This chapter outlines resources and activities for practicing TI within the structure of the course and out in your professional world.
In this section we provide some practical activities for you to take into your professional practice as a teacher (your transformance) and for practicing TI in a class itself. You might visit this part of the iBook when you are feeling stuck in the process or need of other inspiration as you continue along your inquiry journey. Use the activities outlined below in alphabetical order as a way to map and follow your inquiry journey. Have fun!
Acknowledging Bias
(15 Mins)

Each of us interprets phenomena through a subjective lens with which we make sense of the world. Even events that seem simple to account for are intricately complex. For example: imagine you are at a four way stop and witness a car accident. You and three other witnesses report the accident. Each of you reports slightly different occurrences at the scene of the accident.

- Why might each of you have slightly different accounts?
- Do these different accounts lessen the weight of your testimony?

The way multiple people observe different occurrences at the scene of an accident can be applied to the way we listen. One person in your pod may relate a story and each person listening may take away a different point that he or she thought was the most important or interesting. This is not a negative, but a reality of the necessarily subjective nature of listening. In order to listen more deeply and be present to the other in a different way, we must acknowledge our own biases that help us interpret what we hear, observe and intuit.

Individually in your journals consider:

- What things are you particularly sensitive too?
- What bothers you about teaching? What gets you excited?
- How might you listen differently if you were particularly passionate about social justice? Feminism? Environmentalism?
- How might you listen differently if you had a more similar lens to the speaker?

The answers to these questions might help guide you into a way of being more present to the other.
Ayurvedic Elements
(20 mins)

Exploring Your Own Elements
As you explore your own personality, keep in mind there is no hierarchy of elements (see more info on Ayurvedic Elements here). Using blank pieces of paper or journal pages, sketch, model, and/or describe your answers to the questions below (in the order that they appear):

1. How do you relate to the different elements? What is showing up for you right now?
2. Is there an element that is most pronounced when you are teaching?
3. How would you describe the school system in the language of the 5 Elements?

Five Elements In The Classroom (teacher - Student Pairs)
This exercise provides a means for imagining the different dynamics that occur in every classroom. Given that in every class we most likely have all typologies present we can begin to see how the teacher’s awareness of the different personality types could be an important part of how she/he creates an environment for different learning styles.

Each person should pick up a piece of paper that has one of the typologies written on it. Get into pairs, and before looking at your paper choose which person will be the student and which one will be a teacher. Share what you have on your paper with your partner and discuss the following questions:

1. What dynamics might be seen in this relationship?
2. How might the teacher support this student?
<table>
<thead>
<tr>
<th>Earth</th>
<th>Air</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Fire</td>
</tr>
<tr>
<td>Ether</td>
<td></td>
</tr>
</tbody>
</table>
Section 4

Child Honouring
(30 mins)

The children’s songwriter, performer, author and ecology advocate known as Raffi has articulated a philosophy, or way of life that puts children and their needs as the central focus. His concerns resonate with many goals that teachers have.

Download Raffi’s child honouring covenant and principles:


There are many ways of working with the principles, such as reviewing each to see how they relate or influence your topic. The following activity involves a large group:

Put each principle on a sign and post them around a large room.

• Read the principles (this can be done as a group)
• In silence and on your own, think carefully about your inquiry topic and decide which principle you feel most in line with (there can be more than one, but choose the strongest resonance for now)
• Stand at that principle and see who joins you.
• Discuss your topics together looking for connections and divergences.
• Share in the whole group.
This activity supplements our typical reliance on intellectual ways of knowing by tapping into our embodied knowledge through the use of collage images. Begin by creating a collage that shows what you care about as a learner-teacher-researcher.

Through the images on your collage, you can access knowledge from emotional, experiential and even spiritual levels. As we look more closely at these images and engage in conversations based in honesty and generous listening, we can bring these other ways of knowing into the intellectual realm and begin to articulate them and use them to inform our teaching practice.

After creating your collage, create a sharing pod to discuss your collage images with. The following activities are primarily designed to do in together, although individual activities are interspersed to give you solitary thinking time as well.

**Path With Heart**

**Individually:**

Think about your notes and discussion of the Chambers article. In your inquiry journal, complete the prompt:

In my collage, my path with heart...

In pods:

Discuss as needed.

**Stories We Cast**

In pods:

Chambers suggests that we pay attention to the stories that are cast around us as well as those we project. What stories does your collage tell in terms of broader worldviews and paradigms? Revisit your writing on the inquiry prompt around your resonance with the various paradigms. What does your collage tell you about your location in the positivist, progressive, social justice, and/or indigenist milieu?

**Binaries**

It is common to use binary thinking in Eurowestern culture. For example:

- Teacher: friend/authority
- Learning: fun/boring
- Curriculum: textbook/experiential
- Pedagogy: direct instruction/participatory
- Classroom environment: control/chaos

In pods:

Look for apparently “oppositional” or “contradictory” terms or ideas within your collage and resist the tendency to think about them in either/or terms. This is separating logic. Instead, think in terms of connecting logic (e.g. using both-and). Try to find 2 or 3 examples where you used...
separating logic and consider where you could replace it with connecting logic.

Favourite And Missing Images
Individually:

Take time (5 minutes) to ponder~write~doodle about any favourite image(s) in your collage. Also consider any images that make you feel uncomfortable. Describe why. What images might be missing and why?

In pods:

Discuss as needed.

Illuminating Roles
In what ways does your collage illuminate your role as researcher? As teacher? As learner? Do your images suggest that you embody one role more than the others, or are they all represented equally? How are they intertwined or separated? Write about this as appropriate.

Hidden Inquiry Topics
Working together, identify any potential inquiry topics hidden (or not) in each collage. Discuss.

Add An Image

If you could add an image to your collage, what would it be and why? If you could add one image to the other collages in your group what would it be and why?

Different Perspectives
Individually: Look at your collage upside down, with eyes squinted or from another perspective – what do you see now? Write: When I look at my collage this way, I feel... I see... I wonder...

We Teach Who We Are
Share 1 or 2 pivotal images that strike you as being central to who you are, and what matters to you as an educator. Where is your passion in this collage?

Change roles and repeat.
Connective Map
(45-60 mins)

In your TI journal:

Jot down five keywords that represent your inquiry journey

In pods:

- Using a piece of chart paper, have each group member rotate around adding ONE keyword at a time to your paper. When everyone has had a turn, discuss connections between the concepts and draw lines between the words in any way that seems appropriate
- Repeat the previous step, but this time add a second keyword from their list, and draw connections between any and all words already on the chart paper. If you have the same word as someone else, underline it
- Continue this process until all five of your keywords have been written on the large sheet and you have had a chance to discuss all the keywords and their interrelatedness. Notice which keywords seem to have the most connections. What might be occurring there? Attend to which keywords have less connecting lines to them. Discuss what makes those keywords standout

In your TI journal:

Consider this activity and how it interacts with your inquiry thus far – what intrigued you about this process? Discuss any new thoughts that were evoked or if any of your ideas were solidified through it. Did any connections surprise you? Confuse you?

(Adapted with thanks to Diana Nicholson)
Contemplating Listening
(30 Mins)

Listening has come to be marginalized as a secondary facet in dialogue (Gordon 2011), where speaking is the privileged element (Remedios, Clarke, & Hawthorne 2012). Through Gordon’s analysis of the work of philosopher Martin Buber, Gordon asserts that, “deep listening, in Buber’s account, is not really a skill that can be displayed or modeled but rather a mode of existence toward others,” (p. 218). Thus, deep listening becomes a way of being (who we are) rather than a state of being (something we turn on and off). This is not to suggest that there are not skills embedded within deep listening, but rather, in TI we emphasize that, “listening is much more about being present to the other than about displaying some proficiency or following a set of techniques,” (Gordon, p. 218). This spurs the question: what allows someone to be a good listener?

Contemplate in silence OR respond in writing to each of these prompts:

- What do you see as the role of listening in learning?
- What do you see as the role of listening in teaching?
- What is the relationship between listening and knowing?
- What is your relationship with listening? Where might you find areas of growth?
Section 8

Defining language

As you explore your topic you will be exposed to and likely be using terms that are specific to your inquiry. Pay attention to the words that you use repeatedly. It is important to clarify what you mean by these terms. For instance, the descriptor *good teacher* might mean different things to different people. It is important to know what you mean by a term, so take time to think about your meaning. You might do this through journalling; talk to people about it; look it up in different dictionaries, literature, and other sources for locations of its meanings.

Example terms might be:

- learning
- transformation
- engagement
- respect
- mindfulness
Digital Beliefs
(60 mins)

Metaphors can help deconstruct previously unexamined ideologies about teaching and learning. In this activity you can take digital photographs of images that you see as metaphors for your beliefs about teaching.

Using a digital camera, take three to five photos that you will use as a visual representation of yourself as teacher. There are various ways you can take the pictures – if working in a group, each person could be responsible for one photo, or you could talk as a group and decide together what pictures to take. The photos are to be metaphorical images that represent your philosophies/beliefs about teaching. Think of your photos as addressing the following:

- Why do we teach?
- Why should people learn?
- How might I explain this importance to students?
- What memories do I have of learning in my life or education?
- What do I think my role as a teacher should be?
- What aspects of teaching seem the most/least difficult?

Save the pictures in a word file or print and paste them into your TI journal. Write text about what the pictures mean. The text can be in any genre: prose, poetry, fiction, drama, or a combination thereof (your choice). Explain or “unpack” each photo and be sure to include your original metaphorical thinking and the ways things relate to each other. Be creative; but above all write text that accurately describes the meanings of the picture(s) and that “pulls” the photos together into some sort of coherent whole.
Dilemmas (20 mins)

Considering Dilemmas
In a pod group or your Inquiry Journal take time to consider how decisions are made around dilemmas.

What Is A Dilemma? (10 Mins)
A dilemma is a situation in which competing values are at play. In this kind of situation, no decision can provide a perfect solution that is comfortable for everyone. All educators encounter dilemmas as they try to balance competing demands within their roles and responsibilities. For example, early learning educators often talk about the dilemma of trying to incorporate more time for children’s play while continuing to respond to perceived performance pressures from families and school authorities, especially around early reading. Whatever decisions are made, they involve compromises, and the individual must be prepared to justify his or her position to others with differing views.

- What dilemmas have you come across in education?
- How have dilemmas been approached within your work experiences?

Personal Dilemmas Within Your Inquiry (10 Mins)
Identify an issue or dilemma that you are experiencing as you consider your inquiry. Think about your dilemma in terms of these questions:

- What is my dilemma? Why is it a dilemma for me?
- What are the value conflicts that this dilemma presents for me?
- What pressures am I experiencing with respect to this dilemma? Where do the pressures come from?
- What are my core beliefs and assumptions with respect to this dilemma?
- What compromises am I making with respect to the different perspectives and values involved?
- Where do I stand now? Am I content to stand here? If not, what would I like to change?
- What risks are involved in making a change? If I chose to change, how would I sustain my courage in the face of challenges from others?
- Where would I turn for support?

Adapted from: Pat Holborn, Considering Dilemmas in Implementing Play-based Learning
Doubt and Confidence
(30-45 mins)

In a large group setting, discuss with students the tension between doubt and confidence in their emerging teaching practice. The following thoughts may provide talking points:

Doubt can be productive, in that it reminds us to be humble, but humility does not need to be in opposition to confidence. As Nicholas Burbules (2000) points out, “the condition of doubt itself contains educational potential” (p. 183). We encourage, with Maturana and Varela (1987) the vigilance against certainty, but we also hope that students will come to dwell confidently in the liminality of their knowing and not-knowing.

In TI we encourage both-and logic. Doubt can be crippling if it leads to paralysis of action, but it is a site of deep exploration when we consider new ways of being and knowing, and how we might continually teach and learn in more meaningful ways. In a sense, doubt can enhance confidence if through questioning we come to reify that which we are most passionate about. In this activity, we want to set aside these doubts for a moment and celebrate what students already bring forward in their being and becoming.

Have students arrange themselves in a circle, and on slips of paper each student will anonymously complete the following sentence stem: *I am a good educator because I am/can . . .*

Each of these slips in placed in a bag, and the instructor reads them aloud one by one. This is followed by a “rolling handshake”. We see ourselves and gather strength in one another’s words.

(Adapted with thanks to Diana NicholsonNicholson)
Five Aggregates
(1 hour)

The “five aggregates” come from Buddhist philosophy. They include form (bodily form, materiality), sensations/feelings, consciousness, perceptions (recognition of sensation), and intentionality/actions/reactions (mental formations). The five aggregates combine body and mind, and the day-to-day interplay of the aggregates composes the self or identity.

After teaching a lesson, reflect on the experience through the five aggregates as a guide:

- **Form**: Describe the classroom context in which you taught and your own physical presence as a teacher. What was the room like? How many students were present? How old were they? What did they look like? What were you wearing, and how did you feel standing/sitting in front of the class?

- **Sensations/feelings**: What do you remember hearing, seeing, touching, tasting, or smelling during and after the teaching? How did you feel about any of these sensations? Did anything make you angry? Happy? Sad? Confused?

- **Consciousness**: During the teaching experience, were you ever conscious of any of these sensations or feelings? Did you ever notice them in addition to experiencing them? If not, try to take note of them now. Instead of allowing yourself to be lost in a feeling or sensation, take a step back and reflect on how it felt. For example, if you became angry as a result of a student comment, step outside the anger and consider why the comment was infuriating. Be curious about the anger.

- **Perceptions**: Try to connect feelings or sensations to forms. In other words, reflect on what was going on in the room when the student comment made you angry. Where were you standing/sitting? What was the student doing? What exactly did he or she say? Perception is an important component of consciousness.

- **Intentionality/actions**: What did you say during the teaching? (Be as specific as possible). How did you move about the room? Did you modify anything during your lesson, based on the situation? How did you respond/react to student questions, comments, or action? What did you do directly after the lesson ended?

Adapted from Alsup (2006)
Consider the Four Spheres of Influence and how they are informing your inquiry journey up to this point.

In your TI journal:

- Draw out the four circles in the overlapping form they appear in Interactive 1.1. Do not copy out everything within each sphere; you only need to label each with Inquiry Partners, Classroom Observations, Self Study and Academic Literature.
- Write or draw what elements of your inquiry are appearing in each sphere.
- Stand back from the four spheres and consider what has been most influential or impactful for you at this point. This is an opportunity for you to do a meta-analysis of how you have been exploring your inquiry. Where has your energy been most heavily dedicated? Which sphere has the most/least content?
- Contemplate why that might be. Why are you more drawn to exploring one sphere than another? What avenues might be left unexplored? Where might you go from here?
- In your journal consider future directions of exploration – try to think of two or three ways that you could develop one of your less explored spheres.
- Share with a thinking partner to get another perspective on your inquiry journey.
Generous Listening
(30 min)

Within the process of TI we often emphasize listening over speaking or questioning. As we listen carefully to another, we become more fully present and can change habitual patterns of conversation. Listening carefully can gradually influence how we respond and the questions we ask. This activity builds on the spirit of the quote:

Speak to be revealed; Listen to be changed. (Altman, 2012)

Write in your TI journal using the prompt: for me, generous listening...

In groups of 3, each person has 5 minutes to talk while the other two just listen – no notes, no comments or questions. If the person sharing runs out of things to say, sit quietly and wait in case something emerges. (Use a timer with a bell to indicate when it’s time to move on.)

Prompt for speaker: With my inquiry, vulnerability...

The only thing that the listener can say is: Speak to be revealed...

After each speaker, take 2-5 minutes to write. Listeners write questions or comments that will promote deeper exploration for this person’s inquiry. Speaker writes about how the experience felt for them, what emotions came up, what was revealed to them around their inquiry, etc. The speaker will take these notes away to ponder at a different time.

After all have a chance to share, write to the journal prompt: For me, listening...

At a later time, in pods: Discuss the role of generous listening within the context of your inquiry. Where have you experienced it? Were you the listener or the one being listened to? What gets in the way of generous listening for you? For others? What are your thoughts about the role of emotion in listening?
Guiding Stars

This section highlights some of the key resources and topics that inform our understanding of TI. If you find you reach a place where you are not sure what your next steps are, these resources can be illuminating and catalyzing. They are loosely organized using Cajete’s questions of Earth, Soul, and Community. Remember, these three questions should not be interpreted as discreet; rather they are overlapping categories that are deeply related.


Brown, B. (2010). *The gifts of imperfection: Let go of who you think you’re supposed to be and embrace who you are.* Center City, MN: Hazelden.


Community


Graffiti-ing  
(25-40 mins)

In pods of six:

- Write a question you are exploring on a piece of paper  
  (could be a question you recently shared with your instructor)  
- Pass it to the person on your right  
- When you receive someone else's question, think about what's there and look for different ways of interpreting the question. What beliefs and values underpin the question? How might the question be expanded to reveal more complexity?  
- Write your comment or question on the paper and then pass it again  
- Keep reading, contemplating and passing papers until everyone receives their original paper back with new ideas and questions graffiti-ed onto it  
- In your TI journal, if possible paste this inside, comment on what you got out of the activity.

(Adapted with thanks to Diana Nicholson)
Historical Inquiry
(1 hour)

If your location allows you, sift through old school records, reports, homework, and journals from when you were a student between kindergarten and grade 12. In your TI journal write down any key phrases or ideas that emerge. Engage any or all of the following questions:

- Does anything surprise you? Shock you? How do your memories (or lack there of) intersect with what you found?
- What was your relationship like with your teachers? With your peers?
- How does who you are/were as a student effect who are becoming as an educator?
- What type of teacher do you think you needed as a child/youth? Did you have an experience with that sort of teacher? If so, describe.
- Draw a picture or write a description of who you were as a student in elementary, middle, or high school.
- Discuss your findings with a thinking friend - perhaps a parent, caregiver or sibling. What does their perspective offer you?
Section 18

Inquiry Web
(20 mins)

In your TI journal:

Take one possible topic and place it in the centre of your page. This could be a touchstone story, your inquiry topic or any potential curiosity related to your TI journey. Around this central axis, create a web of questions that emerge for you. Allow your web to get messy, see how questions relate, overlap or beget new questions. When the question ring is complete, add a final strand of connections and ideas that are linked to your questions. These are not meant to be answers, but a place for your thoughts to tumble out. When your web is complete survey the many paths your inquiry can take you on. As you overview what has spilled onto your page, consider what areas you are excited to pursue, what puzzles you the most, and what might even frighten, make you nervous or uncomfortable to know.

In pods:

Discuss what you found in your web. How is your inquiry complex? What areas hold the most interest for you to explore? Imagine all your webs together and see where they overlap, bump up, inform each other, conflict, etc...

Share your questions with each other. Listen carefully and generously. In what ways are your questions bounded or unbounded? How might binary thinking influence your questions? Can they be re-written to reflect the complexity of your inquiry?

Individually in TI Journal:

What effect, if any, does your conversation have on your inquiry focus? Might it change? If so, how? You can begin to map out any such movement in your TI journal.

Note: It might be useful to bring your web into your mentoring meeting as a guide into the complexity of your inquiry.
**Interconnected Dynamism**

*(15 mins)*

This is an activity that asks students to experience how emergent learning happens naturally through the movement and interplay of dynamic relationships.

*The universe is inherently connected, relational, and dynamically changing...* (Crowell & Reid-Marr, 2013, p. 17).

Groups of three stand together in close proximity. One member of the group is selected to be the ‘starter’. That person begins to slowly create an original story.

For example: “Once upon a time there was a BIG tiger and one day the tiger went down to the river to drink and guess what he saw...” As the story teller of the group speaks very slowly, the others in the group mimic the same words at the same time.

When the teacher says, “Change” the person to the starter’s left continues creating the story in the same manner as the other members of the group mimic her. The change of storytellers continues intermittently until the teacher says, “Change and finish”. That person brings the story to a close. The activity is usually filled with laughter, playfulness and a rather ridiculous story.

But several conceptual ideas are illustrated. The story was told by everyone and no one. In other words the particular story that was created would not have been the same without the input of each individual in the group. The timing of the directive “change” actually contributed to the outcome. The initial conditions and the person who started the story made a big difference as did the one who finished the story.

Another lesson that participants notice is that there are certain skills that become really important for the activity to work. One skill is deep and intense listening. Because each group member is mimicking the words at the same time, being present and fully engaged is a necessity.

A willingness to give up control is something that many struggle with. Some want the story to go in a particular direction but they have to relinquish their version of the outcome when the next member takes the lead. Each member can influence the outcome but could not control it.

Those who experience this activity also observe that they are able to be creative and spontaneous when the need presents itself. So the activity becomes an experiential metaphor for emergence, beginning with the ideas of connectivity, relationship and dynamic change.

Republished with permission from Crowell & Reid-Marr (2013, pp. 17-18)

How do you see interconnected dynamism in your inquiry journey? Where does connectivity create change?
When you have a question you care about, it is often helpful to ask others about it in order to expand your thinking. This can be done through conversations that are specific to your topic with people you feel would be particularly useful. In the context of the course, these interviews or surveys are relatively informal. However, like more formal research, it is very important to consider how you will go about asking questions, which includes the setting, style of question, and length of time. Would it be better to conduct your survey in person or online? Remember that entire courses are devoted to interview and survey methods. Below are just a few pointers to help you out.

Consider that the person or people sharing their ideas with you have taken the time to do so. Therefore it is imperative that you use your time wisely and make it something that is also valuable for them.

Before an interview, always ensure that the person you are speaking with is as comfortable as possible. Consider where you are and change sites if it needs to be more comfortable (e.g. in a classroom or office). Also, think about where you sit and how you sit. Be open to them through body language, rather than sitting cross-legged or facing away. Also, if you want to record them in any way (written, video, sound), ask them if it’s okay with them. Also, tell them why you want to do so and where the recordings will be stored, shared, etc. Make it clear that they can stop the conversation at any time and ask you to discard the recordings at any time (even after you are finished).

Often it is most useful to have your questions be unbounded while at the same time focussed. Review the three sections of this book that describe unbounded questions in Chapter 1, Chapter 7.1, Chapter 7.2. You will want to avoid questions that have yes/no answers and look towards questions that help the interviewee provide dialogue and insight into your topic. Using question that start with why and how might result in more dialogue. Also, ask the person about their judgment in relation to your topic area:

How might you address institutionalized racism within a school system?

instead of

Do you think there is institutionalized racism in BC schools?

Also, don’t be afraid to ask them clarifying questions. People will usually want to expand on certain topics:

You mentioned that you are worried that the BC curriculum isn’t serving under-privileged students well. Can you tell me more about that?
With surveys, seemingly simple questions can misconstrue meaning due to misreading, double meanings, or poor grammar.

Before deciding on a survey format for your conversation, rule out all other forms of information gathering. Could you interview, read, or gather your data through other sources? This might be easier than creating a survey.

If surveys are necessary, be careful to create a simple, easily understood series of questions. These should be qualitative in quality (think unbounded questions) rather than quantitative (think likert scales). Unless working with a large sample size, quantitative data can be cumbersome to use and likely not indicative of the answer to your question.

Similar to the interview questions, write open-ended but focused questions that encourage people to respond to you with honesty. You can even suggest example answers within your question. Be careful with this, however, as you do not want to lead them in their responses.

An example of a survey question might be:

*In bullet form, describe how you might address institutionalized racism within a school system?*

More ideas around asking questions can be found in a variety of listening and questioning activities throughout this chapter.
Journey Map

Take a few minutes in a small group to explore the TI model (see Interactive 1.8 or use cardboard models). After familiarizing yourself with the possibilities, take time individually to map out your TI journey by highlighting the places you have been. This may be done on a piece of paper that your instructor will ask you to hand in or in your TI journal.

Back in your pod, discuss your map and the relationships between each place you have gone. What might be next for you now?
Living Portrait (Tree)
In your Inquiry Journal begin thinking about yourself as a human be-coming, both being and becoming simultaneously. As teachers we must examine our own ecology as humans and the way our experiences continue to nourish and hinder us.

1. Begin by drawing/sculpting/doodling your roots. Where were you born? What is your family composition? What socio-economic status did you inherit? What types of relationships have influenced you most? What are some of your earliest memories and feelings around school? What religious background did you grow up with (or not)? What gender expectations influence you?

2. Consider your trunk. Who are you now? What is shaping your present identity? How would you characterize yourself? How would others describe you? Are you a people pleaser? What excites you? What makes you anxious? What passions do you bring to your teaching practice?

3. Begin exploring your branches and leaves. Where are you going? Who are you be-coming? What type of influence do you hope to have? What key ideals do you hope to impart? What is your ideal classroom? How do you want your students to see you? You may want to take time to revisit this later, as your state of being is always in flux!

Visiting Each Other’s Living Portraits
In randomly selected groups, choose from one of the following and discuss:

1. Re-visit your living portrait tree on your own for five minutes. Discuss in your group questions from TI Activity 2 or the following:
   a. Consider your roots. In what ways do they overlap with or diverge from other group members?
   b. Consider if you were born with the roots of another in the group. How might this affect your worldview?
   c. How do your roots nourish or hinder your trunk growth at this point?
   d. Where are your branches growing?

2. Take five minutes alone to review your observation notes and choose 3-5 highlights to share. Discuss in your group: What excited or concerned you? What questions were left unanswered? What do you still want to know more about? How might these notes help you in your next practicum?

3. Take five minutes alone to review your journal. In the group discuss: something you can share about how you are
feeling around be~coming a teacher. Is there an image that captures this?

Remember to use intentional and generous listening in this activity.

**Gallery 9.1 Examples of Living Portrait Trees**
The German poet, Rainer Maria Rilke, eloquently speaks to cultivating patience when sitting with deep questions.

"I would like to beg you dear [One], as well as I can, to have patience with everything unresolved in your heart and to try to love the questions themselves as if they were locked rooms or books written in a very foreign language. Don't search for the answers, which could not be given to you now, because you would not be able to live them. And the point is to live everything. Live the questions now. Perhaps then, someday far in the future, you will gradually, without even noticing it, live your way into the answer.

~Rainer Maria Rilke, 1903 in Letters to a Young Poet

TI Journal prompt: Some unresolved issues in my heart are . . .

In pods:

- How can I resist searching for the answers and instead, live the questions?
- Why would Rilke advocate not searching for answers?
- Do you feel patient or impatient to find answers to your questions? Why?
Messy Swamp
(30 mins)

TI Journal prompts (5-10 mins):

- Something about education that really interests, bothers, confuses, worries, excites me...
- Topics I may want to explore are...
- For my upcoming practicum (or teaching assignment) I want to know...

After taking time with the above writing, take turns sharing in the large group. Have one person record on the board the topics that arise (e.g. building community, math skills, parent relationships, etc).

This is the messy swamp of teaching and learning! TI helps us to navigate within this complexity. Look at the words you have written and pay attention to what connections might be made. Discuss.

In your TI Journal:

Draw out how the swamp appears to you in your mind.

OR

If the metaphor of the swamp is not resonating with you, what is an alternative metaphor that speaks to you about your process thus far?
Mindfulness (ongoing)

The practice of mindfulness is very useful in a down-to-earth way, as it can quickly increase a sense of calm and focus. What a great thing to bring into any learning environment! For this reason, and to help you get an embodied sense of mindfulness, your instructor in the TI course might bring a practice of mindfulness right into your class, perhaps through inviting a bell (see Interactive 9.3). Keep in mind that objects other than bells can be used, for example a chime, xylophone or drum. Choose something that sounds pleasant to those who are participating.

You may also have the optional assignment to try daily, one of the following mindfulness options.

Commit to these practices over a two-week period. For the practices that require a timer, there are nice bell indicators on some phone apps. The timer helps take your mind off when the activity will be ending so you can concentrate more fully.

As you practice, you might write down observations or questions in your journal. After the two-week period, you may be asked to write and hand in a 1-2 page reflective essay on your experience.

**Sitting Mindfully**
Each day, find a quiet place to sit by yourself. If possible, go outside, rain or shine. Set a timer for 10 minutes. As you breathe, repeat the poem below. Stay on each line until you feel ready to go to the next. If one line catches your attention you can stay with it until the bell.

- In... out...
- Deep... slow...
- I am aware of my body... I relax my body...
- I am calm... I am at ease...
- I am happy... I am content...
- I am aware of any pain, discomfort... I release any pain, discomfort...
- I feel calm... I feel peace...

When the bell sounds, return to your normal activities.

**Walking Mindfully**
Each day, find a place where you can walk by yourself. If possible, go outside, rain or shine. Set a timer for 10 minutes. Repeat the poem below, as you walk. Let the rhythm of your breath guide your pace. You may find that you slow down or speed up from your normal habits.

As you walk, you can focus on your breath. OR you can focus on your surroundings. OR you can focus on smiling with your liver (or some other internal organ!). OR you might repeat one of the following poems. Choose one thing to focus on and see if you can stick with it for the two weeks.

_In… The mind can go in a thousand directions_  
_Out… But on this lovely path, I walk in peace_  

OR

_In… I have arrived, I am home_  
_Out… In the here and in the now_  

When the bell sounds, return to your normal activities.

**Inviting The Bell**
As you may have experienced in class – a bell can remind us to stop for a moment and breathe.

- You can set the bell on the pillow, hold it in the palm of your hand, or rest it on the tips of your fingers
- Imagine your heart being connected to the bell
- Don’t strike or hit the bell, invite the sound with an upwards, circular motion

- Be a generous bell master – give yourself enough time to enjoy!

1. Take two full breaths, then give a warning ½ bell

2. Take one full breath: in... out... then invite a full bell

3. When you hear the bell:
   
   _Breathe in (bring your attention below your ears, into your body!)_
   _Breathe out (imagine your breath lengthening)_

4. Continue for 8 full breathes (you can count without thinking so much by placing your thumb on the tip of a different finger each time)

   _In... breathing deep_  
   _Out... Breathing slow_  
   _In... deep_  
   _Out... slow_

5. Invite the bell to close

Repeat this exercise twice a day for two weeks. If you don’t have a bell, you can use other reminders, such as another musical instrument or two sticks.

In addition to inviting the bell twice a day, also install and use the free app called “Lotus Bud” – it sounds a chime randomly
over a set period of time. This way you will have a reminder to be mindful throughout your day as well.

**Contemplative Creative Journal**
Find a journal and writing, drawing, painting implements that you like. Each day, find a quiet place to sit by yourself. If possible, go outside, rain or shine. Set a timer for 10 minutes.

1. Focus on your breathing in... breathing out...
2. Follow your breath as you draw, sketch, doodle, write, scribble, etc.
3. Let go of your thinking and let the breath move your hand.
4. If you lose attention to your breath, put down your pencil and breath three times before returning to your creating.

When you hear the bell, return to your normal activities.

**Mindful Eating**
Choose one meal a day to practice mindful eating.

1. Before you eat, look at your empty plate and take a full breath. Notice what it feels like to be hungry.
2. Fill your plate and look at it while taking another full breath. Imagine where this food came from.
   - Was it from a store?
   - What garden did it grow in?
   - How did it travel?
   - Who helped it to grow?
   - What else nurtured it?
   - Can you imagine the elements that this food is made of?
   - Can you see how there is a cloud in your peas?

1. As you eat, chew slowly (20-30 times!) and taste each bite.
2. Put your fork down between each bite.
3. When you are done, notice your empty plate and breathe. What does your full belly feel like?

Or check out these websites for other mindful eating practices:

- [http://zenhabits.net/mindful-eating/](http://zenhabits.net/mindful-eating/)

**Mindful Anything**
Engage in mindful “anything” such as doing dishes, brushing teeth, riding the bus, etc. What things do you do on autopilot and maybe even feel resentful about? How can you take time to be in the present with the feelings and senses of these activities?

1. Before beginning each activity take a few deep breaths and acknowledge that you will be doing the dishes or sitting on the bus.
2. As you engage in the activity, notice the sensations you are experiencing. How warm is the dishwater? How hot are your feet after running for the bus?

3. Expand your awareness to notice your surroundings. What do you smell, hear, taste and feel? What do you notice about the air? What are the sounds around you?

4. Expand your awareness so that you remain aware of the sensation of the activity you are doing and the external environment, while you also become aware of your internal experiences, such as your thoughts and emotions. What thoughts cross your mind? What emotion or emotions are there right now? Are they intense, or mild? Are these internal experiences pulling you in or can you observe them with a little bit of distance? No need to judge these internal experiences as good or bad, practice just noticing them for what they are.

5. If at any point you notice your mind wandering to the past or the future, or being pulled away from the activity, just gently acknowledge that your mind has wandered and bring yourself back to the present moment and the activity. Remember that being pulled away and coming back is the key to mindfulness practice -- no one has perfect focus.

Eight Mindfulness Movements
Each morning, if possible, go outside, rain or shine. Begin your day with the following movements:

Or download this PDF:

http://www.parallax.org/pdf/10MindfulMovements.pdf

When you are done, take time for a full breath in... and out...

Mindful Relationships Journal
Each day, find a quiet place to be by yourself. If possible, go outside, rain or shine. Set a timer for 10 minutes. Think about the idea that we teach who we are. Imagine that part of who
you are is transferred to you through your ancestors (whether consciously or not). To be mindful of what you bring forward from your parents and grandparents, use a journal and writing implements that you like to do the following:

1. Take a breath in... out...

2. Write using the following prompts:

   • The salient qualities of my parents...
   • The salient qualities of my grandparents?

Whenever you feel yourself being too much above the ears (in your mind), put down your writing tool and take a breath in... out...

If this brings up discomfort of any kind, you may want to do the sitting mindfully activity (below) before you return to your daily activities.

Breathing Corner
When things get too hectic for you (or the children in your life), try a breathing corner instead of spinning out of control (or giving a time out, or a trip to the principals office!) Dedicate a particular space in your home or classroom that is intended for supporting relaxation and breathing. What objects would encourage this goal? A book of poetry? A picture of a meadow or mountainside? Particular music? A small ball to squeeze? A stationary bike? Crayons and paint? Pillows? Flowing curtains? Make it like a sanctuary – a safe place for catching up with, or grounding, yourself – everything else gets left outside. Throughout the two weeks, use the breathing corner (or encourage others to use it) whenever you feel unfocused, agitated or in need.

Modelling Change (ongoing)

Locating On The Adaptive Cycle (20 Mins)

Return to Interactive 8.2 and Interactive 8.3 to refresh yourself about the adaptive cycle presented in panarchy

In pods:

In terms of your inquiry, where do you locate yourself on the panarchy loop? Where did you enter at the beginning of the class? How have you moved?

If the loop doesn’t seem to be a good model for your growth, what model would you use?

Draw where you are on the loop, and any thoughts you have around this.

For more info see adaptive change article at: www.uvic/inquiry

Panarchy Model Mapping (larger Version Of The Activity Above) (30 Mins)

Embodying panarchy models through physical interaction can be a powerful entry into the discussion of complexity theory as it relates to transformation.

This activity invites the class to review the panarchy model together as a group and then place themselves on the adaptive cycle loop based on where they each see themselves in their individual TI journey.

1. Use masking tape to draw a large adaptive cycle ∞ on the ground (approx. 5 meters across)
2. Remind your learners of the 3-axes of the cycle (connections, potential, and resilience)
3. Give examples of what the four stages of the adaptive cycle might represent
4. Ask for up to four students to stand on the adaptive cycle and share where they are and why they are there
5. Ask everyone to draw this cycle within their own inquiry journal. Invite them to draw or represent another model if the adaptive cycle doesn’t work for them
6. Invite each person to share their cycle, alternative model, location and any relevant insight within a pod meeting

Adaptations:

- Give the whole group masking tape and ask them to change and alter the adaptive cycle as they see fit;
- Split into pods to build many panarchy loops or other relevant models of growth; and
- Discuss other adaptive loops that they can see in their lives, or in their educational setting as they relate to the adaptive cycle and ask the students to represent those

Questions:
Use the adaptive cycle (∞) as a diagram for plotting change over time within the mentor meetings. The following questions could be used to frame a discussion:

- Where are you on this adaptive cycle?
- Where were you at the beginning of the class? Or the beginning of your inquiry journey?
- Why do you think you are where you are now? What, if any, significance do you find exists in your positioning?

What to look for:

- Use of models or metaphors to describe their process
- Systems thinking or complexity language (connections, loops, mental maps)

Where Is Change? (40 Mins)
In addition to adapting the larger panarchy modeling exercise for the entire class to smaller inquiry pod groups, panarchy and adaptive cycle activities can be completed as a form of inquiry and a viewpoint into change as part of education. This next activity is best done in pods of three to five.

1. Think about various examples of change including: paradigmatic change, administrative and governance change, developmental change, cognitive change, spiritual change, etc. (instructor may lead this conversation)

2. In pods, spend 10 minutes drawing and writing about the statement: “Describe and draw change within your education career”

3. Ask the inquirers to share this evidence of change in their pods. (25 minutes)

4. The inquiry pods should try to interpret the stories as different stages of change on a flipchart (growth, conservation, release, reorganization?)

Adaptations:
Do this activity as it relates to educational settings where your inquirers have been the teachers. Where have you seen change in learners that you have worked with?

Individual Model:
Ask your inquirers to work on an individual model that might extend the depth of the panarchy model or adapt it to be more suitable to their individual TI experience. This could be incorporated into the WINTER COUNT activity or silent journaling activities.
Moveable Mind Maps
(45 mins)

Often in TI we find that our inquiries begin to splay out in multiple directions in ways that are both complex and entwined. One useful way to help organize your thinking is to employ a moveable mind map. To do this activity you will need post-it notes, a pen, and a blank space (such as a wall or chart paper).

- On individual sticky notes, write down key ideas that are emerging for you at this point in your inquiry. These might be short phrases or concepts you want to explore, threads of through that run through your TI journal, niggling aspects that keep haunting you, things you have read, TED talk ideas, or even hunches that feel like they are connected to your topic, even if you don’t know why or how.
- At first, just throw all of the stickies onto your blank space so that you get the whole messy swamp of your topic out (for now). This can take a few minutes or a few days. Try not to rush this part of the process, as important information can be brought out here.
- Once you feel that all of your thoughts, feelings and observations are on the stickies, begin to move them around and organize them on your blank space. What seems to belong together? What is similar or different? Where are there connections? Think of it like a constellation that can be arranged in multiple ways; don’t be afraid to change things, to add images, thoughts or new questions. Some people like to code by size, shape or colour (e.g. all the things on blue stickies deal with emotional engagement, or all the triangular ones have to do with issues that take place outside of school)
- Gradually you will find that this emerging map of your topic gets to a resting point. Let it rest. For now, this is the map of what you are dealing with. It can be very useful in terms of clarifying your own understanding, having conversations with others, and imagining next steps.
- As you interpret your map, pay particular attention to the relationships between the stickies. Are they clumping into four groups? Why is this? Is a linear organization making sense or do they need to be in a circle for some reason. Why is the sticky at the heart of the circle or at the top of the list – what relationship does it have to the others.
- You may find that you return to your moveable mind map throughout your journey, and continue to add new stickies and rearrange your notes into new configurations, given new incoming information. You may want to take photos to document how it is changing over time. As you revisit, look for new connections and how your thinking is morphing.
Some people like to transfer various phases of their movable mind maps into their TI journals so that they can keep a record, or transport them easily for pod conversations.
Path with Heart
(15 mins)

Read Cynthia Chamber’s article, *Research that matters: Finding a path with heart*. Use the following prompts for journaling or discussion.

- What caught your attention in the article and why?
- What emotions came up for you?
- How might Chambers’ ideas relate to your experience as a classroom teacher? Do you see resonance? Incongruence? In what ways are there gaps or spaces?
- What, if anything, bothers you about this article? Describe why.
- What does this article tell you about a Transformative Inquiry approach?
- In what ways (if any) does the article (or this journaling or discussion) inform your inquiry topic and questions?
- How do you see a path with heart in the inquiry stories in the vignettes in Chapter two? How about the inquiries of people around you?
Pod Activities
(ongoing)

Pods represent a group of individuals (in or out of the class) that participants engage with for a number of reasons. First, small group discussions can help students’ movement within an inquiry process. Other members in a pod might suggest readings, ideas, or simply reflect what they have heard back to a sharing member. This, in turn, provides a moment of release for the student who is sharing.

Pods should be organic in their creation. Sometimes, a teacher might assign the group, while at other times, the group could be created by itself. The intention of the pod is to create a peer-mentoring environment where students support and encourage each other in their inquiry journey. Pods are appropriate for any age. You will notice that many of the activities in Chapter 9 include pods experiences. Here we offer an overview and a few other possibilities.

Individuals in pods should be encouraged to suspend preconceived ideas of what they think they know about people in the group. Listen generously to their inquiry. Make sure everyone in the group has time to share and to be listened to.

The following are the kinds of conversations you might want to pursue within your pod:

Fear Of Becoming Robots (20 Mins)
Some course participants have articulated a “fear of becoming robots.” How does the current system cultivate a climate where well-meaning teachers become mechanical? What are possible underlying causes or issues? How can teachers maintain their personal passions while negotiating the culture of schools?

Emotions At The Door (30 Mins)
Professionals are often perceived as individuals who leave their emotions at the door. While it is sometimes necessary to compartmentalize personal issues to focus on student learning, this can evoke a climate where emotions are not acknowledged or explored. What role do you allow your emotions to play in your practice? How do you react to your students’ emotions?

Popcorn Questions (10 Mins)
In Pods, start with one person and have them pose a burning question they have to the group. Instead of responding to the question each group member must respond with another question. Allow the questions to take the conversation where it needs to go.

Sharing An Image (30 Mins)
Choose one image that you have drawn, collaged, or collected in your TI journal or autumn count. Discuss the following with your pod:
• In what way does your image(s) express your inquiry?
• What might be missing? What might your next image include?
• What, if anything, surprised, confused, worried, invigorated you about using images? What was difficult?
• What do you notice in terms of worldview? Relatedness?
• How might you use such an activity in your own classroom?

Change roles and repeat.

Creating Questions For Inquiry (40 Mins)
There is an art to questioning and listening. This means that good questions will offer opportunities for deep listening. Therefore, questions become critical to the process of learning. This activity is designed to support you in developing four questions that help your inquiry process.

In your pod think through 3-4 questions each that you would like to ask someone around your topic. These will be handed in.
Possible Beliefs
(20 mins)

Environmental educator David Orr (1994/2004), discusses six inherited beliefs that have taken on mythic status in North American culture:

- Myth 1: Ignorance is a solvable problem
- Myth 2: with enough knowledge and technology we can manage planet earth
- Myth 3: knowledge, and by implication human goodness, is increasing
- Myth 4: we can adequately restore what we have dismantled
- Myth 5: the purpose of education is to give students the means for upward mobility and success
- Myth 6: our culture represents the pinnacle of human achievement

Orr also offers 6 principles that could become our possible beliefs as we rethink education:

- Principle 1: all education is environmental education
- Principle 2: Paideia: the goal of education is not mastery of subject matter but mastery of one’s person
- Principle 3: knowledge carries with it the responsibility to see that it is well used in the world
- Principle 4: We cannot say that we know something until we understand the effects of this knowledge on real people and their communities
- Principle 5: we desperately need (a) faculty and administrators who provide role models of integrity, care, and thoughtfulness and (b) institutions capable of embodying ideals wholly and completely in all their operations
- Principle 6: the way in which learning occurs is as important as the content of particular courses

TI journal prompt (5-8 mins):

Three beliefs I hold around learning~teaching...

Continue to write about how these beliefs might be inherited or not. Either way, where did they come from? Do you want to bring them forward into your teaching? What might you change, let go of, strengthen, transform, etc.? (If you need a starting point, check out your collage or journal entries – what inherited beliefs are reflected in these?)

Share with you pod:

- How do you feel about the items on these lists? Your own beliefs?
- What concrete steps might you take to move towards reinforcing desirable beliefs (be they inherent or possible)?
How do your inherited beliefs and possible beliefs affect your values and attitudes in the classroom? How do they play out for you?

OR

In pods:

Choose 1 myth to discuss in depth:

- Do you believe this is a myth of modern education?
- What evidence do you see of this, or how has it changed?
- Can you describe a particular example of this myth being played out in a classroom?
- What was, or could be, your response or action?
- How do you feel about this myth?
- If you could alter it, would you, and to what?
- How does this myth relate to your own teaching practice?

Choose 1 principle of learning to discuss:

- What stands out to you about this principle?
- Is it one in which you believe? Why or why not?
- Describe where you have seen this principle in action. How did you feel?
- What principle would you remove from the list? Why?
- What might you add? Why?

Note: this can also be done as a written activity to hand into your instructor.
Using search engine, look up images of the following:

- Elementary teacher
- Secondary teacher
- Teacher gifts
- Clothing
- Teachers according to Hollywood

Respond in your journal. If possible, print out an image that particularly strikes you and paste it in your journal. Feel free to write on it, around it, or modify it. What cultural messages are present, both visible and hidden. How do the images compare/contrast to your image of yourself as teacher?

Discuss in pods.
Psyche Conversations
(20 mins)

Forcefield Analysis
Do you remember the scene in Lord of the Rings where Sméagol (Gollum) speaks to his own conscience? Sméagol is exhibiting the act of a discussion with his inner self. Of course in this scene, the more villainous side ends up dominating the conversation - which this activity hopefully won’t illicit in you!

1. In your Inquiry Journal, draw a line down the center of a blank page (your force-field). Above that line in the centre write a statement that is a belief you hold that illicits complex or conflicting notions for you. (e.g. All students have the potential to be great)

2. At the top of one side of the blank line, write “Support”, and on the other side “Question.”

3. These represent your beliefs that support the argument and your beliefs that question the argument.

4. For the questioning side, pay attention to anything that bothers you; it doesn’t matter how banal it might be.

5. What barriers or bridges exist between the two columns? How might the forcefield be removed for some of the two? Draw lines that connect them.

<table>
<thead>
<tr>
<th>All Students have the potential to be great</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support</td>
</tr>
<tr>
<td>• Helping students identify personal passions can excite them in learning</td>
</tr>
<tr>
<td>• Every person has a role to play and skills to contribute</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>• little to no opportunity to engage in personal passions</td>
</tr>
<tr>
<td>• socio-economic limitations and home life can restrict</td>
</tr>
</tbody>
</table>
In your pods:

Have each person describe what his or her inquiry is at this point. Before discussing further, each pod member must write/construct one question that will promote deeper exploration for this person’s inquiry. Each pod member will take a turn asking the speaker one question. Attend carefully to how you listen to the speaker’s responses. How can listening be a way of being rather than a state of being? Rotate through so each person has a turn to speak and pose questions.
Question Sculpting  
(20-60 mins)

Referring to the guidelines above, create pairs of questions. In each set there will be a question that is blunt and a second that is framed using some of what you now know about effective questioning. An example of such a pairing might be:

- How is your inquiry going?
- How is your inquiry journey challenging your thinking?

After you create two sets of pairs you will ask different classmates each question. As each person answers, do not engage in dialogue/discussion about what you hear. Instead, listen generously to what each person has to say and save your comments for later.

- Round One: Ask each person in your group to respond to the question, “How is your inquiry going?”
- Round Two: This time ask each person, “How is your inquiry journey challenging your thinking?”

Before discussing, write in your journal:

- What do you notice?
- How were responses to the two questions similar and different?
- What feelings did the different questions evoke in you as they were being asked?
- What was intriguing about the way questions were answered?

Discuss as needed with group.

(Adapted with thanks from Diana Nicholson)

Note: More ideas around asking questions can be found in Interviews and Surveys.)
Relatedness meditation  
(30 mins)

The oft-heard indigenous phrase “we are all related” can be difficult to understand when our mindset has been shaped by the positivist paradigm that likes to put things in boxes. Find a comfortable spot, relax, and listen to the following excerpt from Shawn Wilson’s book Research is Ceremony (this can be read to a group by someone). You might want to doodle in your TI journal as you listen, or just soak in the words.

Imagine that you are a single point of light. Not like a light bulb, or even a star, but an infinitely small, intense point of light in an area of otherwise total darkness or void. Now in the darkness of this void, another point of light becomes visible somewhere off in the distance—it is impossible to tell how far off, because you and the other point are so infinitely small. You form a relationship with that other point of light, and it is as though there is an infinitely thin thread now running between you and the other. All that exists are these two points of light, one of which is you, and something that is connecting the two of you together.

Now another point of light is visible off in another direction, and again you develop a relationship, and another thin thread evolves. You are now connected with two other points. A fourth light appears, and another relationship and thread are formed. A fifth light. Then a sixth; slowly, slowly more lights appear. You build more and more connections.

Now the lights are starting to appear all around you and are coming faster as you get accustomed to bringing them into your forming web of relationships. The lights are coming into being as fast as you can imagine them now, and as you build your web of relationships, slowly these infinitely small threads of relationship are building up into something resembling a form around you.

As the lights and the relationships come faster and faster, the form starts to take its shape as your physical body. While you notice this, your consciousness expands outwards, and you notice that another point of light—perhaps the first other one that you noticed has also started to take on a shape as it makes its own web of relationships and builds up its threads of being. Now other lights are taking on their physical form, as their webs of relationships grow and coalesce. As more and more of these points of light take on their physical form, the world around you starts to take shape.

Now as you open your eyes, you can see all of the things that are around you. What you see is their physical form, but you realize that this form is really just the web of relationships that have taken on a familiar shape. Every individual thing that you see around you is really just a huge knot—a point where thousands and millions of relationships come together. These relationships come to you from the past, from the present and from your future. This is what surrounds us, and what forms us, our world, our cosmos and our reality. We could not be without being in relationship with everything that surrounds us and is within us. Our reality, our ontology is the relationships. (Wilson, 2009, pp. 75-76)
In your TI journal:

- create images that arose during the meditation
- write your thoughts and feelings
- to me, relatedness...

In pods:

- Discuss our relatedness and what it might mean for you as a teacher
- Talk about what it might mean to be relationally accountable.
- How can we become more relationally accountable to ourselves, each other, and Earth?

Selected section from Research as Ceremony (Wilson, 2008, pp. 75-76)
Relevant Resource Summary
(2 hours)

Complete a summary for key resources that have proven meaningful to your inquiry. The purpose of the summary is to deepen your understanding of your inquiry topic, to clarify how the resource(s) have informed your inquiry, and to continue the conversation with your thinking friends.

1. Identify and engage (read, listen, etc.) with your chosen resources (books, periodicals, videos, interviews)

2. Record citations (please use APA formatting) to resources.

3. Write a 1-2 page description of the article, video or interview that includes how it relates to your inquiry and informs your future practice. Include commentary on the following:
   a. Issue/focus – what is the key problem/issue identified by the author(s)? What is the purpose of the resource?
   b. Reasoning – What do the author(s) offer to explain how they address the issue/topic?
   c. Relevance - How does the information in the article contribute to, inform or advance your inquiry?
   d. Significant information - Key information that the article offers that is worth noting, particularly in an educational context
   e. Personal Comments – How do you see yourself and your peers using the information?
Resistance Busters

There can be great difficulty in stepping outside of our areas of comfort and this can cause much resistance and complexity for TI participants. If you find yourself in this situation, we suggest the following possible actions:

- Take extra time to pay attention (don’t rush to find the answer)
- Hold the situation gently (without judgment or expectations)
- Go outside and walk mindfully
- Journal your thoughts
- Talk with a good thinking friend
- Sit and breathe
Round Robin Sharing
(60 mins)

In the whole group, take time to listen to where others are in their inquiry journey. This is a great chance to scan the group, make connections around ideas, identify people you might want to talk with at a later time. Using a talking stick or similar item, will insure that each person has a turn.

The person speaking will share the following:

- My general topic...
- In relation to Cajete’s questions I am...
- My process...
- My living portrait...

As you listen to others share, suspend preconceived notions of what you think you know about people in the group. Listen generously and carefully.

- Who might you want to have a further pod conversation with?
- Who might be a good connection for sharing time or going next to during the GIC?

Note: These can be limited to short answers and brief phrases if need be due to time constraints.
Here, you are invited to participate in an emergent learning activity. Your instructor might lead you in this or you might choose to take it up individually.

Often educators find themselves focused on the outcomes, meeting goals and end products. In other words, the system pushes teachers and learners to prioritize producing certain types of conclusions as a measure of success. Emergent learning disrupts this sort of thinking and strives for teachers-learners to consider the process as the purpose.

- Begin by watching the video at the website Transformative Places and then go out on a mindfulness walk
- Go out into a natural setting that is easy for you to access. Find a location where you feel a strong connection
- Build some kind of structure using the materials that you find there. This is the first stage of your assignment
- Over the course visit your site at least once every week and document any changes
  - Sit there, observe and document what you see, feel, hear etc. You can document the changes with photographs, journaling, drawings or other means. You are not to manipulate the piece you created or the surroundings in any way, even if your sculpture is destroyed
- In the final week of the course, you will submit the documentation you have collected/recorded for this assignment. Remember to include your reactions to the experience
- In your TI journal consider how your sculpture intertwines with your inquiry; are there any significant similarities or differences? How did the change undergone by your sculpture mirror your own experience of change in the course?

Adapted from Crowell & Reid-Marr (2013, pp. 27-28)
Self-Reflection
(40 mins)

Critical Self Reflection Analysis (20 Mins)

1. Using Interactive 9.5, consider the questions presented in each of the areas of self reflection. There are many questions embedded in this interactive, choose a few to get you started.

2. Reflect on your findings in your Inquiry Journal.

Assumptions And Reflexivity (20 Mins)

MacDonald & Shirley (2009) suggested that attending to questions of personal worldviews can help frame our role as teachers. They suggest a few questions to prompt you in this process:

Take time in your TI journal to reflect on the following questions:

- What factors should I be aware of when I interact with students of a different race, class, culture, home language, or gender?
- What assumptions or stereotypes do I hold that are embedded from broader culture?
- How can I teach against stereotypes and generalizations while being accountable to the prescribed learning outcomes?
- What should I do when my beliefs conflict with school policies?
- How can I preserve my sense of inner dignity and self-respect?
- What possibilities do I have to change the climate in a positive manner by not lashing back reactively but by modeling professional ethics in my own classroom and in my interactions with colleagues?
Safe-Enough Space (ongoing)

TI asks us to know who we are, be honest with ourselves and sometimes to change, which requires risk and vulnerability. Every learning community requires a safe-enough space that supports the needs of its evolving members.

TI Journal prompt (choose one):

- For me, safe space...
- Safe-enough space...

Either with your whole group, or in pods of 3 or 4, read and discuss each safe space principle. Review Guidelines for Safe Enough Space in section 4.4. Change any wording that doesn’t fit for you. Throw out a principle if needed, or create a new one. If working in small groups, return to whole group and share, adapting the principles as needed. Write the new and revised principles on a sheet of paper to post in your meeting space. Refer to as needed. It can be useful to review these periodically, especially before sharing activities begin.

INTERACTIVE 9.9 Guidelines for a safe-enough space

Be the change we want to see by acting towards each other in a manner that reflects our vision of a peaceful and just world.

Click the image above to scroll through the guidelines. Adapted from Lost Lyrics 5-year Anniversary Conference: Roots of the Rose, Ryerson College, Toronto, ON, June 2, 2012
Shame and Vulnerability
(40 mins)

1. Watch the TED talk with Brene Brown (Interactive 9.7) (21 mins)

2. Use the following questions as prompts for a discussion with your pod or journal on your own (20 mins)
   - What stands out to you about the reading and video?
   - What, if anything is surprising, confusing, worrying, invigorating?
   - How do you see the role of emotion in your own inquiry?
   - Are there any sticking points?
   - What specific comments do you have around shame or vulnerability?
   - Have you noticed vulnerability or shame in the classroom? What did it look like? How might it have affected learning?
   - How might shame or vulnerability be a part of your TI topic or journey?

You might also want to watch this later talk where Brown’s discusses the importance of confronting shame head-on.
Talking sticks are a good way to be sure that everyone has a turn and they also give us a chance to really practice listening. They don’t have to be a stick – many objects can be used. We suggest the following protocol:

- Use an item that you know the story of (e.g. if you choose a rock, describe where the rock was found, if you have a carved stick, know the carver, what kind of tree it comes from, where it grows, etc.)
- The person with the stick is the only one who talks
- Everyone else listens – not just waiting for their turn to talk, or how to help this person, but try to be present and really hear what the person is saying holistically.
- The stick can go around the circle so that everyone gets a turn
- Or the stick can be placed mid circle and those who want to speak can go and get the stick and return it when they are done.
Facilitating personal inquiry through reflexive experiences can enhance transformative learning environments. A transformative tool that is particularly powerful is transformative inquiry journalling (TI journal), which helps inquirers connect with personal passions and going beyond simple passion-identification to a place of deeper introspective and contextual understanding. That is, TI journaling experiences and peer-based discussions help learners identify and deepen their relationship with their unique and impassioned skills. The goals of the TI journal are:

- To enhance, support, and contribute to the overall TI experience
- To establish a culture of reflexivity and empower you as an inquirer both individually and within a community
- To develop skills in TI journaling for systems thinking, problem solving, and fun

These goals will be facilitated through solitary and small group experiences and be focused around interacting with the journal (blank unlined book). TI Journals require a short introductory orientation to engage inquirers in the process. Your journal can become a personalized “text-book” of experience, providing a place to take notes and also delve deeper into thought processes, idea creation, reflexivity, and solace.

TI journalling is a highly engaging process that encourages learners to explore their own expression as it relates to understanding social, ecological, political, and other systems. It could be called the “power-tool” of transformative inquiry, building on tenants of observation but also moving through to active planning, mind-mapping, and other artistic and TI forms. TI journaling is not a “Dear Diary” but it exists as a highly professional and sacred tool that can help leaders throughout their career. Using multiple implements for drawing, writing, pasting, painting, and impressions will support you in creating a rich resource.

This journal is a space for you to ponder many of the complex issues that emerge in the process of becoming a teacher. There is no “correct” way to use the journal. Students in the past have dedicated sections to interesting quotes they hear, others have allowed their pen to guide them, and later reflected on their doodles. Some bring their journal into every class to make personal notes (we encourage you to do this to make deeper connections and take ownership of your learning). The most important aspect of this journal is that it is a place for you to be deeply honest. You are encouraged to use creative forms to explore questions that arise for you throughout your coursework, pursue those questions, and trace their evolution. This differs from the traditional model of searching for “answers” with which you might be accustomed. Your
observations can be done directly in your journal, just copy the prompt before you go. Before you begin you may be asked to read the Hammond article and do the following.

**Hammond Article (15 Mins)**
Discuss your conversation notes from reading (Hammond, 2002). What caught your attention? How might a journal support your inquiry?

- How might Hammond’s ideas relate to your experience as a classroom teacher? Do you see resonance? Incongruence? In what ways are there gaps or spaces?
- What, if anything, bothers you about this article? Describe why.
- Take a few minutes to add to your conversation notes any new information you have gained.

Below are a few example activities for which you can use your TI Journal:

**First Steps With The Inquiry Journal (20 Mins)**
In TI this journal is essential to your inquiry journey. This notebook is only for you and for those you choose to share it with. It is a place where you can write~draw~doodle~sketch your wonderings around your inquiry path. Possible guiding questions include:

- What am I wondering about learning~teaching at this point?
- Why am I becoming a teacher?
- Why is this important to me?
- What am I learning about teaching that brings me joy and satisfaction?
- How are my wonderings genuine or compelling?
- How might my questions benefit students?
- What challenges am I having? How am I approaching these?
- How is my passion engaged?
- What (if anything) is uncomfortable?

**Morning Pages (10 Mins)**
Another piece we suggest doing would be “Morning Pages” or “Evening Pages” that ask the learners to engage in free-flow writing for 10 minutes. This unloading of thought can be incredible for many people as a way to de-clutter and also start seeing connections among the activities they are engaged in.

As the title suggests, find a specific time of day to set aside for this activity. Making it routine creates a rhythm that you might find useful and scheduling it in will help it from getting lost in your busy day. Many people like to do this activity right before sleeping or when waking up.

**Expanded Boundedness (10 Mins)**
You likely will have developed some questions that relate directly to your inquiry process by now (if not check out this
pod activity). Are your questions bounded or unbounded? Continue to work with your questions until they become more unbounded, raw or represent your question more fully in your journal.

**Paradigm Resonance (10 Mins)**
In TI journal write: In terms of paradigms (positivist, progressive, social justice, indigenist), I feel a resonance...

My mentor teacher (or other educator I have been affected by) seems to resonate...

**Inquiry Possibilities (20 Mins)**
Take time and space to write~draw~doodle in your TI journal. Keep in mind your previous journaling, the messy swamp of teaching and past and upcoming practica experiences. Write about any questions that are most burning for you. Think~write~doodle carefully about WHY you are drawn to these questions. What meaning does your inquiry have for you in practice? What do you see as the usefulness of exploring it? What are specific questions you have?

**Outdoor TI Journaling (20 Mins)**
Go outside ON YOUR OWN and write, doodle, etc. around your inquiry.

Possible prompts:
- When I sit on the earth, I feel...
- When I listen...
- Being connected to the land affects my inquiry...
- When I think of Cajete’s question around how do we care for the earth, I...
- Something I love about our planet...
- Something that makes me anxious...

If you are not sure what to put in your journal just sit in silence and see what “bubbles” up or “filters” down...

**What Are My Next Steps (40 Mins)**
Take time to think about the next steps you want to take with your inquiry journey. Will it be most useful to do a moveable mind map, explore a touchstone story, talk with someone else who might know about your topic, do some reading, or? Once you have a sense of where you want to go, move right into that. This can be a useful activity to do before you meet with your mentor or pods.

**Brilliant Ideas Section (ongoing)**
Choose a location in your Inquiry Journal like the bonding page, last page, or the first page as a brainstorm list for those ideas that come to you in the middle of the night, while cooking, or otherwise occupied.

**Bicycle Rack/parking Lot For Questions (ongoing)**
Similar to the brilliant ideas section, this list is to keep questions that might distract you from your main inquiry but you want to keep.
Tobin Hart Interview
(1 hour)

This activity can be done as a large group or individually. Students will need to view the Garrison Institute’s interview with Tobin Hart, founder of the ChildSpirit Institute.

http://www.youtube.com/watch?v=p4OJsdaVle4

Use the following to aid your discussion:

- Hart says we don’t really have a cohesive vision for education in North America. What is your vision for education in the 21st century? What do you think we need?
- Hart suggests that while it is important to train people for the market place but that we also need to train for the inner life. What does this mean to you? How do you see this happening in education?
- He says he wants the good, true and beautiful for his own daughter. What does this mean to you? What role might the good, true and beautiful have in education?
- Hart says that mindful or contemplative learning tunes up our instrument of inquiry through developing presence, compassion, discernment and clarity. Do these seem to be useful attributes for you as a teacher? Why or why not?
- The interviewer says that a contemplative approach can help us see beyond our biases and Hart continues by talking about how teachers need a depth of understanding to be good teachers. What are your thoughts on this? Where are your “brick walls” with this?
- Hart says, “Education by definition is preparation to walk into a future that isn’t yet determined.” How does this statement affect you as a teacher? What needs do you see developing?
- What do you think of the notion of developing a “radical flexibility” both for yourself and your students?
- T.S. Elliott writes about the importance of “finding a stillpoint in a turning world”. How do you find your own stillpoint? What might that feel like for you? What gets in the way?
- Hart says that kids are naturally contemplative in that they have a large capacity for wonder and awe (e.g. excitement for first trip to ocean). What does it mean to you to see with “fresh eyes”? How might this be useful for you as an educator?
- What image do you have of learners (e.g. are they blank slates, containers to be filled, or ____________? 
- Education is going to take some radical shifts – given your own experience as a learner, what do you think the nature of these shifts should be?
Touchstone stories
(45 mins)

Remember to refer to the table of needs and emotions (Tables 7.1, 7.2, and 7.3).

Create for yourself a quiet, private space perhaps by sitting or walking mindfully for a few minutes.

As you settle in, begin to think about an experience you had as either a learner or a teacher that really stands out for some reason. Perhaps it was upsetting, confusing, frustrating or worrisome. Maybe this incident made you feel great, and you wonder why things like that don’t happen more often. Maybe it was something that felt like it punched you in the gut, or brought you to tears. Perhaps you witnessed or were a part of a great misunderstanding, an abusive situation, or a situation where you intuitively knew something was wrong, but couldn’t quite put your finger on it.

Once you have identified an important situation from your lived experience, take time to describe it on paper. What exactly took place? Who was there? Who was not there? Be sure to describe the context as vividly as you can. What smells were there? What time of day was it? What feelings went through you at the time? Include any doodled images that come up for you.

After you are done remembering and describing the situation write for a bit about why you have carried this story with you? What is important about this for you? Why does it matter? What feelings does the memory evoke in you?

Now think about yourself as a teacher. What information might your story hold for you in terms of being a better teacher? What questions are arising from your story? How might this experience have affected your beliefs about teaching and the qualities of a good teacher? Write down all the questions you have for now.

Return to the large group to share in a talking circle. Remember to share only what you are comfortable sharing professionally. Passing on your sharing is a valid option.

Note: this activity might be useful to you during the TI process when new touchtones arise. Take time to “paint” a picture of what happened (this can be literally with paint, or written as above, or with poetry, dance, etc.) Once you have developed a vignette it can be a kind of “case” that you can study from various perspectives and possibly share with others.
Guided Inquiry Conversation (GIC)

Guided Inquiry Conversations (GIC) occur at the end of the TI class, and are an opportunity for you to share an aspect of your TI journey. The scope and scale of your inquiry will be impossible to capture in a brief moment, but we have found that a lot of key thinking crystalizes through the process of explaining to your peers why this inquiry matters to you personally and professionally. In this way your personal knowledge can become accessible to the community, and enhance the learning of the collective group. Consider how you will bring your inquiry into your practice and why your inquiry might matter to others. Think of this as a chance to engage in one big inquiry partner session, some students in that past have called this “Pod Fest.” A key phrase at the heart of this experience is, “Speak to be revealed; listen to be changed” (Altman, 2012). This is an opportunity for you to take a risk and share your passion! You might be amazed by what can happen when you step out and become vulnerable.

Your instructor will discuss what the time parameters are for your GIC, but the range of possibilities is endless. Some students have pulled up a stool and shared their journey and key questions and understandings that have emerged. Others have taken us outside, danced their inquiries, or gave us a map of what their inquiry looked like. Some students have engaged us in activities specific to their process, shared poetry, discussed a big question, and so on. Discuss any new ideas you might have with your instructor.

Open Space Technology (OST)

Open Space Technology is a tool to engage students or participants in a process of developing content for further exploration. The content represents the intelligence of the group since it is derived from the passions and interests of the group as they relate to a larger theme. Consider practicing OST as a tool to explore major topics such as environmental questions, social justice questions, or curricular topic areas. Listen to the beginning of the originator of OST, Harrison Owen, explaining the underlying goal of the technique as you review the following slides.
Web of Emotions
(30 mins)

In your TI journal:

Draw an image or write a phrase to represent an aspect of your inquiry. Next, create a web of questions around that central image or phrase. Write any ideas that arise from those questions in a third outer ring. When these webs are complete use different colours to circle items that have particular emotional significance. What emotions are most significantly represented for you? Write a list of these emotions.

Write about a high point and a low point in a past practicum or other classroom experience. Do these moments intersect with your inquiry questions? If so, how? What kinds of emotions are tied to those experiences?

Using the individually constructed webs, write one of the emotions from your list on parchment paper, rotating around the pod until each member has written one word on the parchment. Discuss any connections or overlaps. Repeat this activity with each person adding another word from his or her list. Discuss.