

## Teacher Assessment and Inquiry-Based Learning

Female: **[00:00]** So really, this kind of process evolves and I think it—as a—a—working as an administrator, and as a leader, a teacher leader within the system, it, it comes about through the relationships you develop with ...

Female: Mm-hm.

Female: ... with sta—with staff and among staff. I think there needs to be a certain level of trust between colleagues and between members of your staff. And there has to be an element of allowing for risk-taking, allowing for failure. If inquiry is truly about learning then we have to allow our—ourselves to make mistakes as we have big questions and we move forward and, and work through collaborative inquiry on our own.

**[00:41]** As an administrator too, we're encouraged in our—in Hamilton Wentworth District School Board to engage in collaborative inquiry ourselves. So, we're, we're experiencing the same process that we're asking our staff to, to, to embark upon. And, and learning that we make mistakes. And that, in, inasmuch—in, and in doing so, you really get a sense of what works, what might not work, what the stumbling bro—blocks may be. But I think at the end of the day, it's really about building those relationships with people and giving teachers licence to try to, to succeed or fail. But to, to keep asking questions and to have the confidence to move forward.

[END OF RECORDING – length, 01:26]