



...[a] beautiful question shapes a beautiful mind. The ability to ask beautiful questions, often in very unbeautiful moments, is one of the great disciplines of a human life. And a beautiful question starts to shape your identity as much by asking it as it does by having it answered." (David White)

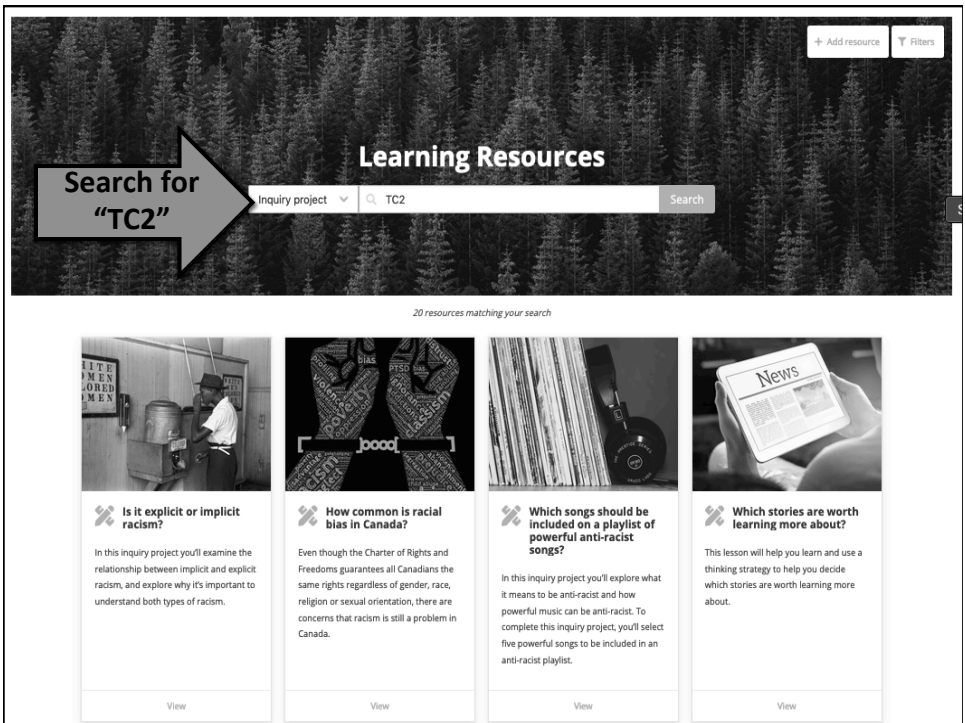
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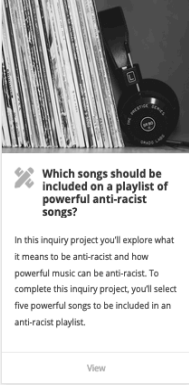
Is it explicit or implicit racism?

In this inquiry project you'll examine the relationship between implicit and explicit racism, and explore why it's important to understand both types of racism.

View
- 

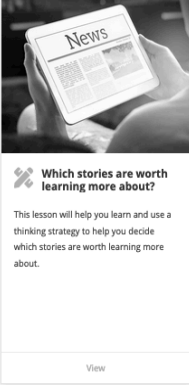
How common is racial bias in Canada?

Even though the Charter of Rights and Freedoms guarantees all Canadians the same rights regardless of gender, race, religion or sexual orientation, there are concerns that racism is still a problem in Canada.

View
- 

Which songs should be included on a playlist of powerful anti-racist songs?

In this inquiry project you'll explore what it means to be anti-racist and how powerful music can be anti-racist. To complete this inquiry project, you'll select five powerful songs to be included in an anti-racist playlist.

View
- 

Which stories are worth learning more about?

This lesson will help you learn and use a thinking strategy to help you decide which stories are worth learning more about.

View

What we do...

Our experience working with educators has shown us how putting thinking at the core of learning enhances any initiative or educational goal, including:

- Truth and Reconciliation
- Leadership
- Inclusion
- Special education
- Indigenous learners
- Assessment
- Design thinking
- Teaching for Competency
- Instructional strategies
- Differentiation
- Engagement
- Literacy
- Numeracy

...and in all subject areas including math, science, the arts and more.

How we do it...

- **Face-To-Face**
 - Keynotes
 - Shoulder-to-shoulder
 - Workshops
 - One-on-one coaching
 - Model lessons
 - Co-plan/co-teach/co-assess
 - Supporting professional inquiry communities/networks/PLCs
- **Online**
 - Coaching courses
 - PD for remote schools
 - One-on-one coaching
- **Resource Development**
 - Direct to student materials
 - Customized teaching/learning resources
 - Development or co-development of resources

Who we work with...

- Teachers
- Principals
- Directors
- Superintendents
- District teams
- School teams
- Curriculum consultants





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Scaffolding Powerful & Meaningful Inquiries

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Resources



- ▶ Inquiry-pacs
- ▶ Tools for Thought
- ▶ Critical Challenges
- ▶ Picture Sets
- ▶ History Docs
- ▶ Thinking about History
- ▶ Our professional library
- ▶ Reconciliation NEW FREE

Innovation & research



- ▶ Reproducing and adapting TC² resources
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Which of these questions and tasks most effectively invite quality thinking?

- A. Define the word community.
- B. What are the effects of climate change?
- C. Decide which event was the most significant in BC's history.
- D. Which graph would you choose to show the data? Explain your answer.
- E. Using the clues from the text, make a believable prediction about what might happen next.



How can we nurture quality thinking?

Identify at least four practical and powerful ideas that can help nurture quality thinking.



Learners demonstrate *quality thinking* when they...

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Students demonstrate quality thinking when they:

- **make reasoned judgments** about what to do and what to think in relation to discipline-related concepts and contexts;
- **consistently consider the criteria** or grounds for a thoughtful decision or conclusion and not simply guess or repeat content; and
- **use relevant intellectual tools** to deepen their thinking in increasingly self-regulated ways.

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What practices nurture quality thinking?

- Design questions and challenges that invite learners to make reasoned decisions
- Invite thinking early and often
- Teach the tools for quality thinking



Create a definition of *problematizing* using the non-examples and examples.

Non-examples:

- Bring wine for tonight's dinner.
- What did you learn at school today?
- Create a title for your paragraph.
- Work with a friend to solve the problem.

Examples:

- Bring a wine that complements tonight's dinner.
- What was the least important thing you learned at school today?
- Create an effective title for your paragraph.
- Work collaboratively with a friend to solve the problem.

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List the effects of the treaties on Indigenous communities.	Describe the most significant effects of the treaties on Indigenous communities.
How are these ideas different?	What are the least obvious differences?
Describe the decision making process in ancient Athens.	Create a powerful analogy to describe the decision making process in ancient Athens.
In what ways can individuals and groups contribute to positive change in the world?	What's one meaningful contribution that you could make to positive change in the world?

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What are the most important benefits of problematizing?

What are the consequences of habitat degradation?	Which are the most significant consequences of habitat degradation?
---	--

- Signals the type of thinking required by the task
- Leads to the development of criteria
- Requires “thinking through the content”
- Encourages multiple plausible answers
- Invites and affirms student voice
- Provides a target for students
- Guides assessment
- Provides openings for meaningful differentiation



✘ Wearing masks during a pandemic: how strong is the evidence?

How strong is the evidence being used to support the wearing of masks during a pandemic?

✘ Which type of suppression is the most important benefit that salmon provide?

What is the most important benefit that salmon provide?

✘ Will I get a flu shot this year?

Even though it isn't 100 per cent effective, getting a flu shot is one way that you can help protect yourself and others around you from the flu. Will you get a flu shot this year?

CRITICAL THINKING

✘ Which songs should be included on a playlist of powerful anti-racist songs?

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✘ How common is racial bias in Canada?

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CRITICAL THINKING

Coming soon!

Science-related inquiry projects (e.g., Science 3-11, Science for Citizens)

1. Two-eyed seeing (x2)
2. How are local ecosystems impacted by climate change?
3. What's the relationship between ecosystem health and climate change?



Coming soon!

Senior math-related inquiry projects

1. Using mathematical symbols and relationships to communicate important ideas
2. Using angles to plan an adventure
3. Using trigonometric functions to describe objects



Coming soon!

Humanities-related inquiry projects

- Residential schools:
 - Why did it happen?
 - What should everyone know?
 - What were the consequences?
- Equity and anti-oppression
 - Identity and intersectionality
 - Being an effective ally
 - Accessible activism
 - Mental health and equity



Introduction to lesson (hook)

Share lesson objectives

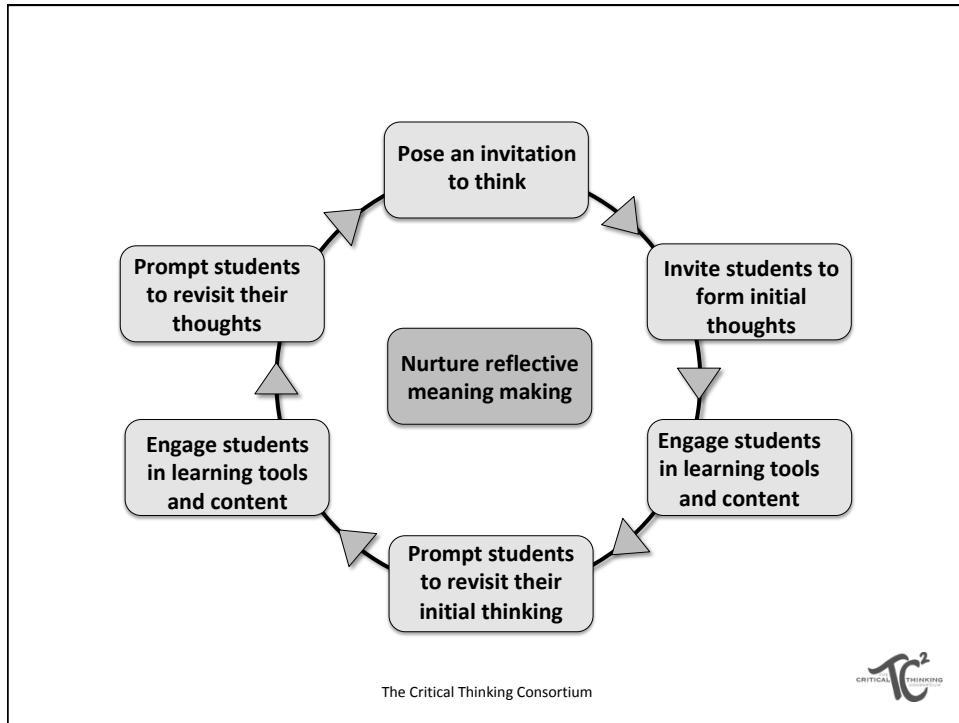
Teach background knowledge

Student practice

Demonstration of learning

What kind of thinking would students demonstrate?





Cell phone habits	Evidence to support my ratings
<p>Charging my cell phone beside my bed at night.</p> <p>Initial rating:</p> <div style="text-align: center;"> </div> <p style="text-align: center;"> not at all safe or healthy somewhat safe or healthy very safe or healthy </p> <p>Revised rating:</p> <div style="text-align: center;"> </div> <p style="text-align: center;"> not at all safe or healthy somewhat safe or healthy very safe or healthy </p>	

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Homework assignment to list 'positive' stories about residential schools under investigation

A B.C. mother says she is furious after her daughter and other Grade 6 students were given homework asking them to highlight "positive" stories and facts about Canada's residential school system for Indigenous children.

It directs students to: "Write at least 5+ positive stories/facts from the residential schools from three different websites."

The Abbotsford School District said it is investigating after being made aware of the assignment Wednesday.

Excerpted from: <https://www.cbc.ca/news/canada/british-columbia/residential-school-homework-assignment-1.5816491>

- There's nothing wrong with the question
 It's not a great question but it's not racist
 It's racist, but probably not intentional
 It's clearly and intentionally racist

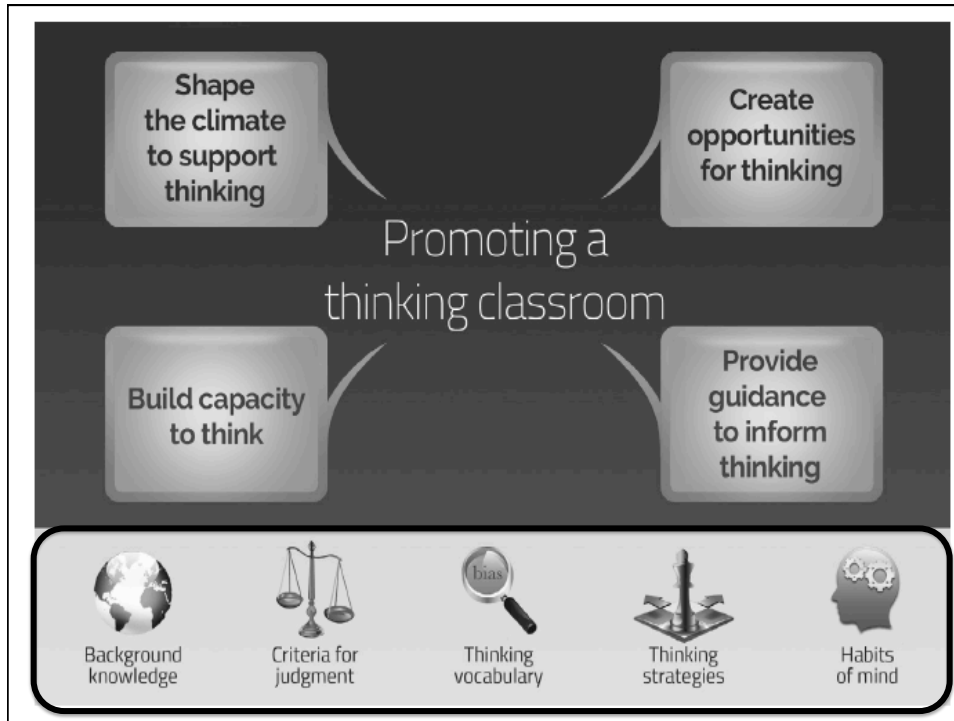
Please provide at least two reasons to support your decision

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"Pedagogy should at its best be about what teachers do that not only helps students to learn but actively strengthens their *capacity to learn*." (David Hargreaves)





The Tools	Indicators
Relevant knowledge	How well do students draw upon accurate and relevant information required by a question or a challenge?
Criteria for judgment	How effectively do students use appropriate criteria to make reasoned judgments?
Critical thinking vocabulary	How well do students understand and use key thinking concepts?
Thinking tools	How effectively do students use thinking tools to respond to the question or challenge?
Habits of mind	How consistently and effectively do students exhibit key dispositions?

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Competency-related inquiry projects:

1. Which stories are worth learning more about?
2. What voices need to be heard?
3. Which stories are worth learning more about?
4. What does the story really say?
5. What can you learn from an image?
6. How can you show empathy?
7. What really happened? Analyzing and summarizing different accounts
8. What's the best way to respond to emotions when I am learning?
9. What is the hidden message?
10. Which quotations are the most effective?
11. What's the best way to organize your evidence?



Coming soon!

Competency-related inquiry projects:

- Data literacy (Science)
 - Framing powerful questions
 - Reading laterally to check reliability
 - Selecting reliable sources
 - Making inferences and observations from data
 - Using graphic representations to effectively communicate ideas
- Social
 - Assessing historical commemorations



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Thinking tools

T4T Tools for Thought

Over 90 lessons, adaptable for any grade and subject, that systematically nurture students' competence in thinking, communicating and action

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NEW

Check out our 12 new teaching and learning materials, available in English and French, to support inquiry into local and Indigenous histories. The development of these lessons was made possible with generous funding from the **Canada History Fund** of the **Government of Canada**.

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Think

Probing for information

- Creating effective inquiry questions **NEW FREE**
- Develop probing questions
- Identifying important voices **NEW FREE**
- Inquiry-minded
- Interviewing techniques
- Research questions
- Responsive questioning
- Selecting stories for inquiry **NEW FREE**

Communicate

Interpreting text

- Interpreting electronic messages
- Previewing
- Read around the document (brief)
- Read around the document (full)
- Visualize a math problem
- Visualizing a math problem
- Visualizing a math problem

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Act

Relating to others

- Empathic
- Finding another perspective
- Identify leadership qualities
- Independent mindedness
- Inside someone's head
- Listening and learning from Elders **NEW FREE**
- Point of view
- Rate individual significance