Barcelona Networks for Change Speakers'notes Vancouver 10/05/2019

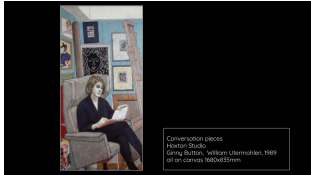|	
NOIIE Symposium - Vancouver, 2019 NOIIE Symposium Xarxes per al canvi NETWORKS FOR CHANGE Barcelona 2017 - 2019	**(Cover)**
Xarxes per al canvi NETWORKS FOR CHANGE Barcelona 2017 - 2019 Begonya Folch, Victoria Ibáñez and Mercè Mas Education Consortium of Barcelona	Good morning everyone. We are very grateful to be here with you. This is Merce Mas, Victoria Ibáñez and I am Begonya Folch. Today we want to share what we've learned during a two-year journey with Spiral of Inquiry in our networks, in Barcelona."*Xarxes per al canvi*" ("*Networks for Change*") is a public initiative as a result of an agreement between four institutions, the Barcelona-Consortium of Education, *Escola Nova21*, Rosa Sensat Teachers' Association and the Sciences Education Institut at the Autonomous University of Barcelona.
2018-2019 240 public and private Primary and secondary schools 22 District Based Networks Xarxes per al canvi	A very brief summary of our situation: after two years we currently have 240 schools distributed in networks across 22 districts. In the next school year, we hope to include the remaining 60 schools in the networks. At the moment we have groups with 10 to 12 schools per network which include public and subsidized schools, as well as primary and secondary schools, all together.
Xarxes per al canvi 240 Public and Private Primary and Secondary schools 22 District Based Networks 10 Facilitators More than 500 Teachers attending networks sessions 260 Networks sessions, each session is about 4'5 hours More than 3000 Teachers involved in promoter school teams and in a digital platform	Let us give you some figures in order to understand the magnitude of the program There are 22 district based networks and 10 facilitators (the three of us are network designers and also facilitators) There are more than 500 teachers who have attended a total of 13 sessions up

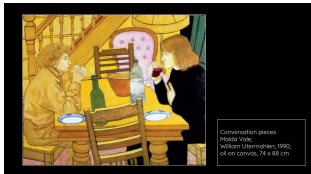|	
	until today. We've organized 260 network sessions in two school years, and nowadays we have more than 3000 teachers involved in promoter teams and also in our digital platform.
1 A story about unlearning 2 Spiral of inquiry, learning and assessment 3 A frame about learning, UDL	Since there are three of us, we bring three ideas to you, and we hope they will be as powerful to you as they have been for us.
1	The first one
1 A story about unlearning 2 Spiral of inquiry, learning and assessment 3 A frame about learning, UDL	A story about unlearning. I would ask you to see this story with scientific eyes. We offer it to you as a metaphor. For us, it has been very powerful.
William Utermohlen 1933 - 2007	This is the story of a painter, William Utermohlen.

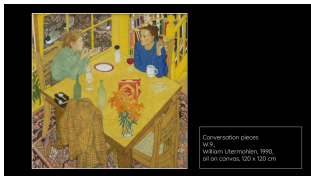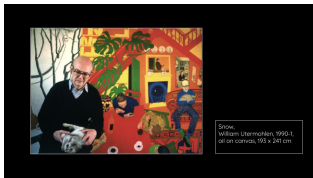|	
	He was born in Philadelphia, 1933, the same year my father was born.
William Utermohlen (1933-2007) was an American painter established in London and specialized in **portraiture**	William Utermohlen (1933-2007) was an American painter established in London and specialized in portraiture
	And these are other later paintings, 1989...
	1990...
	1990...

	And this is William photographed in front of his painting "Snow". The painter with his cat.
William Utermohlen found out he had Alzheimer's disease in 1995. He decided to paint at least one self-portrait every year to document the disease.	In 1995 William Utermohlen was diagnosed with Alzheimer's disease. From that moment he decided to paint at least one self-portrait every year (perhaps to document how his disease affected his painting, we don't know exactly).
	1995
	...
Today their self-portraits are used as case studies in every US Psychiatric school.	Today his self-portraits are used as case studies in all psychiatric universities in the USA. We're born with a brain, but the mind is a construction. We cannot understand the mind of studying a brain. And Art is the most complex ability for the human mind.
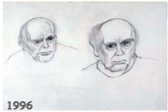
1996 Red (1996) – Mixed Media on Paper – 46.5 x 33 cm	**...**
1996 Self-Portraits, Charcoal on paper, (1996) 1996	**...**
1996 In the Studio (1996) – Mixed Media on paper – 45.5 x 32.5 cm	**...**
1997 Self Portrait with Saw (1997) – 35.5 x 35.5 cm	**...**
William Utermohlen 1997	**...**

	In that time he said once he realized some shortcomings in his self-portraits. But he stated he couldn't identify exactly the mistake and how to fix it.
	And those who know his work see in these lines the canvas wooden frame, as a prison...
	...
	About this self-portrait, in 1999, he said, "I cannot see my nose".
	And this was the last self-portrait, in 2000. He died in 2007.
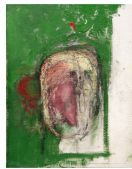
	Shortly before completely losing his ability to paint, he explained that his self-portraits had no depth and **he also realized there were some mistakes**. However, he also acknowledged that he had no idea **how to correct or improve them**.
	He had **evidence** of the errors he made in his self-portraits, related to his purpose, his **"why"**. This evidence was related to his **purpose**, his "why". If his purpose had been to stain the canvas, there would have been no evidence of failure. In other words, the evidence of success or failure must necessarily come from achieving (or not) a purpose or a goal.
	He couldn't make a **judgment** about **what** was wrong, what needed to be fixed. He lost the success criteria.
	And he couldn't make a **decision** about **how** to fix it. He couldn't find the next step.

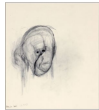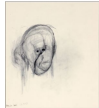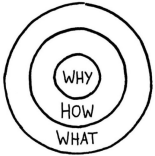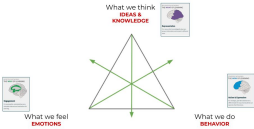|	
	You need to: 1. Own the **purpose**. Have **evidence**. 2. Know the **success criteria**. Make judgments. 3. Make a **decision**. Take the **next step**.
	What we see here is the unlearning process. 1. He had **evidence** while maintaining the purpose 2. He lost his capacity to make **judgments** 3. He lost his **decision-making ability**
	And, if "unlearning" means losing that...
	Then, learning means gaining it.
	So, learning process is: 1. Have **purpose** and **evidence** 2. Make **judgments** based on success criteria 3. Make a **decision** and take action, the next step

Assessment process 1. **Purpose** drives us to **evidences** 2. **Success criteria** drive us to **judgments** 3. Take a **decision** drives us to **the next step**	It sounds like the assessment process: 1. **Purpose** drives us to **evidence** 2. **Success criteria** drive us to **judgments** 3. Taking a **decision** drives us to **the next step**
So, assessment is… 1. From **purpose** to **evidence** 2. From **success criteria** to **judgments** 3. From **decision-making** to the next step …learning	So, assessment is… …learning 1. From **purpose** to **evidence** 2. From **success criteria** to **judgments** 3. From **decision-making** to the next step If we lose this, -William Utermohlen did-, we lose our self-management, we lose the learning process, we lose our self-regulation.
2	And now, I give the floor to my colleague Victoria, how can this story be related to Spiral of Inquiry?

1 A story about unlearning 2 Spiral of inquiry, learning and assessment frame 3 A frame about learning, UDL	We have found in this story the **scaffold** to permanently build self-regulated learning. In other words, we think that we have found in this story an **easy, simple, memorable way** to understand and transfer the **thinking scaffolding we need to self-regulate** our learning process.

4 Key Questions for students **Spiral of Inquiry** **Kaser i Halbert** 1. Can you name TWO adults in this setting who believe you will be a success in life? 2. What are you learning and Why is this important? 3. How is it going? 4. What are your next steps?　　43	**We see this scaffold in the four key questions for learners.** We observed that our teachers started the scanning phase of the spiral by either altering the questions or even omitting them. We wondered why. We believe it is because **they were not able to see what lies behind** these four wonderful key questions
4 Key Questions for students **Spiral of Inquiry** **Kaser i Halbert** 1. Can you name TWO adults in this setting who believe you will be a success in life?　→　Emotions, feeling of belonging 2. What are you learning and Why is this important? 3. How is it going? 4. What are your next steps?	**And this is what lies behind them:** 1.　Can you name TWO adults in this setting who believe you will be a success in life? This question points directly to learners' emotions, their sense of belonging. That is their link to the emotional brain network.
4 Key Questions for students **Spiral of Inquiry** **Kaser & Halbert** 1. Can you name TWO adults in this setting who believe you will be a success in life?　→　Emotions, feeling of belonging 2. What are you learning and Why is this important?　→　Shared Objectives , shared purpose Why we do this? Why is it relevant? Why we should learn it? 3. How is it going? 4. What are your next steps?	2. What are you learning and **Why** is this important? This question can only be answered by the learners if they have **owned the purpose** and **understood the main objectives.**
4 Key Questions for students **Spiral of Inquiry** **Kaser i Halbert** 1. Can you name TWO adults in this setting who believe you will be a success in life?　→　Emotions, feeling of belonging 2. What are you learning and why is this important?　→　Shared Objectives , shared purpose Why we do this? Why is it relevant? Why we should learn it? 3. How is it going?　→　Shared success criteria 4. What are your next steps?　　46	3. How is it going? In order to answer this question, learners should build the criteria for success.
4 Key Questions for students **Spiral of Inquiry** **Kaser i Halbert** 1. Can you name TWO adults in this setting who believe you will be a success in life?　→　Emotions, feeling of belonging 2. What are you learning and Why is this important?　→　Shared Objectives , shared purpose Why we do this? Why is it relevant? Why we should learn it? 3. How is it going?　→　Shared performance and success criteria 4. What are your next steps?　→　Selfregulation　47	4. What are your next steps? If our learners can answer this question it means that they can manage themselves, make decisions and take actions.

4 Key Questions for students Spiral of Inquiry Kaser i Halbert / "Assessment for Learning" Neus Sanmartí/Jaume Jorba	The right side of the slide is very familiar to us in Catalonia because it is the **"Assessment for learning frame"** by Neus Sanmartí and Jaume Jorba, former teachers at the Autonomous University of Barcelona, taken from their book "*Avaluar per a aprendre*" (**"*Assess to learn*"**). **Our teachers are used to these terms, so we thought, we could make them understand the importance of the 4 key questions just by making this connection**
	Maybe these questions remind you of the Simon Sinek "Golden Circle". We have talked about his Ted Conference with our teachers during the networks just to **reinforce the need to own** the purpose, and for them to realize that they pay more attention to **what** they do than **why** they do it.
Armand Pierre Fernández, Long term parquing, 1982.	We would like to know what you see here in this image. Do you see what we see? Can you make the connection to what we talked about? Do you believe this sculpture can be a metaphor for what we have explained?
Separated subjects, unconnected disciplines, and lessons that do not drive us anywhere. Armand Pierre Fernández, Long term parquing, 1982.	This is what we see: separated subjects, unconnected disciplines, and lessons that do not drive us anywhere.

Tandem 7 principles on bike https://www.youtube.com/watch?v=dtGmRVFcHFk	Since we love metaphors, we have also found a one minute video about this. We call it "Tandem, the seven principles on a bike", but it's from the Were Di School in the Netherlands.
3	Now I give the floor to Mercè with this question: what's the code behind everything we've explained?

1 A story about unlearning 2 Spiral of inquiry, learning and assessment 3 A frame about learning, UDL	The code is a frame about learning, the UDL frame, the Universal Design for Learning frame.
What we **think** What we **feel**　　What we **do**	The code behind all of this is a system between what we **feel**, what we **think** and what we **do**.
What we think IDEAS & KNOWLEDGE What we feel EMOTIONS　　What we do BEHAVIOR	That is, the relationship between **emotions**, ideas (or knowledge), and **behavior.**

	That is, **purpose**, **judgement** and **decision making.**
	To own the purpose and **learning objectives**, to make the judgement based on **success criteria**, and to **take the decision** that drives us to a next step.
	In summary, a system between engagement, reflection, and self-management, self-regulation. It is a **system. It's a mindset**. The metaphor here is that there are three doors to the learning process. In an ideal situation, these three doors should be open, but some learners have some doors closed, and some of them do not even see the doors. That is what Ramji Raghavan from Agastya Foundation says: "From "Ah!" to "Haha!" (Ah!, Aha!, Haha!)
 Ramji Raghavan, Agastya Foundation	The three Rs (reading, 'riting,'rithmetic), considered to be the bedrock of school learning, need to be replaced by the three As, Raghavan says in an interview at Indian Institute of Management Bangalore, a sentiment he would repeat in his speech at the institute later the same evening. To explain, he spins what seems like a small, colourful top on the conference table we were seated at. But it's not any top - it suddenly flips on its own, and continues to spin. "You see it and you go Ah! and then Aha and finally Ha ha," he says. I concur, for it does make me

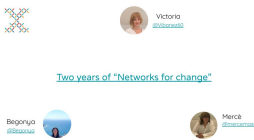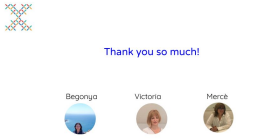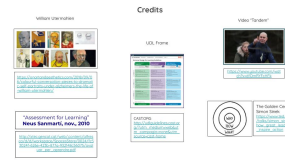|	
	wonder. The Ah, he says, happens when your curiosity is stirred, the Aha when you figure out the how and why, and the Ha ha when you are having fun learning. "In any class, you need to ask if at least one of these principles is being followed," says Raghavan
Tandem 7 Learning Principles on a bike https://www.youtube.com/watch?v=dfOmRHTcHFk	As we love metaphors, we have found also a one minute video about this. It was posted by Were Di Drie School from Netherland. This is what we have found in it's website. At Were Di Drie, students develop according to three pillars: "Three pillars: Head (knowledge): Our students learn the basic knowledge that goes with VMBO at basic, framework or GT level. That way they get their diploma. In addition to this basic knowledge, students are given plenty of room to work on knowledge that fits their own interests and talents. Hands (skills): in addition to the traditional VMBO skills, we actively pay attention to numerous skills that are relevant for the future: presenting, communicating, collaborating, planning, reflecting, making choices, acquiring and processing information. Heart (personal qualities): Our students learn which personal qualities they have to excel and which they still have to develop. For example, concentration, initiative, independence, respect, motivation, creativity, perseverance."
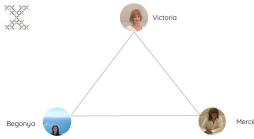
CAST.ORG	This is the UDL frame. You can find it at CAST dot ORG. What UDL tells us is that we, as teachers, as learning experts: (1) we should be engaged with this reality; (2) we should know how to design innovative and inclusive learning contexts; and (3) last but not least, we must create them.
CAST.ORG	The Spiral of Inquiry is the thinking scaffolding that drives us to improve these high inclusive contexts.
A thinking scaffolding for networks, teachers teams, individual teachers, classroom level and student level	A thinking scaffolding for networks, teachers teams, individual teachers at the classroom level and at the student level.
Begonya	So, we, as teachers, have also created our presentation based on the UDL frame. We have explained the same thing in three different ways, an emotional storytelling,
Victoria Begonya	the thinking scaffold to understand learning process,
Victoria Begonya Mercè	And the UDL frame as a call to action. That's a HA HA! moment, because it's creative. So, the way we have explained our idea is according to the UDL frame.

	So, the context is the message.
"Teachers are explicitly designers of learning, not deliverers of it." *Human Scale at Scale, Tom Beresford, p.27*	As Tom Beresford writes at *Human Scale At Scale*, "Teachers are explicitly designers of learning, not deliverers of it."
	And this is our context in Networks for change in Barcelona Video 3' Two years of "Networks for change" https://www.youtube.com/watch?v=RofLlqUSkCQ
	Thank you so much!
	Links
Some other slides	And Bonus Track :) Some pictures from Xarxes per al canvi, Barcelona 2017/2019