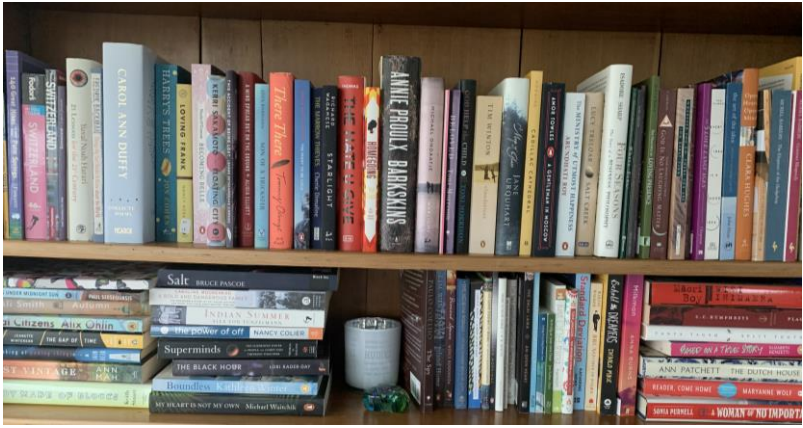


Leading Through Spirals of Inquiry

For equity and quality

Judy Halbert & Linda Kaser

www.noie.ca



Who are we?

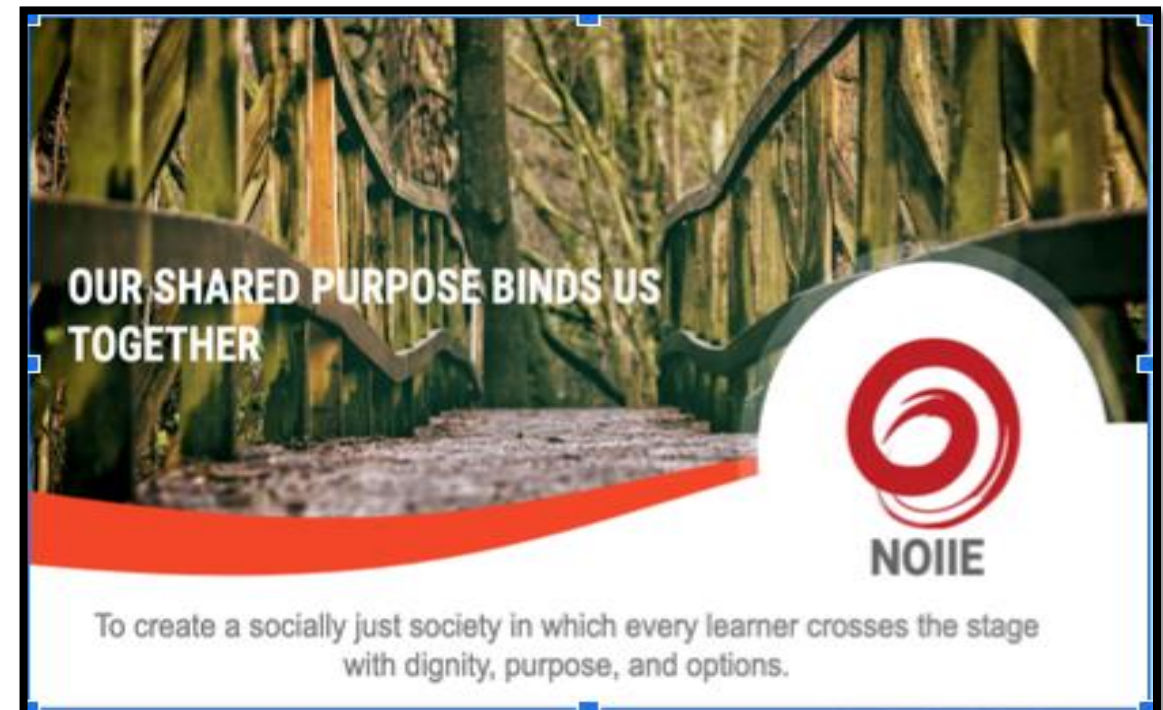
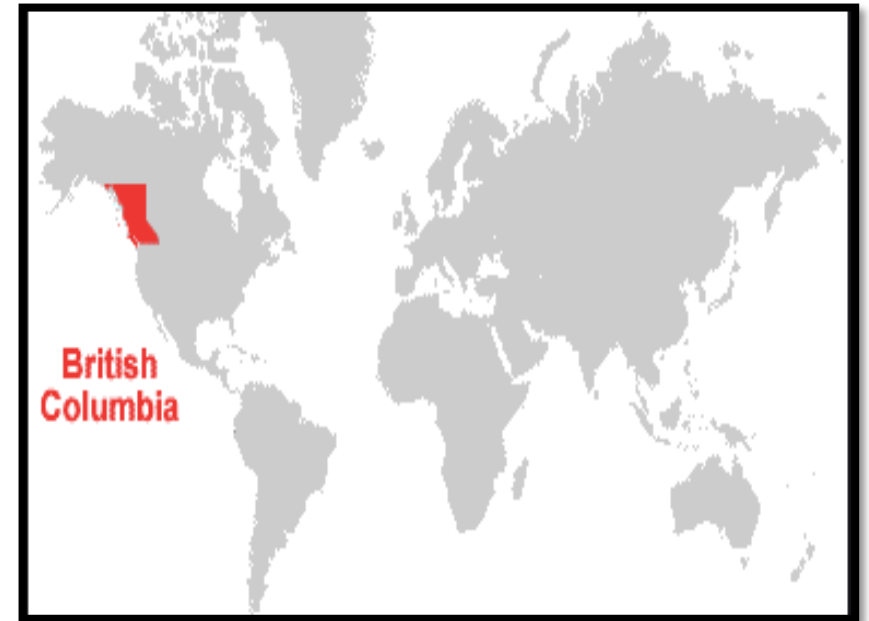
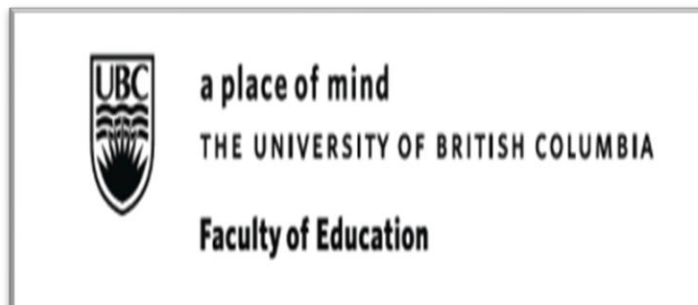
What do we do?

Networks of Inquiry and Indigenous Education

<https://noiie.ca/>

Transformative Educational Leadership Program
University of British Columbia

<https://telp.educ.ubc.ca/>

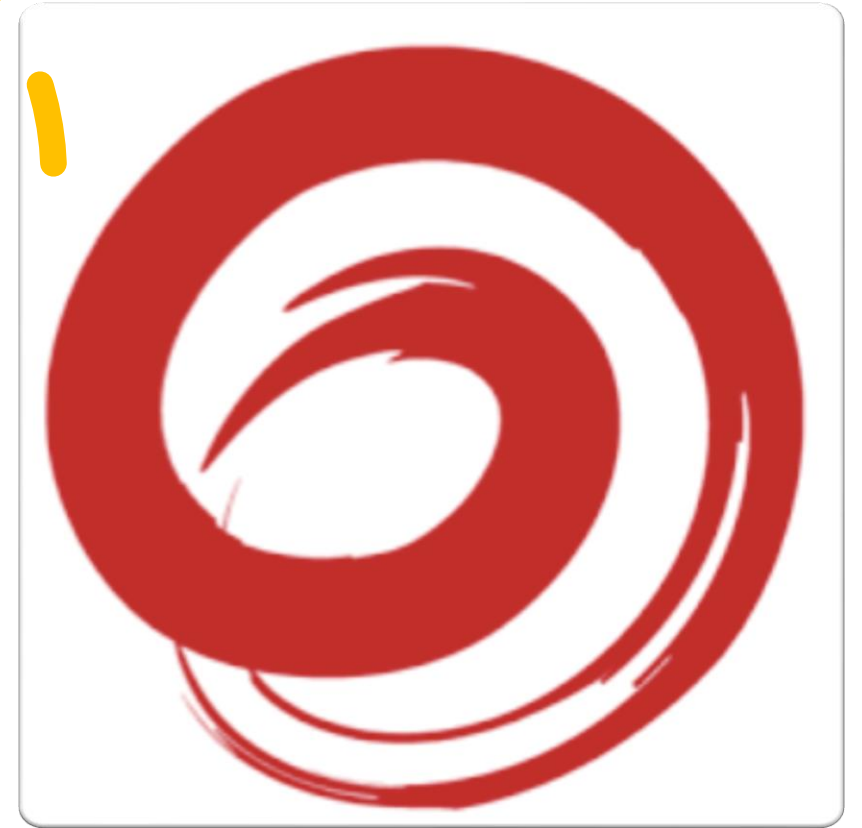




We are grateful to the Indigenous keepers of the traditional and unceded lands on which we live, learn, play and work: the Musqueam, Squamish, Tsleil-Waututh Peoples.

**Check in
Groups of 6-7**

**What's a personal or
professional highlight of
this month so far?**



Our Goal - Shifting the System

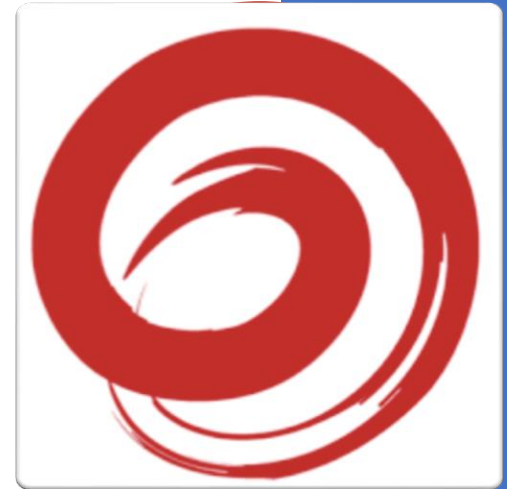
From Sorting	To Learning
A focus on instruction and teaching	A focus on deeper forms of learning
Summative assessment for grading and reporting	Formative assessment for coaching and learner agency
Teaching in isolation	Teaching teams working as learning communities
Competition between schools	Networking and collaboration across schools and communities
Leadership by role / focus on the individual	Leadership by contribution / focus on leadership teams
Externalized accountability	Local internalized commitment and responsibility
Maintaining the status quo	Creating equity and quality for all learners

Intentions

Review the research base and the stages of the spiral

Reflect on what you have tried, learned and plan to do next

Explore the notions of complexity, adaptive expertise and decision making



Outline

Part One Purpose for engaging in spirals
Evidence of impact
Overview of the stages
Start by listening

Part Two Adaptive versus routine expertise
Complex versus complicated problems
Decision making framework



Cwelelep

Recognizing the need to
sometimes be in a place of
dissonance and uncertainty,
so as to be open to new
learning



Tony Hisgett – Lil'wat carver

Your experience with the Spiral?

This is all new
to me

I know a little
bit

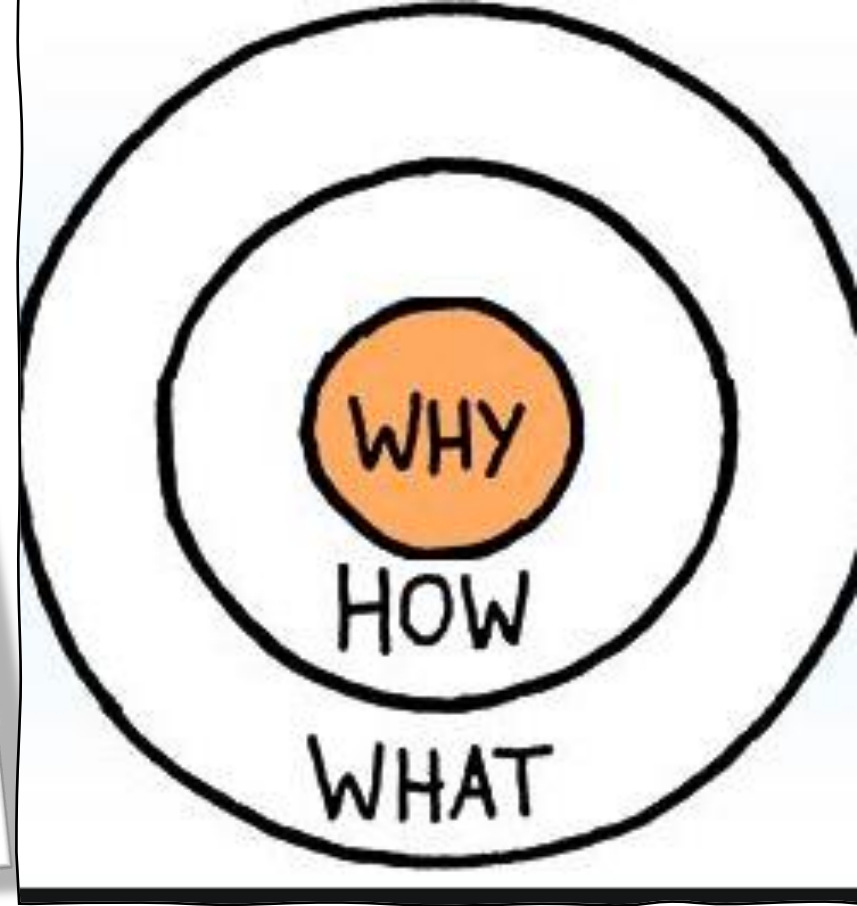
We have
started

As a team have
completed at
least one Spiral

Three foundational ideas for the Spirals of Inquiry

Shared purpose
Mindset with curiosity
Coherence in complexity





**Always Start
with WHY**

What drives you to want to change the experiences of your learners?

Incremental Goals or HARD Goals?

Heartfelt

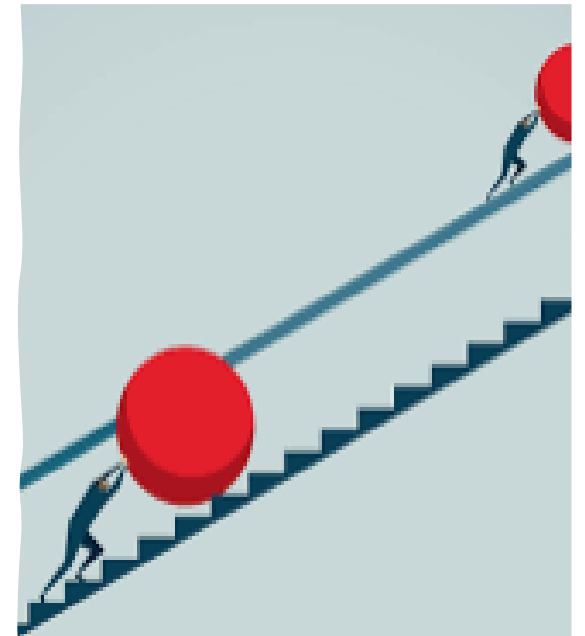


Animated

Required



Difficult



EVERY learner
crossing the stage with
dignity, purpose and options



EVERY learner leaving
our schools
MORE curious
than when they arrive





ALL learners with an understanding of and respect for an Indigenous world view



B.C. wildfires: Fire experts tout Indigenous cultural burns to reduce risk



'There was so much burning going on (once) and it resulted in all kinds of different vegetation types ... And so that historic landscape was basically vaccinated against large-spread fire'

Jul 18, 2021 • July 18, 2021 • 4 minute read • 13 Comments



The village of Lytton was destroyed in a wildfire that tore through the community on June 30, 2021 (Martin MacMahon, NEWS 1130 Photo)



Undated photo of a prescribed fire burns at West Vaseux Lake in the Okanagan. PHOTO BY HANDOUT /PNG files

COP26 event urges partnership between religious, Indigenous leaders to save planet

There can be no solution to the climate crisis that does not recognize the rights and spiritualities of Indigenous peoples, according to religious leaders who gathered for the official COP26 side event 'Making Peace with Nature.'



Time to talk

What is your big purpose as an educator? What inspires you to do your best every day?

What is the major goal of your school? Can you express it in ten words or less?

What's your hope in engaging with Spirals?

Why Growth Mindset Matters

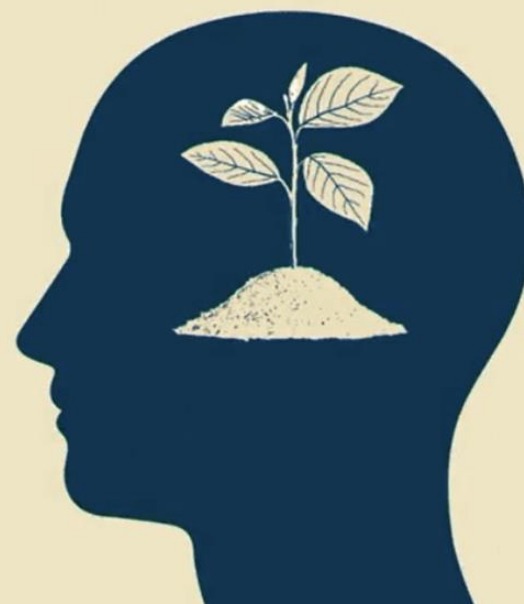
Mindset change is not about picking up a few pointers here and there, it's about seeing things in a new way.



When people change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework; their commitment is to growth, and growth takes plenty of time, effort and mutual support.

Growth Mindset

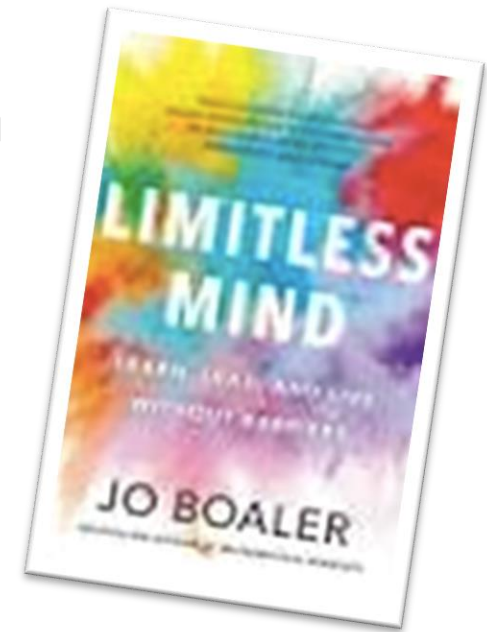
.....
Belief that skills and abilities can change and develop over time



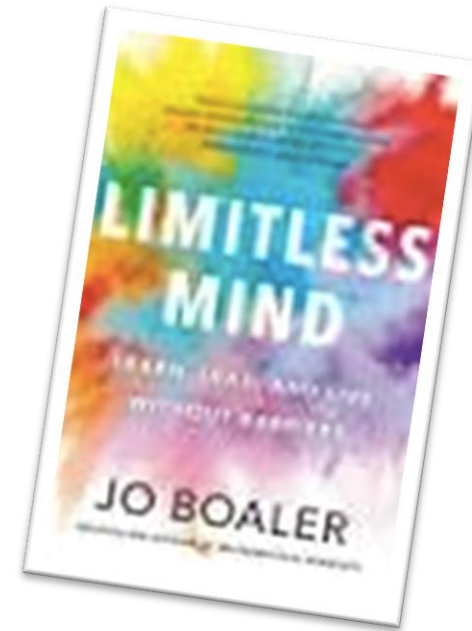
Six Keys to Learning from a Growth Mindset Perspective

from Jo Boaler, *Limitless Mind* (2019)

- ① Every time we learn, our brains form, strengthen or connect neural pathways. We need to replace the idea that learning ability is fixed, with the recognition that we are all on a growth journey.
- ② The times when we are struggling and making mistakes are the best times for brain growth.
- ③ When we change our beliefs, our bodies and our brains physically change as well.

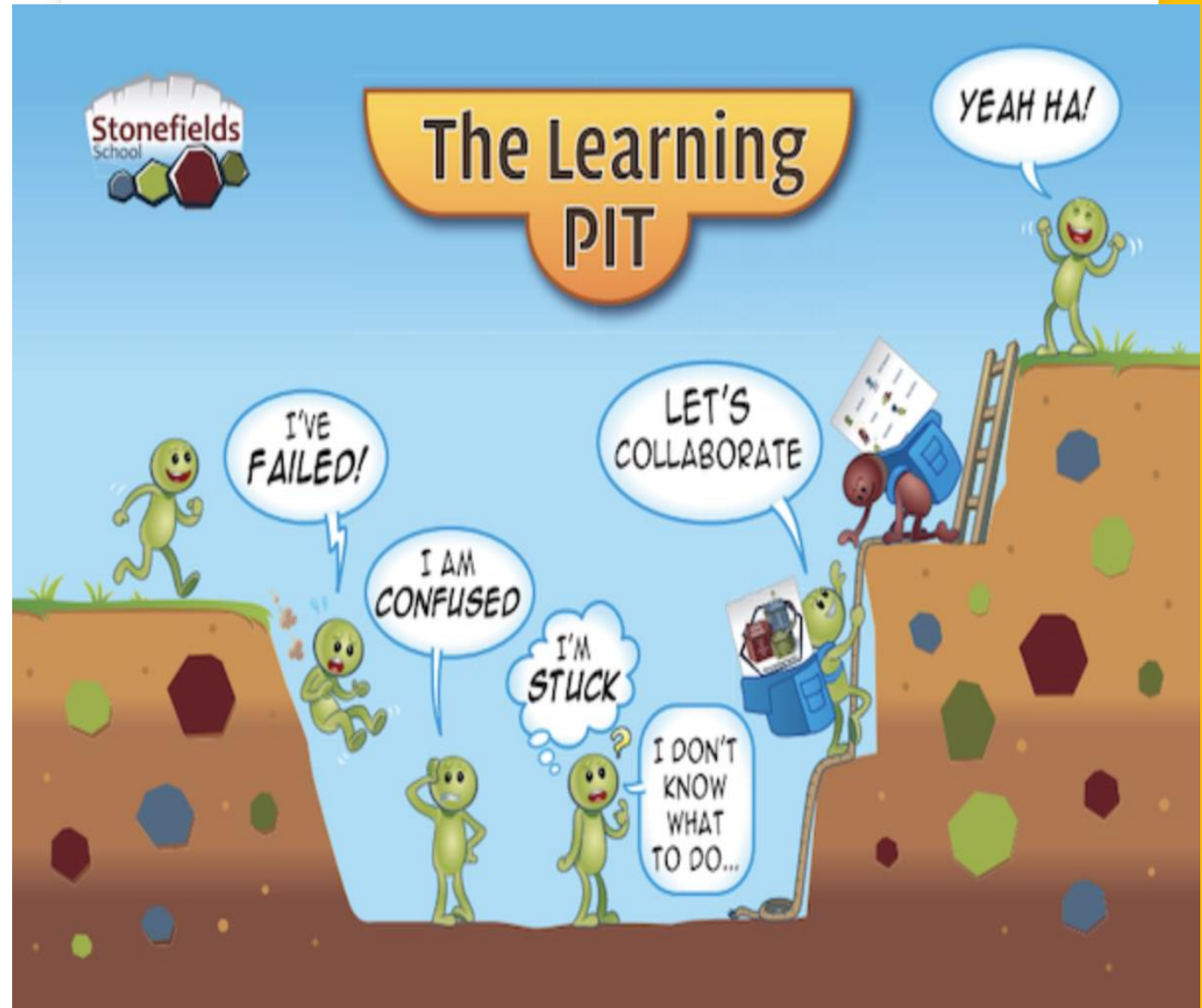



- ④ Neural pathways and learning are optimized when considering ideas with a multidimensional approach.
- ⑤ Speed of thinking is not a measure of aptitude. Learning is optimized when we approach ideas, and life, with creativity and flexibility.
- ⑥ Connecting with people and ideas enhances neural pathways and learning.



James Nottingham

<https://www.learningpit.org/product/the-learning-challenge-swedish/>





Growth Mindset – Ideas to Action

What is one effective practice you have used or you have seen used at your school?

Have you (or your school team) shared these practices with parents?

The Case for Curiosity

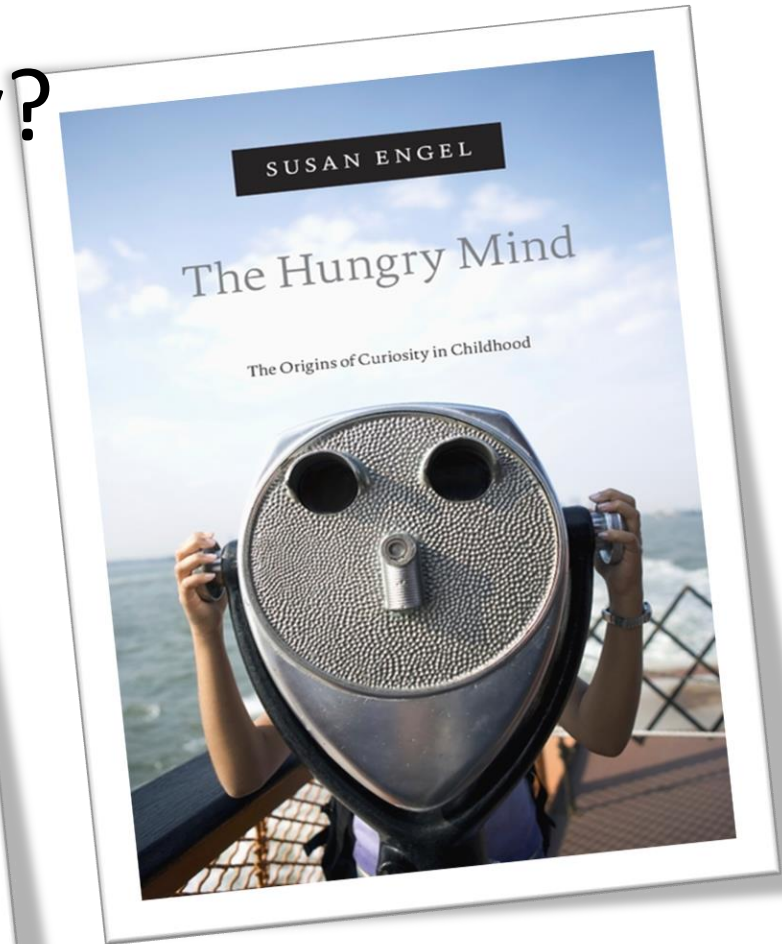
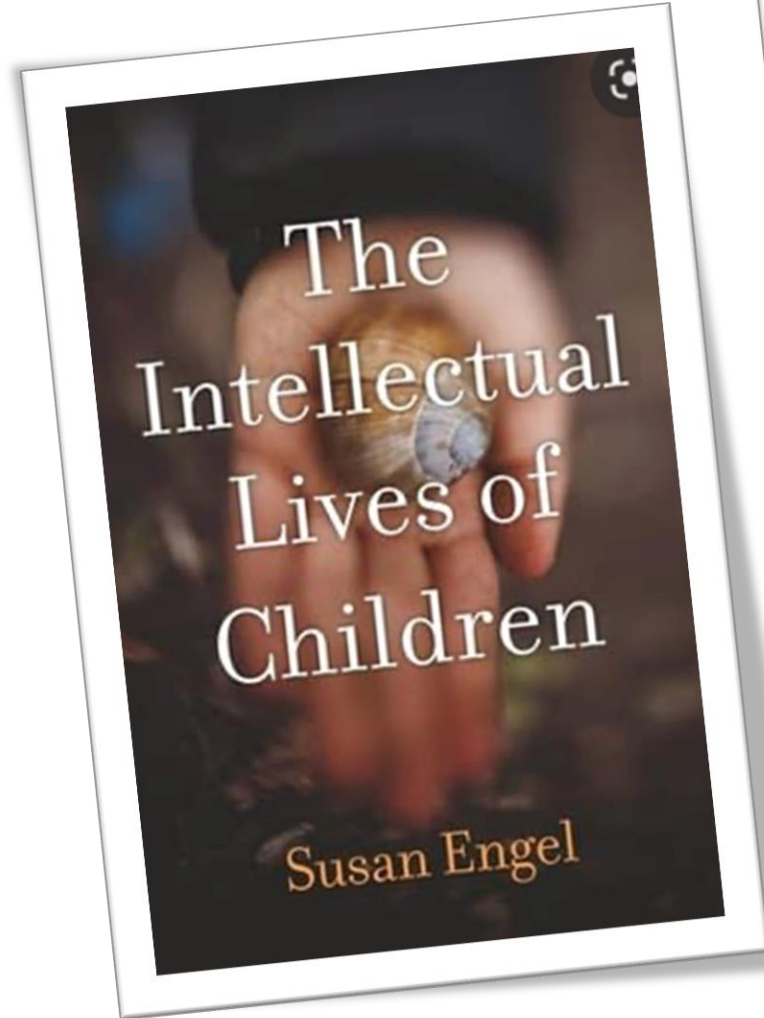
For young people to be curious, they need to be supported by adults who are equally curious.



How do teachers build curiosity?



Susan Engel



There was a direct link between how much the teacher smiled and talked in an encouraging manner and the level of curiosity the children in the room expressed.

Smile

Respond in an encouraging manner

Share your own curiosities



One of the things that children learn from adults is what kind of intellectual stance to take – contemplative or not, interested or not, detached or not.





Kath Murdoch

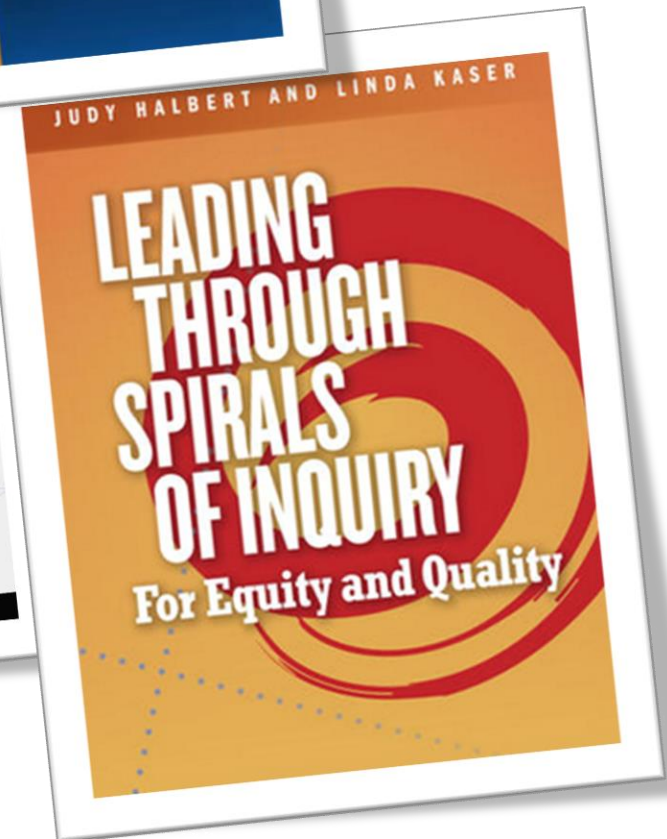
**The Power of Inquiry
Getting Personal with
Inquiry Learning**

<https://www.kathmurdoch.com.au>

What is the Spiral of Inquiry?

A six-stage framework for collaborative inquiry designed to change, deepen and improve the learning experiences of young people.

Research based and evidence informed



Based on global connections, evidence of results and collaboration





Literacy
Professional Development Project



What happens
when the project is over
and the focused literacy support
ends?

Professor Helen Timperley and Judy
Parr

Systematic application of strategies...

Similar gains with new cohorts



**Application of strategies
+
inquiry cycle
+ knowledge-building...**

***gains improved over
time.***



REPORT CARD

Education and Skills

1	Japan	A	3	B.C.	B	9	Netherlands	C	16	Norway	D
2	Finland	A	4	Ont.	B	10	Que.	C	17	Man.	D
			5	Alta.	B	11	Germany	C	18	Ireland	D
			6	Canada	B	12	N.S.	C	19	Denmark	D
			7	Australia	B	13	U.K.	C	20	Austria	D
			8	Switzerland	B	14	Belgium	C	21	Sask.	D
						15	Sweden	C	22	N.B.	D

BC is one of the highest performing multicultural and multi-lingual systems in the world

Key findings for BC

Reading and Writing

***Least* number of students struggling**

***Most* number of students at the
highest level**

Equity and Quality

**Greatest number of 25 year olds with 2 +
years of post secondary education**

**Highest graduation rate for Indigenous
learners in Canada**

What makes the Spiral unique?

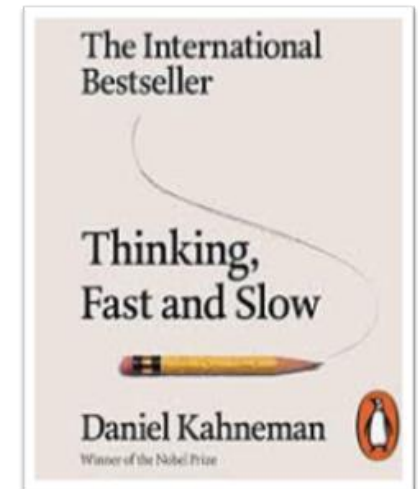
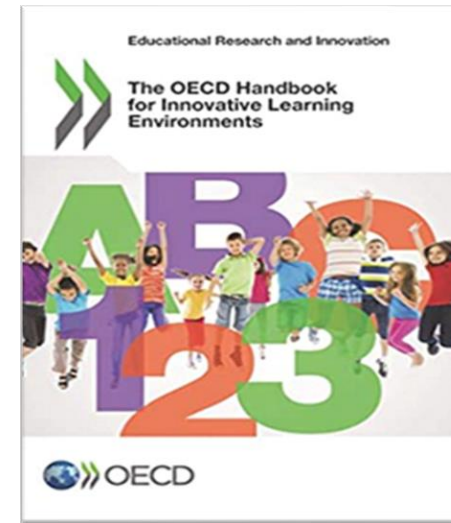
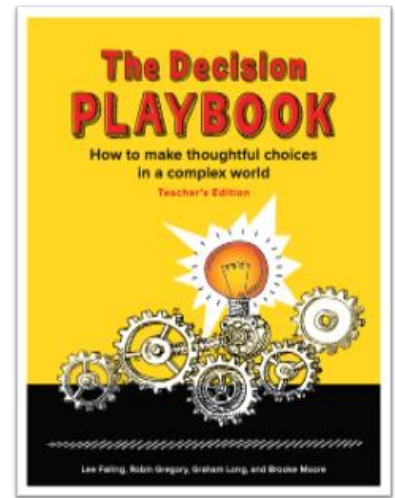
Starts with listening to learners

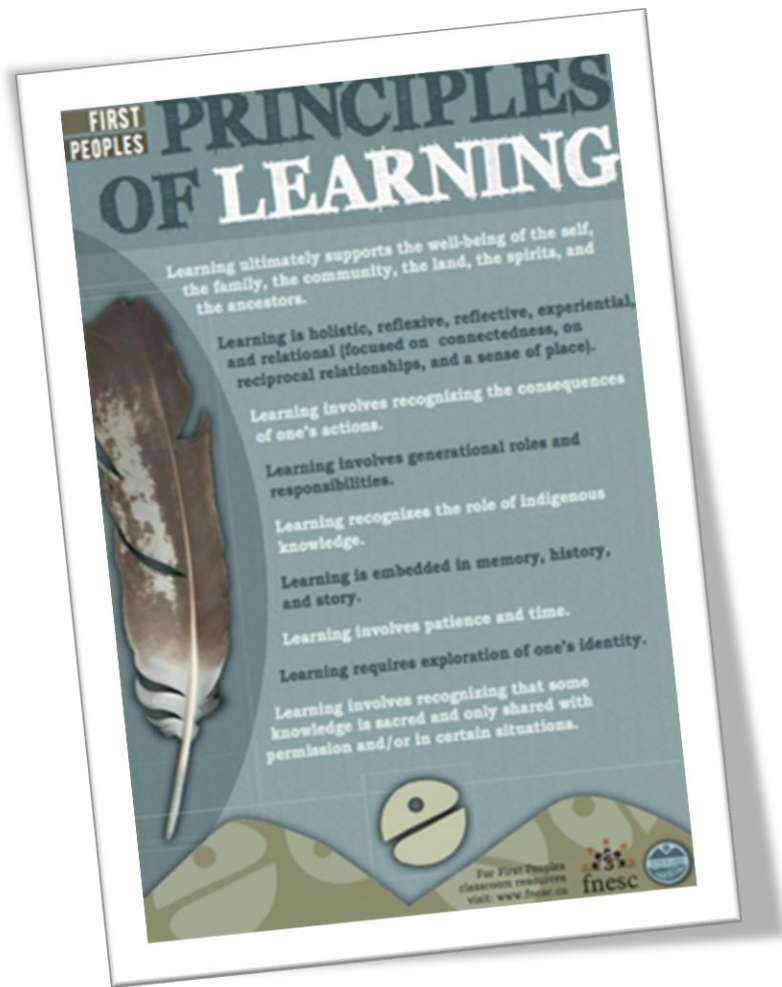
Centers teacher and principal leadership as key to system change

Focuses on complex problems and impact

Challenges biases and assumptions

Incorporates the research on decision-making and the strongest evidence about teacher professional learning





What makes the Spiral unique?

Builds on Indigenous world views

Develops adaptive expertise

Models symmetry

Is successfully applied across a range of contexts and countries

Helps to develop school democratic processes

Six Stages of the Spiral

Focus

What will give us
the biggest impact?

What's going on for our learners?
How do we know?
Why does it matter?

Scan

What's going on
for our learners?

Check

How will we know we
are making enough of
a difference?



Act

What will we do
differently?

Hunch

How are WE
contributing to this
situation?

New Learning

What do we need to learn?

Groups of 4-5

**Time to talk about
the first stages
Be ready to share
an idea or a
question**

A thorough scan is key to the spiral.

- 1. Why do you think this is so important?**
- 2. Why is it necessary to listen to learners?**
- 3. Why is it important to ask about our own practices at the hunch stage?**

At the heart of inquiry is curiosity about what's going on for your learners.

The Spiral of Inquiry
starts with listening to learners.



How do we get started?

Start by asking yourself...

Do all my learners feel a sense of belonging?

Do all my learners find relevance and meaning in what they are learning?

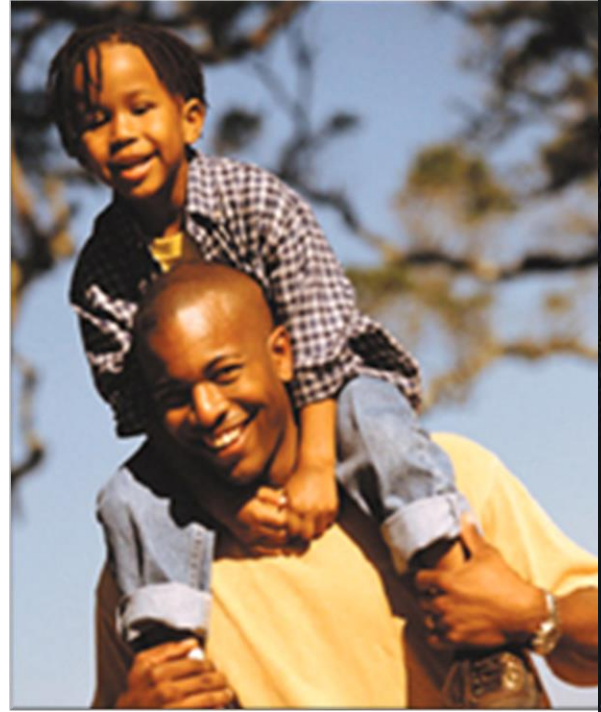
Two key questions to ask your learners

Question number one

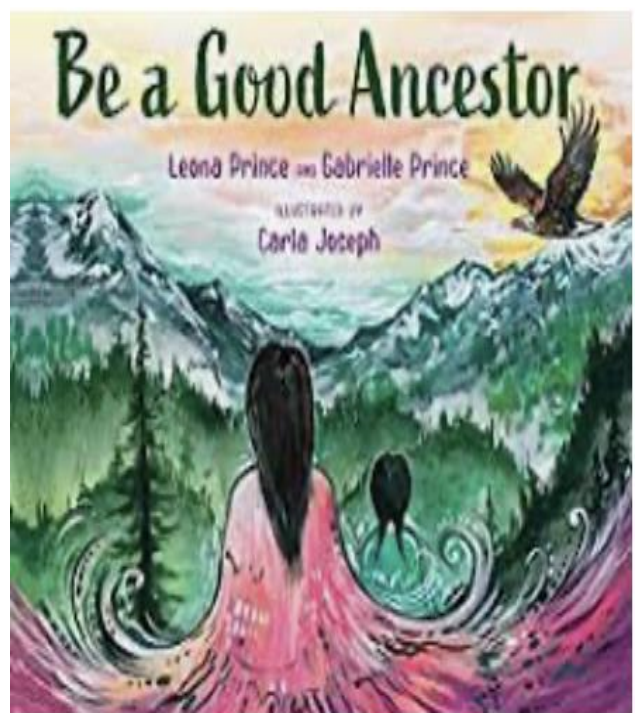
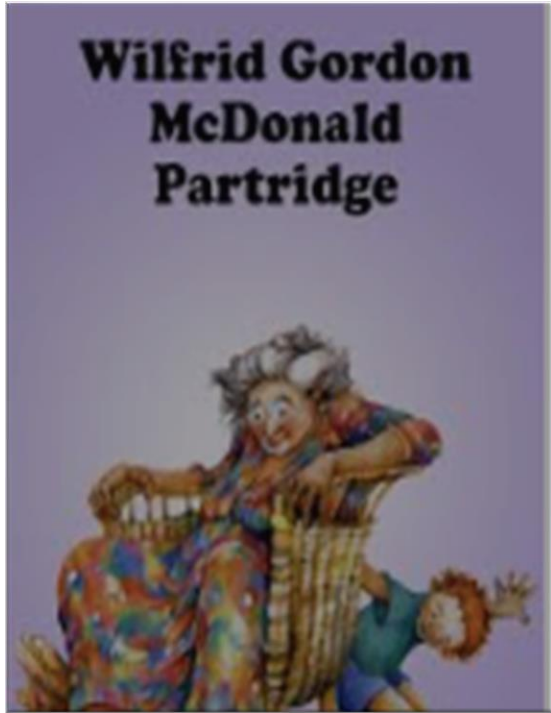
**Can you name two adults in
this school who believe that
you will be a success in life?**

How do they show you?





First discuss – what does success in life mean?



Can't name anyone? Move to Immediate Action

2 x 10

Two minutes a day

Ten days in a row

Focus on their interests and
identities





Question number two

What are you learning?

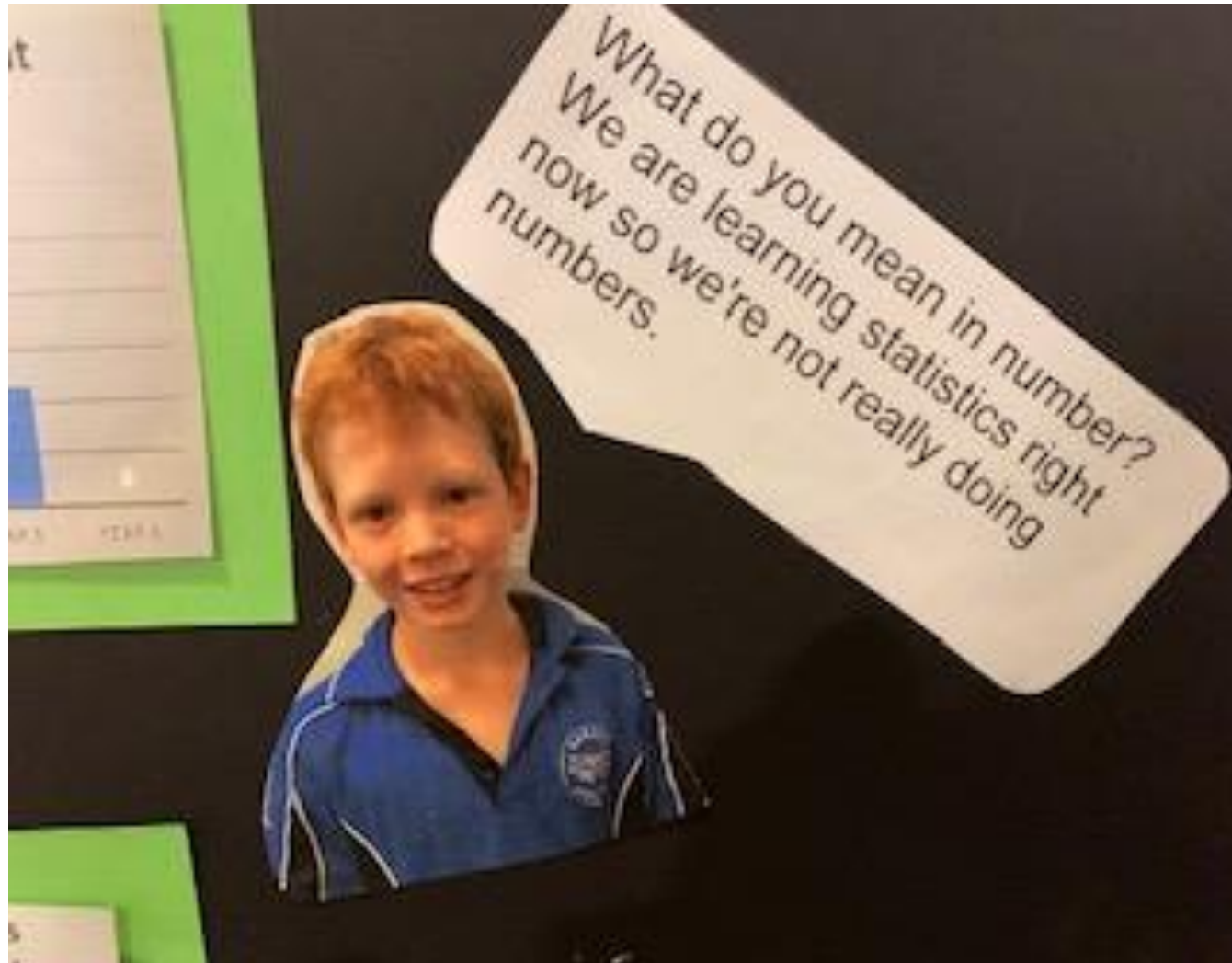
Why is this important?

Feedback to the teacher about intentions,
relevance and engagement

What are you learning in Math and why is it important?



What are you learning about number sense in Math and why is it important?



Time to talk



Why do you think teachers are finding these questions critically important?



What answers would you like to hear from YOUR learners?

Successful Teams:

Know every stage is important

Recognize that the process is not linear . Teams go back and forth as they move through the spiral

Always come back to the key questions: What's going on for our learners? How do we know?

Understand that key to a deep spiral is listening to learners - at the beginning and all the way through.

Are clear on what changes they are looking for in their learners

Are prepared to challenge their biases and assumptions

Six Stages of the Spiral

Focus

What will give us
the biggest impact?

What's going on for our learners?
How do we know?
Why does it matter?

Scan

What's going on
for our learners?

Check

How will we know we
are making enough of
a difference?



Act

What will we do
differently?

Hunch

How are WE
contributing to this
situation?

New Learning

What do we need to learn?

Key Proposition

Complex Problems

require

Adaptive Expertise

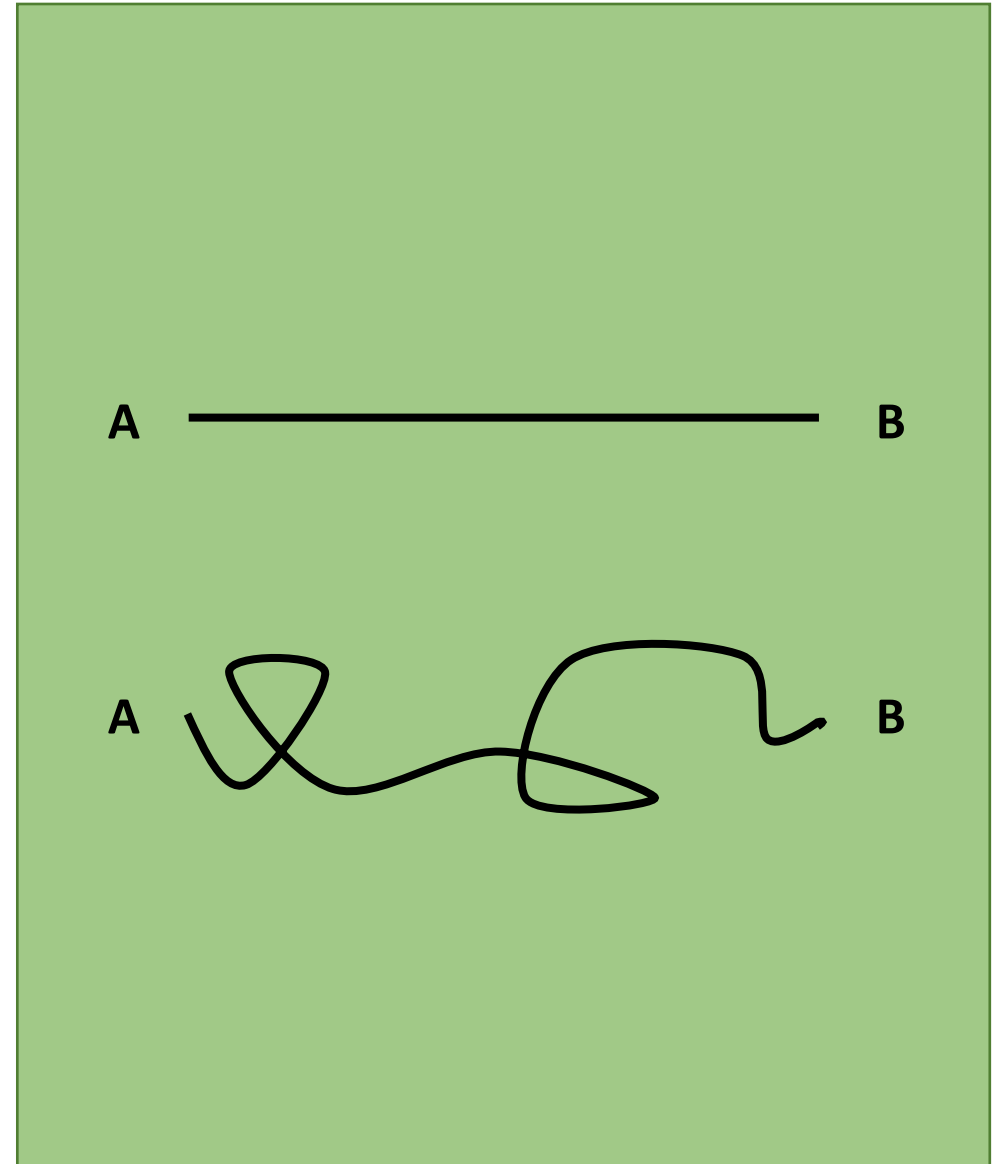
developed through

Collaborative Inquiry

Helen Timperley

Educational Problems

A recurring mistake in education is thinking that problems are **simple** when in fact they are **complex**.



Educational problems are usually characterized by complexity because they involve people and learning.



Routine and Adaptive Expertise

ROUTINE	ADAPTIVE
Apply a set of skills with increasing fluency and efficiency	Flexibly retrieve, organize and apply professional knowledge
Own beliefs are taken for granted and not open to scrutiny	Aware of own beliefs underpinning practice and when they get in the way
Based on idea of novice to expert – ‘practice makes perfect’	Recognize when old problems persist or new problems arise and seek expert knowledge

Educators with Adaptive Expertise

- Are responsive to the needs of students
- Constantly seek new knowledge and understanding
- Actively explore alternative solutions
- Think evaluatively and check impact
- Welcome different perspectives

Le Fevre, Timperley, Twyford & Ell (2020)

An example from assessment

Routine expertise

- Learning and assessment are sequential
- Assessment results reflect student capability
- Investigating the impact of teaching undermines professionalism

Adaptive expertise

- Assessment and learning are integrated
- Assessment results are about the effectiveness of teaching
- Investigating the impact of teaching is essential to improvement

HOW WAS YOUR LAST

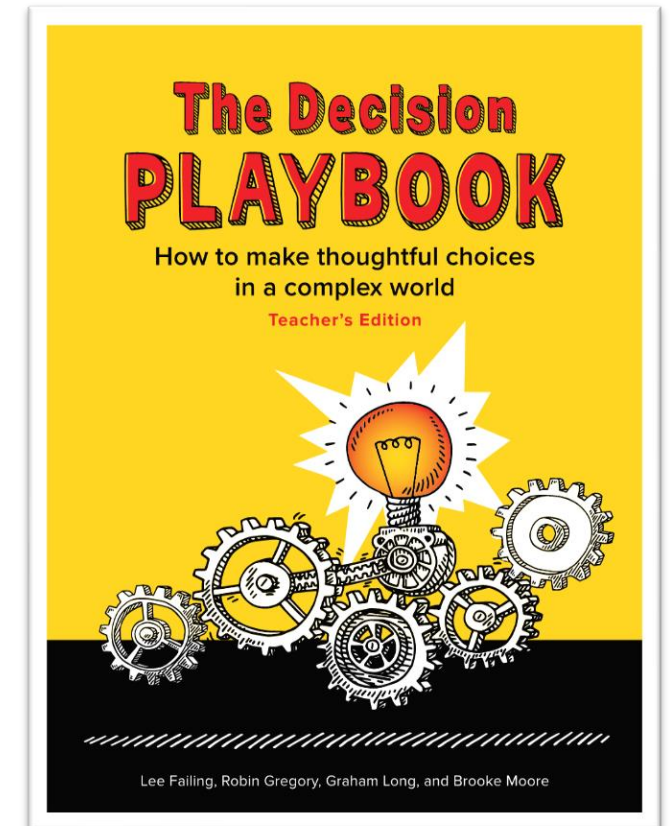
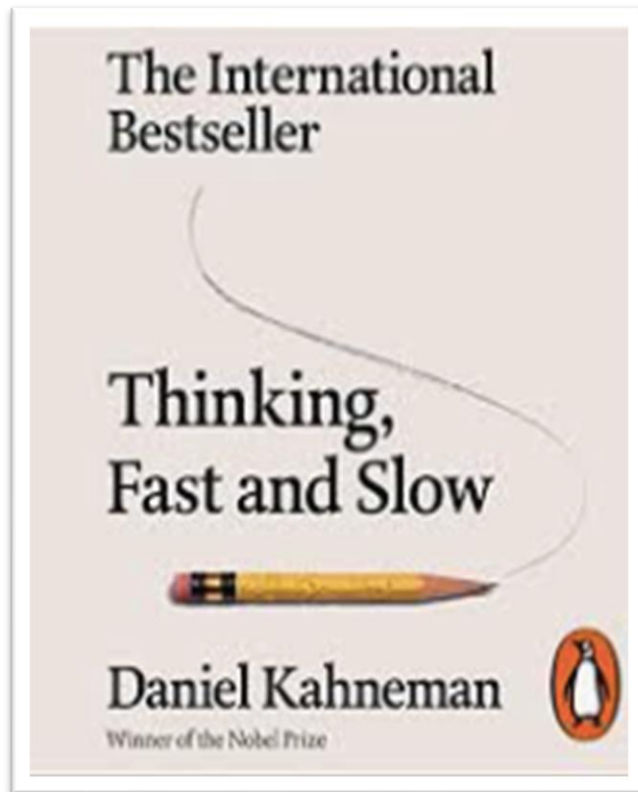


HARD CONVERSATION?

Avoiding hard
conversations makes everything harder.

A neutral third point can be a framework
to focus and depersonalize the interaction.

Spirals of Inquiry, complexity and a process for decision-making



System 1:

Fast Thinking

Daily Decisions

Unconscious

Automatic

Error Prone

System 2:

Slow Thinking

Complex Decisions

Conscious

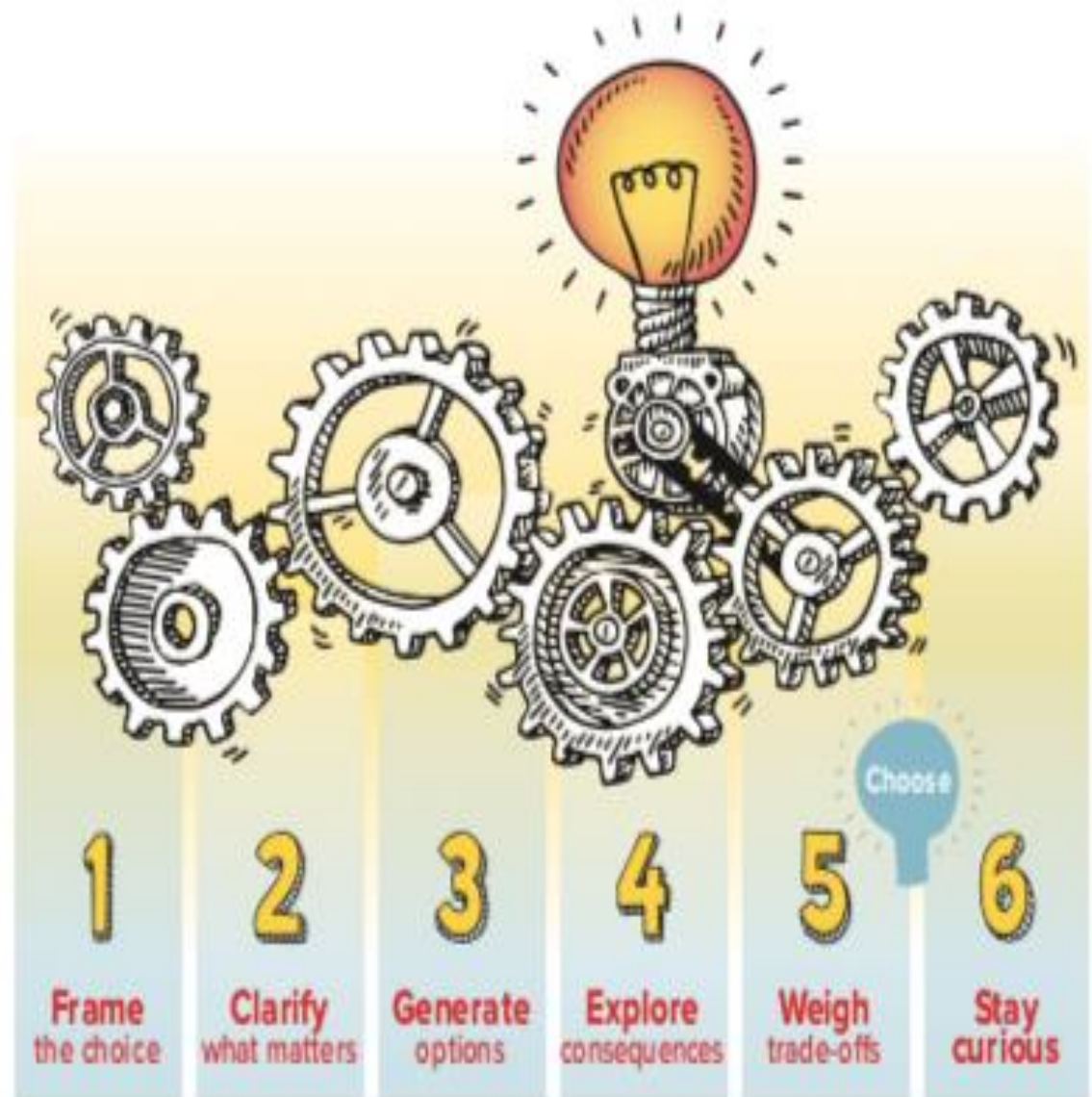
Effort

Reliable

The **Decision Maker Moves** help collaborators to arrive at the best possible decisions for their specific context. There are six moves:

- 1 Frame the choice
- 2 Clarify what matters
- 3 Generate options
- 4 Explore consequences
- 5 Weigh trade-offs
- 6 Stay curious

The Decision Playbook (2019) describes the process. Learn more at deltalearns.ca/decisions/the-decision-playbook





One school's beginning story

<https://noiie.ca/courtenay-elementary-school-sd71-comox-valley-3/>

Reflections/Advice: I think that my biggest learning this year was how inquiry can transform your teaching. Before we did this inquiry, I was frustrated about teaching math and it was affecting my ability to reach my students. This inquiry has made me enthusiastic about teaching math and I am looking forward to see where we can go. It has been very rewarding to be paired with a teacher who already has a lot of expertise in teaching mathematics. It was very helpful to me that Alison was so far ahead of me – she lent me books, sent me videos, and took the time to show me how she was teaching math.

The advice I would offer other schools is to think about what your frustrations are, and to use this to know exactly where you should focus your attention. I think that the temptation is to ignore things that are not going well, but if you “lean into” these areas where your practice needs improving, you can find great joy and satisfaction in knowing that you are becoming a more effective teacher.



Further into our exploration of multiplication, we used some real life examples of problem solving. This photo lent itself to a few problems. Students glued a small photo in their journals, and worked together with partners to make come up with problems that are illustrated by this photo. We then put the problems up on the smart board and worked on them together as a class. (the students had their math journals at the carpet)



Elena
FIND A SHINING PEB
Ryder
FIND A SHINING PEB
Vicky
FIND A SHINING PEB
Minh
Ember
Batiel
FIND A SHINING PEB
Brooklynn
FIND A SHINING PEB
Third Edition Daly
Third Edition Daly
Atlas Third Edition Daly

110

105

Each day when we do our flucency reading (6 minutes solution) the students graph their progress. At the end of each month, the students revisit their graphs and write in their math journals about what these graphs show about their progression in reading fluency.

80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5



DATE

26 21

PARAGRAPH

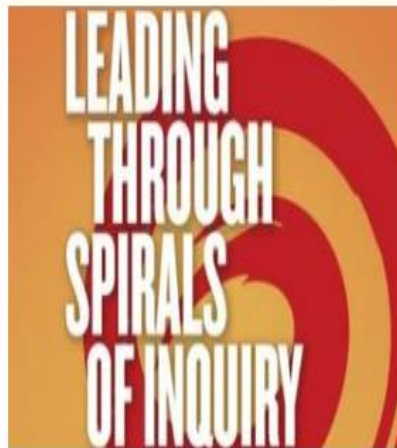
Spirals in action

Students in the lead

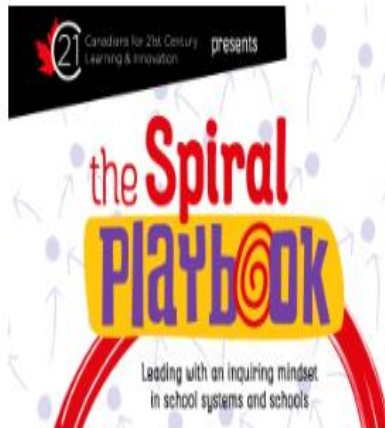
<https://www.youtube.com/watch?v=6x7ZhZAlldk>



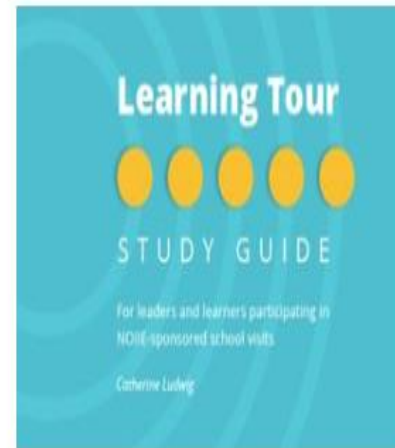
Where can I
learn more?
@noiie_bc



Leading Through Spirals of Inquiry: For Equity and Quality (2022)
Now available! Judy Halbert and Linda Kaser expand on their previous work in this new book for school leadership teams. The book is written for those new or experienced with the Spirals of Inquiry. [Order your book here!](#)



The Spiral Playbook (2017)
This handbook is a condensed, plain language version of Spirals of Inquiry, and depicts the work of many educators in BC and the Yukon. Proceeds from book sales go directly to inquiring schools. To order copies, please [contact us](#).



NOIE Learning Tour Study Guide (2021)
This [Learning Tour Study Guide](#) is intended to help you to prepare for a school visit (on the road or virtually). This resource includes tips for engaging, questions to consider and pointers to resources you might find helpful. To order print copies, please [contact us](#).



The Decision Playbook (2019)
This playbook is a very useful decision-making resource for teachers. [Download](#) your own copy! Print copies are \$15 with all proceeds going to the Networks of Inquiry and Indigenous Education. Check out [Delta Learns](#) website for helpful information & tools around decision-making!



The final word is yours

One idea, thought, connection or
strategy you are taking away from
today

One action you are prepared to take

A7xekcal

Valuing our own expertise
and considering how it
helps the entire
community beyond
ourselves.





*As we paused by a pool in the river,
Lorraine took up a pebble and tossed it
in. In silence, we watched the ripples
eddy outward in concentric rings and
lap the stones at our feet.*

*“That’s the way you change the world,”
she said. “The smallest circles first.”*

Richard Wagamese, *One Story One Song*



Tack

Judy Halbert
@jhalbert8

Linda Kaser
@linda_kaser



Spiral of Inquiry
Sverige



Kontaktuppgifter

Ingela Netz 070-239 8557

Lillemor Rehnberg 070-495 1334

info@spiralofinquiry-sverige.se



The spiral of inquiry Sverige

www.spiralofinquiry-sverige.se



Den utforskande spiralen Nätverk Sverige



Spiral of Inquiry
Sverige



- en genuin respekt för lärare som professionella utövare av en svår konst
- en bred förståelse av vad lärande är och kan vara
- ett organisatoriskt och administrativt stöd för lärare att orientera sig bland ständigt skiftande förutsättningar och policys
- ett emotionellt stöd för lärare i den svåra processen att förändra sig själv och sin praktik
- en mängd olika data och empiri relaterad till elevernas lärande
- en strävan efter samstämmighet (koherens) i förståelse och praktik, inte en exakt överensstämmelse (konformitet).