

## Spiral of Inquiry - Self Review & Reflection: make a copy

### Reflection questions and quotes from reading:

*This is an example of using the Spirals reading “A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry” (Timperley, Kaser & Halbert, 2014) to engage in self-review post-inquiry phases. Use this document throughout the year to visit the different phases and reflect on them. It is not recommended that you try to work through this entire document in one go.*

*Links have been made to the more relevant Codes and Standards for the Teaching Profession in Aotearoa, New Zealand. The Professional Learning Standard is relevant to all aspects of this self review guide:*



#### Professional learning

Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

- Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
- Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
- Engage in professional learning and adaptively apply this learning in practice.
- Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters.
- Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning-focused collegial discussions.

*This document was created by [Rebecca Sweeney](#)*



# SCANNING

<p><b>Quote</b> (from "<a href="#">A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry</a>" - Timperley, Kaser &amp; Halbert, 2014)</p> <p>Use these quotes to reflect as a team.</p>	<p><b>Prompts for Reflection</b></p> <p>use these questions to guide your conversations/reflections - don't feel you have to answer all of these</p>	<p><b>Reflections/Notes</b></p> <p>make your self-review notes here as a team - include any questions that were raised. Focus your comments on:</p> <ul style="list-style-type: none"> <li>- How well you engaged in the phase</li> <li>- What you did to inquire as a team and how this relates to the quote</li> <li>- What you learned as teachers</li> <li>- How your team developed collaboratively through inquiry actions/phases</li> </ul>	<p><b>Links to Code and Standards</b></p> <p><a href="#">Māori Medium</a> <a href="#">English Medium</a></p> <p>make your own links to the Code &amp; Standards - some of the most relevant links are provided already</p> <p>Links to Standards are more useful for teachers...add others if this suits your school (make this area smaller)</p>
<p><i>"Scanning ensures a much richer understanding of student experiences and helps us to avoid the traps of our own assumptions, biases, judgments or perceptions".</i></p>	<p>When looking over your Scanning data/information:</p> <ul style="list-style-type: none"> <li>- How did you ensure that Scanning approaches suited the needs and preferences of Māori learners/whānau?</li> <li>- In what ways have you increased your knowledge of learners in "intimate ways" (who they are, their whānau, their interests, their desires, their dreams, their passions, their learning needs and their natural talents)*?</li> <li>- What is the range of evidence gathered from different voices, contexts, and learning areas (in an out of classroom and school)?</li> <li>- Is the scanning data made up of an even balance of positive information as well as challenges for <u>each</u> learner?</li> <li>- What did you do to ensure that every statement made about learners is backed up by evidence?</li> <li>- Have you located and questioned your assumptions?</li> <li>- What biases were at play when you scanned? How did you address your biases?</li> <li>- In what ways has the team shown growth in its understandings about learners and their experiences? What will you do to further grow in this area?</li> </ul>		<p><b>Code 2: Commitment to Learners</b></p> <p>3. respecting the diversity of the heritage, language, identity and culture of all learners</p> <p>4. affirming Māori learners as tangata whenua and supporting their educational aspirations</p> <p>6. being fair and effectively managing my assumptions and personal beliefs.</p> <p><b>Code 3: Commitment to families and whānau</b></p> <p>1. engaging in relationships with families and whānau that are professional and respectful</p> <p>2. engaging families and whānau in their children's learning</p> <p>3. respecting the diversity of the heritage, language, identity and culture of families and whānau.</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Te Tiriti o Waitangi Partnership</li> <li>- Professional Learning</li> </ul>
<p><i>"We also want the scanning process to be informed by current research from the learning sciences. We need to check out the extent to which the experiences of young people in our schools reflect what is currently known about learning".</i></p>	<p>How did you utilise the learning sciences (7 Principles of Learning) in scanning?</p> <p>If relevant, how was your scanning design underpinned by other evidence-based pedagogies (e.g. the Principles of Te Marautanga o Aotearoa)?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <p>1. demonstrating a commitment to providing high-quality and effective teaching</p> <p>2. engaging in professional, respectful and collaborative relationships with colleagues</p> <p>4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment</p>



	In what ways have you engaged with research and evidence from learning sciences? How will you further explore this area?		<b>Standards that may be relevant:</b> <ul style="list-style-type: none"> <li>- Te Tiriti o Waitangi Partnership</li> <li>- Professional Relationships</li> <li>- Professional Learning</li> <li>- Design for Learning</li> </ul>
<i>“Scans are likely to turn up surprises. We need to dig much deeper to find out what is happening for learners in other key areas of learning and engagement”.</i>	<p>Did your scanning uncover surprises? Have you been digging deep enough? Did you listen to learners and others with respect? Have you had an inquiry mindset?</p> <p>Has your scanning gathered new evidence about learners (that you didn't already have and wasn't readily available)?</p>		<b>Code 1: Commitment to the Teaching Profession</b> <ol style="list-style-type: none"> <li>1. demonstrating a commitment to providing high-quality and effective teaching</li> <li>2. engaging in professional, respectful and collaborative relationships with colleagues</li> <li>4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment</li> </ol> <b>Standards that may be relevant:</b> <ul style="list-style-type: none"> <li>- Te Tiriti o Waitangi Partnership</li> <li>- Professional Relationships</li> <li>- Professional Learning</li> <li>- Design for Learning</li> </ul>

## FOCUSING

Quote (from <a href="#">“A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry”</a> - Timperley, Kaser & Halbert, 2014)	Questions (use these questions to guide your conversations - don't feel you have to answer all of these)	Comments (make your self-review notes here as a team - include any questions that were raised). Focus your comments on: <ul style="list-style-type: none"> <li>- How well you engaged in the phase</li> <li>- What you did to inquire as a team and how this relates to the quote</li> <li>- What you learned as teachers</li> <li>- How your team developed collaboratively through inquiry actions/phases</li> </ul>	Links to Code and Standards <a href="#">Māori Medium</a> <a href="#">English Medium</a> (make your own links to the Code & Standards - some of the most relevant links are provided already)
<i>“We need to consider focus areas with high leverage in addressing important issues and, at the same time, ensure that the chosen direction is manageable”.</i>	<p>Have you avoided the temptation to rush into doing something? Are you sure you have a deep enough understanding of the situation to know that this is the best action and next step to take? Does your work so far feel “focused and deep” rather than “scattered and shallow?”</p>		<b>Code 1: Commitment to the Teaching Profession</b> <ol style="list-style-type: none"> <li>1. demonstrating a commitment to providing high-quality and effective teaching</li> <li>2. engaging in professional, respectful and collaborative relationships with colleagues</li> </ol> <b>Standards that may be relevant:</b> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> <li>- Design for Learning</li> </ul>
<i>“Once a focus is selected, we usually need to collect further evidence to get a deeper understanding of what is going on. As well as exploring more deeply the</i>	<p>Are you confident that you fully understand the problems and challenges as well as the strengths and positives for every learner scanned?</p>		<b>Code 1: Commitment to the Teaching Profession</b> <ol style="list-style-type: none"> <li>1. demonstrating a commitment to providing high-quality and effective teaching</li> <li>2. engaging in professional, respectful and collaborative relationships with colleagues</li> <li>3. demonstrating a high standard of professional</li> </ol>



<p><i>problems and challenges, we must be careful not to forget the strengths and positives”.</i></p>			<p>behaviour and integrity</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> <li>- Design for Learning</li> </ul>
<p><i>“When the focus is scattered, energy is dispersed and opportunities for collective learning are limited. Making a real and substantive difference requires that all of us pull together”.</i></p>	<p>Is the whole teaching team on board with the focus? How will you ensure that you all pull together for this collaborative inquiry? Is anybody trying to introduce completely new ideas that are disconnected from Scanning? How will you address this? Do we all feel that the chosen focus is worth pursuing?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <ol style="list-style-type: none"> <li>1. demonstrating a commitment to providing high-quality and effective teaching</li> <li>2. engaging in professional, respectful and collaborative relationships with colleagues</li> <li>3. demonstrating a high standard of professional behaviour and integrity</li> </ol> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> <li>- Design for Learning</li> </ul>





## DEVELOPING A HUNCH

<p><b>Quote</b> (from "<a href="#">A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry</a>" - <i>Timperley, Kaser &amp; Halbert, 2014</i>)</p>	<p><b>Questions</b> (use these questions to guide your conversations - don't feel you have to answer all of these)</p>	<p><b>Comments</b> (make your self-review notes here as a team - include any questions that were raised). Focus your comments on:</p> <ul style="list-style-type: none"> <li>- How well you engaged in the phase</li> <li>- What you did to inquire as a team and how this relates to the quote</li> <li>- What you learned as teachers</li> <li>- How your team developed collaboratively through inquiry actions/phases</li> </ul>	<p><b>Links to Code and Standards</b>  <a href="#">Māori Medium</a>  <a href="#">English Medium</a>                      (make your own links to the Code &amp; Standards - some of the most relevant links are provided already)</p>
<p><i>"In this phase of the spiral we consciously surface individual hunches, about what we are doing that is leading to the specific situation for our learners. As we do this we develop a collective understanding of these hunches".</i></p>	<p>Have you worked as a team to share hunches about what might be causing the challenges and strengths identified during Scanning and Focusing?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b>                      1. demonstrating a commitment to providing high-quality and effective teaching                      2. engaging in professional, respectful and collaborative relationships with colleagues                      3. demonstrating a high standard of professional behaviour and integrity</p> <p><b>Code 2: Commitment to Learners</b>                      6. being fair and effectively managing my assumptions and personal beliefs.</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> <li>- Design for Learning</li> </ul>
<p><i>"The word 'hunch' itself is really important. Our hunches are not necessarily grounded in fact. They may not be totally accurate. They may be 100 per cent right – or they might be completely wrong. They are based on our intuition and they often implicitly drive our behaviour. What is essential is that we get our hunches out 'on the table' so that we can test them by seeking relevant evidence to figure out which ones are likely to be more accurate and useful. Then we can see which possible courses of action – and new learning – are indicated".</i></p>	<p>Was everyone able to put all of their hunches out on the table for a team conversation? How do you know?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b>                      1. demonstrating a commitment to providing high-quality and effective teaching                      2. engaging in professional, respectful and collaborative relationships with colleagues                      3. demonstrating a high standard of professional behaviour and integrity</p> <p><b>Code 3: Commitment to families and whānau</b>                      1. engaging in relationships with families and whānau that are professional and respectful                      2. engaging families and whānau in their children's learning</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> <li>- Design for Learning</li> <li>- Teaching</li> </ul>
<p><i>"As we surface hunches about what we believe is leading to what, it is important</i></p>	<p>While some hunches across the team may have been about factors beyond teacher practice, have you ensured that you've each identified your own</p>		<p><b>Code 1: Commitment to the Teaching Profession</b>                      2. engaging in professional, respectful and collaborative relationships with colleagues</p>



<p><i>to keep the focus exclusively on those things about which we can do something. There is little point in blaming the students, the parents, the governing board, the teachers, the community, the elementary school or the absence of a pre-school program”.</i></p>	<p>practices (both positive and negative) that might be contributing to the challenges identified through Scanning and Focusing?</p>		<p>3. demonstrating a high standard of professional behaviour and integrity</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> </ul>
<p><i>“The key point about the hunch stage is that we need to have the confidence to put ideas on the table and hear from a range of voices. We need to create the conditions where it is safe to question our own behaviour and beliefs – and to surface our hunches about what it is we may be doing that is leading to the current situation for our learners”.</i></p>	<p>In what ways have you built trust as a team? Is it safe in your team to raise concerns, and thoughts about your own and others’ practices and beliefs? Did your conversations enable you to dig deep into each others’ practices and beliefs? How?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <p>2. engaging in professional, respectful and collaborative relationships with colleagues</p> <p>3. demonstrating a high standard of professional behaviour and integrity</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> </ul>
<p><i>“One of the challenges in developing hunches is that they are often believed passionately to be the ‘truth’, when they are really just someone’s perception of the root causes. These ‘truths’ are usually about other people rather than about ourselves and come out in expressions like, ‘They won’t...’ or, ‘If only they would ....’ Ignoring or dismissing these deeply held opinions does not work. They will just keep popping up at every opportunity. It takes persistence and tenacity to shift the focus from others to ourselves.</i></p> <p><i>We need continually to seek out evidence to support or dispel our hunches. Evidence-seeking can be painful but it is essential if we are to move forward”.</i></p>	<p>If a team member shared their ‘truth’ did you ignore or dismiss it or did you dig deeper to find out more about this?</p> <p>How have you turned the finger inwards towards yourselves, rather than pointing outwards and blaming others?</p> <p>How have you followed up on all hunches shared to support or dispel them?</p> <p>Have focusing and hunchwork activities led to a strong, focused inquiry for the team to engage with? (Has the team identified a complex pedagogical problem to solve collaboratively)?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <p>2. engaging in professional, respectful and collaborative relationships with colleagues</p> <p>3. demonstrating a high standard of professional behaviour and integrity</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> </ul>



## NEW LEARNING

<p><b>Quote</b> (from "<a href="#">A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry</a>" - <i>Timperley, Kaser &amp; Halbert, 2014</i>)</p>	<p><b>Questions</b> (use these questions to guide your conversations - don't feel you have to answer all of these)</p>	<p><b>Comments</b> (make your self-review notes here as a team - include any questions that were raised). Focus your comments on:</p> <ul style="list-style-type: none"> <li>- How well you engaged in the phase</li> <li>- What you did to inquire as a team and how this relates to the quote</li> <li>- What you learned as teachers</li> <li>- How your team developed collaboratively through inquiry actions/phases</li> </ul>	<p><b>Links to Code and Standards</b>  <a href="#">Māori Medium</a>  <a href="#">English Medium</a>                      (make your own links to the Code &amp; Standards - some of the most relevant links are provided already)</p>
<p><i>"The spiral of inquiry demands that new learning – how and what we are going to learn – emerges from a thorough scan, is sharpened through focusing, and is informed by the hunches we have developed".</i></p>	<p>Does the team's professional learning link to previous phases clearly?                      Have learners and whānau had input into what the teachers need to learn?                      What could you have done differently? What does this mean for next steps?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b>                      1. demonstrating a commitment to providing high-quality and effective teaching                      2. engaging in professional, respectful and collaborative relationships with colleagues                      3. demonstrating a high standard of professional behaviour and integrity                      4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment</p> <p><b>Code 2: Commitment to Learners</b>                      6. being fair and effectively managing my assumptions and personal beliefs</p> <p><b>Code 3: Commitment to families and whānau</b>                      1. engaging in relationships with families and whānau that are professional and respectful                      2. engaging families and whānau in their children's learning</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> <li>- Design for learning</li> </ul>
<p><i>"Repeatedly we say to the educators with whom we work that ignoring the current research evidence on what makes a difference to learners and to learning is the educational equivalent of malpractice. There is a lot of robust information regarding how young people learn particular subject-matter, what</i></p>	<p>How have you used current research evidence to inform your changes in practice in relation to your inquiry this year?                      In what ways are you learning approaches that will support the identity, language and culture of your local Māori community, as identified by them?*</p> <p>Has the team continued to anchor the focused inquiry using the 7 Principles of Learning?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b>                      1. demonstrating a commitment to providing high-quality and effective teaching                      2. engaging in professional, respectful and collaborative relationships with colleagues                      4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Te Tiriti o Waitangi Partnership</li> </ul>



<p><i>underlies high intellectual engagement and how to promote powerful social-emotional learning. The OECD learning principles identify the important attributes of intellectually engaging learning environments. All of this knowledge needs to inform our decisions about where to go with our own new learning. This contemporary knowledge about learning, however, has to be adapted to make it relevant to our particular environments”.</i></p>			<ul style="list-style-type: none"> <li>- Professional Relationships</li> <li>- Professional Learning</li> <li>- Design for Learning</li> </ul>
<p><i>“The first consideration is to ensure that new learning is directly connected to the focus that has been determined and informed by the hunches that were developed. This may seem self-evident but we have seen far too often that professional learning can be derailed by what is convenient, expedient, readily available or popular”.</i></p>	<p>How will you move even further away from “quick fix” or “easy to solve” inquiries in the future? How will you know if your focused inquiry that emerges from Scanning/Focusing/hunchwork is a challenge that requires deeper inquiry? How will you be able to tell the difference between this and the more expedient “fixes” that you might use in daily practice?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b> 1. demonstrating a commitment to providing high-quality and effective teaching</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Learning</li> <li>- Design for Learning</li> </ul>
<p><i>“The professional learning research evidence indicates that the integration of substantial new knowledge requires a minimum of a year of focused collaborative effort to make a difference. Two years is much better. With three years of intensive engaged effort, movement towards a transformed learning environment is usually well under way. So space must be created for this to happen”.</i></p>	<p>In what ways has your team created space for professional learning and team dialogue about that learning? What do you need and how will you communicate this with leadership? What does “embedded” look like?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b> 1. demonstrating a commitment to providing high-quality and effective teaching 5. contributing to a professional culture that supports and upholds this Code.</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Learning</li> <li>- Design for Learning</li> </ul>





## TAKING ACTION

<p><b>Quote</b> (from "<a href="#">A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry</a>" - <i>Timperley, Kaser &amp; Halbert, 2014</i>)</p>	<p><b>Questions</b> (use these questions to guide your conversations - don't feel you have to answer all of these)</p>	<p><b>Comments</b> (make your self-review notes here as a team - include any questions that were raised). Focus your comments on:</p> <ul style="list-style-type: none"> <li>- How well you engaged in the phase</li> <li>- What you did to inquire as a team and how this relates to the quote</li> <li>- What you learned as teachers</li> <li>- How your team developed collaboratively through inquiry actions/phases</li> </ul>	<p><b>Links to Code and Standards</b>  <a href="#">Māori Medium</a>  <a href="#">English Medium</a>                      (make your own links to the Code &amp; Standards - some of the most relevant links are provided already)</p>
<p><i>"It is important to see this phase as more than just implementing some new strategies that we learned in the previous phase. By taking action we are deepening our learning. For example, we may learn about the ways in which assessment for learning changes the power relationships in classrooms, but it is not until we try it out that we discover what that rather abstract idea really means. Usually we have to try something out in action, reflect on how it went, have someone help us to understand the ideas more deeply, and then try it out again".</i></p>	<p>Has your team created a Learning and Action plan for your inquiry that works for you?                      Are all inquiry phases included in your planning?                      Are all team members in agreement about what the new agreed teaching practices are?                      Has time been put aside for the team to observe and reflect on their changed practices?                      How have learners and their whānau been involved in the Taking Action phase?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <ol style="list-style-type: none"> <li>1. demonstrating a commitment to providing high-quality and effective teaching</li> <li>2. engaging in professional, respectful and collaborative relationships with colleagues</li> <li>3. demonstrating a high standard of professional behaviour and integrity</li> <li>4. demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment</li> </ol> <p><b>Code 2: Commitment to Learners</b></p> <ol style="list-style-type: none"> <li>3. respecting the diversity of the heritage, language, identity and culture of all learners</li> <li>4. affirming Māori learners as tangata whenua and supporting their educational aspirations</li> <li>5. promoting inclusive practices to support the needs and abilities of all learners</li> </ol> <p><b>Code 3: Commitment to Families and Whānau</b></p> <ol style="list-style-type: none"> <li>2. engaging families and whānau in their children's learning</li> <li>3. respecting the diversity of the heritage, language, identity and culture of families and whānau.</li> </ol> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Te Tiriti o Waitangi Partnership</li> <li>- Professional Learning</li> <li>- Professional Relationships</li> <li>- Learning-focused culture</li> <li>- Design for Learning</li> <li>- Teaching</li> </ul>
<p><i>"We respect that most teachers are action oriented – as teachers we see a problem and we want to fix it. So, by this point in the spiral, lots of teachers may already be trying out new actions. This is appropriate when the change is fairly</i></p>	<p>How have you done things differently this year to avoid quick fixes?                      What will you do differently next year?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <ol style="list-style-type: none"> <li>1. demonstrating a commitment to providing high-quality and effective teaching</li> <li>2. engaging in professional, respectful and collaborative relationships with colleagues</li> <li>3. demonstrating a high standard of professional behaviour and integrity</li> </ol>



<p><i>straightforward but, when it is more complex...it is important to slow down in order to speed up. In these complex situations, some actions may be premature and we need to bring collective thinking to the table before leaping in. That is what the inquiry spiral is all about. Otherwise we can get into unproductive cycles of experimentation, disillusionment and abandonment, only to jump to the next thing that may or may not work”.</i></p>			<p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Learning</li> <li>- Professional Relationships</li> </ul>
<p><i>“Taking action is a team sport – not a solo activity. A challenge in designing this phase of the spiral is to make sure that there are opportunities for everyone to get ideas from one another, support each other when the going gets tough and to celebrate successes. This means creating opportunities for dialogue, observation, reflection – and for second, third and fourth tries without fear of judgment or fear of failure”.</i></p>	<p>How well did you take action together this year? Did you do all of the things mentioned in this quote? What will you try next year?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <ol style="list-style-type: none"> <li>1. demonstrating a commitment to providing high-quality and effective teaching</li> <li>2. engaging in professional, respectful and collaborative relationships with colleagues</li> <li>3. demonstrating a high standard of professional behaviour and integrity</li> </ol> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Learning</li> <li>- Professional Relationships</li> </ul>



# CHECKING

Quote (from " <a href="#">A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry</a> " - Timperley, Kaser & Halbert, 2014)	Questions (use these questions to guide your conversations - don't feel you have to answer all of these)	Comments (make your self-review notes here as a team - include any questions that were raised). Focus your comments on: <ul style="list-style-type: none"> <li>- How well you engaged in the phase</li> <li>- What you did to inquire as a team and how this relates to the quote</li> <li>- What you learned as teachers</li> <li>- How your team developed collaboratively through inquiry actions/phases</li> </ul>	Links to Code and Standards <a href="#">Māori Medium</a> <a href="#">English Medium</a> (make your own links to the Code & Standards - some of the most relevant links are provided already)
<i>"The checking question asks "have we made enough of a difference?"</i>	<p>Have you made enough of a difference?</p> <p>How often did you check each learner for engagement and cognitive progress?</p> <p>In what ways have you prioritised the progress and success for Māori learners?</p> <p>What formal aspects of checking have you utilised to inform your progress and the progress of learners?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <ol style="list-style-type: none"> <li>demonstrating a commitment to providing high-quality and effective teaching</li> <li>engaging in professional, respectful and collaborative relationships with colleagues</li> <li>demonstrating a high standard of professional behaviour and integrity</li> <li>demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment</li> </ol> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Te Tiriti o Waitangi Partnership</li> <li>- Professional Learning</li> <li>- Professional Relationships</li> <li>- Learning-focused culture</li> </ul>
<i>"It is important to celebrate what we have learned, acknowledge the gains we are making, question why some approaches are working better than others and to stay open to new possibilities"</i>	<p>How often did teachers have meetings to discuss and question gains or set-backs?</p> <p>Were you more able to say what was having an impact as you improved your ability to engage in Spirals of Inquiry?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <ol style="list-style-type: none"> <li>demonstrating a commitment to providing high-quality and effective teaching</li> <li>engaging in professional, respectful and collaborative relationships with colleagues</li> </ol> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Learning</li> <li>- Professional Relationships</li> </ul>
<i>If we leave checking until the end of the year it is more difficult to do anything productive about the issues that have been identified.</i>	<p>Did your existing formal assessment processes support your inquiry approaches? What needs to change?</p> <p>How have you deliberately planned for checking points throughout the inquiry process? What do you need to do differently next time?</p> <p>Are your Checking practices useful and timely?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <ol style="list-style-type: none"> <li>demonstrating a commitment to providing high-quality and effective teaching</li> <li>engaging in professional, respectful and collaborative relationships with colleagues</li> </ol> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Learning</li> <li>- Professional Relationships</li> </ul>
<i>Checking does not always have to be formal or at a fixed time. Throughout the</i>	<p>How well have you checked this year?</p> <p>Are there any aspects of your current systems that need to change to enable more effective checking?</p>		<p><b>Code 1: Commitment to the Teaching Profession</b></p> <ol style="list-style-type: none"> <li>demonstrating a commitment to providing high-quality and effective teaching</li> </ol>



<p><i>spiral we are constantly asking ‘What’s going on for our learners?’ and ‘How do we know?’ This is the point in the spiral where collectively we check in to see whether or not we are making enough of a difference as a team.</i></p>	<p>In what ways have you been checking informally throughout the process?</p>		<p>2. engaging in professional, respectful and collaborative relationships with colleagues</p> <p><b>Standards that may be relevant:</b></p> <ul style="list-style-type: none"> <li>- Professional Learning</li> <li>- Professional Relationships</li> </ul>
--	---	--	--

\*Rukuhia Rarangahia: Aromatawai (MOE)



You are free to share, copy and redistribute this template. You are also free to adapt, remix, transform and build upon the original material in this template for any purpose. You can do this by making your own copy of this document and editing/sharing it. **Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor (Rebecca Sweeney, 2018) endorses you or your use. No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.