

översikt

- Spirals in Action – Swedish and International examples
- Four Key Questions – why how and when
- Getting Started – Planning time
- Resources and connections
- Your questions – Linda and Judy on the hot seat
- Walk Out With



Curiosity & The Spiral of Inquiry

Start with the learners



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





What are you learning? And, why is this important?

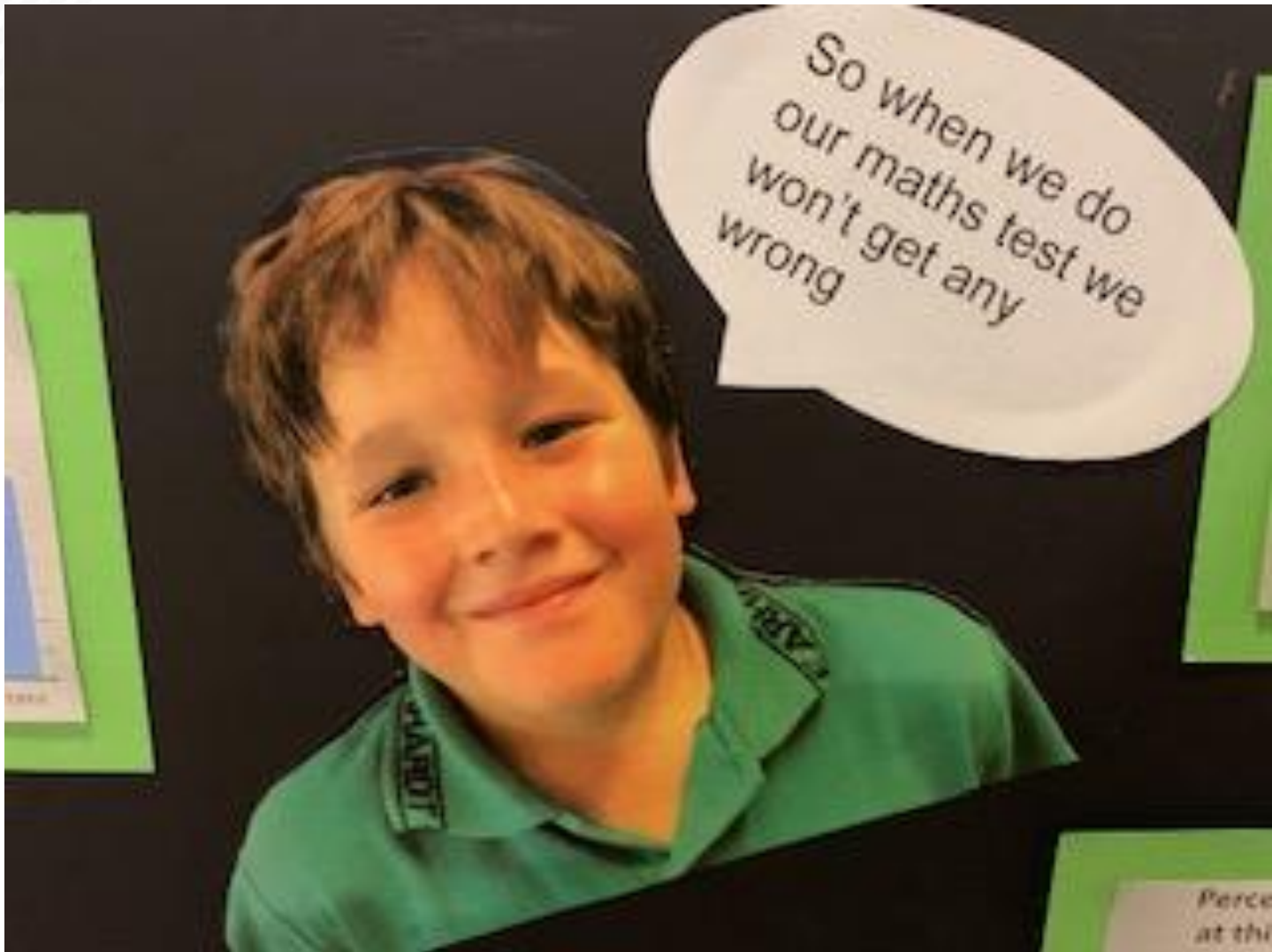
Feedback to teacher
Intentions, Purpose and Engagement



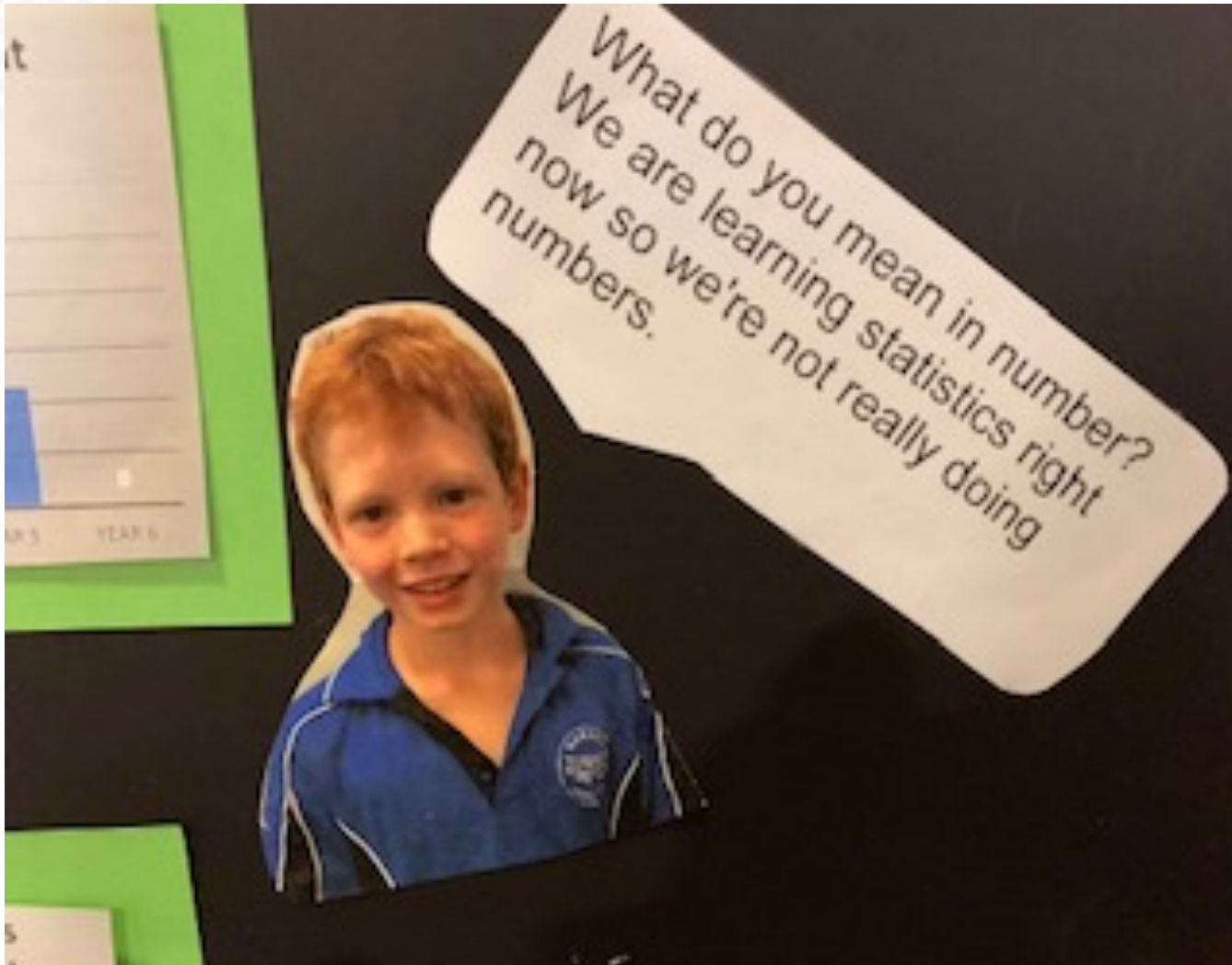
What are you learning in Math and why is it important?



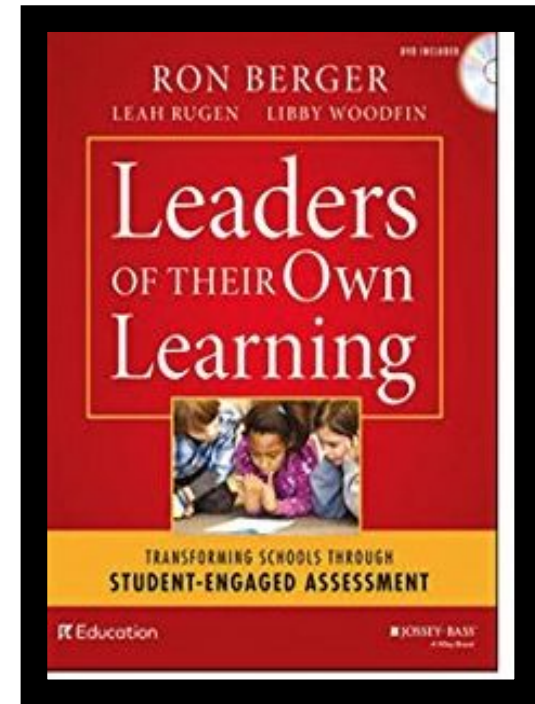
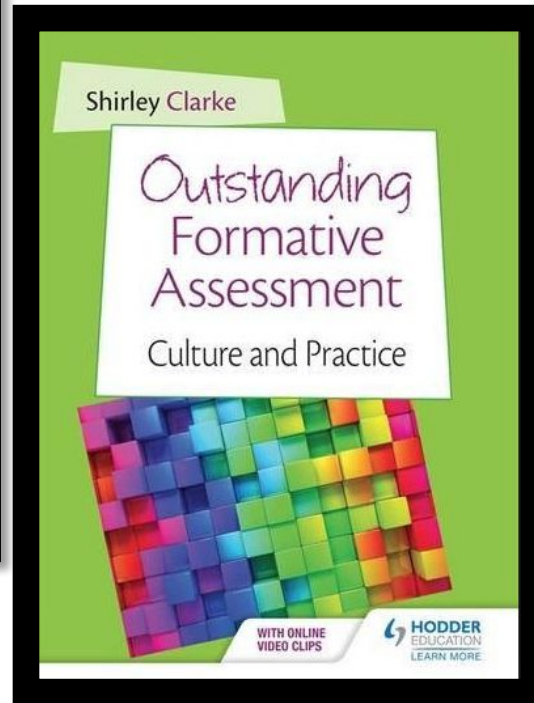
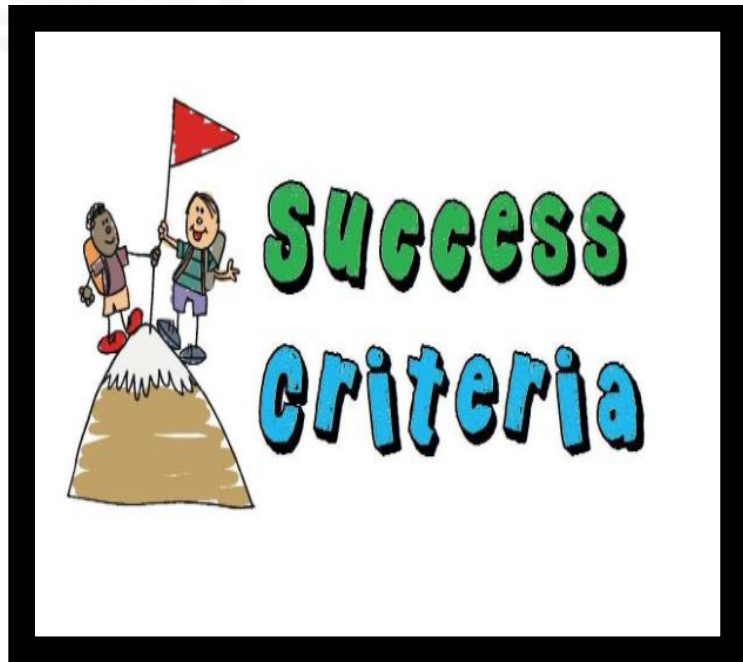
What are you learning in Math and why is it important?



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



How is it going?



Where to next?

What's your next step?





	Unclear "going through the motions"	Surface "learning is done to them"	Certain "actions are starting to connect to learning"	Confident "owning their learning"
What are you learning?	Not sure (ex: I don't know)	Vague – names subject (ex: Math)	Can name topic (ex: Patterns)	Specific detail (ex: increasing/decreasing patterns) Gives examples
Why is it important? Why does this matter?	Not sure No answer Doesn't connect	Vague (ex: need it for real life or for the next grade)	Connects it to a job or area of study	Clear on learning intention Connects to learning a specific task or concept or skill
How is it going?	Not sure – I don't know	Names a level of achievement (ex: Okay/ Kinda good/ Fine/ Good, I guess/ Pretty good) May rely totally on marks	Can identify gaps and successes but unsure what makes them gaps or successes	Can name the gaps and successes
Explain how you know	Not sure –	External (ex: teacher says, finished fast or on time, marks, reports, follows rules/ instructions/ listens to teacher)	Self-monitoring (ex: Check my work, work is easy/hard, mentions understanding, ability to focus, effort, memory, asks questions)	Refers to success criteria Describes a love of learning; challenges self Goals – refers to using a strategy related to the learning task
What are your next steps?	Not sure	Vague (ex: try hard to pay attention, focus, work on a subject, study more)	Goal for far off future Use a strategy Connects to learning	Gives context (ex: in my writing, I am going to...) Specific Shows growth mind-set Offers strategies for improving

Adapted with thanks to Nancy MacLennan, Coordinator of Inquiry & Claire Clancy, Principal; Pebble Hill Traditional School in Delta #SD37

<https://deltalearns.ca/inquiry/>



Asking learners the key
questions.....

How will you start?

What would you want to hear?



**Making Space for Inquiry -
Put down the ducky**

Resources

Planning Time

Hot Seat Questions

**Walk Out With – and maybe a
gift**



What is one thing will you **stop** doing to create space for more inquiry?



Some links

- Delta Learns <https://deltalearns.ca/inquiry/> - short video clips of school stories
- Whole Education Network <https://www.wholeeducation.org/your-spirals-of-inquiry-network/>
- NSW NOII <https://www.noiinsw.com/case-studies.html>
- NOII NSW Facebook <https://www.facebook.com/NOIINSWAustralia/>
- NOIIE BC <https://www.noi.ca>



Decision Making

TÄNKA,
SNABBT OCH
LÅNGSAMT



DANIEL
KAHNEMAN

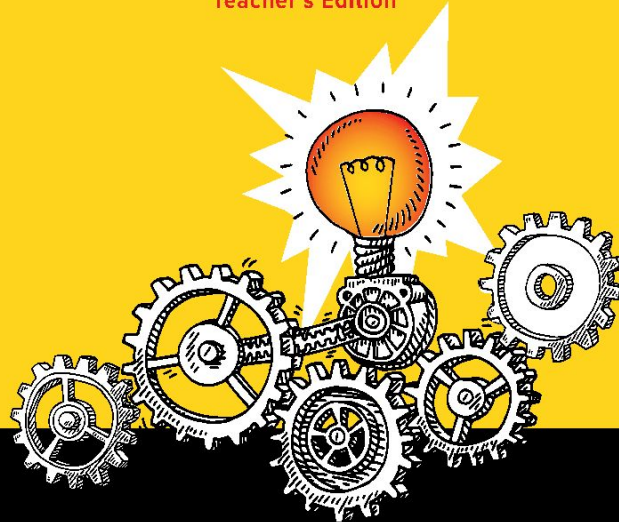
NOTORISKT AV ÅRSBOKSREDAKTÖREN
FÖR ÅRSBOKSREDAKTÖREN

STEN & STEN

The Decision PLAYBOOK

How to make thoughtful choices
in a complex world


Teacher's Edition



Lee Failing, Robin Gregory, Graham Long, and Brooke Moore

Washington Post Bestseller
New York Times Bestseller

MICHAEL
LEWIS



THE
UNDOING
PROJECT



Team Planning

What do you hope will happen for the learners in your school as a result of engaging in Spirals?

How will you start - or - how will you deepen what you are already doing?

What questions do you have for us?



Hot Seat Questions



Kat'lila

Finding stillness amid the busyness to know





Walk Out With

One new idea, strategy or
connection



Thank you

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Networks of Inquiry and Innovation



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