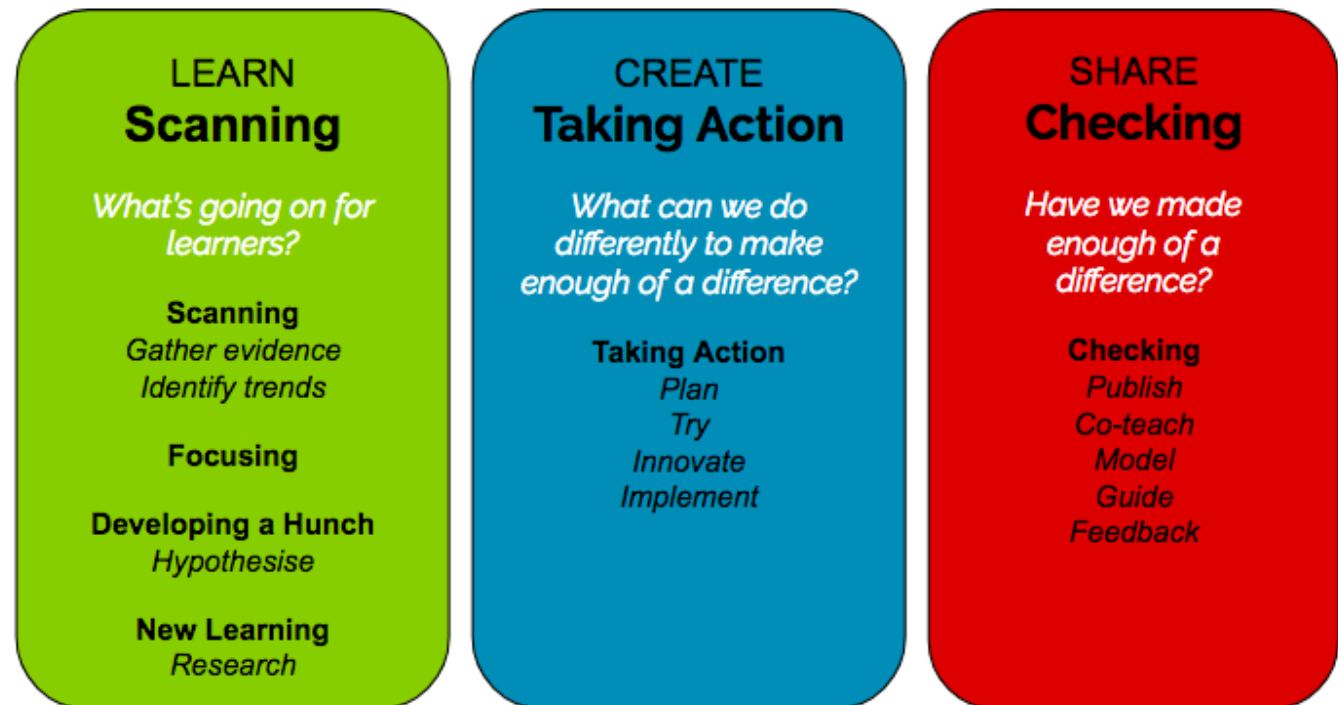


Māwhera Kāhui Ako - Toki Pounamu
Framework: Learn Create Share Activating Spirals of Inquiry



LEARN Scanning <i>What's going on for learners?</i>	Scanning What's going on for learners? More emphasis is placed on teacher observations of students, in all circumstances. There are some difficult questions to ask, such as: Is it all right for some learners to experience challenging and engaging learning in one classroom while in the room next door the students are not? Scanning is not done overnight, can last two months, and may turn up surprises. • Gather evidence: <i>Student achievement data eg. standardised tests, OTJs, internals and externals. Anecdotal evidence eg. observations, formative assessment tasks, student voice, whānau/parent voice, previous teachers, surveys, learning walks and reciprocal visits.</i> • Identify Trends: <i>Looking at all the evidence, thinking hard about its "shape". Noticing where there are cohort trends that extend out beyond the class, to the team or department, maybe even for this school across schools in the CoL. Clearly identifying the common learning challenges or problems. Looking for and identifying strategies that are known to have the greatest impact on on this/these challenges</i>
	Focusing Where will concentrating our energies make the most difference? Focusing well will lead to informed actions, and usually means selecting no more than one or two areas so that the inquiry is "focused and deep". The authors point out that a common focus generates the momentum to transform schools.
	Developing a hunch How are we contributing to the situation? "Hunch" is an important word – hunches may not be totally accurate, but it is essential to get them all on the table because they guide the focusing. Sometimes they might be well-established routines of the school or the classroom, and be relevant to your own school. Hunches need testing. • Hypothesise: <i>Analysis and interpretation often take place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students. These theories for improvement should connect with the inquiries related to the Achievement Challenge of the Department/Team, the School and the CoL.</i>
	New learning How and where will we learn more about what we do? Teacher learning must be connected to identified learner needs. External expertise is important here and the school must make clear to externals what makes a difference to learners. We all need to know why new ways of doing things are better than what we did before. • Research: <i>This involves asking questions about how well current strategies are working and whether others might be more successful. Teachers search their own and their colleagues' past practice for strategies that may be more effective, and they also look in the research literature to see what has worked in other contexts.</i>

CREATE Taking Action <i>What can we do differently to make enough of a difference?</i>	Taking action What can we do differently to make enough of a difference? "Genuine inquiry needs space to take risks, make mistakes, and try again – and again". Changing things can also feel risky for some learners who then resist change, and in turn bring concerned parents. We need to build understanding for all, right from the outset. • Make a plan: <i>What can I already do and what do I need help with? Who are the learners? Group/class What are the goals for my practice and student achievement? Set up processes for capturing evidence about whether the strategies are working for my students.</i> • Try new things: <i>It is a constant state of action, monitoring, reflection, and adjustment - and then more action. Failure may occur. Feedback from learners - how will I engage them with new learning? Do they know we're trying something new?</i> • Innovate: <i>Are we capitalising on the affordances of the technology to support the Five Affordances of Learn Create Share (Engagement, Teaching Conversations, Visibility, Cognitive Challenge, Scaffolding) identified by the WFRG</i> • Implement: <i>Just do it!</i>
SHARE Checking <i>Have we made enough of a difference?</i>	Checking Have we made enough of a difference? Checking doesn't have to be formal, or at a set time. It can go on throughout the spiral. The importance of trust should be a recurring theme throughout the cycle, and it certainly is true of checking. • Publish: <i>What happened as a result of the changes? Share evidence (artefacts of student learning, DLOs) and effective strategies.</i> • Co-teach: <i>What if my plans didn't work? Are there different approaches? Who can help me? Peer observations, video analysis of my practice.</i> • Model / Guide: <i>How can my findings and experiences support my peers? How is this shared?</i> • Feedback / feedforward: <i>What are my next steps? How will I sustain effective practice? Learner feedback? New goals?</i>