



Spirals of Inquiry: for equity and quality

Judy Halbert and Linda Kaser

Roots Purpose Framework



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Context

4.6 m population

60 school districts

1650 public schools

350 independent schools

130 First Nations – band
controlled schools

30 language groups, 60 dialects





NOII • AESN

2000 - 2017

Schools	60% of BC
Teachers & Support Staff	5000
District & School Leaders	600
Network Leaders	100
Graduate Students	600
Students	400,000





Inquiry is **not** an initiative.

It is a **mindset** and a
metacognitive **process**.



What we have learned....

Purpose
Curiosity
Mindset
Coherence
Perseverance



Moral Purpose

Our work is **HARD**.

Our goals must be **h**earfelt,
animated, **r**equired and **d**ifficult.



EVERY learner
crossing the stage with
dignity, purpose and options

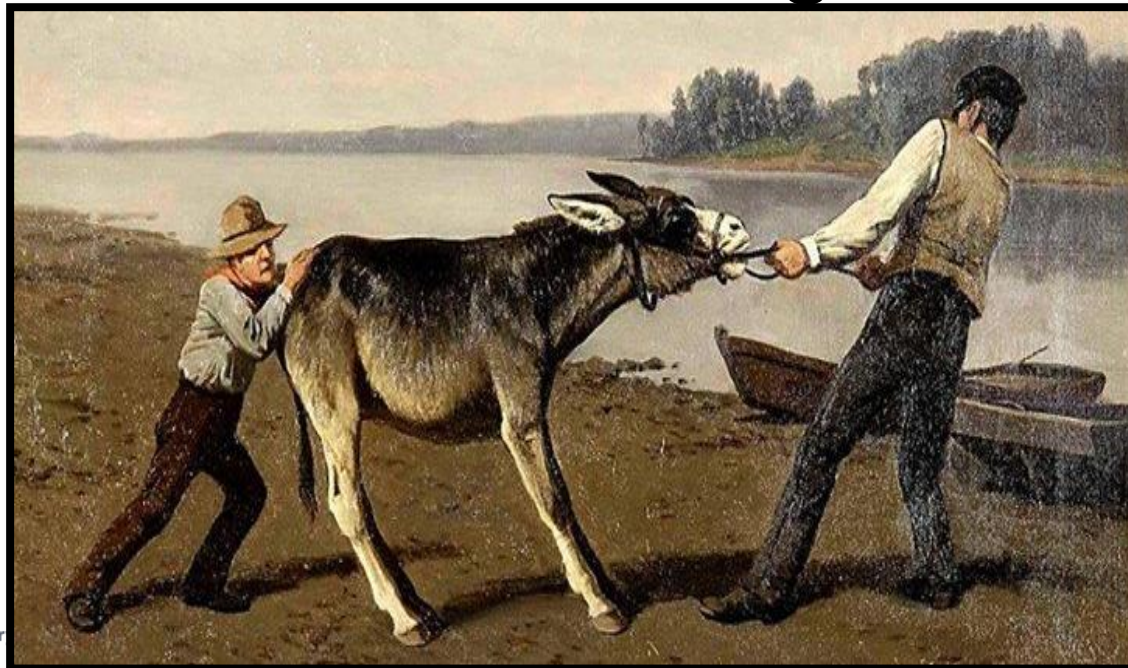



ALL learners leaving our schools
MORE curious
than when they arrive



Curiosity

How can we use the *pull* of curiosity as well as the *push* of policy to create change?





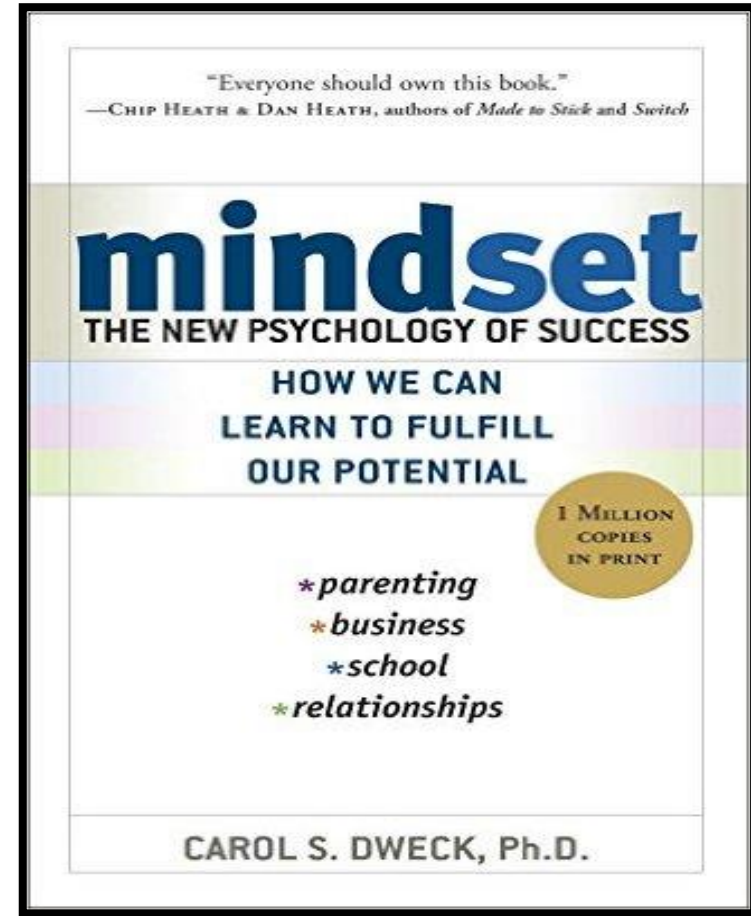
For young learners to be curious and engaged in their learning, they need to be supported by **ADULTS** who are equally curious and engaged in their own learning.



LEADERSHIP CHALLENGE

How do we create conditions for
adult curiosity and commitment
so that we can reach high quality
and high equity for all learners?





Mindsets Matter



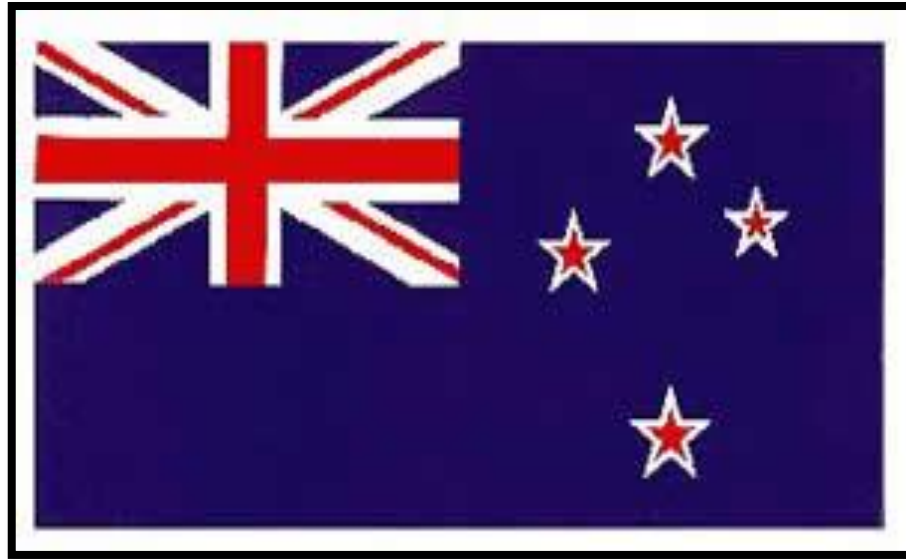


COHERENCE

Why the Spiral of Inquiry?

What's the evidence?





Literacy

Professional Development Project


What happens when the project is over and the focused literacy support ends?



Professor Helen Timperley

<http://literacyonline.tki.org.nz/>





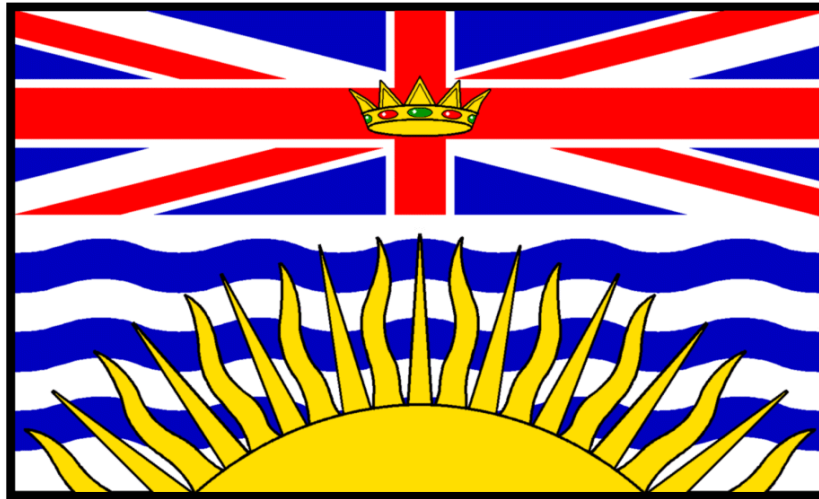
Systematic application of strategies...

Similar gains with new cohorts



Application of strategies +
inquiry cycle
+ knowledge-building...
Gains *Improved* over time.





One of the top performing
multi-lingual,
multi-cultural systems in the world

<http://www.conferenceboard.ca/hcp/provincial/education.aspx>



REPORT CARD

Education and Skills

1	Japan	A	3	B.C.	B	9	Netherlands	C	16	Norway	D
2	Finland	A	4	Ont.	B	10	Que.	C	17	Man.	D
			5	Alta.	B	11	Germany	C	18	Ireland	D
			6	Canada	B	12	N.S.	C	19	Denmark	D
			7	Australia	B	13	U.K.	C	20	Austria	D
			8	Switzerland	B	14	Belgium	C	21	Sask.	D
						15	Sweden	C	22	N.B.	D
									23	U.S.	D
									24	N.L.	D
									25	France	D
									26	P.E.I.	D-

Source: The Conference Board of Canada.



Key findings for BC

Reading

Least number of students struggling

Most number of students at the
highest level






Equity and Quality

Greatest number of 25 year olds
with 2 + years of post secondary
education





What does professional learning look like in high performing systems?



- 
1. Shanghai
 2. Hong Kong
 3. Singapore
 4. British Columbia



COMMON FEATURES

Inquiry Based
Collaborative
Linked and coherent
Professionally led
Takes place over time





Spirals of Inquiry: for equity and quality

A framework for professional
inquiry and innovation





Canadians for 21st Century
Learning & Innovation

presents

the Spiral PLAYBOOK

Leading with an inquiring mindset
in school systems and schools

Linda Kaser & Judy Halbert



Networks of Inquiry and Innovation

Aboriginal Enhancement Schools Network



Scan

What's going on for our learners?

Focus

What will give us the biggest impact?

Hunch

How are WE contributing to this situation?

Check

How will we know we are making enough of a difference?



New Learning

What do WE need to learn?

Act

What will we do differently?



Curiosity & The Spiral of Inquiry

Start with the learners

1 + 3 questions



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

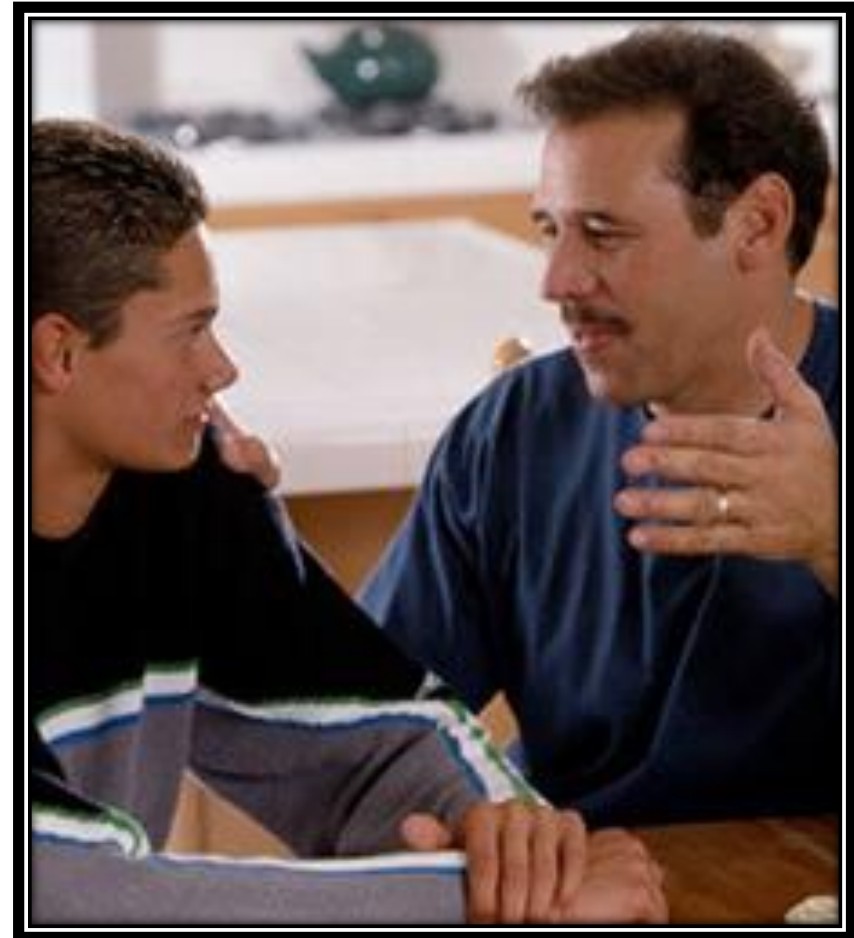



The Big 3

What are you learning and why is this important?

How is it going?

What are your next steps?





Purpose
Curiosity
Coherence....

Teamwork and Persistence



TEAMWORK



How will we work together – to ensure every learner crosses the stage with dignity, purpose and options?



PERSEVERE

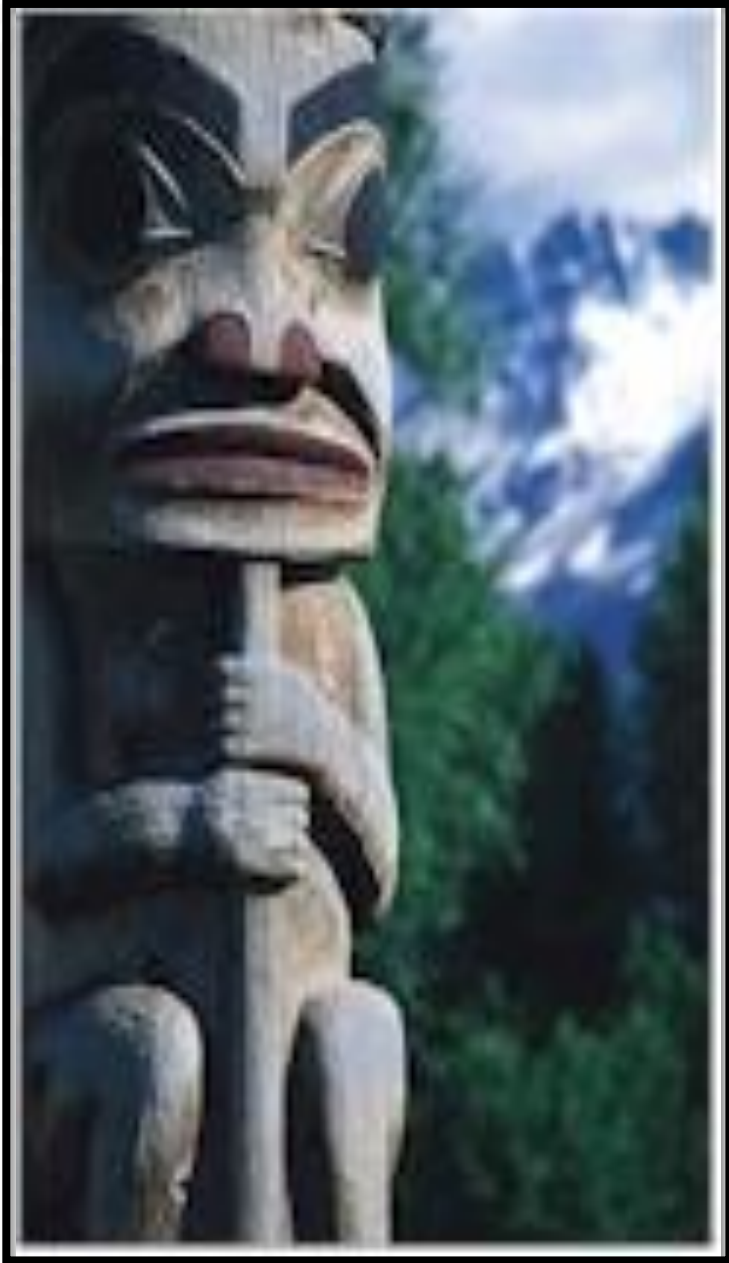


Meaningful change takes time



Cwelelep

Being in a place
of dissonance,
uncertainty in
anticipation of
new learning



Thank you

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Networks of Inquiry and Innovation



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