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world) – allows us to curate powerful collections for students to explore.

As educators, our understanding of learners then allows us to expertly match resources to individuals and groups of learners. As key collaborators in our schools, we support our colleagues both with the pedagogy of inquiry (the “what” and “why”), as well as the resources that allow authentic inquiry to take place (the “how”).

### **Our New Questions**

Our inquiry-based learning journey is only just beginning. With new curricula from Grades 1-12 highlighting inquiry-based learning, it’s clear that we will continue to explore how this powerful pedagogy supports student engagement. These are just a few questions that we, as teacher-librarians, are now asking ourselves:

- How are we scaffolding inquiry skills and attitudes needed for each student to become an independent inquirer as they move through the grades (and across panels)?
- How do we continue to support our parents and community members as co-inquirers?
- What new places can we explore in our quest to find “experts” to support our inquiries?

### **Igniting inquiry in the Learning Commons**

Here are some tips and tricks to spark curiosity in your Learning Commons:

- Create a “wonder window” for students to pose questions that they wonder about (an external window can lead to curiosity about the environment and community; an internal window can entice students to share those big “I wonder” questions like why gum seems to always stick to your shoe)
- Change the Dewey signs to questions. For example: “Curious about cars? Check out this section!”
- Using any display of books, create some “Conversation Questions” that students can wonder about (e.g. for novels, post some critical literacy questions like “Would you make the same decisions as the main character? Why?” “If you could read any book again, and only one book, which one would you choose and why?”). Have students create their own themed displays and “Conversation Questions.” ■