

Spirals of Inquiry: Phase Log



<u>Spiral No.:</u>	<u>Date:</u>	<u>Team members:</u>
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Scan

What is going on for our learners?

Scanning involves

- A wide perspective on learning, informed by learning principles
- Finding out what learners think and feel about their learning, and what their families and communities perceive about their learning

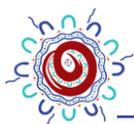
Scanning is NOT

- Seeking evidence to reinforce the status quo
- Only looking at aspects of academic learning that are easily measured
- Exclusively about what the professionals think

What do our learners have to say? (*Use evidence from the “four key questions for learners.”*)

Guiding Questions	Discussion	Evidence
What is going on for our learners?		
How do we know?		
Why does it matter?		

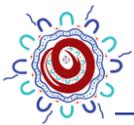
Our scanning question is...



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<u>Scanning Question:</u>				
Focus	<i>What will have the biggest impact?</i>			
<table border="0"> <tr> <td style="vertical-align: top;"> Focussing involves <ul style="list-style-type: none"> Using information from the scan to identify an area for concentrated team learning Gathering more information if you need it to understand the situation Building on strengths or positives, as well as clarifying challenges Identifying a common area that the team can work on together </td> <td style="vertical-align: top;"> Focussing is NOT <ul style="list-style-type: none"> The time to introduce completely new areas disconnected from the scanning process About assuming you have it all figured out and don't need to investigate any further Just about the problems or challenges About everyone choosing his/her own area of interest </td> </tr> </table>			Focussing involves <ul style="list-style-type: none"> Using information from the scan to identify an area for concentrated team learning Gathering more information if you need it to understand the situation Building on strengths or positives, as well as clarifying challenges Identifying a common area that the team can work on together 	Focussing is NOT <ul style="list-style-type: none"> The time to introduce completely new areas disconnected from the scanning process About assuming you have it all figured out and don't need to investigate any further Just about the problems or challenges About everyone choosing his/her own area of interest
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Guiding Questions	Discussion			
What caught our attention during the scanning phase?				
What's missing? What other evidence do we need?				
What are some strengths that our learners show in this area?				
How could we build on these strengths?				
What can we most effectively tackle over the next few weeks or months?				
<i>Where will we concentrate our energies in order to make a big and lasting difference for our learners?</i>				
<u>The three big-picture questions</u>				
What is going on for our learners?	How do we know?	Why does it matter?		



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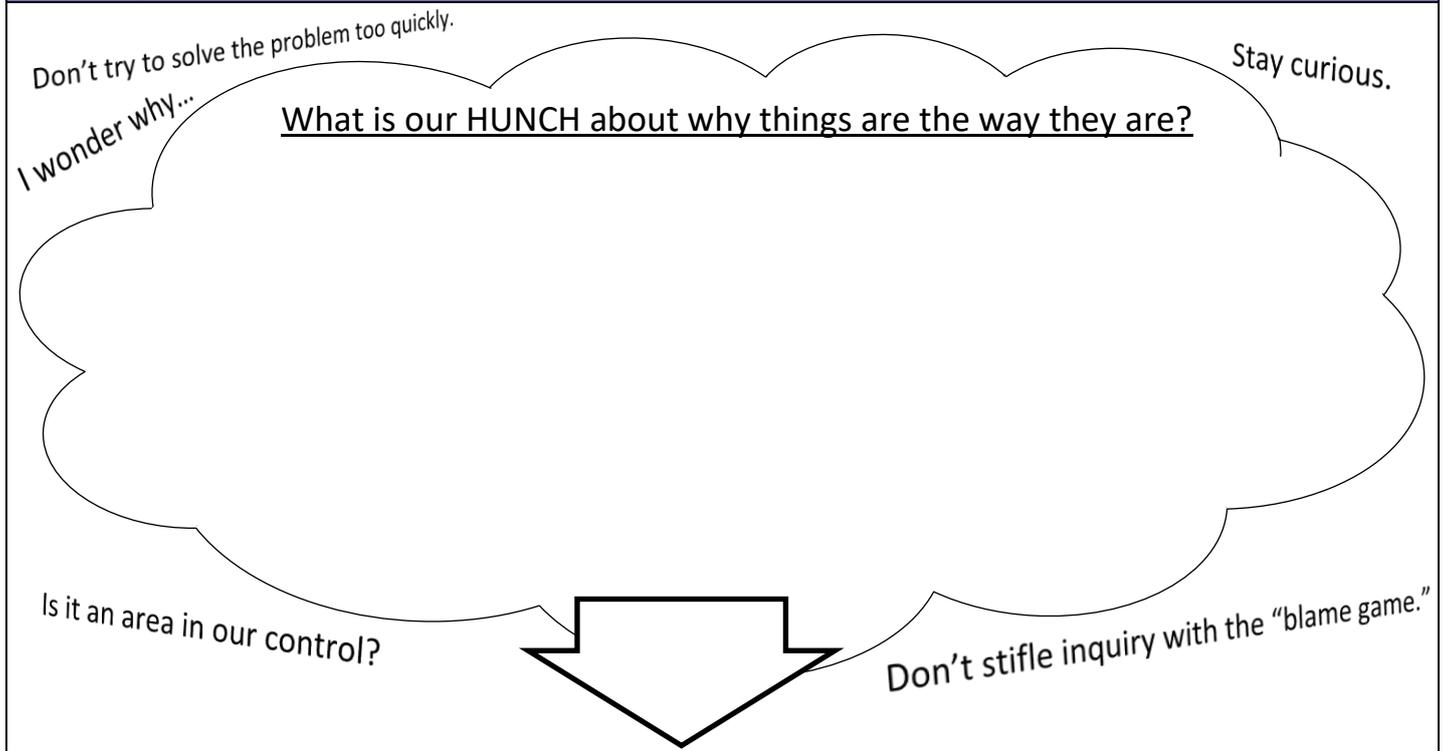


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<u>Scanning Question:</u>	
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Develop a hunch	<i>What is leading to this situation? How are we contributing to it?</i>
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|---|---|
| Developing a hunch involves <ul style="list-style-type: none"> • Getting deeply held beliefs and assumptions out on the table about your own practices • Focusing on things your team can do something about • Checking your assumptions for accuracy before moving ahead | Developing a hunch is NOT <ul style="list-style-type: none"> • A general brainstorm of all possibilities • Being obsessed with the actions of others or with issues over which you have limited influence • Venting about the past, fuming about the present, or finding someone to blame |
|---|---|

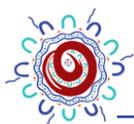


Guiding Questions	Discussion
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How can we test our hunch in quick ways?	
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How can we involve learners in checking our hunches?	
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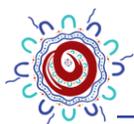
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<u>Hunch:</u>		
Learn	<i>What do we need to learn? How will we learn this?</i>	
New learning is <ul style="list-style-type: none"> • Tailored to the situation • Directly linked to the focus identified earlier in the spiral • Exploratory – testing how new approaches could be better than previous practices • Sustained and supported over time 		New learning is NOT <ul style="list-style-type: none"> • Pursuing the latest trends • Disconnected from the context • Uncritically adopting new ways without understanding the purpose • A short-term or quick fix
Guiding Questions	Discussion	
What professional learning do we need to take action? Examples: Internal experts? External experts? Professional readings? Courses? Other schools? Other states/countries?		
How will we use this professional learning?		
What have we learnt?		
How can our new learning be turned into actions?		
<u>The three big-picture questions</u>		
What is going on for our learners?	How do we know?	Why does it matter?

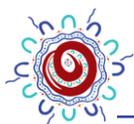


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Take action		<i>What can we do to make a meaningful difference?</i>
Taking action involves <ul style="list-style-type: none"> • Learning more deeply about new ways of doing things – and then trying them out • Evaluating the impact on learners – and seeking their feedback • Building trust and cultivating a growth mindset 		Taking action is NOT <ul style="list-style-type: none"> • Trying something new without considering its value and relevance in our situation • Implementing without monitoring the effects on learners • Assuming everyone feels okay about the change
Guiding Questions	Discussion	
PLAN How will we take action in our classrooms?		
DO What is involved?		
CHECK How will we gather evidence of our actions?		
REFLECT How will we illicit evidence of student growth in learning?		
<u>The three big-picture questions</u>		
What is going on for our learners?	How do we know?	Why does it matter?

****THIS PHASE MAY NEED TO BE CARRIED OUT A NUMBER OF TIMES BEFORE WE HAVE ENOUGH EVIDENCE TO EVALUATE THE NEW APPROACHES – BE INTENTIONAL AND PERSISTENT****



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<u>Hunch:</u>				
Check	<i>Have we made enough of a difference? How do we know?</i>			
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Guiding Questions	Discussion			
What evidence will we gather in order to know that we are making a difference?				
When will we check, and how often?				
EVIDENCE – DISCUSSION				
Feedback from our learners (<i>Use evidence from the “four key questions for learners”</i>)				
<p><u>How will we CELEBRATE our learning?</u></p>				
<u>The three big-picture questions</u>				
What is going on for our learners?	How do we know?	Why does it matter?		