

ROOT #1

Adopting an Evaluative Inquiry Stance

What It Is

- ▶ Have a genuine inquiry and evidence-seeking mindset.
 - ▶ Continually focus on the impact on learners.
 - ▶ Treat own views as ideas that need to be checked.
 - ▶ Be willing to question own and others' beliefs and behavior, and challenge the status quo.
 - ▶ Seek and use evidence and knowledge to inform decision-making.
 - ▶ Be aware that evidence and evaluation are interpretive processes affected by personal biases as well as social and power relationships.
 - ▶ Be open to question own and others' interpretations of evidence.
 - ▶ Engage with different perspectives and the theories and beliefs of others—for example, communities, families, students, leaders, professional colleagues, policy makers.
- ▶ Act on information from others and evidence regarding the impact of our actions
 - ▶ Be tentative about our assumptions and checking them for accuracy before taking further action
 - ▶ Create opportunities for dialogue and collaborative inquiry around choice and timing of deliberate actions
 - ▶ Ensure a focus on problem solving and improvement for the benefit of learners
 - ▶ Ensure work is collaborative and that our joint actions have impact

Why It Matters

- ▶ An evaluative inquiry stance supports engagement in evidence-informed collaborative inquiry.
- ▶ There is opportunity to express and test your own views and reasoning while engaging with the views and reasoning of others.
- ▶ Evaluative inquiry keeps the focus on outcomes for students as the touchstone for change and improvement.
- ▶ Evaluative inquiry ensures that a range of “narratives” inform decisions and actions rather than privilege a few.
- ▶ The likelihood of repeating past mistakes and justifying the status quo is reduced.

How I Do It

- ▶ Ensure information is sought about the impact of our actions

Key Challenges for Me

- ▶ “Keeping the main thing the main thing” and avoiding distractions that may not benefit students
- ▶ Ensuring sufficient time is available for collaborative inquiry
- ▶ Putting challenging data on the table and being open to a variety of interpretations
- ▶ Developing, maintaining, and testing our evaluative processes
- ▶ Being comfortable with ambiguity and disagreement
- ▶ Being prepared to examine own beliefs and reasoning
- ▶ Having the skills to identify the most useful forms of evidence

What I Should Notice

- ▶ What motivates me to be curious? What gets in the way?
- ▶ Is my curiosity genuine, or do I jump to conclusions and provide solutions?
- ▶ How do I respond to information that does not align with my own or other peoples' thinking and behavior?

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