

Spiral of Inquiry

Leading with an inquiring mindset in school systems and schools

- Systematic quality management
- Professional Learning and Development
 - Important responsibilities for school leaders
 - Bottom-Up – Top-Down?
 - Engagement among teachers
 - Sustainability





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



Professor Helen Timperley

<http://literacyonline.tki.org.nz/>





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Vancouver March 2017

- Professional contacts
- BC had made a turn over

Uppsala March 2018

- Alumni 2018
 - Judy Halbert & Linda Kaser





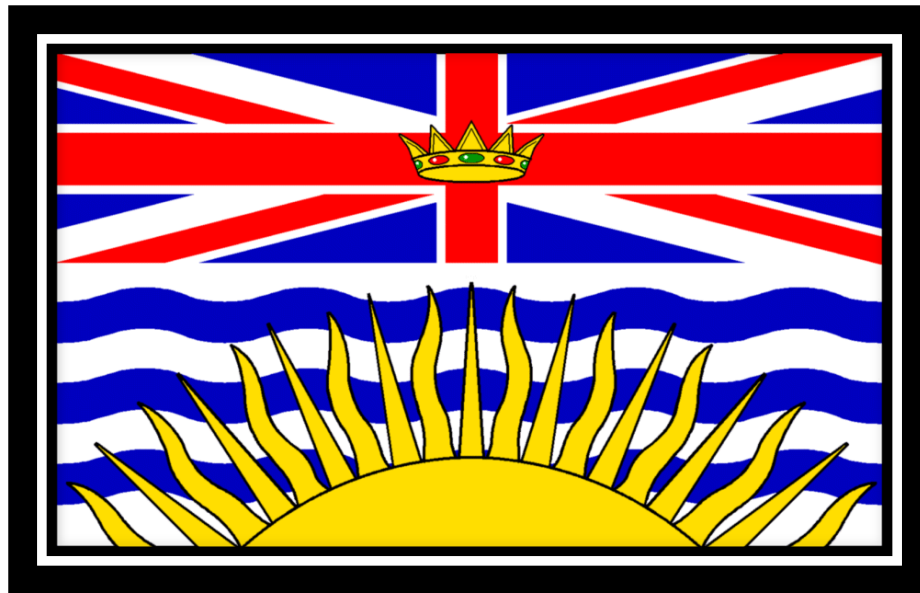
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British Columbia, Canada (BC)





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One of the top performing
multi-lingual,
multi-cultural systems in the world

[http://www.conferenceboard.ca/hcp/
provincial/education.aspx](http://www.conferenceboard.ca/hcp/provincial/education.aspx)



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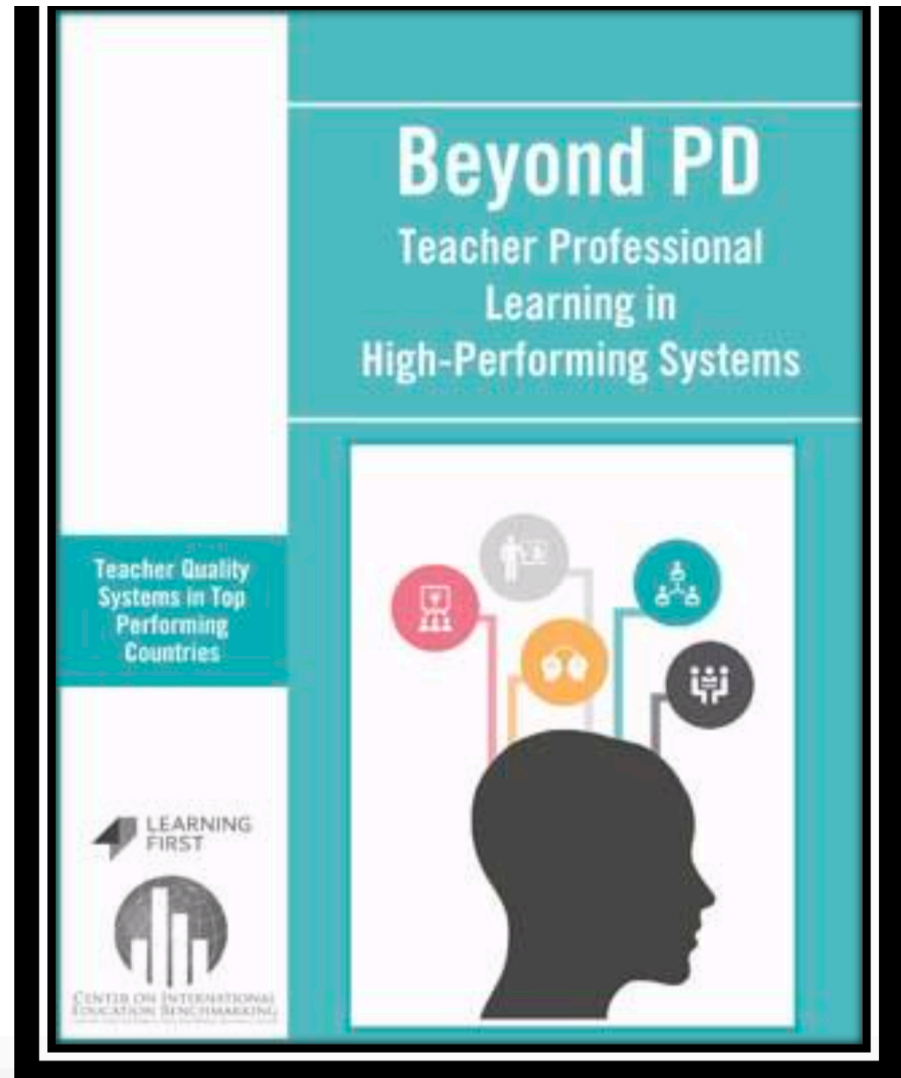
Equity and Quality

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



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1. Shanghai
2. Hong Kong
3. Singapore
4. British Columbia





The Case for Professional Inquiry

What does professional learning look like in high performing systems?



COMMON FEATURES

Inquiry Based

Collaborative

Linked and coherent

Professionally led

Takes place over time



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Teacher inquiry and knowledge-building cycle to promote valued student outcomes

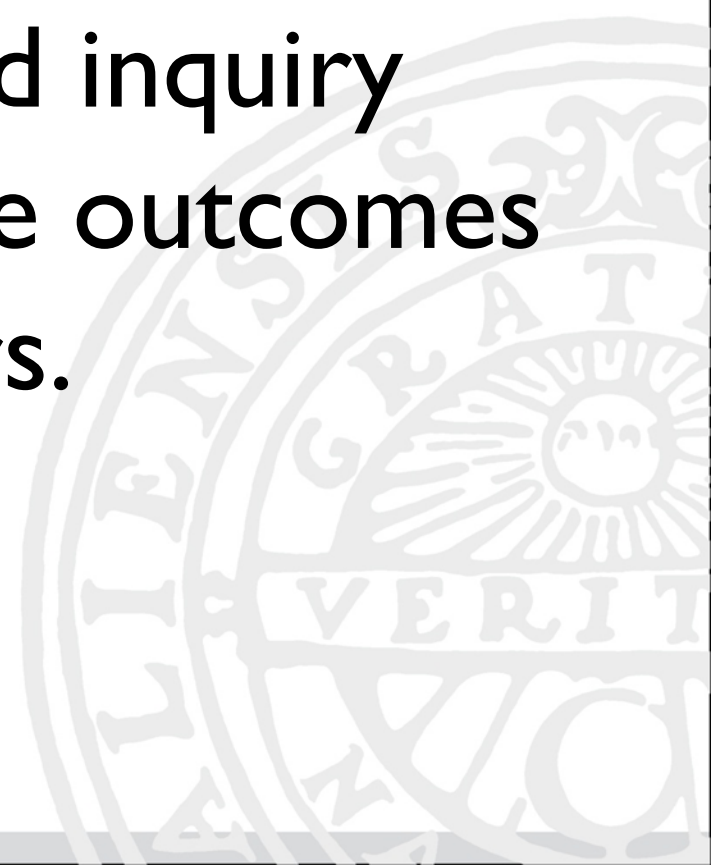




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Intentions

Explore the foundations of an evidence-informed inquiry framework to change outcomes for learners.





noiiie

2000 - 2019

Leave your role at the door

Annual cycle of inquiry focused on changing
outcomes in key areas

Voluntary

Public sharing





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Canadians for 21st Century
Learning & Innovation

presents

the Spiral PLAYBOOK

Leading with an inquiring mindset
in school systems and schools

Linda Kaser & Judy Halbert

This is nothing new!

Features that in **combination** distinguish this cycle of inquiry from other forms of action research. For example:

- It requires collaboration
- It starts with a deep understanding of learning and the experiences of learners
- It is specifically designed to change outcomes for learners in important areas
- It respects the judgement, experience and language of teachers
- It is informed by the best of what we currently know about powerful professional learning

10 Minute Check In

A specific action that is making a positive difference for your learners this year.

1 minute write
3-4 sentences

Share in two groups





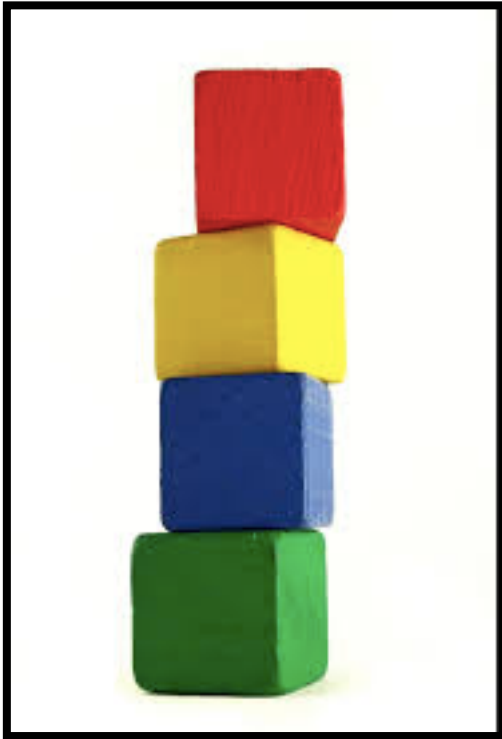
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Inquiry is not an initiative.

**Inquiry is what great
teams of educators do.**



Four Building Blocks One Framework





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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?

Focus

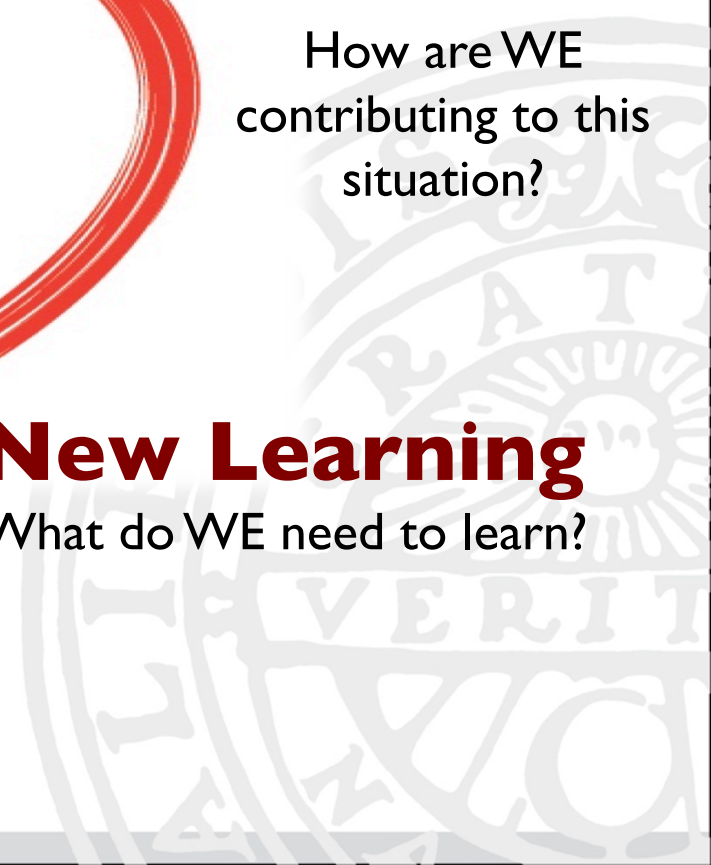
What will give us the biggest impact?

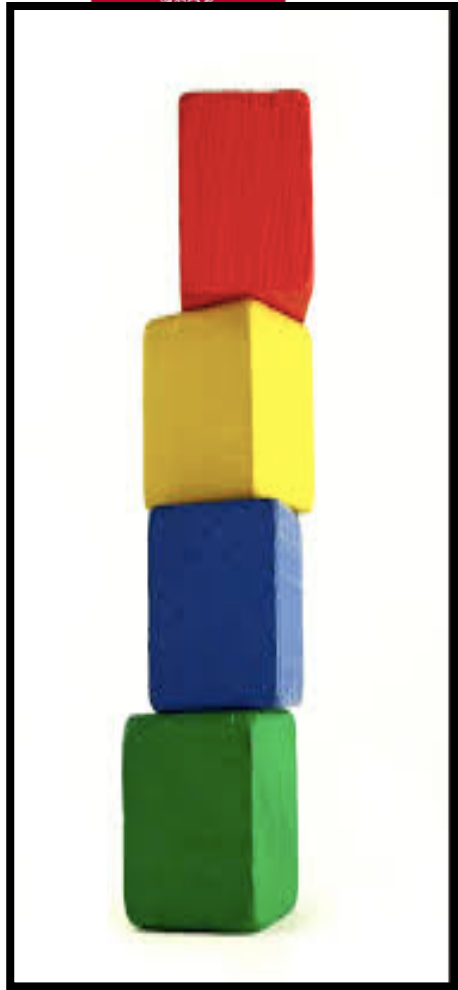
Hunch

How are WE contributing to this situation?

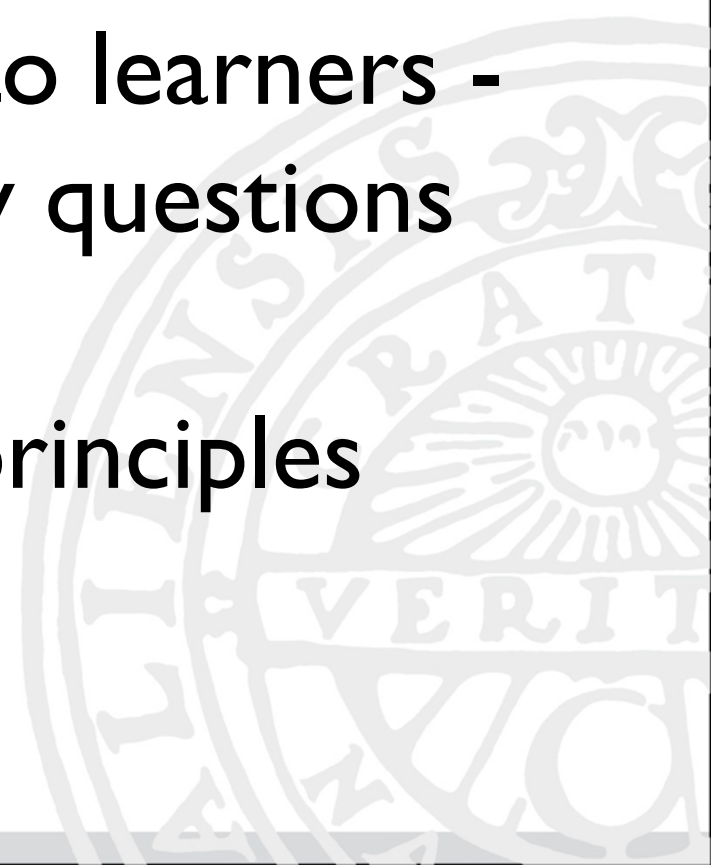
New Learning

What do WE need to learn?





1. Shared purpose
2. Mindset & curiosity
3. Listening to learners -
Asking key questions
4. Learning principles





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#1. SHARED PURPOSE

Our work is **HARD**.

Our goals need to be
Hearfelt, **A**nimated,
Required and **D**ifficult.

EVERY learner crossing the stage with dignity, purpose and options



© Can Stock Photo



ALL learners leaving our
schools **MORE** curious
than when they arrive





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

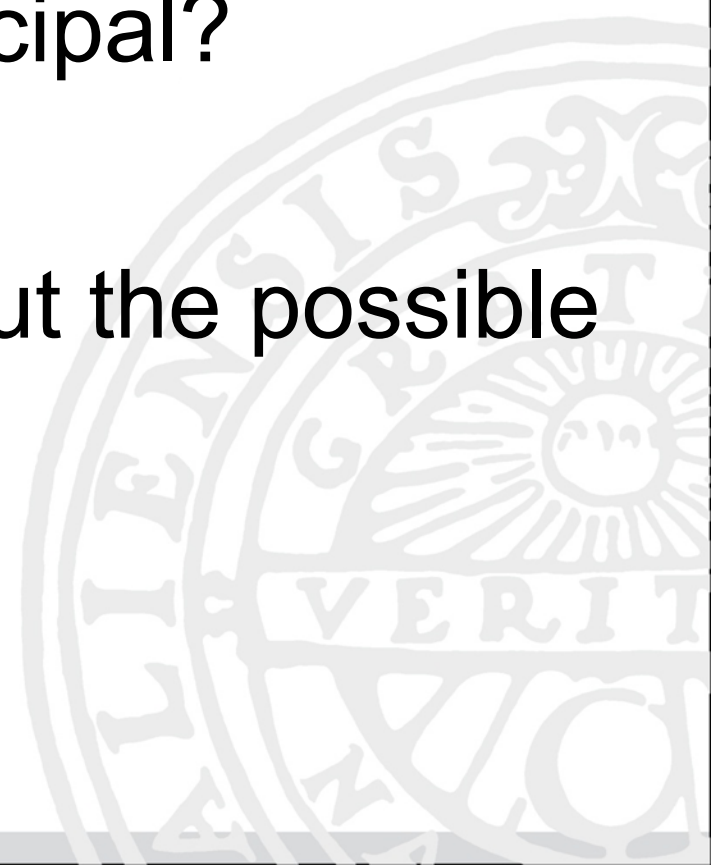


**No-one slips
through the
cracks.**

***Don't turn a
blind eye.***

Your thoughts this far

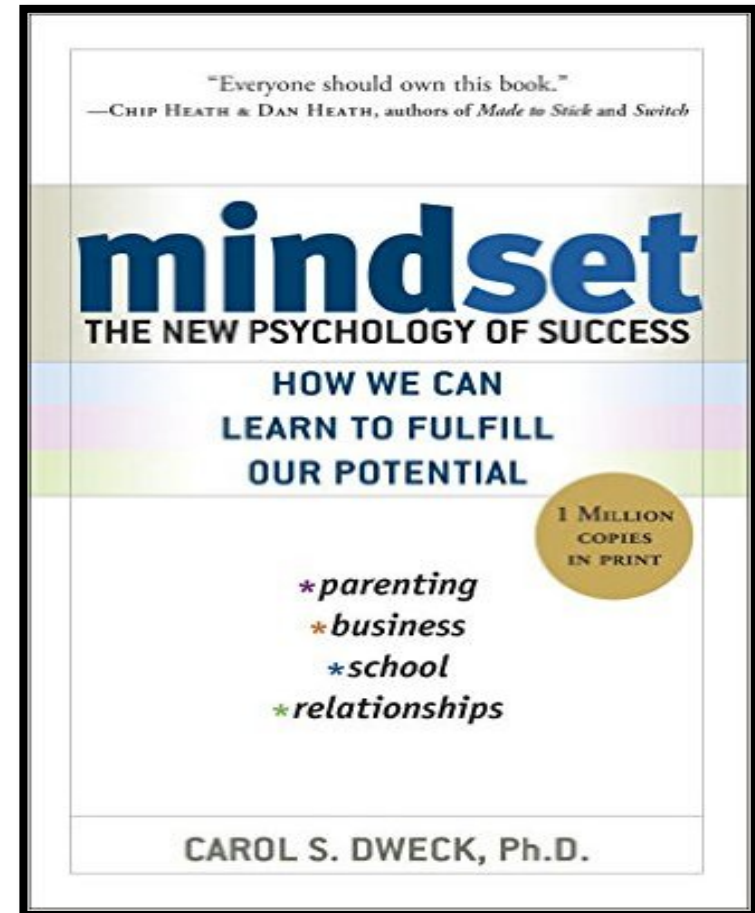
- What could a "HARD" goal look like where you are the principal?
- What do you think about the possible contributions?





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#2. MINDSET & CURIOSITY



Summary of Dweck's *Mindset*

Fixed vs **Growth**

ability is static

avoids challenges

gives up easily

sees effort as fruitless

ignores useful criticism

threatened by others



ability is developed

embraces challenges

persists in obstacles

sees effort as necessary

learns from criticism

inspired by others' success

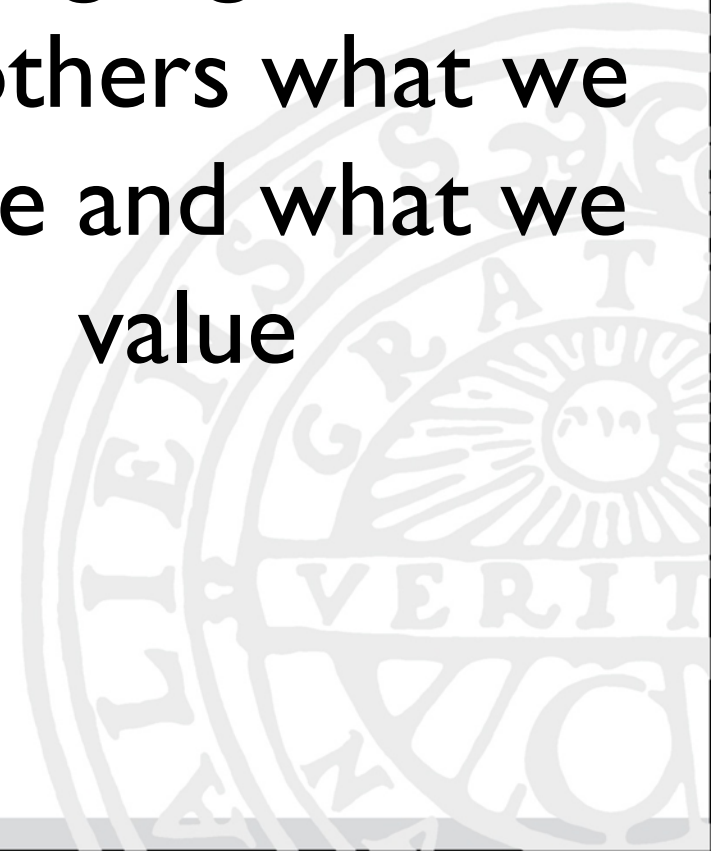


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Language Shapes Mindset



The language we use
tells others what we
believe and what we
value





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Growth Mindset =

Effort + Strategies + Support





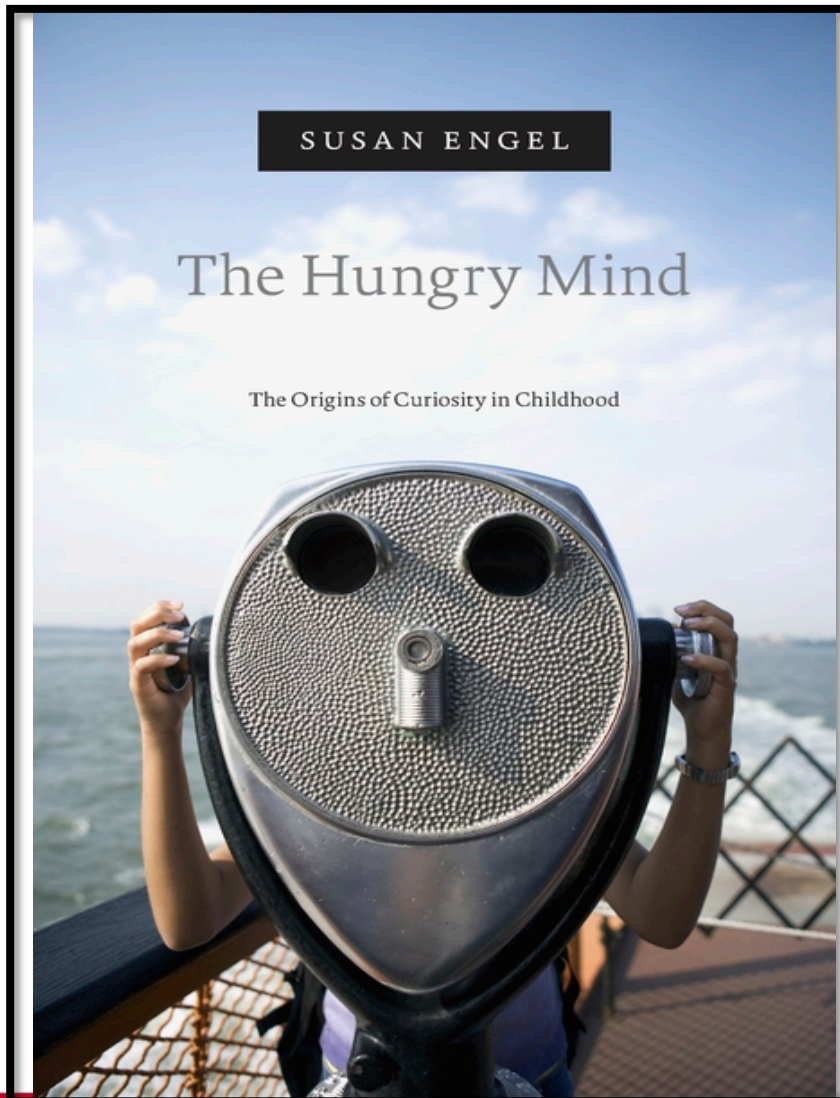
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Curiosity

For young learners to be curious and engaged in their learning, they need to be supported by **ADULTS** who are equally curious and engaged in their own learning.



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Susan Engel





Building Curiosity

Smile

Talk in an encouraging manner

Demonstrate curiosity by sharing
your own interests and passions



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LEADERSHIP CHALLENGE

How do we create conditions for
adult curiosity and
commitment
so that we can reach high quality
and high equity for all learners?

#3. Listening to Learners - Asking Key Questions

Don't assume you know what's going on for your learners. Ask them.



Three big-picture questions

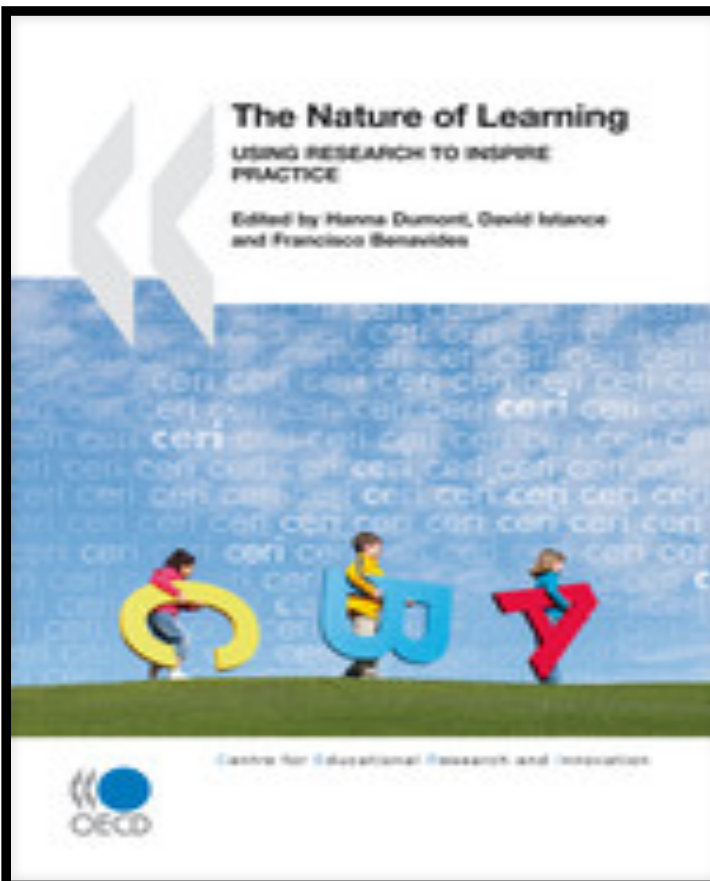
- What is going on for our learners?
- How do we know?
- Why does it matter?





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#4. Grounding Inquiry in Learning and Learning Principles



The 7 Principles of Learning

- Learners at the centre
- Social nature of learning
- Emotions are integral to learning
- Recognising individual differences
- Stretching all students
- Assessment for learning
- Building horizontal connections



Going Deeper with the Stages

Scan

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our learners?

Check

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

Act

What will we do
differently?

Focus

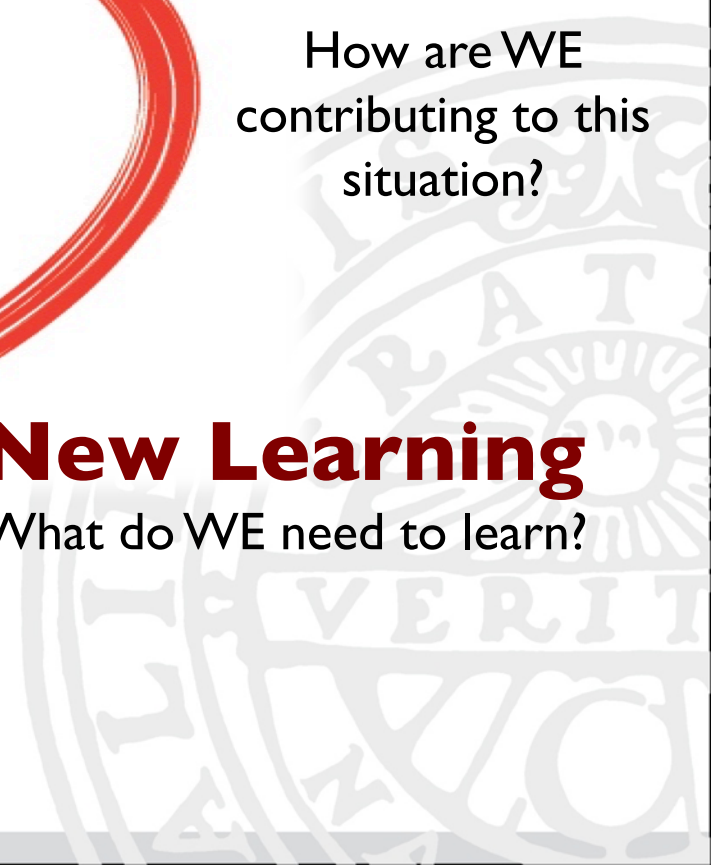
What will give us
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Hunch

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New Learning

What do WE need to learn?





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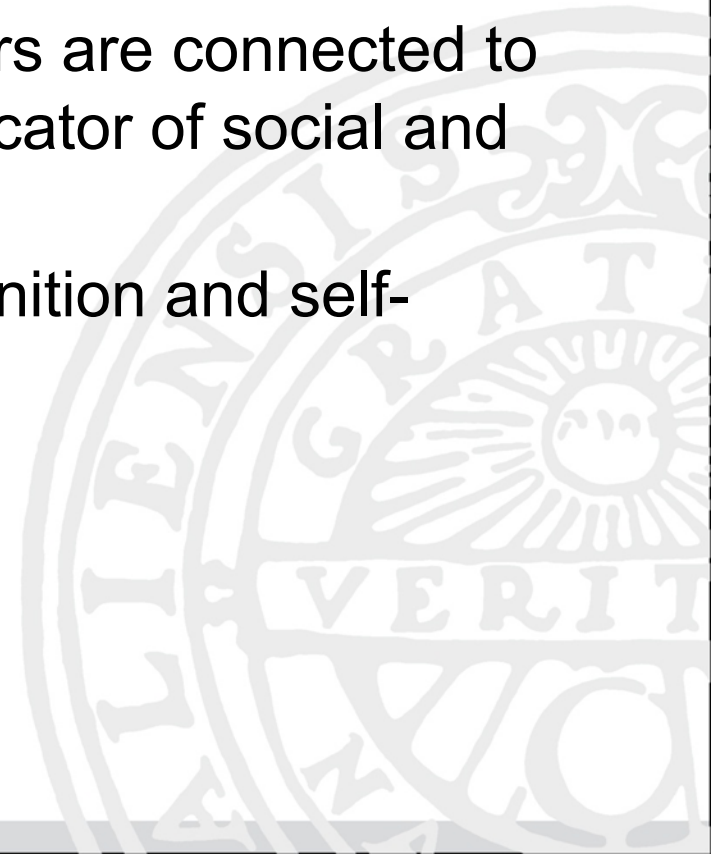
Can you name
TWO adults in
this learning
setting who
believe you will
be a success in
life?



The four key questions for learners

Drawn from research on social and emotional learning and self-regulation

- Explore the extent to which learners are connected to their school community (a key indicator of social and emotional wellbeing)
- Explore their capacity for metacognition and self-regulation



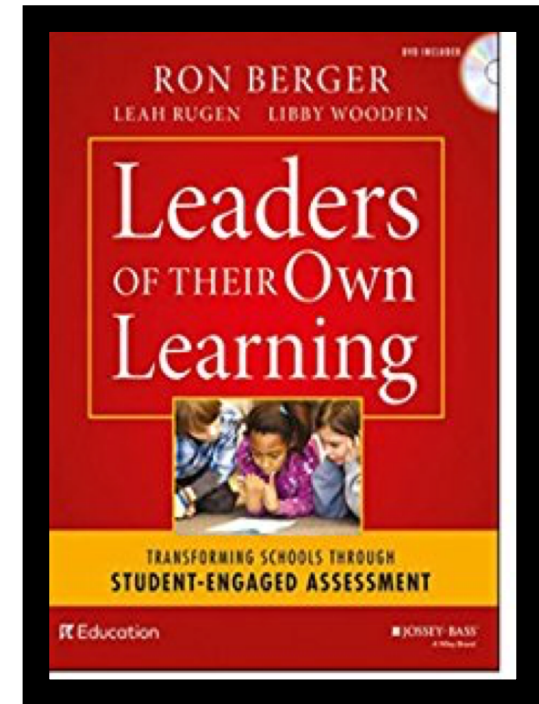
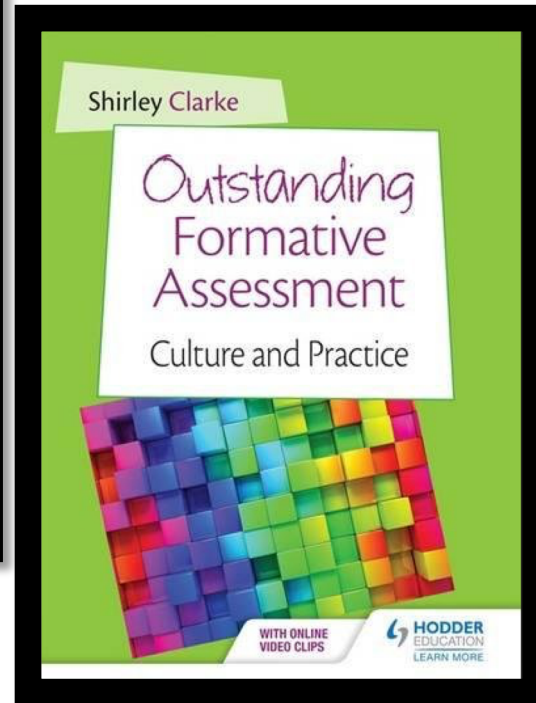


What are you
learning?

Why is this
important?

Feedback to teacher
Intentions, Purpose and Engagement

How is it going?





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Where to next? What's your next step?



Two examples from Swedish context

- **Uven, Uppsala** is a resource school for learners 16-19 years who have failed to reach the learning goals for the secondary school level.
- The spiral of inquiry challenges and change our mindset. The teachers now ask themselves what they do to contribute to the situation. “What are we doing that makes it hard for NN to manage the school, and what can we do to change it?” Instead of blaming the learner.



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- Bräcke





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LEADERSHIP CHALLENGE

How do we create conditions for
adult curiosity and
commitment
so that we can reach high quality
and high equity for all learners?



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REMEMBER





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Learning involves patience and
time.

Learning requires exploration of
one's identity.





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Learning involves recognizing
the consequences of one's
actions.





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Check Out

- A thought
- An idea
- A question
- An "Aha"
- A "No"

