

**What have I learned about myself as a teacher through the inquiry process?**

I have learned that real progress takes time. Time on my part, because I need to meet my kids where they're at and at the level they are at and give them the space to grow as opposed to "teaching it and moving on." This is true for my students as well- they need time in their daily schedule to commit to practicing and expanding their learning. I can't do it all for them! Finding this time for all of us can be difficult, but it is very important.

**What have I learned about myself as a teacher through the inquiry process?**

I learned that if I want things to change for the better in my classroom, I need to make changes in me. I used several new strategies, I tried to perfect teaching strategies that I already know. I am still trying. When I try new cooperative learning teaching strategies, it can make facilitating teaching in groups better. I think it makes learning better. I have also learned that as I dive into these strategies, I must take time to team-build with my students. I also need to teach them my expectations of their specific group and individual behaviors for educational success. To improve in my profession, I need to make changes in what I do.

**What have I learned about myself as a teacher through the inquiry process?**

I am more reflective than I give myself credit. I have expanded and formalized this substantially over the course of this inquiry. I have been forced to take a long look at my classroom and decide what is and is not working. I also found myself questioning if I am using certain strategies or have just gotten into the habit of saying that I use them.

**What have I learned about children through the inquiry process?**

I have learned not to treat them as children, but rather as young adults. Students are seldom offered the opportunity to have genuine input in to their education. For many years, I had them come up with the class rules. In both my experiences as a teacher and as a student, these were predetermined and the quicker we provide the expected

list the quicker we get down to learning. My students have been students almost as long as I have been a teacher, so I asked them to share their experiences as young adult learners and made genuine changes based on their feedback. Since we are learning how they requested, I think it has provided some buy-in to the process and maybe, just maybe provided a bit of intrinsic motivation and responsibility.

**What changes might I make in my practice after taking part in the inquiry process?**

The only thing that is constant in my practice is change. I am always looking for a better way to help my students learn. The main thing that I foresee doing differently is that I try to collect more data to evaluate the effectiveness of what I am doing. I have often just said, "That seemed to work well" without any data to support my findings.

**What have I learned about myself as a teacher through the inquiry process?**

I need to spend more time in "written reflection". I am always on the go and moving quickly. Technology controls so much of what I do, that I had given up on "field notes". Completing this action research project reminded me of the validity of field notes and journaling/reflection. I bought a new executive steno pad to record my thoughts.

**What have I learned about the larger context of schools and schooling through the inquiry process?**

At the high school level, I am in charge of the learning my students receive. The school is too big and administration is tasked with more vital things than increasing my level of stellar performance. There is a high level of professional trust for teachers to be the expert in the field and communicate information up the line. If I am not communicating

this information, no one else will. The need for Action Research is real and the results are invaluable to our students.

### **What have I learned about myself as a teacher through the inquiry process?**

While I do set high expectations of myself, I have learned that sometimes I am too hard on myself. My job is to teach, but most importantly to meet the students' needs- whatever they may be. I tend to become hyper focused on meeting their academic needs, but their social-emotional needs might need to be the priority. I need to be okay with that fact. I have also learned that as a teacher, my students should be taking more ownership of their learning, and I want to provide that to them through engaging lessons. Through this inquiry, I have also learned that good data isn't just numbers, which has opened my eyes during my collection and analysis.

### **What have I learned about children through the inquiry process?**

I have learned that really and truly each year and class will be different. I always just smiled and nodded when people said that, but the proof was in the pudding this year. This year's group of students has been the most challenging for me because I struggled to not only meet their needs, but identifying them as well. I hadn't come across this issue yet, so it was a huge adjustment for me. With that being said, what works for one child or one group of children might not work for another, and that is OKAY. Again, I have to come to terms with that. My top priority is the child and what they need in order to be successful. This will look different for each and every child.

### **What have I learned about the larger context of schools and schooling through the inquiry process?**

I learned that in order to make changes in the education field, it has to start with teachers. This inquiry showed me that when teachers complete their personal inquiries, it gives them a voice that deserves to be heard. If inquiries were completed by an entire grade level, then the entire school, moving on to multiple schools and so forth, our problems of practice will demand solutions at a larger level, and can't be ignored. In order to make change, we need to be the change.

### **What changes might I make in my practice because of the inquiry process?**

I will constantly be changing and making changes throughout my career. I learned the process of inquiry is cyclical so change is inevitable and necessary. I will be more mindful of my students' learning styles and plan my lessons with those in mind. As a result of this inquiry, I am, and will be more reflective of my delivery of instruction. Lastly, I want to get better at collecting data so that I can analyze it and therefore make changes based on my data.

### **What have I learned about myself as a teacher through the inquiry process?**

I have learned how much power teachers truly have. Teachers have such an enormous amount of responsibility to our students and some may look at this with a positive or negative outlook. Although the task can be daunting, it's definitely a worthy cause and something never to be taken for granted.

### **What have I learned about children through the inquiry process?**

I have learned that children overall want to do well. It's up to us as teachers to find the appropriate channel for that child to learn and deliver it to them. Although it is easy to put all children in one neat box and deliver a homogeneous teaching method, it's not conducive to our diverse classes.

**What changes might I make in my practice because of the inquiry process?**

The biggest change that I will make is to consider the student's learning style when developing lessons. Although I have always been aware of the different learning styles. I never realized the shortage of diversity of learning modalities inducted in my lesson plans. As I move forward, I am going to be more cognizant that each learning style is being addressed.

**What have I learned about myself as a teacher through the inquiry process?**

I have learned that as the teacher, I hold more responsibility than I once thought in how my students are engaging in the classroom. I used to think that what I was delivering to the students they were just not receiving. I had blame placed on the students for not learning because of their obvious lack of engagement, when in reality, I was not providing them with the opportunity to learn in the ways that they needed.

**What changes might I make in my practice because of the inquiry process?**

I am going to exert less control over my students and allow them more time to be in control of their own learning by doing hands on activities with their peers. If I truly want to stray from the traditional style of teaching where students aren't at their desks as much listening to me doing most of the talking, then I need to be okay with what the management of these hands-on activities might look like.