Speaker 1 ([00:00](https://www.rev.com/transcript-editor/Edit?token=vOo0JPDbR07oHBQYTbBXs8pfdyYGFIWAhP3uUm-ksgFCPhfaB-MjT7ttwxIjtOX4eZRpKB5-Y8iFXk-0Yr4EpdN87yo&loadFrom=DocumentDeeplink&ts=0.15)):

Okay. So teaching is tough. Inquiry is really hard. It's hard because oftentimes this is not how folks aren't when they were in school. It's hard because it takes a lot of time to curate the types of experiences in the classroom. When it comes to the sources, the types of tasks they're going to do to make it sort of meaningful and also super relevant to the students. It's difficult because sometimes PLCs are at different places in their own journey with inquiry, right. And that some may be more gung-ho than others and sometimes create some consternation about assessment and planning. So it's, I think it's really important to be able to balance the type of space that teachers need when it comes to their own inquiry journey and the type of support that the district can provide.

Speaker 2 ([00:48](https://www.rev.com/transcript-editor/Edit?token=B7nhcpgN5elXwY2x5VV4zmRfY9l5SeyOt-cCk2lAIf_fwFb2Tub-JqtxiIogR7KnSKOrasCBsZCBMUMUy_3bkGK9jsE&loadFrom=DocumentDeeplink&ts=48.83)):

Perfect. Um, so now let's go a little deeper. So for example, you know, when I, I think to get specific, so for example, when I work with the PLC, I want to, um, you know, sort of give them space to list off the challenges and just talk about what happens in the classroom, but then equally. So I want to move past that, you know, to help them work collaboratively, to solve those problems. And then maybe give me a story. Okay. Alright. Let's start with that first part.

Speaker 1 ([01:24](https://www.rev.com/transcript-editor/Edit?token=ganUJpWg2HkvfCtridWVJSXY6NEbxl1lxDXkICBps1v18NFsMiaOQI4kuyNAqpYTa2tp8-tg99xjOsyYVeFLxKEgTXI&loadFrom=DocumentDeeplink&ts=84.35)):

Yeah, yeah, yeah. That's good. That's good. Okay. Um, what's the first part about the RO like allowing them to sort of see the room?

Speaker 2 ([01:35](https://www.rev.com/transcript-editor/Edit?token=MrA34xx0cDL2DN23F__aSOiNcmiBuYwun8lsRhlQJbqMceLIuUMxSkqHb-LNxHfcbAblqB4uqqDTVfazwDYxl8sKADc&loadFrom=DocumentDeeplink&ts=95)):

Yeah. So when I worked with, when I've worked with, so I want you to take on the role is that you're in, which is so as an instructional lead, helping teachers to do inquiry, one of the things I have to do is privilege a space for know, for them to tell stories of what happened in their classroom that maybe didn't go well.

Speaker 1 ([01:55](https://www.rev.com/transcript-editor/Edit?token=0gmgg7Xi9Ffw56tNVaDUvx0m9SQhGi2ZfJ-dYV1MdpLtpT04H4fiQ6ZIceK3l_CajPP7z_b4T8WdEe4k5ayGZmR7E2Q&loadFrom=DocumentDeeplink&ts=115.57)):

So whenever I work with PLCs, the, um, the experience of inquiry is so personalized that it's very important to sort of, you know, sort of listen to what the challenges that teachers face and then be able to try to figure out how can I help overcome those identified challenges. So oftentimes when I work with teachers, um, whenever they tell me things that, for example, uh, they might have a hard time of, um, you know, finding sources that are going to be relevant, right. Uh, then we're able to look at a source together, right? And so that oftentimes teachers get in their minds that there has to be a right way. There has to be one path and that's just not the case. And so oftentimes what, as I work with teachers, um, based upon their acknowledged experiences, it has to be sort of the reminding that this is a different path that we're not trying to fit the new into the old, right.

Speaker 1 ([02:43](https://www.rev.com/transcript-editor/Edit?token=K073viDXGziWKDQNDDv7P-Ah4-7qAMZ57JsaxDAoJ22V2Pn5ZZwqR2guK9k1uPCE8Dtp9xB_DtJbQ6YlpyWrpw429kU&loadFrom=DocumentDeeplink&ts=163.78)):

We're trying to create something special here. Right. So, um, I know that, um, I've worked with teachers before, when it comes to developing certain questions, they don't even know really where to begin with inquiry. And so oftentimes I encourage them to do one of two things. One is just a question that's on your board. And that's what you have to sort of begin the day with. Don't forget about the sources, forget about the task, or just trying to say, and signal to the students as well that we're committing to answering a question where it goes from there is fine, right? Because all we're doing is just exploring that first moment of students having to, with the teacher, explore question, other times could be, well, how do I get questions, task and source? How do I then go about building momentum over several days? So we actually work with teachers about sequencing questions, like what would be the sequence of questions that would be the best for how you might approach this much larger topic. Perfect. I think that's all we need. That's all we need.