

For Discussion

- What is the impact on pupil learning when teachers and leaders engage in Collaborative Inquiry?
- What are your professional curiosities?
- How do we know if learning is happening?
- How are we co-constructing and negotiating learning?
- How are we documenting evidence of learning?
- How do we communicate learning?
- How do you define a culture of inquiry?
- How do you think a culture of inquiry is created?
- What is your role in contributing to a culture of inquiry?
- What are we learning about learning?
- How will we go deeper and scale our understanding of program and curriculum expectations?
- What is your evidence telling you about: leader learning, educator learning, pupil learning?
- What trends and patterns did you notice?
- Whose voices are captured?
- Whose voices are not yet represented?

References

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Barber, M., Donnelly, K., & Rizvi, S. (2012). *Oceans of innovation: The Atlantic, the Pacific, global leadership and the future of education*. London: Institute for Public Policy Research (IPPR). <http://www.ippr.org/publication/55/9543/oceans-of-innovation-the-atlantic-the-pacific-global-leadership-and-the-future-of-education>



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Leading Learning for Today and the Future

KS LEARNING





Preparing Leaders for Tomorrow's World

FROM SCHOOLS OF TEACHING TO SCHOOLS OF LEARNING

“THE ABILITY TO LOCATE, ACCESS, UNDERSTAND AND REFLECT ON ALL KINDS OF INFORMATION IS ESSENTIAL IF INDIVIDUALS ARE TO BE ABLE TO PARTICIPATE FULLY IN OUR KNOWLEDGE-BASED SOCIETY.”

(Cunningham & Stanovich, 1998; OECD, 2013a; Smith, Mikulecky, Kibby, & Dreher, 2000).

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 studying: *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?*

All of these questions along with many more require leaders who view leadership through an optimistic vision and believe in an equitable and innovative education system for humanity.

WHAT DO LEADERS NEED TO THINK ABOUT IN LEADING FOR TODAY AND IN THE FUTURE?

Education systems are in a fascinating and challenging time given the pace and uncertainty of the evolving globalized “knowledge economy.” Information can be past, present and future thinking simultaneously. The landscape of anytime, anyplace anywhere access to information calls upon the goal of education to continue to shift its historical ways of emphasizing knowledge and skills. This shift away from emphasizing knowledge and skills does not suggest abandoning the acquisition of knowledge and skills. Instead it moves education forward to a broader, more adaptive, and flexible approach to learning. Leadership for today and in the future is informed by this shift from our historical goal of education to one that serves pupils now and in their future.

Leading for Today and the Future

- **Flexible learning spaces for staff, pupils and community**

- pupils talk and collectively think with teachers about **where** they learn best (e.g., stand up desk, in a group, flexible learning spaces depending on learning focus)
- pupils talk and collectively think with teachers about **how** they learn best (e.g., scan materials first, decide which tool works best for learning, with headphones on to help with focus, think alone first and/or, think with others)

1. **Pupil voice and choice is connected to ‘big ideas’ and curriculum concepts**

- contributes to **assessment for, as and of learning** by showing how and where and what pupils are thinking and learning
- co-construct materials and classroom design
- builds a culture of respect for multiple perspectives for collective thinking and learning

1. **Culture of professional learning that places educators in a learning stance and collective advocacy for continuous improvement**

- teachers learn from and with each other
- study their pupils’ work and thinking
- driven by professional curiosity

<http://www.mckinsey.com/global-themes/future-of-organizations-and-work/the-digital-future-of-work-what-will-automation-change>



Leading for Today and the Future

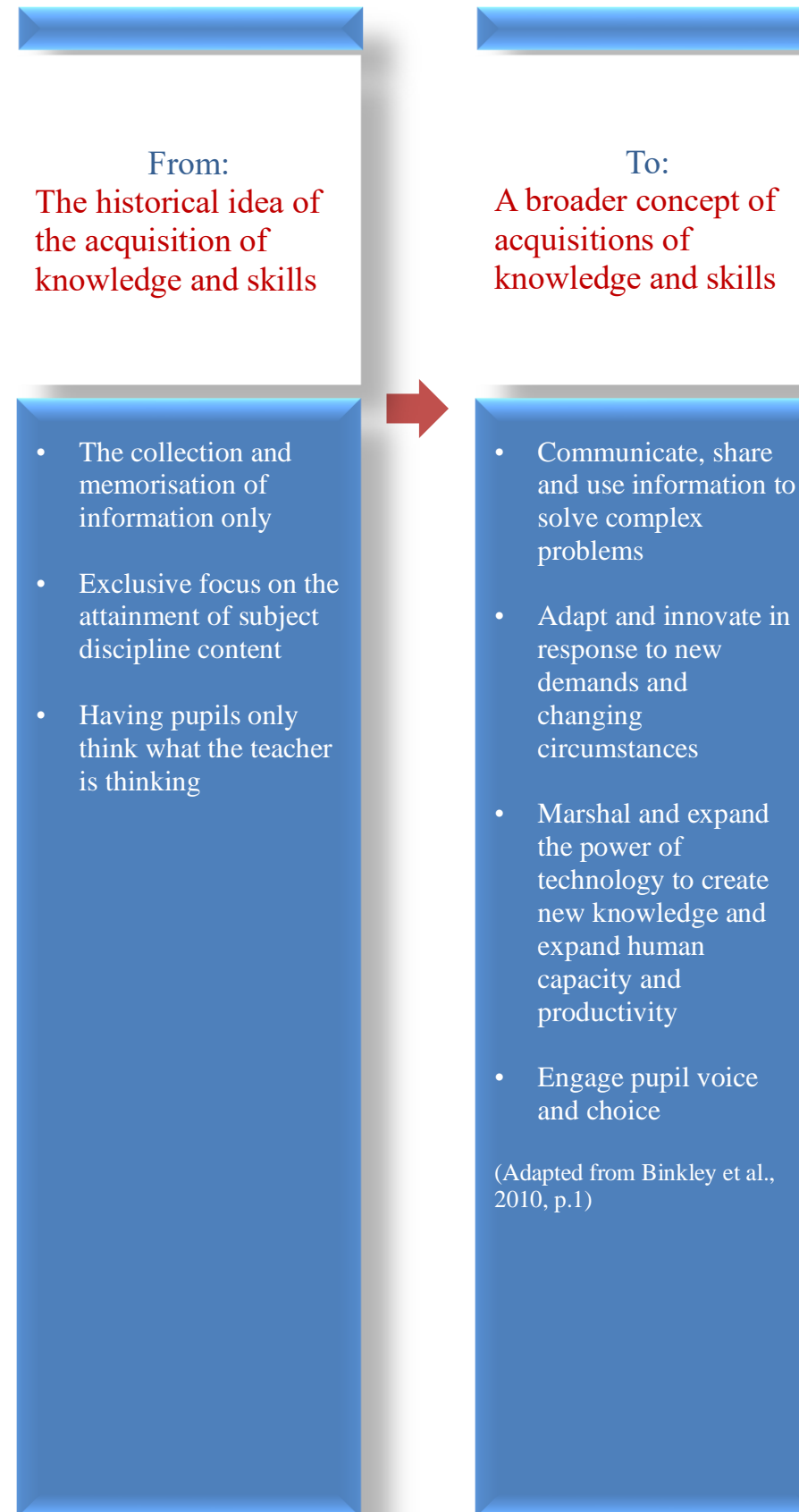
GLOBALLY COMPETENT LEADERSHIP

Globally Competent Leadership compels leaders to think 'big' adapting to emerging evidence about how to make meaning of and contribute to the way we live, work and learn. McKinsey and Company (2017) cautions that 60% of all occupations have at least 30% of activities that technically can be automated, potentially affecting 50% of the world's economy. Technology and digital demands are part of this changing workforce and highly skilled employees will benefit. This will be a 'disruptive innovation'; changing the way we work, and interact. (Christensen, Raynor & McDonald, 2015).

McKinsey & Company, 2017, *The digital future of work: What will automation change?*

Learning Environments that Reflect Globally Competent Leadership Include:

- **Areas for collective thinking for staff, pupils and community (e.g., digital platforms, classroom spaces for contributions or networked thinking)**



“What is clear is that education – deeper, broader and more universal – has a significant part to play in enabling humanity to succeed in the next half century. We need to ensure that students everywhere leave school ready to continue to learn and adapt, ready to take responsibility for their own future learning and careers, ready to innovate with and for others ... We need perhaps the first truly global generation; a generation of individuals rooted in their own cultures but open to the world and confident of their ability to shape it.”

(Barber, Donnelly, & Rizvi, 2012)



Preparing Pupils, Schools and Leaders for Tomorrow's World

WHAT IS THE IMPACT OF THE KNOWLEDGE-BASED SOCIETY ON HOW TO LEAD LEARNING?

"Today's technological environment allows [pupils] to draw on sources around the globe and integrate what they discover into their learning using a range of media . . . world wide access to information enables teachers to **design with pupils**, learning opportunities that stimulate them to be independent, reflective, and collaborative learners, challenge their thinking and assumptions and engage them on many levels."
 Ontario Public School Boards' Association. (2013). A vision for learning and teaching in a digital world.

"The current education system was designed for a different age. Trying to meet the future with what we did in the past...disengages 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-valuabl>

IF... "the extent pupils have developed and can apply intercultural and global issues to the following set of knowledge and skills: knowledge and understanding of global issues, intercultural knowledge and understanding, and analytical and critical thinking" (OECD, 2016: 5).

THEN... Globalized thinking for pupils means the way we design learning for pupils must be mirrored in the way we design and lead learning for professionals.



Connecting Professional Collaborative Inquiry & Pupil Inquiry



Knowing the Learner

- learning dispositions
- schema, background knowledge and lived experiences
- observing in multiple contexts

Co-Constructing Environment

- co-constructing the learning environment with pupils and professionals
- co-constructing inquiry questions and processes

Thinking about Impact

- reflective practice contributes to continuous professional learning about how pupils learn
- what is the impact when teachers are in a learning stance and in the role of action researchers?

Preparing Pupils, Schools and Leaders for Tomorrow's World

WHAT IS THE IMPACT OF LEADERS ON GLOBAL COMPETENCIES?

Ongoing work across OECD countries examines /studies Global Competencies which in turn provides education systems insights into how and why Global Competencies impact how we think, learn, and respond to pupil thinking and learning.

Global Competency for an Inclusive World (2016) is a discussion paper for the proposed 2018 Global Competencies assessment that will form part of what PISA, 2018 will assess.

IF... According to the Organization For Co-operation and Economic Development, "In the knowledge economy, memorization of facts and procedures is not enough for success.

THEN... Education workers need a conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge.

IF... Education workers need a conceptual understanding of complex concepts, and the ability to work with them creatively to generate new ideas, new theories, new products, and new knowledge....

THEN... What does this mean for leading learning and the professional learning that matches this demand for what pupil's need now and their future?

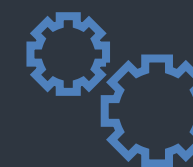
Educators who are in an inquiry stance recognize that learning occurs in social contexts and that interactions and conversations are vitally important for learning...[Educators] create learning contexts that allow pupils to make decisions about their learning processes and about how they will demonstrate their learning. They encourage collaborative learning and create intellectual spaces for pupils to engage in rich talk about their thinking and learning (adapted from *The Kindergarten Program (2016)*, The Ontario Ministry of Education.

School leaders support learning for both pupils and teachers. Professional Collaborative Inquiry and Student Inquiry provide an approach that harmonizes teacher and pupil learning through a process of inquiry. Through this process school leaders are in a lead learning stance with teachers.

"One of the greatest predictors of new learning is prior knowledge and understanding." William outlines how educators can harness this predictive power by eliciting and interpreting evidence of pupils' thinking. He suggests that assessing student learning [to support] instruction has proven to have "unprecedented power to increase student engagement and to improve learning outcomes." [William (2011) p. 13]

Professional Collaborative Inquiry and Pupil Inquiry are connected in many ways. They both:

- use a variety of sources of information and ideas to increase understanding of a problem,
- are driven by an issue of importance,
- espouse investigation, exploration, search, quest, research, and pursuit of information,
- provide opportunities to access a variety of communication tools e.g., technology, art materials and discussion groups,
- provide opportunities for input in why, where and how materials are included for learning,
- provide opportunity to think critically about the impact of data and materials on thinking.



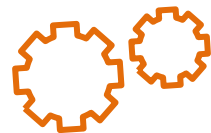
In a knowledge-based society, leaders create both professional and student learning experiences such as learning that invites:

- professional curiosity
- multiple perspectives
- includes student and educator voices
- innovation
- creativity
- risk-taking
- an asset orientation
- comfort with discomfort or different perspectives



CANADIAN EDUCATION ASSOCIATION

“Collaborative inquiry holds potential for deep and significant change in education. Bringing educators together in inquiry sustains attention to goals over time, fosters teachers’ learning and practice development, and results in gains for students.”



Leading Learning: What Is Professional Collaborative Inquiry?

At the core of Professional Collaborative Inquiry (PCI) is professional curiosity. Human learning and development is complex and fascinating at the same time. Questions, areas of uncertainty, wonder, perplexing notions and innovation are some of the mindsets described in the process of Professional Collaborative Inquiry.

In addition to professional curiosity PCI invites a “comfort with discomfort” or in other words a comfort with often having more questions than answers and/or questions with multiple possible answers. By coming together as ‘researchers,’ teachers integrate theoretical frameworks, research findings and their own daily experiences to guide their interactions with pupils. Reflective practitioners figure out how the pupils in their class think, learn and make sense of the world.

Professional Collaborative Inquiry is an impactful process that **1)** investigates what should remain from education’s past practices and why, **2)** investigates if what and how we are currently learning makes a difference for teacher and pupil learning and **3)** investigates how learning that is impactful in the present could make sense for an unknown future.

Professional Collaborative Inquiry is by its very nature adaptive, flexible and invites new ideas.



Why is Professional Collaborative Inquiry Important?

Learning is complex and multi-faceted. Classrooms are a rich tapestry of diverse perspectives, learning dispositions and experiences. An “inquiry stance” is a professional curiosity and wonder about **why, what** and **how** pupils learn. This stance is a hallmark of a Professional Collaborative Inquiry process and leads to planning for learning that reflects the complexity and diversity of pupil learning.

Learning is better understood, clarified, deepened when it is studied and made visible.

Ritchhart and Perkins (2008) provided a list of characteristics that anchor visible thinking. Some of these characteristics include: learning is a consequence of thinking, the development of thinking is a social endeavor, and fostering thinking requires making thinking visible.

https://www.researchgate.net/publication/325040277/Student_Engagement_through_Visual_Thinking_Routines_p.1

Inquiry is designed to generate thinking that is co-constructed and made visible.

Learning is impacted when professional and pupil learning can mirror each other. In other words what a teacher learns in professional learning (a strategy, a process for thinking, a reflective tool, an assessment strategy) can be used for and directly with pupils. For example, identifying a question to inquire about a problem of practice can be the same process with pupils.

Leading and Engaging in Professional Collaborative Inquiry

What can it sound like and look like?

Some possibilities...

- questions we don't know the answer to;
- curiosity about a student or group of students' thinking that is fascinating, novel, typical, perplexing, new for that student;
- curiosity about an area of learning that is new or unfamiliar;
- digging deeper into an area of learning that is familiar;
- multiple perspectives;
- respectful disagreements;
- comfort with having more questions than answers;
- driven by data;
- fueled by pedagogical documentation;
- research in action – uses multiple sources of research with the core data being the pupil's work

