

WHY BELIEFS MATTER

BY

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Collaborative Inquiry as a Way of
Being

THE CENTER FOR INQUIRY: A SMALL SCHOOL PARTNERSHIP WHERE FACULTY AND STUDENTS FROM THE UNIVERSITY OF SOUTH CAROLINA AND RICHLAND SCHOOL DISTRICT TWO WORK HAND-IN-HAND

Small school partnership between Richland School District Two and the University of South Carolina



Mission Statement:

The students, parents and staff of the Center for Inquiry, a genuine collaboration between the University of South Carolina and Richland School District II, are responsible for developing ourselves as more thoughtful, caring and intelligent people who delight in learning and are committed to creating a more compassionate, equitable, knowledgeable and democratic world!

Center for collaborative research investigating literacy, classroom inquiry, discourse of inquiry and ongoing professional development through teacher inquiry



National demonstration site for inquiry-based instruction



Clinical site for Master of Arts in Teaching interns, Ph.D. student researchers and visitors from both undergraduate and graduate USC courses as well as school districts across the state and country





GUIDING QUESTIONS

How might we create a school-wide culture of inquiry?

While many schools pursue the implementation of programs with fidelity, we continually wonder... How might we institutionalize our philosophy with integrity?

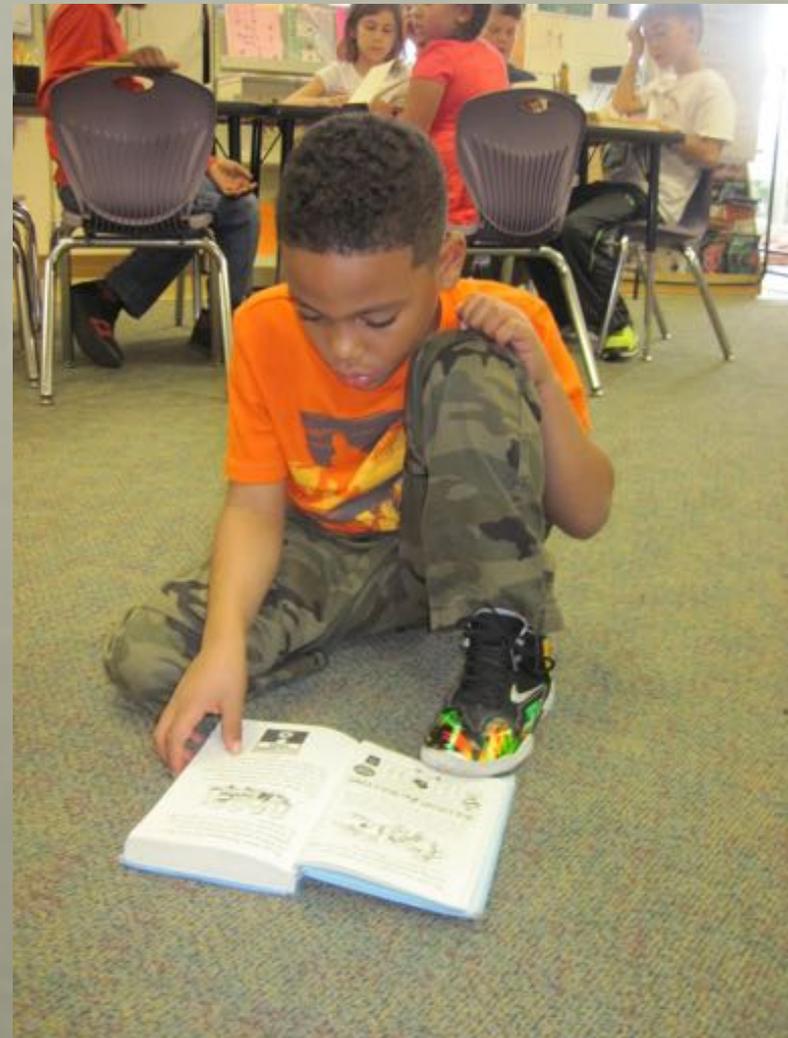
WE ARE AT OUR BEST WHEN...

- We are intentionally living into and outgrowing our beliefs.
- Today I will theorize from elementary classrooms at CFI. I will share stories and strategies from critical incidents that have had a profound impact on children's learning and our professional growth and change over the past 21 years.

CRITICAL INCIDENTS

- Kidwatching
- Engaging kids as researchers – to make learning in school more closely reflect learning in the world
- Teaching for democracy and social justice.

YOU ARE INVITED TO TAKE THE BELIEFS AND PRACTICES I SHARE AND MAKE THEM YOUR OWN IN YOUR OWN WAYS.



GUIDING QUESTIONS

We begin with kidwatching because... it all begins with kidwatching... always, everywhere.



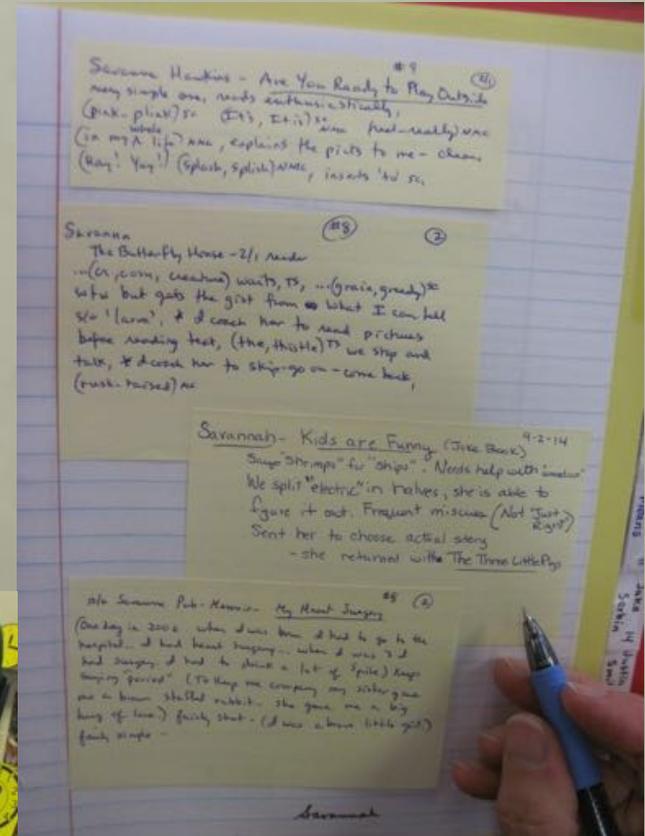
What are the beliefs that underpin our kidwatching practices?

WHAT IS KIDWATCHING?

*Kidwatching is not something apart from the curriculum but rather it is what holds it together and pushes it forward. It is not simply something **you do** as a teacher, but rather **who you are** as a teacher.*

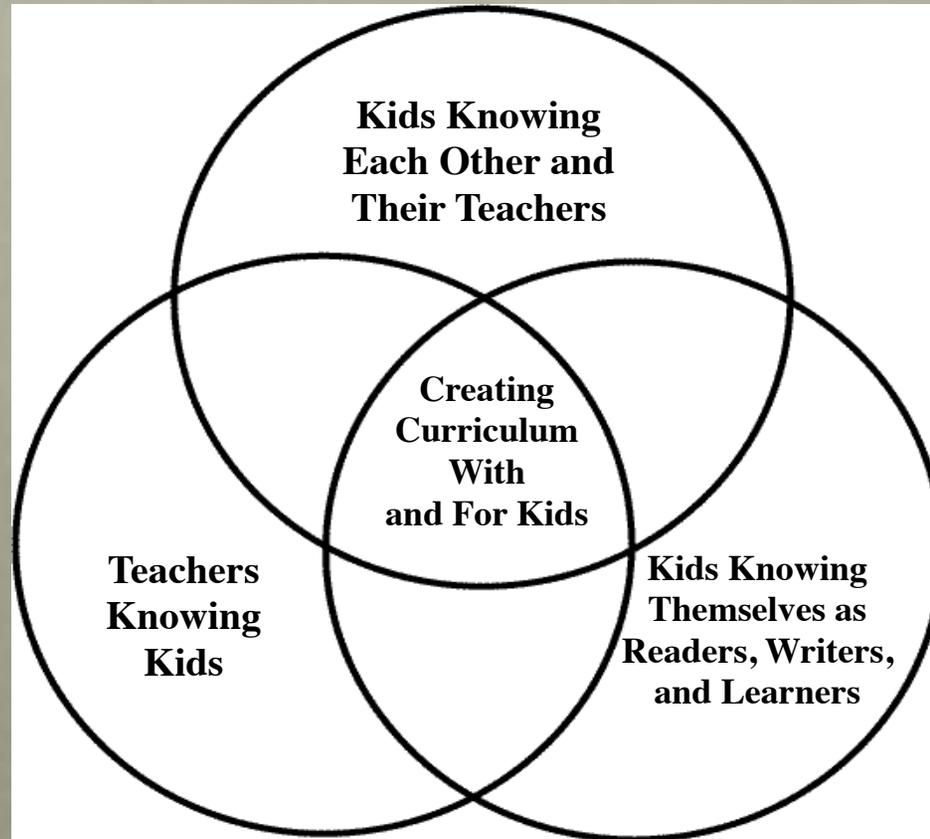


CAPTURING A MOMENT IN TIME...



EXPANDING OUR VISION

Knowing and Being Known



(Mills, 2005)

CREATING OPPORTUNITIES TO KNOW AND BE KNOWN

Teaching Through Conversation

How might we move from thinking about kidwatching as something we do to kidwatching as a way of being in the classroom?



WHAT IS READING?

As you watch this clip, think about how...

- Tim gets to know his readers.
- How they are getting to know one another and their teacher as a reader.
- How they are getting in touch with the process to better understand themselves as readers.

KIDS' BELIEFS

- Inquiring into the reading process individually and collectively is what makes the critical difference.
- These kids have grown beliefs about themselves as readers and the reading process and their beliefs underpin their identities and sense of agency.

READING IS...

- Understanding
- Knowing what is happening and what it means to you
- Learning new words – developing vocabulary
- Learning about human nature
- Understanding and feeling like you are in the book

READING IS...

- You have to be in the book
- Understanding what is going on and feeling like you are in the book
- Learning content through story
- When you pick up a book you can't stop reading
- Emotional experience
- An adventure, a quest!

WHAT THE MODEL LOOKS, SOUNDS AND FEELS LIKE IN A KINDERGARTEN WRITING WORKSHOP

Video tour of a writing workshop in Jennifer Barnes' kindergarten.

Please document what you notice, appreciate or wonder as Jennifer scaffolds her young authors into reflecting on their growth and change to set new goals for themselves.

Turn and talk.

Share out.

MAKING INQUIRY A HABIT OF THE HEART AND MIND

- Inquiry is a habit of the heart and mind across the curriculum.
- When we make learning in school reflect learning in the world, we turn problems into inquiries.

HUNGER AND HOMELESSNESS PROJECT

"A hungry man can't see right or wrong.
He just sees food."- Pearl S. Buck

"We know that a peaceful world cannot
long exist, one-third rich and two-thirds
hungry." – Jimmy Carter

“One question. When are we going to
stop hunger for good?” – Aidan Pender,
3rd Grade

INQUIRY INTO HUNGER AND HOMELESSNESS: HOW IT ALL BEGAN.

- Looking closely: SVC observations of food waste in our cafeteria
- Posing questions: Seeking to understand by collecting data via a school wide vegetable survey
- Interpreting data to take action to reduce food waste in the cafeteria: Mr. Boston, visitor from Sodexo Food Services.

graph KW

We saw that people
were wasting food
manul ncbef

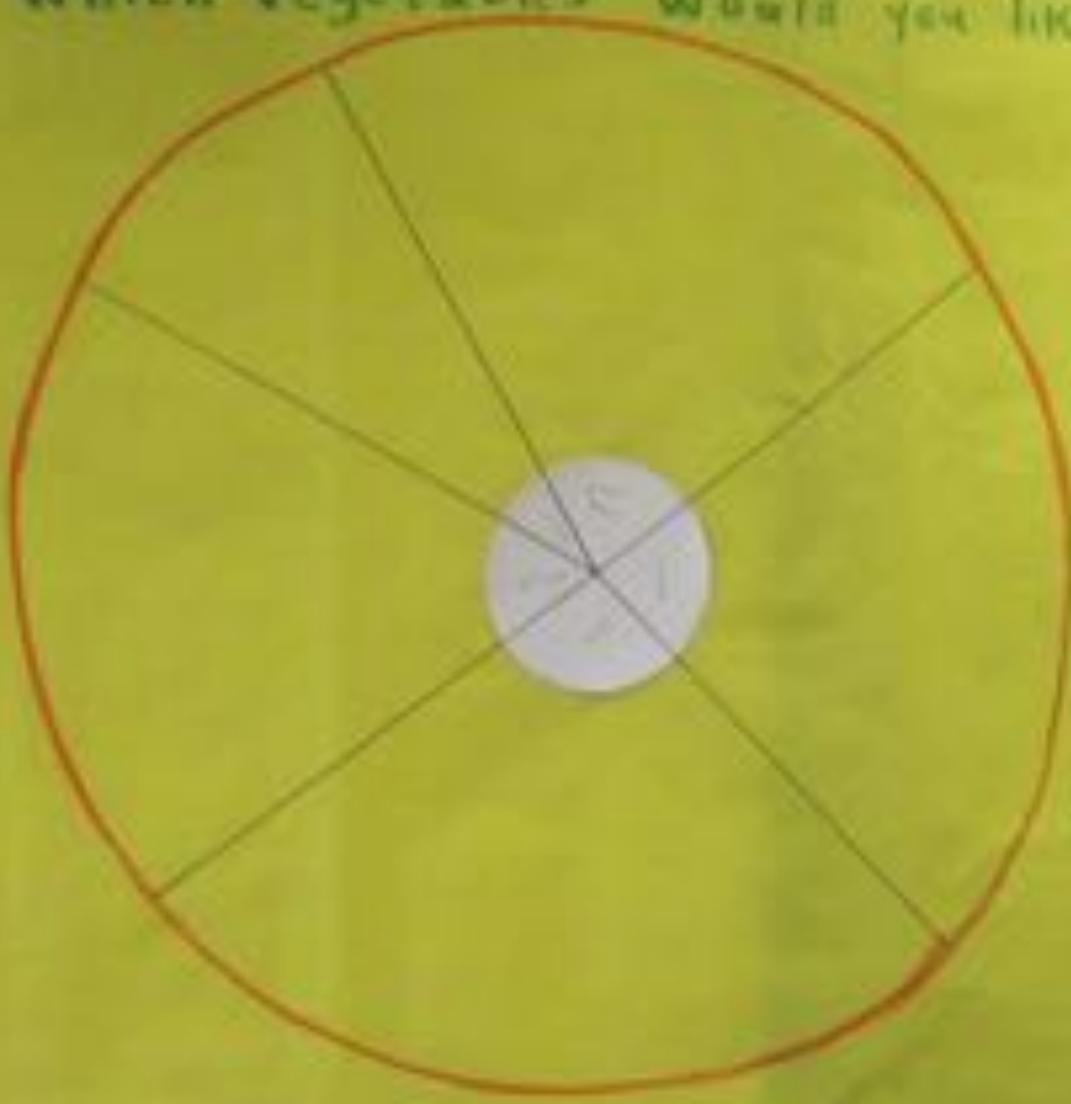
Food Waste / Graph ^(that kids) like

We have some thing ^(called)
SVC and that is were we
tell a critist class ^{with} good
stuff and probles and what
we can do about the probles
One of the probles was
food wasting. Some kids
did not like the vcdole they
had.

At one part my class
made a graph of ^(what)
type of vcdole. ^(that) was
the top, 5, Bellrey, corn,
kacita, green peas and Brokue

... of ... and ...
of ... and ... in the ...
...
It is all ...

Which vegetables would you like served
in the cafeteria?



TAKING ACTION: SHARING DATA WITH CAFETERIA MANAGER



TAKING ACTION: HARVEST HOPE AS OUR RECIPIENT

Owen

4/2/14

#2

Food Drive

Hi, my name is Owen. And I am going to tell all of you about the food math for Harvest Hope. We have been bringing in boxes, cans and other foods (canned goods) for Harvest Hope. and here's some advice for all of you, to help the homeless/hungry: give them at least something that can help them to live. (Food, new clothes, cash etc.) Now I will weigh some food. Now, one of my classmates

JUG OF GENEROSITY

alicia

Hi my name is alicia and
im going to talk about
a jar that we have in
all classroom that changes
some peoples life.
So its called the jug
of generosity here it is, so
this is what we do with it
we bring in money to put
in there and our goal is to
get to 1,000 and we might
get 5,000 today.
But now we have \$447.45
but we are going to get more.
So we been doing this for
a couple of months and
you can do the same
thing and if you do you
can change peoples lifes.

alicia

MONEY MATTERS: MORNING MEETING MATH VIDEO



"All growth comes from change."

esday, ...
-journals
y math - review?

ENT-LED conferences
writing!
standardized test prep.

est Hope update
f.EMPL

120.00
60.00
50.00
31.00
12.50
1.60
.85
+.64

276.59

\$120 - 20\$
\$60 - 10\$
\$50 - 5\$
\$31 - 1\$
\$12.50 - Q
\$1.00 - D
\$.85 - N
+ \$.64 - P

0

3 1
312.73
x 5

1,564
+ 101

1,665
1 1
77 ~~88~~ 110y
+ 23 ~~88~~ 100y

101 ~~88~~ 50y

1 1 2
276.59
12.80
20.86
.36
+ 2.12

312.73

16 ~~88~~ 120y
+ 4 ~~88~~ 100y

20 ~~88~~ 130y
+ 2 ~~88~~ 130y

23 ~~88~~ 100y



PRIMARY SOURCE: TAMMY HUDDLE FROM HARVEST HOPE



PRIMARY SOURCE: AMY HART - RICHLAND DISTRICT TWO SOCIAL WORKER

Starting ^{on} ~~see~~ Mrs. Hart Back Pack Prgm B

A lady came to our school and
talked about how the yard
food to kids at the middle school
and if they go to Mrs Hart
to get food and they are some
times inbaret because they don't
want to be seen at the middle
school we have like a
garage sale and anyone can
go get food in the summer

There is a thing at the next
3 door building permit middle
were they give kids food
because they it or that some
of the kids here some have
enough food so a lady named
Mrs Hart came in and talked
to me about that. We know that

TEXT SET: BOOKS, SONGS & VIDEOS

until we learned about the poor and unfortunate.

One time I saw a poor person with a sign and I wanted to help him, but my mom said maybe next time.

We read some books about hungry people. Some of them are *The Lady in the Box* and *Someplace to Go*. *The Lady in the Box* is when two girls saw a lady living in a box.

That's what let poor people into my heart.

money and food. We have
read a lot of books about
hunger and homelessness. Here
are some of them: The
Lady in the Box, Lily and
the Paper Man, Broken
Umbrellas and Someplace
to Go. One of my favorites
was The Lady in the
Box. It is really sad that
so many ^{people} are homeless and
hungry. 1 in 5 people in S.C.
are food insecure. Harvest

Emily - Songs 4/2/14 2014 10

We listened to a song called We Can Change the world and we made a song like it!

We also sang a song called Piles and it was about a lady in smile.

We heard a song called fix you and the kids were so skinny and hungry. They looked so paleless. and they look so poor.

FASTING: 18 OUT OF 22

Logan

Fascinating Hi my name is Logan

Yesterday we fasted. Fasting is when you skip a meal. We skiped are meal ~~at~~ on fridays. Why we fasted was beause. homeless people ^{might} fast every day of there life. They don't have a choice like us but we do it to see how they feel.

STUDENT INSPIRED GARAGE SALE

Logan

Garage Sale

We had a garage sale and we
selected our stuff like
stuffed animals and toys and got
\$10.25 and donated it to Harvise
hope a Food Bank.

Did you know we have
enough food on earth but 842
million people went to bed
hungry last year and many
kids died when I say many
I mean 242 million kids!

Aidan

Some homeless families
get 650 dolles, you might
think that's a lot but that
has to last them the whole
month! I really want to
stop hunger but it's not
happening right now and
never will.

HOW WE HAVE CHANGED...

I used to be scared of homeless people but now I want to help them.

Issue I used to think everybody in the world had all the money and food they need. Now I see that there are people that need help and we should do something about it. If you feel bad that is good but if you do something about that is better. Now I am doing something about

about hunger. For example one
in 5 people are food insecure
in South Carolina.

*If you see a homeless or
hungry person don't act like
they are invisible. See if you
can make a difference, see
if you can help.

HOW WE HAVE CHANGED...

- I feel better knowing that I can help. The world I want to see is one with no hungry people. Learning about hunger helped me to change my heart.
- Hunger is like a slap in the face. We don't have to live in that world.

if the people in the world
work together they problem
can fix the problem of
people not having a
job. and they would have
money. Writing this essay
was is making me very but
Emily I am not going to
just sit here and do
nothing.

VIDEO DEMONSTRATION

- Waterfall of words... Reflection on how we have changed.
- Think about why it's so important to position kids as learners ... changing their hearts, minds and actions...

THE POWER OF BELIEFS

I can't say, "It's all gonna be all right."
But I can say, "What can I do?" I
feel a lot more power inside of me. I
feel like I can help.

CHANGING HEARTS, MINDS AND ACTIONS

- When we envision inquiry as a way of being, we strive to teach in ways that change hearts, minds and actions.

New question to guide planning decisions:

- What are the **beliefs** we want to nurture about **content**, the learning **process** and kids' **identities and sense of agency**?

UNCOVERING WISCONSIN STANDARDS

- Teachers know the subjects they are teaching. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- Teachers know how children grow. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

UNCOVERING WISCONSIN STANDARDS

- Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

UNCOVERING WISCONSIN STANDARDS

- Teachers know how to manage a classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

UNCOVERING WISCONSIN STANDARDS

- Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

THESE STANDARDS POINT TO TEACHING THROUGH GENUINE INQUIRY. THE FOLLOWING SONG COMPOSED BY TIM AND HIS STUDENTS SHOWS WHAT IS POSSIBLE WHEN THEY ARE IMPLEMENTED WITH INTEGRITY.

MAY IT INSPIRE YOU TO STRIVE FOR WHAT IS POSSIBLE WITH YOUR STUDENTS AND COLLEAGUES!

“TOUGH TIMES” EXPLANATION AND SONG





“TOUGH TIMES” ILLUSTRATES...

What is possible when we position students as *creators* of knowledge who access new learning to imagine and evaluate new ways of being—whether as readers, writers, mathematicians, scientists, or, most important, citizens of the world.

TOUGH TIMES

1) You might see a woman out on the street
Her clothes are ragged, torn up shoes on her feet
She could be hungry – nothing much to eat
You ask yourself, “What can I do?”
Life is easy for me and you

2) Some people see others who are in great need

It could be fear, it could be greed

They turn away – sometimes even me

I have so much that I could give

To make a difference; help somebody else live

3) A wink, a thank you, a nod or a smile

Can make our giving so worthwhile

But that's not why we give – oh no that's not why

You can love somebody - you've never met

That's a decision that you'll never regret

CHORUS - We take life for granted

Things we have every day

Plenty of food and water

Our very own place to stay

We've got to care for others

Do the best we can

Everyone, sometimes can use a helping hand

4) True hunger is a feeling you may - never know

But there are many people who have nowhere to
go

City or country, Black, White, young or old

Hungry and cold, no place to call home

Some have next to nothing, they feel all alone

5) People are hungry for - many reasons

They may not have money for all their needs

Some have to choose, housing, food or medicine

Some lose a job, some get sick

So many expenses that they have to pick

CHORUS - We take life for granted

Things we have every day

Plenty of food and water

Our very own place to stay

We've got to care for others

Do the best we can

Everyone, sometimes can use a helping hand

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