

Murdoch, K. (2014). *The power of ummmm...* [Video]. TEDxWestVancouverED. Retrieved from <https://www.youtube.com/watch?v=Lft15Ig64Yg>.

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 The power of ummmm... | Kath Murdoch | TEDxWestVancouverED

"The important thing is to never stop questioning. Curiosity has its own reason for existence."

Albert Einstein

When I was listening to this TED Talk in a previous BEd course, this quote caught my attention, but I wasn't exactly sure *why*. Now I am realizing that it speaks not only to student inquiry but our own teacher inquiry. If we aren't actively practicing inquiry ourselves, then we aren't truly modelling it to our students. How, then, can we ask the same of them? This quote served as a gentle reminder to never stop being curious and asking questions. As it states, curiosity wouldn't exist if it didn't have a purpose.

When I think about my own teaching philosophy, inquiry and critical thinking are at the core of it. However, I don't always "practice what I preach" so to speak. This has been an active and ongoing critical moment for me as well, and now I am wondering *how* teacher inquiry can be a way for me to think through and be curious about what may be problematic in my teaching for both myself and my students. Am I scaffolding this effectively? Am I trying "too hard"? When is the right time to "let go"? Have they hit the ZPD? How am I taking care of myself? These are all questions that have been circulating my mind recently, and I'm glad they have been. I'm glad that I'm re-establishing my teacher inquiry practice.

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According to Clarke and Erickson (2006), teaching inquiry has been dismissed and diminished for a number of years. He states further that, “teacher inquiry is central to understanding what actually goes on in classrooms” (Clarke & Erickson, 2006, p. 1). I’d like to connect this back to my own inquiry practice, or lack thereof. I am finding that through my own questioning, reflecting, and curiosity that I am coming to better understand not only my teaching style but also my students and what they need to grow and flourish. I equate this mentality to the saying “if it ain’t broke, don’t fix it”, but what if we didn’t even know it was broken in the first place? Teacher inquiry, being curious and asking questions about our professional lives, let’s us uncover what may or may not be “broken” in our classrooms and learn how to better serve and support our students, and this is what has been a huge “*a-ha!*” moment for me!