

Elementary Scenarios:



In your school's leadership groups, select one of the scenarios that interests you or is applicable and discuss the context and the questions posed. How would your leadership team implement the scenario you selected? How do respond to the questions raised? We will share your discussion as part of the larger group.

1. Schools should be accessible and welcoming supportive places, where everyone is included in strong communities for a range of pupils, including those with special education needs. When you walk through classrooms, you see pupils differentiated by preferential seating; however, most pupils are working on the same task and the same text/resource. There are some pupils using laptops and some accommodated for hearing issues. Under-achievement including effort and attention are the main concerns raised at the in-school meetings. Some teachers say they lack the experience in differentiating for a greater range of learners. They ask you, "What are you looking for when you come into classrooms"? What should we be doing? What do you do? What will be the indicators of change? How will you monitor the inquiry?
2. Your school's demographics are changing. There were some refugee/immigrant pupils in your school, but now more families have moved in and their children are attending and the teachers are talking that school is becoming more diverse. Many of these pupils' parents are underemployed and poverty is an issue. They speak different languages at home and may come from different religious backgrounds. The Norwegian Ministry of Education and Research notes "many students from immigrant backgrounds, especially those who have immigrated themselves do less well than their Norwegian-born peers. There is a wider gap than from Sweden and the Netherlands. Teachers are not confident of their abilities to support and be responsive to these pupils. Teachers have selected equity and supporting diversity as the focus for their inquiry. These approaches may be ways to begin. Which for your school/kommune make sense? What resources and strategies will you suggest teachers begin to explore and implement? What will success look like?
 1. What do your demographic data say?
 2. Who is achieving and who is underachieving and in what areas?
 3. How are the immigrant/refugee pupils doing academically?
 4. What are the books that reflect your pupils are available? What could your pupils be reading in their courses that are more equitable?
 5. What practices and approaches might make the pupils feel they are welcomed and represented?
 6. What are the pictures in classrooms and halls that are representative of all your pupils?

<https://www.udir.no/laring-og-trivsel/lareplanverket/forsok-og-pagaende-arbeid/bruken-av-lareplan-norsk-for-spraklige-minoriteter-med-kort-botid/>



3. The professional inquiry your teachers have selected is ‘Livsmestring’ or well-being. Research indicates that schools that focus on ways to make pupils feel safe, secure and welcomed are more likely to be successful in their schooling. COVID-19 has increased anxiety and depression among pupils. The surveys indicate your pupils are spending more time on social media and that too is having some negative effects. Where will you begin the inquiry and discussions with teachers, and why? What types of pupil work will be gathered and shared in moderated discussions? How will you know if you are successful? What will be the indicators of success?
4. Most teaching/instruction is teacher centred. You are trying to make learning and thinking more visible and transparent to pupils. To build pupil ownership, they need to understand what and why they are learning and what quality work looks like. Some teachers are effectively using posted learning goals and rubrics/success criteria, which the pupils understand and use. There is an inconsistent use of ‘assessment for learning’ and pupil achievement data to inform classroom practices; however pupils whose teachers are engaging them in their learning have better attendance and improved marks and attitudes. Where will you begin the inquiry and discussions with teachers, and why? What strategies and resources will you suggest? How will you know if you are successful? What indicators will be monitored and how?
5. You and the teachers are interested in more balanced literacy programming. You have shared the research on impacts on pupil learning and balanced literacy. Your teachers want specific indicators and descriptors to know how to use think-alouds, modelled lessons, shared lessons, guided lessons and independent work. They are interested but hesitant. This is a good place to begin the inquiry. How are you going to implement balanced literacy into the school and how are you going to monitor it? What will be your look-fors?
6. The school is working on building early literacy strategies because language skills are very important. The professional inquiry is focused on implementing running records into their assessment for learning practices. It is now November, and some teachers are using running records and sharing the data with you. You can see this when you walk into classrooms and teachers are working one-on-one and keeping a notebook to keep track. Other teachers express that they do not have the skills to effectively incorporate it into their daily practice. They ask you, “What are you looking for when you come into classrooms”? Not all teachers are bringing the running record data to the in-school meetings when they have concerns about pupils. What do you do? How will you monitor implementation?
7. The teachers are interested in beginning student inquiry to develop critical and creative thinking skills. They were concerned that pupils couldn’t distinguish between fact and fiction very well. They want to make sustainability as part of their inquiry. You are going to use the pupil inquiry prompts and the materials from OECD in their bank of lesson plans.

What type of inquiries will you use with your pupils and why? How will the teachers organize themselves? How will you know they are successful?

<https://www.oecd.org/education/fostering-students-creativity-and-critical-thinking-62212c37-en.htm>