So that constructivism and accessing prior knowledge are really the building blocks for new understanding is such a huge piece in inquiry, right? Constructivism, that belief of everyone is constructing their own understanding based on their own experiences, kind of as they're happening. And that, that ties so much to knowing yourself as a learner and also knowing your learners and what their strengths are. Perhaps, as Trevor said, using Shelley Moore's language, their stretches is such a big piece. And I see that so much in kindergarten, and I see that tying so much to inquiry-based learning of course, accessing prior and building on that and also assessment, and I guess that's kind of what we're wanting to do in assessment, right? Is we're wanting to know what is going on for our learners. What are you learning right now? And then it's spring boarding into that piece of where will you be heading next with your learning?

Yeah. And, also number six really speaks beautifully to doing a quick diagnostic and a simple, equitable diagnostic to find out what do our students already know, because they're not empty vessels as they enter our classrooms the late great, sir, Ken Robinson, they come into our classroom full of rich experience and previous understanding and story, the rich information that we should just kind of scratch at to see how we can be more effective teachers, that's what I look at, number six, for is I want to get to know what my kiddos know, so I can plan really effective next steps and work smarter and not harder.

And so that little nitty gritty diagnostic, it can look like many things it could look like. I think pair share, which we'll talk about, you know, in a couple of minutes it looks like the power of thought. Yeah.

The t-chart, do you understand this? This is something new to you. And it also, I think what you're speaking to Trevor, and it allows you to be, it allows you to pivot, that's your word, I'm using it now. It allows you to pivot with your teaching. Right? So instead of again, like going back to that patterning example, it's a very simple example, but why would I go ahead and do two weeks of teaching, how to do an AB pattern, if everyone could already do it, just because it's in the curriculum. Like if everyone can already do it, of course we have like perhaps a small group that need, that workshop, or we have a group that needs a challenge, but by asking a question or putting your learning target on the board, you can quickly see that quick diagnostic of yes I can, or no, I still need help. So I really like that.

You know, if we, if we go through our curriculum, like a recipe, like a list, we're going to feel the, concern of time we're going to say, we got to get through this. There's so much, there's so much, but if we do a diagnostic and we collect some really rich, equitable evidence, maybe we have we find we have more time to settle into learning and go deeper and make it more student driven.

So I'll speak to number eight, which kind of speaks to a variety of assessment techniques and a variety of, of ways to gather information from our kiddos, and rather than ask all of my students to do the same summative, we want to give them a range, a choice of those summatives, a choice of those artifacts, that evidencing of learning, so that we could start from a place of strength with our students, rather than deficit.

How do we really get to the heart of what we're assessing? Is it a competency? Is it understanding? Is it content? What are we trying to assess? And then give them some choice in how they're demonstrating their understanding, so we can get to the heart of what it is we're assessing. And then teams of teachers come together and assess together. I love doing this activity. I love sitting in a faculty meeting. Maybe it's a lunch date. You know, we're teacher geeks. We geek out on assessment over lunch and we mark together and maybe it's marking in silence for a bit. Maybe I'm marking. And I have two colleagues marking, and then eventually I come across one that's causing me some trouble or causing me some challenge. And I ask Rebecca, I say, Hey, using this co-design rubric, Rebecca, can you mark this for me?

And then we could kind of straighten our assessment compass, so to speak and bounce ideas off each other. And, and that rich discourse that collaboration around assessment is what not us, not just ISB is doing, but what we propose, schools do that are implementing inquiry based learning. How can we come together and talk about a rich collection of evidence and not just the one assignment, can we give our students some voice and showing us what they know?

Assessment Beliefs: Your Learning Goal

And friends, we do want you to consider, you know, of these 10 beliefs, where is that alignment? And I know we only talked about four specifically, just with regards to time. We want to give enough time to teachers. We over-planned in a way you want to give time to a couple more of these big ideas, but this would be the first of those three big ideas that Dean mentioned we would share is of these 10, where are you in alignments? And of course, what's going to go hand in hand with finding that alignment is where is there perhaps something that you could bring some more intentionality to, where is something that perhaps you'd like to scratch a little bit more, and of course, how can you broaden this conversation to include your colleagues? So it's not just you and your classroom doing some of these rich things. It is a school conversation. Rebecca, do you have anything to add about this?

No, I love it. And I think we have some of those prompts coming up for, for folks that are perhaps watching after, like, if you're wanting to come. So yeah, come up, come, go in your teams and have a little quick reflection, which ones speak well to your practice as Trevor said, which ones are you hoping to put in that third bucket? I know that there's so many pieces almost of each one for me, that I'm like, ah, still working on that, right? Like still wanting to improve and weaving in student voice is something that I'm always thinking of in everything I'm doing. So that is always a huge goal of me, whether that's, in that kind of curating piece or accessing prior knowledge, it's like finding little ways to do that gets me excited.

Yeah. Thank you, Rebecca. So that, that would be one reflection piece. This could be something that, you jot down in your notebook, some thoughts to each of those questions and definitely a little bit of a takeaway. We're not assigning homework, but we are hoping that you take something in that third bucket and, you take it away with you, and because it's highly meaningful to you, it's almost like your own personalized learning goal. As you leave this session with us just as we do with our kiddos, asking them to set a personalized learning goal that is meaningful to them. You know, you're more likely to find an achievement. You're more likely to stick with it and be buoyant in your learning. If it means something to you. And we use language like this with our kiddos. So please choose a goal that's relevant to you, meaningful to you that you would like to explore more deeply.

And in the subsequent weeks and months, let us know how it's going. You know, we shared our handles with you, connect with us. We'd love to hear how these goals that you've set for yourself are unfolding and any successes you're having any challenges we'd like to talk about those, and please share your learning in the future. And again, pick that goal, discuss it, think about it, plan it and implement it.

Thinking Routines

We're going to transition to another big idea. And I'm actually going to show all the three thinking routines here, just so we can see the scope of this slide. We are huge fans of Ron Ritchhart's work, making thinking visible. This is his most recent publication, *The Power Of Making Thinking Visible*. We get no royalties from supporting Ron's work, but there's a lot of alignment there.

Inquiry is a part of a big school of thinking around the world, whether it's Ron Ritchhart, Kath Murdoch, Guy Claxton, I'm a big fan of James Nottingham and The Learning Pit, Michael Fullan is another fantastic educator.

And really what we're looking at across the school of thinking is how do we involve more student voice in the learning that's happening in the classroom, have them be more active participants in the learning. And so we've got a few thinking routines that we love to use that helped bring the values, those beliefs, and the previous Sketch note to life in the classroom. We find the power of talk to be the most equitable assessment technique, like so timely minute to minute as we walked through the room. And, and as Ron Ritchhart likes to say, vigorously listened to kiddos, we can pivot and, and shape our next step. So Rebecca, which ones do you want to speak to? And I'll speak to the one that you, you can go first.

Let's dive into "notice, wonder and know" it's such a huge thinking routine. Well, for me, it feels really huge teaching kindergarten, but I think no matter what age level that we're working with, it can become something that's really embedded into your practice when you do it over and over and over again. And I believe it was, it actually comes from a Harvard study and we've kind of tweaked it to fit a little bit more

of our practice. So you may have seen it in other ways, like notice, think, know or I see, what do I see? What do I know? What do I wonder? So we love using it in these kinds of questions. What do you notice? What do you wonder? And what do you know? And that power again, it's like Trevor said, we're asking those questions to our students. So perhaps, we may have some awesome provocation that happens. Maybe it's something authentic. It's starting to snow or we read an awesome picture book or there's an artifact that's brought in and we practice these all the way through the year.

What do you notice? What do you wonder? What do you know? What connections can you make? Not only is this you're empowering student voice, you're honoring your listening, perhaps it's happening as a whole group at the carpet or it's happening individually, checking in or it's happening in small groups around the room, but it's going through those three questions and it's listening.

You may be modeling those questions, but you're not adding in all of your information or what you want to word vomit out about this artifact or about the experience. You're shifting that power into having your learners be the ones that are leading the dialogue and adding in their thinking.

I think this lends, the more we have our students being able to answer these questions, the more that it lends to using this kind of thinking routine in assessment. What do you notice? What do you wonder? And what do you know? Like those pair off so well with where are you in your learning? Where are you going next? Those pieces of, having our learners able to and feel safe and confident to be able to talk in our classrooms is so important.

So there's so many ways that we use that one. And if we had all the time in the world, we could dive a little bit more into it, but I'll let you kind of add on Trevor.

Yeah, let's model that right now, Rebecca, because I actually have a beautiful provocation that I ended up. And this was hanging on the office wall here and I've taken her down.

Beautiful.

It is gorgeous. So this would be something that I've decided to bring in because it makes an entry point into our curriculum. Maybe it's an entry point as an English teacher into identity. That's a big idea in our curriculum. So we do frame our inquiry unit planning around the big ideas in our redesigned curriculum. The way I would use this with my grade 12 kiddos is, I would ask them if we're in our cohort, I would ask them to actually come up and observe it.

Pre COVID I would have asked them to touch it and feel it. And I would say, let's write down for two, three minutes. What do you notice? Like tell me everything. They would say things like, I noticed it looks like there're some shells or I noticed that there's a nice design here. I noticed it's heavy. I noticed it's been carved. There are some beautiful grooves here. I noticed it's been carved; someone's actually made or carved their name here.

Then, I'd say okay spend three minutes. Tell me your wonderings. What questions do you have? What are you thinking about? Well, I wonder where it's from. I wonder when it's from, I wonder who made it? I wonder why you have it Mr. Mackenzie? What purpose does it serve for us right now in identity really? Then I ask them to document, what do you know? This is that prior knowledge. There's going to be someone in your class who says, I know that's from New Zealand, that's a Maori traditional.

The expert.

The reason we see they say we saved, what do you know till the end is so that the person who's the expert, who's the know it at all. It's my son. I'm thinking of my son, for sure. It doesn't squelch the wonderment of everyone else in the room. Everyone has a chance to document their wondering safely before we have someone put up their hand and share out, perhaps what do you know? That thinking routine at the start of a unit on identity. Let's think about that for a sec. All of our kiddos have documented their thinking on a piece of paper, it would look different with kindies, right? Not being able to document their words as eloquently as seniors, but let's revisit this provocation after some teaching as occurred.

Let's imagine two weeks later I've done some teaching, some learning hopefully has occurred, let's do the exact same provocation and the exact same thinking routine. And now we have two artifacts, two pieces of evidence, one at the beginning of the unit. One at the end of the unit that end of the unit one should be different. It should be richer; it should be more full of language that they've become kind of accustomed to or learned about in the unit of study. Then I asked them, how has your thinking changed? Which is the third thinking routine? Well, I used to think this, and now my thinking is this. I love that, that's probably the richest portfolio piece of evidence that we can ask our students. I even asked my students an assessment question. I used to think my grade was this because, and now I think my grade is this because, and the things that they say are just so powerful.

I used to think I was a seven out of 10 because, and now I think I'm a 10 out of 10 because I got some great feedback from my peers or Mr. Mackenzie clarified something. Now I know that my assessment compass is a little bit more true. We've jumped around and thinking routines that are a little bit, but you can see how the thinking routine allows us to have our students have a voice in the learning process and guide our next steps. If my students had shared in that first thinking routine, what do I notice? What do I wonder? What do I know? A few things like the wonderings that they have, I want to, I want to explore those together because now I know where the engagement is or what they share in what do you know?

I know I don't need to necessarily go deeper into that because they know it. You know that how do you capture that? Whether it's a kindie class or a senior class, how do you capture those thinking routines and how do you model them? The first time I did a thinking routine this year, I showed them my thinking. I wrote my words on the board so that they could learn the thinking routine. I talk about Ron Ritchhart's work. I tell them why we're using a thinking routine. So it's just not an activity. This is how we learn it's a culture of thinking. It's a culture of inquiry, Rebecca, go ahead.

Yeah, it's ongoing. Right? We don't just do the notice, wonder, know, thinking routine. One time, it's something that, as I said earlier, like we're building on because every time you do it, you're going to get a little bit of a deeper kind of reflection and response. I do it all orally and we normally share, and I capture using Padlet or Google slides or chart paper, or just we share it out. Right. We don't always have to every single time write it down. But that piece of we do it. You set aside a time you're going to do it every single Wednesday morning at 10 30 but, the piece is ongoing because the more we practice and we model, and we share what those wonders are, the more, the deeper questions are going to be in their thinking it's going to evolve.

That piece, that Trevor shared about that, I used to think now how has your thinking changed is so important in inquiry and in the assessment of inquiry. We're not asking kids how their thinking has changed and what is the whole point of going through the inquiry process, right? Why are we doing this? I think I love that one. Now I think it's such an important one, but again, it doesn't happen just in a snap. You have to model it and it has to be, and that's why we like to break them down into smaller. I

always break those down into mini lessons and hone in on the skills to be able to answer them because our students, maybe some of them answer them right away but, a lot of them it's going to take some teasing and some supports and modelling, modelling, modelling.

Yeah just a couple more things. I don't think we'll get to that third thinking routine, Rebecca, just for the sake of time. But one piece is, imagine embedding these thinking routines for seven months of face-to-face instruction. Then all of a sudden your world gets turned upside down and you have to go remote. Oh my gosh, could you imagine that reality? It's the schools that embed these routines of learning of thinking that really had a smoother transition. If, I'm honest, and Ron Ritchhart spoke to me recently on one of our inquiry lives on Instagram, Rebecca, he said, it was so beautiful to see those teachers who did that hard work coaching and modeling and embedding that student voice. They had a smoother transition because the kids had the thinking routine down. As we have the opportunity, we're so fortunate here in British Columbia, that we can have some kind of face-to-face time with kiddos right now.

You look around the world and many schools that we work with, aren't like us, we're so lucky that we can be doing these thinking routines face-to-face. If we have to pivot, they're ready. Most importantly, when they leave our classes, they have these thinking routines down, whether or not they go remote or not. This is one of those pieces of their learner toolkit that allow them to take their thinking to all manners of life. So we're asking you to consider one of these thinking routines, we were going to talk about think, pair, and share. I do think pair share all the time. I'm always turning my kids in to face one another. One of our competencies is collaboration and another communication. It's a culture of talk. We're asking you again, which of these thinking routines is going to be one that you're going to bring to your practice in the next couple of days, what is one that you're going to try out with your kiddos, model it, go to it, and let us know how it goes.

We want to see how these thinking routines evolve over time for you.

Student Ownership Over Assessment: Competencies

This is the third big idea. Again, Rebecca kudos to you another yet to be released, sketch note that no one has seen. BC educators are getting a sneak peek. Looking back at that assessment beliefs sketch note, we wanted to show, what are some assessment practices? Not tasks, but processes that we embed in, how we interact with kiddos to allow those beliefs to come to the forefront of how we're assessing.

This is kind of the evidence of the beliefs. This is the stuff we do day in and day out to have those beliefs be the things that we're hanging our assessment hat on. It is a continuum, way up at the top. I was going to say on the previous slide, those thinking routines specifically, that last one of where was my thinking, or I used to think this, and now I think this, if we follow along this assessment continuum and we embed these practices with our kiddos day in and day out, by the end of the year, we should be able to sit down and write our report cards with our kids.

We should be able to ask them questions, tell me about your thinking and how it's changed across the year. As they're saying some stuff, I'm writing my report cards. I'm scribing exactly what they're saying, because the thinking routine and this continuum allows them to get to a place where their assessment is super accurate and their word choice is so vibrant and meaningful to them, which helps the report card.

Obviously not just be accurate and true but come to life with student voice. So this is a continuum, we don't start there, we don't kick them into the deep end, we don't throw them to the top step.

We start at the ground level and we start with that underpinning of co-designing and co-constructing whether it's expectations or rubrics. We want to get into that right away with you. We're going to show you all the different ways that you could co-design or co-construct with your kiddos. If this is the first step along this assessment continuum to involving more student voice, here are five ways that you can do that with your students. These are all five ways that we do it with our kiddos, to me at the senior level, Rebecca, at the kindie level, Rebecca, do you want to choose one that you'd like to speak to? I want to choose competencies, don't steal mine.

Okay, let's see there are so many, I didn't know. We're kind of pressed a little bit for time here. Why don't you start with competencies and then I'm going to take demonstrations of learning.

Great, competencies this year think, pair, and share. I asked my students to get into groups of three and I'll take out a piece of paper and I prompted them. I asked them to spill their ideas out. I said, do you know what competency is? What is a competency? Does that word ring a bell? And if you don't know, say you don't know what, what's a hunch. Then I walked through the room and I was listening and, then I gave them a synonym. I said, disposition. Then I gave them another. I said, habits of mind as a 21st century skills. I said, what are today's employers looking for from their employees? And students began to write some really neat things down and eventually asked them to tell me, and now that we know what competencies kind of are now we're framing a language. As I was walking through the room, I was making connections across what I was seeing and hearing. I asked them to brainstorm competencies that are meaningful to them. Competencies, I value in my teaching. What do you value in competencies? What do you want to sharpen and nurture across our time together? Students in my class actually came up with seven. Although our core competencies, we have fewer than seven. My kiddos came up with seven of which are core competencies were included, which was really neat if they hadn't come across our core competencies this dialogue, this co-designing, I would have said, Hey, I'd like us to consider this. What do you think I would have kind of said, this is a must. We have to add this it's in our curriculum. So I wanted to see where they got to before I needed to steer the ship.

Now what we've done is we've actually posted these seven competencies up at the front of our room as big, beautiful icons. They're massive, they're like three feet by three feet. Students have drawn them. Then I've asked them to set a personalized learning goal to one of the competencies. We've created these beautiful little cute Bitmoji's cartoon kind of representations of us. We've laminated them and students have to go thumbtack them to their competency, that they're going to work really intentionally on sharpening and flexing throughout our time together. All competencies are going to flourish and bubble up at times. Now I can look up at any time and see where your goal is and talk to how what's happening now is connected to that goal. Most importantly, the students can, they could see how what's happening now is connected to that goal and the content of our curriculum, the curricular competencies, that's merely the vehicle that we're using to talk about the connection between how, and what we're learning to those personalized learning goals.

I've set a learning goal. I've even printed off my own Bitmoji so, I could walk the talk and model. Then students went back to co-designing, and I said, is there a spectrum to these competencies? Or is it just like when you got it, you got it. Like when you're great at communication, you get that badge and you move on, or is there a certain depth and spectrum to that? They all agreed that each competency has a spectrum. I said, what are the variances across that spectrum? What are the things that allow us to hit

all aspects of that spectrum? They said some really neat things like communication, they said active listening, They said, asking questions, digging deeper, being focused and engaged when someone's speaking, not thinking about what your response is, but listening, and all those things that they shared.

We printed off on another piece of paper and put them right next to each of the competencies. So attached to each of the seven, they've essentially created their, I can statements. Now we can use that language in our reflections, whether it's in our talk or in our writing. It allows them to see where they're at now and where they can go to next. When it comes to competencies, it's great that it's in our curriculum, but how can we lift it up with student voice and have it guides how we talk and behave in classrooms. Again, that co-design piece as the base kind of step to this continuum, you can see how once we have students believing in the value of voice, that psychological trust that comes from talking together and doing something together, allows some of those more risky steps later to be more successful because that trust and relationship has been built from co-designing

Student Ownership Over Assessment: Demonstrations of Learning

Everything that you talked about that you're doing with the competencies in your room fits along, across any grade, right? We can do that in primary, we can do that with adult learners, we can do that in middle school, wherever it might be. Thank you for sharing, it's exciting. I've seen so much of it that you've been sharing on Instagram. That's really neat too, to kind of paint the picture a little more, I'm going to talk to you, demonstrations of learning. I think this speaks to so many different pieces in assessment. That piece of show me what you know, and then with show me what you know, needs to be and how do you know that? It kind of goes back to that thinking routine of how has your thinking changed?

How has your thinking evolved? If you know that this is this, then how do you know that? Where did you find that out? What's the evidence piece that's making your learning experience rich, Also, demonstrations of learning could be anything from what do you know, like a quick check-in I also love giving students an iPad to take a quick video of something that they're explaining to me, whether it's back to the patterning, then making a pattern or it's what they've learned in research about the sky or whatever that might be that piece of explaining your thinking. It's huge because it reminds me when I looked at this sketch, I look at the person who's climbing up the steps. Your kind of, you're starting at that I wonder what's going on. Okay, now I'm starting to understand a little bit more about my, assessment and where I need to go in my learning and without our learners, being able to speak power of talk to what is going on for them in learning and how their thinking is evolving and shifting being able to show what they know it's so surface level.

This allows us to go much deeper and to really see maybe Trevor, isn't actually totally getting this, but he's on the right path. Here's how I can pivot my teaching to better support him in the direction that he needs to go or that he's hoping to go. Again, as I said, like giving a student an iPad or giving them a partner and encouraging them to maybe use a whiteboard to kind of share how their thinking is going is super powerful. It's also more talking about how showing us what, how has your thinking evolving and changing. It's also really highlighting number eight, that process over product. That piece that it is not just the final end thing that we're going to be honoring and celebrating.

We really want to hear what is going on for you as a learner, what you're trying out, what you've perhaps tried, and it didn't work. Maybe you had to go back and re look at that or where you are

heading next. I think by having those demonstrations of learning, whether it is that powerful check-in or a demonstration of learning could also be a fabulous showcase, of here are all the steps I've taken. Maybe they've made a slide deck to go over that, or they've made part of your wall where you've kind of been documenting the learning that's going on, it's honoring, what's going on for your learners in their own learning journey. It is showing that is the process that we're looking for. It's not just that final, I got a on my project or here's my beautiful, whatever I made it is that piece of this is how I know when I know.

I don't know if I can say that again, but I love asking that question. Again, it takes modeling, especially in the primary years, of showing me how you know something and proving it, and I think in learning is a goal that's overarching of what we're wanting, we're wanting our learners to be able to do in life is to explain their thinking and to prove it and to be able to reflect and say as they're sharing a motive, maybe I didn't quite know this. There's so many beautiful demonstrations of learning and inquiry. It's weaving in that assessment and weaving in the student voice is kind of how we can get to that top step, Of looking. I just love the person moving up with a different thinking that's going on because I think that it ties so well to that piece of showing us what you know, showing us how your thinking is changing and what's going on for you as a learner, because then it's informing our practice as educators and enabling us to better support the learners that are in our room.

Yeah. I'm glad that you brought up the process and product kind of balance, PR products are important in our, in our learning and performances. In life, we have to perform whether it's a driver's test or a presentation at work, or when you meet your future fiance's father for the first time, you want to put on your best shoes at certain times. As Guy Caxton has recently shared with me, if all we have is a culture of performance, where all we're doing is valuing the products we're missing out on the rich opportunities from learning, taking risks, leading into feedback, giving accurate feedback, accepting feedback, and planning next steps. One word that I love hearing from my kiddos right now, and they're all using it as yet. I'm not there yet but, and I love that, that speaks to that buoyancy, that resilience.

That growth mindset piece. I think as an educator, that demonstration of learning and reflecting on even our own practice, when a lesson sometimes goes a little sideways. Being able to model what that looks like on your own learning and that power and again, process over product the journey that we're going on is just so important.

Yeah, I do believe in that, the process is more important than the product, but the product is important.

It's like the cupcake. Do you remember me talking about that? I always share this analogy of the cupcake and I love cupcakes, but I really really like the icing and the icing could represent that final product. Of course, the main piece of the cupcake is actually the batter and making the batter, and baking the batter, that's your process. Of course, the icing on top is really sweet. Sometimes you save it for last or whatever, Some people don't. That piece it's the extra piece. Of course, it's sweet, of course it's awesome to celebrate, it's awesome to honor, it's awesome to whenever have that speech, share that item, share your artifacts that you've created. But really, without the batter, the icing wouldn't be anything at all. I love that analogy and that little visual of we have to find ways in our practice to celebrate, and to make the process visible. That's why I love the idea of documenting on your wall or having a wonder wall or documenting that thinking routine of what do you know? What do you notice? What do you wonder? What do you know, having that visually in your room allows you to kind of start to tease apart the pieces of the learning that we're doing in our learning journey together.

Yeah. And even with our kiddos, it's just quite simply asking them to tell us about the process, "Tell me about your learning? What's been the thinking? How has been your reading? What skills are you requiring? How has your thinking change? Where are you at? Where were you at? And where are you going next?" And as we listen, we get a finer picture of the product. The product becomes a little bit more alive and a little bit more vibrant.

For sure.

The narrative of the story that the student picture becomes more complete. So it is process over product. And I thank you for drawing our attention to that, Rebecca. With this specific reflection prompts, we are asking you to consider of these five things that you can co-design or co-construct with kiddos. What would be one that you'd like to put in that third bucket?

Yeah. I'd like to revisit that. I know we only spoke to two but the other ones I think speak for themselves

Closing Remarks

We just wanted to finish off with our social media accounts, again our handles. We've referenced several times that we invite you to be a part of this conversation to ask us questions but the very least for us to make connections beyond what is here in this webinar. We've worked with schools around the world and we continue to do so. And as British Columbia educators, we'd like to bring those partnerships and what's happening at the schools to you. So please find us there, send us questions, share your resources. We always say, "We are better together."

Together.

And we want you to be a part of that community. Before we pitch it back to Dean, Rebecca, do you have anything that you'd like to share?

Well, I think just highlighting that we are better together and the more that we can share and the more that we can support each other the better. And I think that we are no experts in assessment or weaving all this. And I think that we are both on our own journeys and we're trying things out and we are really trying to find ways to weave in student voice and to make I guess, assessment more accessible, right? And more at the forefront of having the power of student talk be part of the way that we're assessing. And we'd love to hear your ideas. I think, we'd be super excited to hear what you're doing as well. So thank you.

But before we finish, maybe just a final check in with each of you. Just give us the one thing. I know you talked about a million things and we could have been here for days really talking about it. But one thing, just sort of in the light of where we are today in our world and what you've seen so far in the school year. What's the one thing that you want to take away? I'll start with Trevor and I'll end with Rebecca.

Oh, I just feel so fortunate. Kiddos are excited to be back. The transition was surprisingly I think, the smoothest start-up I've ever witnessed. I have a son who's in grade three, a son he's in grade six and I teach high school. And to see three start-ups worked so beautifully. I just think kiddos are excited to be back, learning and I'm excited to be back with them. And in the schools that I work with around the world, we have it really good in British Columbia, both with our redesigned curriculum and the reality, our context right now so that we can be back with kiddos in a some way face to face place. So I'm just

feeling really grateful for the attendance today and for what we're doing with students in our classrooms. Rebecca, how about you?

Yeah. Echoing that. Super thankful, very mindful of the time right now. I think we have like a few seconds left. But the power of connections and relationships is so huge, right? Everything that Trevor's saying, being fortunate to be able to be with our learners in our classrooms right now and building all these toolkits and skills but really comes down to relationships. Getting to know each other. Very grateful for that and grateful for this afternoon. And for you Dean, thank you so much.

Oh, thank you.

Thank you.

You guys did a tremendous job and appreciate the time you put into this and all they do. And we want to wish everybody best of luck, with all of our teachers as we sort of navigate this school year. And I can tell you as somebody from outside, British Columbia always pointed to British Columbia as having the very best when it comes to not just curriculum but teachers and education in general. So thank you everybody. We'll be back again I think in the next couple of months with another webinar but we want to thank you. Then wish everybody the best. So take good care and have a great Thanksgiving weekend.

Thank you.

Thank you. Thanks Dean. Thanks Open School. Bye folks.