

Using Focused and Deep Collaborative Inquiry

What It Is

- ▶ Deep inquiry involves being genuinely curious about what is going on for learners and how to make a difference to their learning.
- ▶ It is deepened by using evidence systematically and critically throughout.
- ▶ Effective inquiry includes examining the ways in which educators are contributing to any issues and their underlying causes.
- ▶ Inquiry focused on one area with high impact deepens learning and promotes its transfer to other students or situations.
- ▶ Targeted new PL and action arises from the inquiry into what is going on for learners and how the educators are contributing.
- ▶ Inquiry is deepened through iterative cycles until student learning is accelerated and issues addressed.

Why It Matters

- ▶ Inquiry that is focused, deep, responsive to student challenges, and based on evidence is at the core of adaptive expertise.
- ▶ Focused inquiry is more manageable for teachers, has high leverage for change, and allows learning to be transferred.
- ▶ If change is to become a reality, inquiry must address current professional knowledge and practices.
- ▶ New knowledge and action are created through solving student learning and achievement challenges.
- ▶ Deep inquiry is motivating for teachers to make ongoing changes to their practices as they make a difference to student learning.

How I Do It

- ▶ Model curiosity, and hold a constant inquiry stance, including the use of evidence.

- ▶ Ensure that teacher inquiry is focused on what is happening for learners, and check with evidence if new learning and action is having an impact.
- ▶ Examine with teachers the ways in which they and other educators are contributing to the current situation.
- ▶ Encourage teachers to be open-minded about problems and solutions and the impact of their actions.

Key Challenges for Me

- ▶ Developing a common language that supports collaborative and co-constructed inquiry
- ▶ Ensuring inquiry is genuine and driven by curiosity, not just confirming existing beliefs
- ▶ Helping teachers to identify the practices that may be contributing to student learning issues
- ▶ Closely connecting the inquiry process to new PL
- ▶ Planning for transfer from the deep focus to other students or curriculum areas
- ▶ Promoting inquiry as a mindset and deepening the process through engagement in multiple cycles

What I Should Notice

- ▶ Is the inquiry process driven by curiosity, or do teachers think they already have the answers?
- ▶ What evidence is relevant to inquiry about what is going on for their learners?
- ▶ Is inquiry deep and focused or superficial and general?
- ▶ What assumptions about students and teaching do teachers bring that should be tested?