Collaborative Inquiry

Dianne Riehl & Bev Freedman

October 19, 2020

Learning Together

Agenda – Day 1

1. Welcome & Introductions
2. What & Why Professional Inquiry? (Leading Learning for Today & the Future)
3. Pupil Learning (Pupil Inquiry: Building Global Competencies)
4. Inquiry Cycle
5. Conditions and Mindset
6. Experiencing an Inquiry
7. Links to TLW (Building a Community of Learners)
8. Consolidating the Inquiry

KS: Freedman, Riehl, Tylee, Wilson, 2020

Who We Are

Dianne Riehl

Bev Freedman

Greetings from Evelyn Wilson

- What & Why Global Competence?

- Take a few minutes to chat. As we proceed, we ask you to put your thoughts in the chat box. We will review during our first break.

- Think about what will make these learning sessions successful for you?

KS: Freedman, Riehl, Tylee, Wilson, 2020

Process

We will Pause to Engage, Invite your Feedback & Questions, & Reflect

This includes using:

- Chat Box
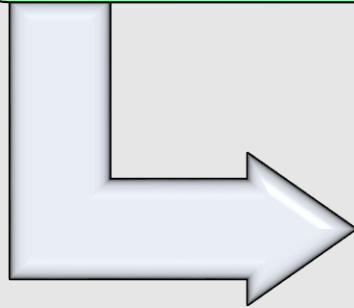- Q & A
- Polls
- Break Out Rooms
- Feedback Survey

KS: Freedman, Riehl, Tylee, Wilson, 2020

Where are we now?

- Our current context
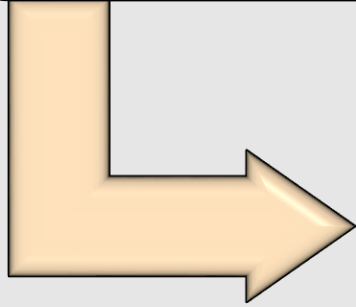
Possibilities

- The strategies, approaches and planning to move forward with the Inquiry

Preferable future

- Where do we want to be?
- How will we know if we have arrived?

KS: Freedman, Riehl, Tylee, Wilson, 2020

Goals -Mals

Outline of the specific goals on the pre-session information. The goals were organized to align with the Norwegian expectations under:

- Knowledge
- Skills
- Competence

Poll – *Based on the Agenda and the goals for today, where do you already have the knowledge, skill and competence?*

What is Collaborative Inquiry?

It is an ongoing process in which educators work collaboratively in cycles of curiosity, collective inquiry, action and reflection to achieve better outcomes for pupils.

KS: Freedman, Riehl, Tylee, Wilson, 2020

What is Professional Collaborative Inquiry?

It is an impactful, ongoing process in which educators work collaboratively in cycles of curiosity, collective inquiry, action and reflection to achieve better outcomes for pupils. Sometimes the inquiry focuses on all pupils & their learning and sometimes on specific cohorts.

Leading Learning for Today and the Future, on page 6 outlines 'The What' of Professional Collaborative Inquiry
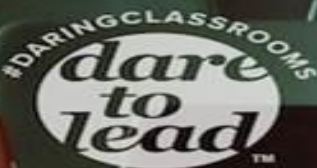
TEACHERS ARE THE GUARDIANS OF SPACES THAT ALLOW STUDENTS TO BREATHE AND BE CURIOUS AND EXPLORE THE WORLD AND BE WHO THEY ARE WITHOUT SUFFOCATION. *Students deserve one place where they can rumble with vulnerability and their hearts can exhale.*

Brené Brown

Why Professional Collaborative Inquiry Matters…

"The current education system was designed for a different age. Trying to meet the future by doing what we were doing in the past… disengaging many students along the way." We have to think differently about human capacity.

https://manufacturingstories.com/sir-ken-robinson-how-to-create-a-culture-for-valuable-learning/

KS: Freedman, Riehl, Tylee, Wilson, 2020

https://www.cultofpedagogy.com/eye-candy-4/

The atmosphere is very relaxed. I have almost no behavior problems. The mood is very relaxed and happier. There is a sense of calmness that others in the building remark about.

-Kelly Almer

"I have noticed my male students prefer sitting at the tall table behind the couch more than my female students. With that said, when we are in the midst of an assignment or project they do love to stand around the table with their Chromebooks." Kisaundra Harris

"After a month or so of extensive academic research about flexible seating, I began questioning my students, peers, and coworkers about their feelings about my "crazy" idea."

Kisaundra Harris

https://www.cultofpedagogy.com/funky-science-lab/
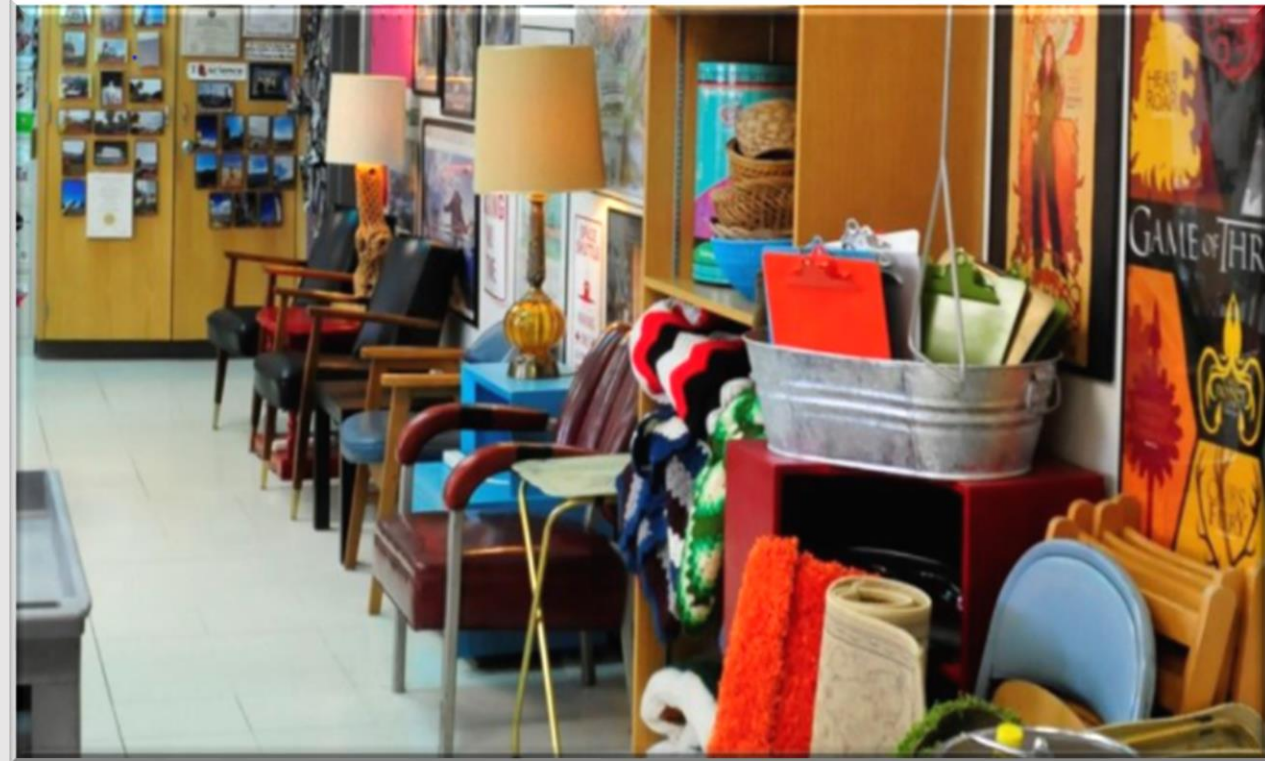
You are the expert in the craft of teaching & leading

Practical Ways to Build Community

Understanding Learning & Making Learning Visible

When teaching and learning are
visible,

there is a **greater**

likelihood of students

achieving higher

John Hattie
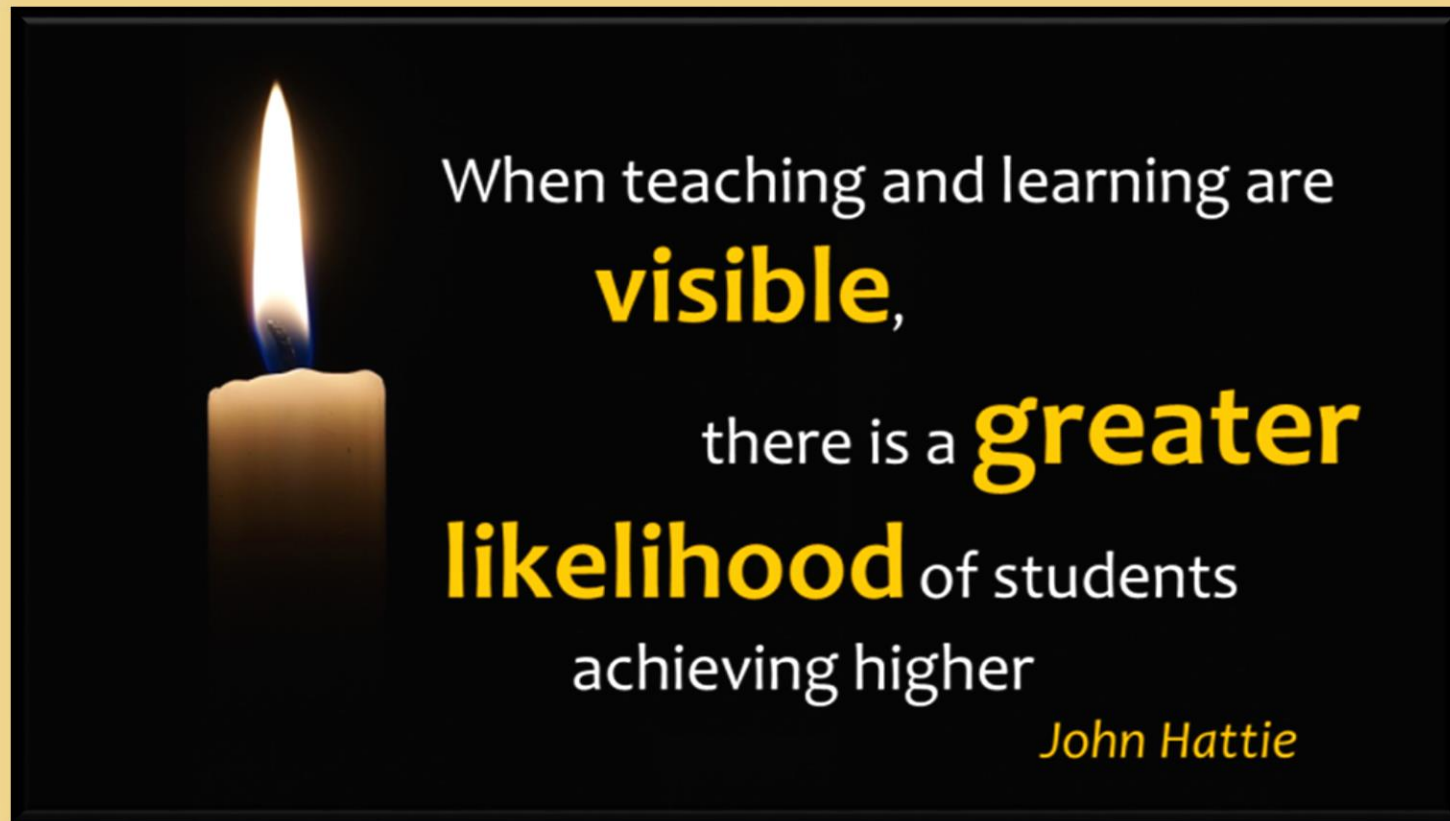
Leading Learning for Today and the Future, on page 7 outlines 'The Why' of Professional Collaborative Inquiry

Why Professional Collaborative Inquiry?

The universality of education necessitates a shift in how we view all aspects of schooling, both how and what we learn.

Global education leaders are collectively asking:

- *How do we begin to let go of successful practices that are no longer required for pupils and pupil's futures?*

- *How do we bring past practices that remain important into modern ways of thinking?*

- *How can we create ways of learning that result in new and unimagined ideas?*

KS: Freedman, Riehl, Tylee, Wilson, 2020
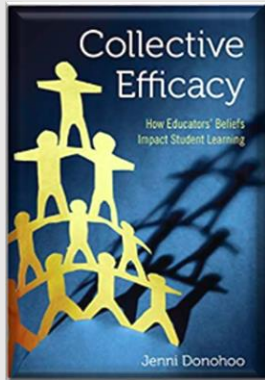
Collective Efficacy

(Donohoo, 2016;   Hattie, 2016)
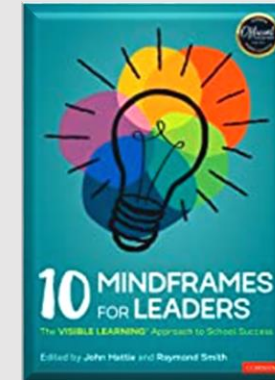
Research indicates that coherent practice and collective efficacy are the most impactful on school/student improvement, positive teacher relationships, and shared leadership and ownership. It is impacted by three conditions:

- Shared leadership by the school leader/s with opportunities to participate in meaningful decision-making,

- Having a clear set of specific and shared goals for learning that staff believe they can accomplish & have staff's buy-in and commitment,

- Leaders that are responsive, situationally aware, support teacher leadership, and build trusting relationships.

PISA, 2018 Results Volume V (2020)

To keep teachers engaged, increase teacher retention for school development, school leaders should

- Build a team with shared leadership
- Provide relevant professional learning
- Support a Growth Mindset
- Enlist intellectual curiosity on pupil learning
- Share decision-making

PCI is a tool to address the above

- Norway scored lower than Scandinavian peers

KS: Freedman, Riehl, Tylee, Wilson, 2020

Collaborative Inquiry has a Focus On

- Ensuring that students learn
(learning for all)

- Developing a culture of collaboration

(teamwork)

- Focusing on results

(data-driven decisions)

KS: Freedman, Riehl, Tylee, Wilson, 2020

Break 5 Minutes

- What does 'learning for all' mean in your school?
- Discuss

Collaborative Inquiry has a Focus On:

- Collective Autonomy

- Collective Efficacy

- Collaborative Inquiry

- Collective Responsibility

- Collective Initiative

- Mutual Dialogue

- Joint Work

- Common Meaning & Purpose

- Collaborating with Pupils

- Big Picture Thinking for All

Collaborative Professionalism (Hargreaves & O'Connor) Building a Community of Learners, Page 6 & 7

Professional Collaborative Inquiry Creates a Process for School Systems to….

- Let Go

- Look Within

- Look Forward

Letting Go

Looking Inward

Looking Forward

KS: Freedman, Riehl, Tylee, Wilson, 2020
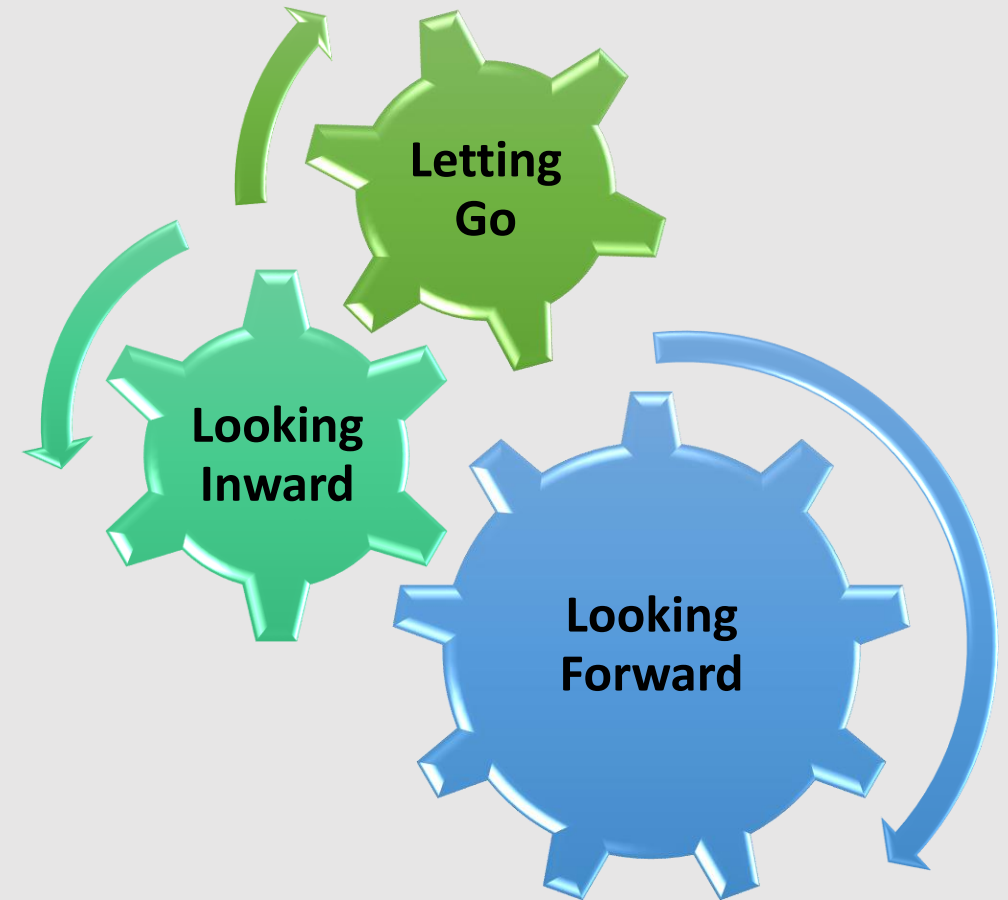
Wisdom from Katz and Dack…

Strategies for 'Intentional Interruption':

- Use protocols
- Make preconceptions explicit
- Ensure that activities and interventions are rooted in *problems of practice*
- Recruit contradictory evidence
- View mistakes as learning opportunities
- Encourage a growth mindset
- Ensure that *problems of practice* are questions that people are curious about
- Give people autonomy in task and time

Why Critical Thinking & Creativity Matter

Fostering Students' Creative and Critical Thinking:

What it Means in School

OECD, 2019

KS: Freedman, Riehl, Tylee, Wilson, 2020

Andreas Schleicher
Senior Advisor for Education
PISA OECD

International perspective – learning is an activity, informed and collaborative professionals using research and user-generated wisdom, embracing diversity, learner-centered, personalizing the education experience, assessing success by delivering equity, instructional leadership, sustaining networks, develop culture as capital.

KS: Freedman, Riehl, Tylee, Wilson, 2020

National Direction

The Quality Framework for Norway notes,

"Education shall promote the versatile development of pupils and their knowledge and skills" and address the diversity of their backgrounds and frameworks.

The Quality Framework for Norway recognizes the need, "to develop pupils' cultural competence for participation in a multicultural society" and "promote cultural understanding and develop self-insight, identity, respect and tolerance."

Motivated pupils need to be provided choice of tasks that will challenge them, and "opportunities to explore, both alone and with others." Pupils need activities and approaches "which stimulate their creativity and innovative abilities".

(Building A Community of Learners, Page 3)

Norwegian Direction

- Stimulate stamina, curiosity and motivate a desire of pupils to learn

- Expand on the Framework for Basic Skills:
  - oral skills, reading skills, writing skills, digital skills, numeracy skills

- Make informed choices

- Develop identity and ethical, social and cultural competencies

- Develop digital competencies as a tool for learning

- Develop digital judgement

- Understand digital developments and digital arenas

KS: Freedman, Riehl, Tylee, Wilson, 2020

Values

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- Openness to **cultural** otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competence

Skills

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Knowledge and critical understanding

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Strategiplan for oppvekst 2020-2023
Plangrupper våren 2019

Ledere og tillitsvalgte i oppvekstfeltet
Oppstart av arbeidet med forventninger og avklaringer
16. januar

Arbeidsgruppe grunnskole	Arbeidsgruppe barnehage	Arbeidsgruppe SFO	Arbeidsgruppe digital satsing i skole og barnehage	Arbeidsgruppe Voksen-opplæring	Strategisk kompetanse i Framtidens oppvekstfelt

Styringsgruppe

Ledes av kommunalsjef

Delt; ledere arbeidsgrupper, 2 HTV, 2 rådgivere skole/bhg

Ledere og tillitsvalgte i oppvekstfeltet

Gjennomgang og innspill til strategiplan

24. juni
Samling for ledere og tillitsvalgte

Høsten 2019
I denne perioden ferdigstilles strategiplan samt forskrifter, vedtekter og rutiner innen feltet.
Handlingsplan for hele perioden 2020-2023 og årsplan for skoleåret 2020-2021 utarbeides.

Medvirkning
I fase 2 fra høsten 2019
og framover har primært
virksomhetsleder ansvar
for medvirkning.

Politisk behandling

Utvalg for oppvekst i nye Holmestrand

Kommunestyret nye Holmestrand

Våren 2020

Holmestrand kommune

- Every child and pupil are included in strong communities in kindergartens and schools

- Every pupil develops life skills and experiences progress in learning

- More pupils complete and pass upper secondary level

KS: Freedman, Riehl, Tylee, Wilson, 2020C

Break 15 Minutes

- What is the greatest pupil learning need in your school?
- How do you know?

Welcome Back

Share in the Chat Box

Dispositions for Leading with an Inquiry Mindset

Curiosity
Eagerness to learn or know something

Criticality
Objective analysis and evaluation

Hopefulness
Feeling or inspiring optimism about the future

Open-mindedness
Willingness to consider new ideas

Inquiry dispositions support risk-taking and a sustainable commitment to inquiry learning.

(Watt, Fuller, Terro. THINQ 7-9: Inquiry-based learning in the Intermediate classroom. Wave Learning Solutions. 2017)
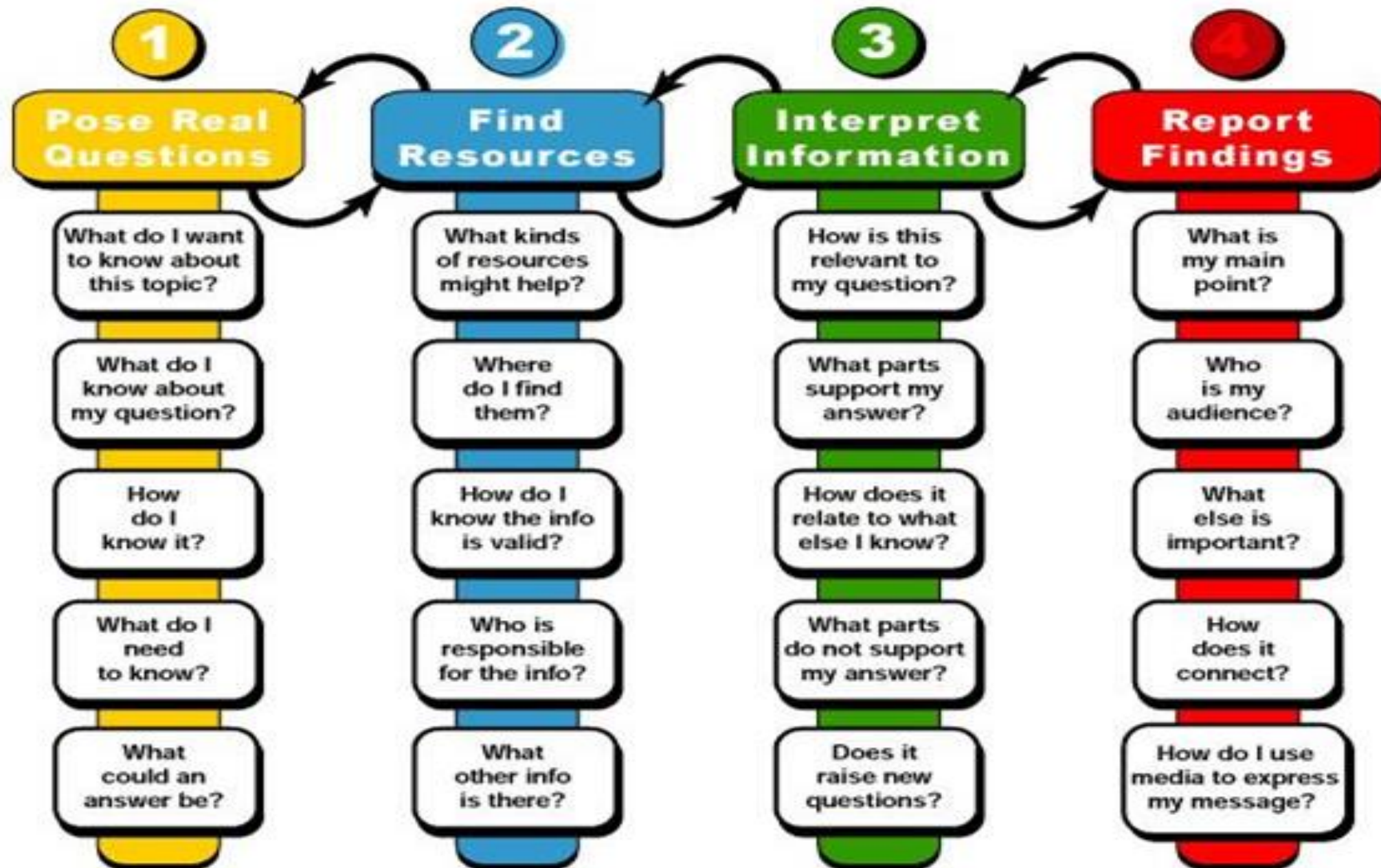
KS: Freedman, Riehl, Tylee, Wilson, 2020

Being in a Inquiry Stance… What are you Curious About?…
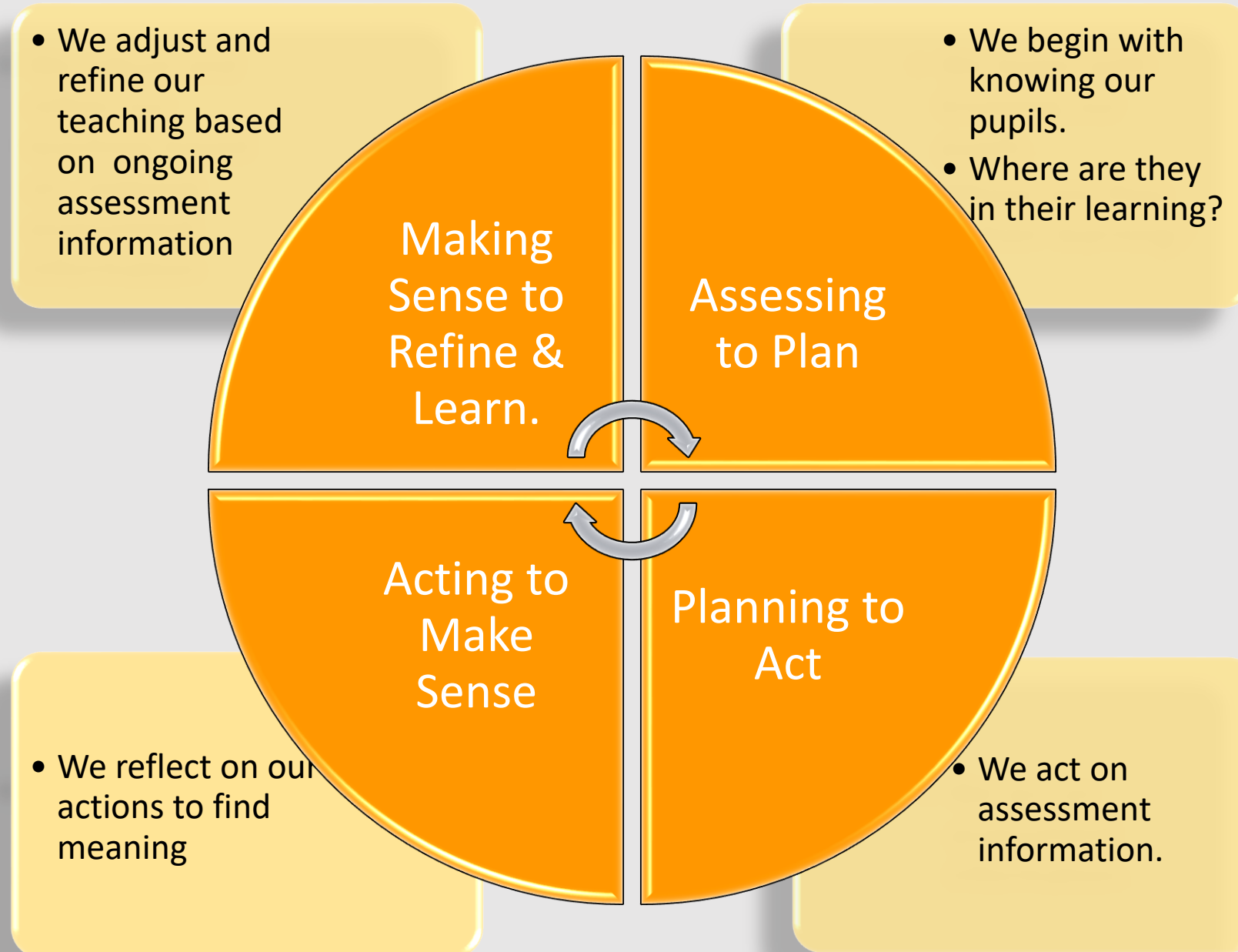

KS: Freedman, Riehl, Tylee, Wilson, 2020
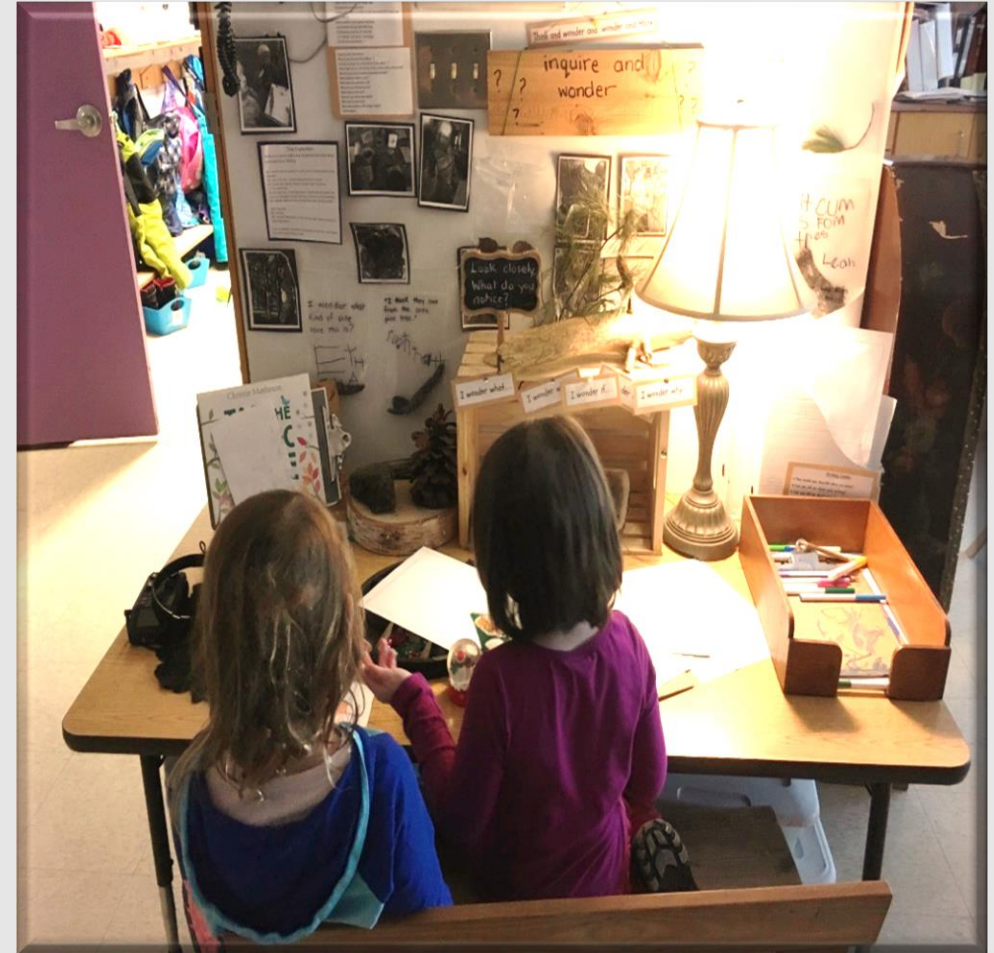
Inquiry Cycle

- Includes developing a focus and question aligned to Pupil Learning

- What will be our *Inquiry Stance*?

KS: Freedman, Riehl, Tylee, Wilson, 2020

The Inquiry Process

1 **Pose Real Questions**

- What do I want to know about this topic?
- What do I know about my question?
- How do I know it?
- What do I need to know?
- What could an answer be?

2 **Find Resources**

- What kinds of resources might help?
- Where do I find them?
- How do I know the info is valid?
- Who is responsible for the info?
- What other info is there?

3 **Interpret Information**

- How is this relevant to my question?
- What parts support my answer?
- How does it relate to what else I know?
- What parts do not support my answer?
- Does it raise new questions?

Report Findings

- What is my main point?
- Who is my audience?
- What else is important?
- How does it connect?
- How do I use media to express my message?

Plan, Act, Observe, Reflect

- We adjust and refine our teaching based on ongoing assessment information

- We begin with knowing our pupils.
- Where are they in their learning?

Making Sense to Refine & Learn.

Assessing to Plan

Acting to Make Sense

Planning to Act

- We reflect on our actions to find meaning

- We act on assessment information.

Assessing to Plan

Assessing to Plan

- We begin with knowing our pupils.
- Where are they in their learning?

Plan, Act, Observe, Reflect Questions to Consider

- How do pupils approach new learning or experiences?

- What prior experiences do they have?

- What are their ideas?

- How do they represent their thinking?

- What materials are they drawn to for representing thinking?

Assessing to Plan

- We begin with knowing our pupils.
- Where are they in their learning?

KS: Freedman, Riehl, Tylee, Wilson, 2020

Planning to Act

Planning to Act

- We act on assessment information.

Acting to Make Sense

Acting to Make Sense

- We reflect on our actions to find meaning

KS: Freedman, Riehl, Tylee, Wilson, 2020

How can these learning conditions support learning?

Plan, Act, Observe, Reflect
Questions to Consider

Acting to Make Sense

• We reflect on our actions to find meaning

- When I saw…. It made me question is this evidence of…?
- What materials will support this assessment information?
- What was the impact of?
- What other information do I need?
- What experiences best support this information?
- What does the pupil think about their learning?

KS: Freedman, Riehl, Tylee, Wilson, 2020

Making Sense to Refine and Learn

- We adjust and refine our teaching based on ongoing assessment information

Making Sense to Refine & Learn.

Plan, Act, Observe, Reflect Questions to Consider

- We adjust and refine our teaching based on ongoing assessment information

Making Sense to Refine & Learn.

- What does the documentation (assessment information) suggest about the learner'/pupil's thinking?

- What are some questions we have?

- What are some assumptions we make about children and the learning?

- What ideas and questions are children exploring?

- How did my words/actions influence the experience?

- Were there other influencing factors (e.g. environmental elements, shared learning, and accommodations)?

- What changes am I noticing over time? What do I notice in different contexts?

KS: Freedman, Riehl, Tylee, Wilson, 2020

Break 15 Minutes

Break for a short discussion based on the previous questions (slide 45)

- What does the documentation (assessment information) suggest about the learner'/pupil's thinking?

- What are some questions we have?

- What are some assumptions we make about children and the learning?

- What ideas and questions are children exploring?

- How did my words/actions influence the experience?

- Were there other influencing factors (e.g. environmental elements, shared learning, and accommodations)?

- What changes am I noticing over time? What do I notice in different contexts?

Welcome Back

Share the discussion on any one of the questions in the Chat Box
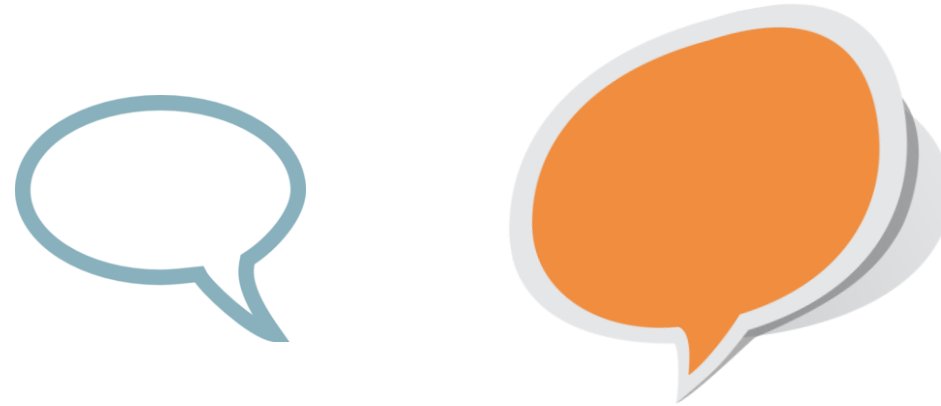
As we build the PCI consider these critical questions of learning:

- What is it that we expect pupils to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

Framing the Inquiry Question

If we do …………………………………., then pupil learning will ………………………………….

- How will you know if you are successful? What will be some indicators?

Conditions for PCI

- Relevant

- Collaborative

- Reflective

- Iterative

- Reasoned

- Adaptive

- Reciprocal

KS: Freedman, Riehl, Tylee, Wilson, 2020

Scenarios: Reimaging Learning

Education is shifting from…..
institutions emphasizing teaching to… *ones focused on learning.*

- Read the scenarios over and, as a Leadership Group, select one.
- Choose a recorder for notetaking.
- Begin with an inquiry stance and proceed to a perceived problem with pupil learning.
- What is the problem described in your inquiry?
- What will be your approach?
- What strategies and approaches will you use?
- What evidence will you gather?
- How will you know if you have been successful?
- Share in the Breakout Room.

Scenarios – Elementary

1. Accessibility and Equity
2. Demographic Changes
3. 'Livsmestring' or Well-Being
4. Learning that is Visible and Transparent
5. Balanced Literacy
6. Early Literacy Strategies
7. Critical and Creative Thinking Skills

Our Scenarios

KS: Freedman, Riehl, Tylee, Wilson, 2020

Scenarios – Lower & Upper Secondary

1. Accessibility and Equity
2. Demographic Changes
3. Well-Being
4. Shared ownership and pupil voice and choice
5. Gender Equity for Young Men
6. Critical and Creative Thinking as Global Competence
7. Gender Equity for Young Women in Technology and the Skilled Trades

Our Scenarios

KS: Freedman, Riehl, Tylee, Wilson, 2020
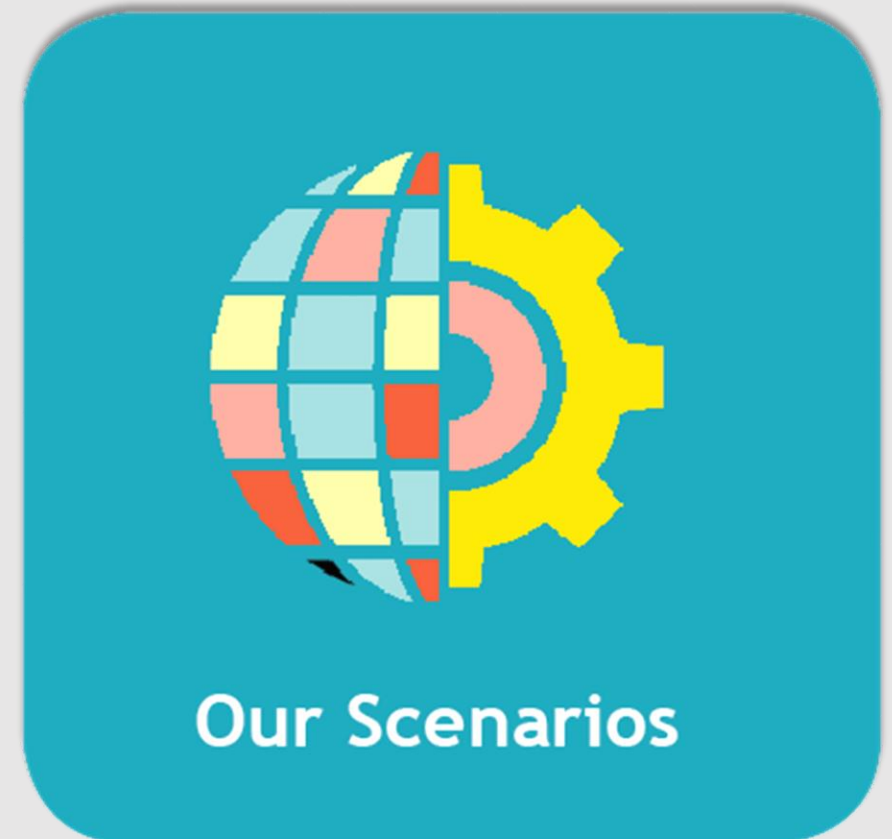
Go to the # in the Break Out Rooms of your Selected Scenario

- Share what you did as a leadership team?

- What was the evidence you used to come to your thinking on the scenario you selected?

- What is common in your approach?

- What is different?

- Select someone to share out with the larger group when we gather together

KS: Freedman, Riehl, Tylee, Wilson, 2020

Making the Learning Visible

Share as a Group

Our Adult Inquiry Stance

"Through inquiry people recognize a problem, mobilize resources, engage actively to resolve it, collaborate, and reflect on the experience. Making sense of experiences in this way, and doing so in concert with others in embodied, historical circumstances, is fundamental to learning."

Bertram, C. Bishop and Ann Peterson Bishop, (2007)

University of Illinois at Urbana-Champaign

KS: Freedman, Riehl, Tylee, Wilson, 2020

FRAMES: GATHER EVIDENCE   OF LEARNING

T
en i Tide refererer til (Task) Oppgaven læreren ber elevene utføre

I
Bokstaven I representerer Instructional Strategies /didaktiske strategier
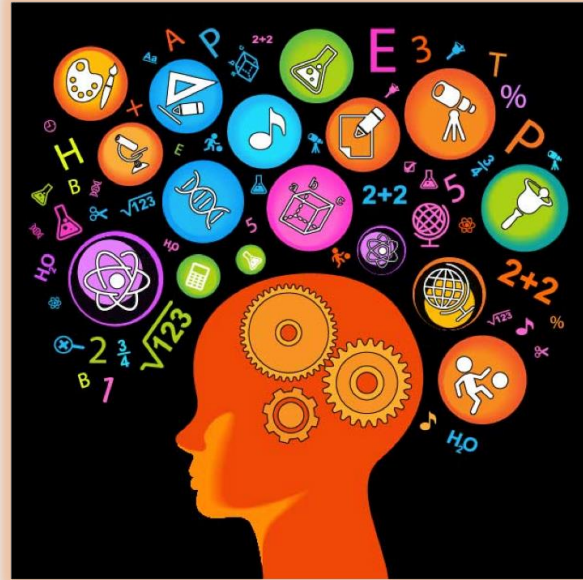
D
refererer til Design av klasserommet som læringsarena

E
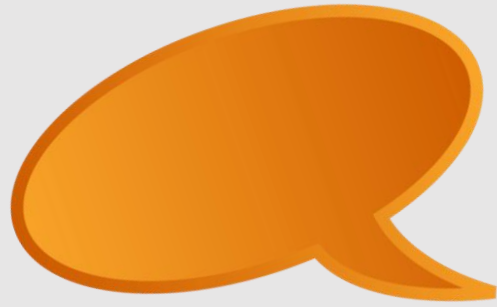står for elevenes engasjement

Key Learnings from Day 1

(Put your thoughts in the Chat Box)

- Be curious together about pupil learning
- As a leadership team, this is about co-planning, co-developing, sharing and growing a community of learners and learning from one another

KS: Freedman, Riehl, Tylee, Wilson, 2020

Questions?
Reflections?

Chat Box

Agenda – Day 2

1. Review Yesterday – Questions? (Chat Box)
2. Introduction to Pupil Inquiry
   - What it is
   - How it differs from PCI
   - Teacher Pedagogies supporting Pupil Inquiry

3. Co-Developing a School-Based Inquiry
4. Sharing
5. Reflections
6. Next Steps –Where to Now?