

Coordinators As Readers Book Study

[Leading with a Lens of Inquiry](#) by Jessica Vance

Padlet: <https://padlet.com/hardtae/coordinators-as-readers-leading-with-a-lens-of-inquiry-f8er95b1tu97bdg8>

Meeting 1: February 22, 2023

Attendees: Ellen Rogers of Belvedere, Melissa Bouldin of Jefferson Houston, Tessa Swiger of Buckland Mills, Melissa Shaul-Thompson of Federal Hill Prep and Shannon Quinn of Randolph

Roots of Wonderings

How do get your foot in the door of classrooms?

Conduct walk-throughs and provide positive feedback and resources to establish relationship

Working with a smaller group of teachers, though it feels slower seems more effective as it feels less evaluative and you can support teachers on things they don't like to do (assessment, sitting up displays, documentation). This becomes like a modified coaching cycle – what is one aspect you don't feel good about and where can I support?

Reaching out to specialists

Reflection: time is valuable and you want teachers to feel like you are a support; lifting the load and helping them to be efficient with time

Chapter 1

What does implementation of inquiry cycle with leadership look like?

Unpacking in meetings

Having a visual available for leadership and teams to reference in a meeting area

Leadership modeling the inquiry cycle with teachers

Merging finding out/sorting out and going further especially when thinking through inquiry in the early years – condenses down the cycle and feels less like a long drawn out process

When reflecting on my interpretation of Going Further and the one presented in the book I have always thought about Going Further as this time when students needed to apply their learning to a new concept or idea – which can seem overwhelming for teachers to plan and for students to think through. Now I am thinking Going Further can be an opportunity to simply check-in on the inquiry.

This could be an opportunity to make a decision about shelving certain questions or students can reflect on: Am I going back to the beginning of the cycle?

Ellen recommended [Comprehension & Collaboration: Inquiry Circles in Action](#) as a practical guide to implementation for teachers

Chapter 2

What is a big takeaway here?

Big takeaway here is reflection. We often let reflection go because of time or because we see it as coming at the end. Instead, reflection is happening all of the time.

Being curious is forever – seems easier to implement and foster at the PYP level but teachers are often pressed for time and there is a balance to when you foster and allow time for curiosity

Bring kids' questions to CLT – use as evidence of learning and then you can record in planner and gives teachers the opportunity to reflect

Playfulness- how to incorporate with teachers and leaders without feeling condescending?

Have team make something small to reflect how they are feelings (tinfoil, pipe cleaner) it doesn't take a lot of time and feels fun, allows for exploration and reflection and teachers can immediately implement in the classroom

Inquiry notebook – start each clt with two minutes for teams to jot, doodle, think reflect – hope this practice sets tone for meeting – and that teachers implement practice in the classroom

Amazing Maker Race

Next Meeting: Friday, March 24 @8:30am

Shannon Quinn is inviting you to a scheduled Zoom meeting.

Topic: Coordinators As Readers Book Study

Time: Mar 24, 2023 08:30 AM Eastern Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/74272664329?pwd=9qz4xsznTGVk8qMP3V2ncIrKaN7GU3.1>

Meeting ID: 742 7266 4329

Passcode: IBPYP