

ALL 'I'S ON EDUCATION: IMAGINATION, INTEGRATION, INNOVATION

KEY FINDINGS AND RECOMMENDATIONS FOR TEACHERS' PROFESSIONAL INQUIRY

These recommendations are aimed at all educators—principals, district leaders, professional learning providers, course directors at faculties of education, as well as teachers themselves.

The recommendations are grounded in two convictions:

- Professional inquiry is an effective, teacher-centred approach that has a direct impact on teaching.
- Performative inquiry—integrating performance art into the inquiry process—can profoundly deepen the learning for teachers, their students, and the audiences they reach.

KEY FINDINGS FROM THE RESEARCH

The recommendations emerged from our findings, which we describe in Part 3 of the report ([What we found](#)). Following is a summary of the key findings:

- **Identity:** Exploring one's teacher identity is the starting place for building the relationships that make imaginative, integrated, and innovative education possible.
- **Relationships:** A strong network of relationships—connecting teachers, researchers, artists, scientists, students, and communities—creates possibilities to co-construct deeper, more responsive learning experiences.
- **Place:** A sense of place (the historical, contemporary, and imagined context of the school and community) fosters culturally responsive and relevant inquiry.
- **Curriculum and pedagogy:** When approached with curiosity, the curriculum offers rich possibilities. 3i education provides a framework for teachers to delve into the curriculum and make authentic connections with the world.
- **Leadership:** Leaders play a critical role in permitting and encouraging imaginative, integrated, and innovative education. Leaders inspire risk-taking and participate in courageous and thoughtful conversations that deepen learning.

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- **Artful teaching:** When teachers synthesize arts-based and inquiry-based learning approaches, they transform their classrooms into hubs of creativity (Berger, 2003, p. 70). In this daring environment, teachers and their students care about the quality and artistry of their work, and are accountable to an audience.

RECOMMENDATIONS

1. Start where teachers are at.

Put teachers at the centre of their professional learning by beginning with a shared understanding of what they know and believe about their personal *pedagogical signatures*.” Just as we encourage teachers to differentiate instruction for their students, we are suggesting that professional learning should start from where teachers are at. This activates *teacher agency* and gives teachers confidence to feel that their own learning journeys will make a positive difference in their students’ learning.

2. Build relationships that inspire trust and support risk-taking in teaching.

Acknowledge that relationships in the school and in the community play a crucial role in teachers’ professional learning. Time needs to be devoted to developing and nurturing these relationships so that people can trust each other as they try new things. Teachers need to develop new relationships with the curriculum that enable them to make real-world, artistic, and emotional connections to the work.

3. Where possible, involve researchers and others as co-investigators with teachers.

Bringing teachers and researchers together in the places where students are learning can enrich the inquiry process for everyone. Qualified researchers bring their experience in qualitative research and ethics, their breadth and depth of knowledge, their curiosity, professional networks, and more to teachers’ professional inquiry. The relationship among teachers and researchers should be collaborative and reciprocal. Researchers should be accountable to share what they learn in ways that inform education policy and pre-service training.

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4. Approach the curriculum with curiosity.

Teachers need to approach the curriculum with curiosity and excitement—finding ways to draw on it for meaning and to use it as a way to imagine, integrate, and innovate. Professional learning, therefore, needs to help teachers see curriculum and assessment with fresh eyes. In well-conceived, innovative, and effective professional learning sessions, teachers can be encouraged to see curriculum and assessment not as limiting frames, but as ways to connect the subject disciplines to students' worlds and emotions. This approach needs to be supported at all levels in the education system.

5. Challenge teachers to make their thinking visible—to record what they are learning while they work with each other and with their students.

Offer opportunities for teachers to expand what they know about pedagogical documentation and how they can use it in their own professional learning. Encourage them to develop a practice we call *3i pedagogical documentation*. In this process, teachers document their teaching choices in the moment. From this information, they rethink their ways forward. This kind of reflective pedagogy relies upon noticing, imagining, and artistically representing the work. The 3i pedagogical documentation captures moments from the past and present, and offers glimpses of the future.

6. Weave artful teaching into the inquiry project.

Professional learning sessions should help teachers become aware of how to weave artistry into their inquiry-based projects so that they can ultimately share their work with others. In these sessions, teachers can learn how to make specific artistic choices in their teaching that deepen the learning and give students an opportunity to represent their work in beautiful, artistic ways. They can also learn how to make technological, emotional, and intellectual connections to the curriculum in precise, authentic, and complex ways.

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Professional inquiry—also known as inquiry-based professional learning or collaborative teacher inquiry—can take many forms. Within *All 'I's On Education*, it describes a process of teacher and researcher learning that is co-constructed, that acknowledges teachers' stories as the source of insights about teaching, and that recognizes teachers and researchers as fellow travelers on a professional learning journey which aims to have an impact on student achievement.

In **3i education**, teaching and research go hand-in-hand. They challenge and support each other, embracing the artistry-science of teaching.