

Learning Tour



STUDY GUIDE

For leaders and learners participating in
NOIIE-sponsored school visits

Catherine Ludwig

*“ Peer-to-peer learning networks encourage
deep curiosity, generosity and growth. ”*

Judy Halbert & Linda Kaser, Co-leaders, Networks of Inquiry and Indigenous Education
(NOIIE)

We acknowledge and thank the x^wməθk^wəy̓əm, Tseil-Waututh and Skwxwú7mesh peoples, on whose traditional territories we reside, learn and work.

Judy & Linda

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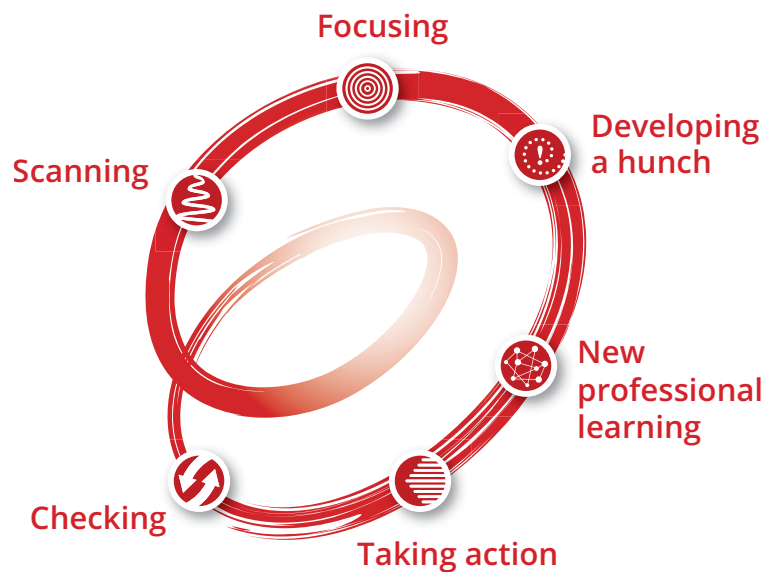
WELCOME



About NOIE

The **Networks of Inquiry and Indigenous Education** (NOIE) are voluntary networks of schools and school districts that use collaborative inquiry in their professional practice. Founded in British Columbia (BC), Canada, the networks now include schools in the Yukon, England, Spain, Wales, Australia, New Zealand, Barcelona, the Northern Territories and Sweden, with new networks on the horizon.

Network members use the **Spiral of Inquiry**—a framework for collaborative inquiry that is powered by evidence about our learners and by curiosity about what will make a meaningful difference for them.



We share these goals

- Every learner will cross the stage with dignity, purpose and options.
- Every learner will leave our settings more curious than when they arrived.
- All learners will gain an understanding of and respect for Indigenous ways of knowing and together we will eliminate racism in schools.

What are learning tours?

NOIIE learning tours are professional learning opportunities for educators around the world who are interested in exploring our approach to collaborative inquiry, or in deepening their practice.

Learning tours offer you an opportunity to see powerful schools and programs in action and bring the learning back to your community. Whether you choose a **road tour** or a **virtual (online) visit**, you will connect with people who face the kinds of challenges you face and who are ready to share their stories.

Depending on your interests, the tour might highlight concepts such as these:

- inquiry-oriented, evidence-based approaches
- Spirals of Inquiry in practice
- Indigenous ways of knowing
- equitable and inclusive learning environments
- assessment for learning
- professional collaboration
- place-based learning and the power of belonging

Visiting Canada was a pivotal moment for me, both in terms of professional development and personal growth. The concept of “Truth before Reconciliation” is so simple, yet the way that it played out in each and every school and echoed in the voices of each student and educator we met, made it so much more than just words. It was a powerful reminder of the long journey ahead for Australia and its First Nations Peoples. It wasn’t long after returning home that we began to dig deeper into our own context and implement our learning. We have worked with our educators to confront racism and white privilege, create authentic connections between curriculum and Indigenous perspectives and to begin our journey of Reconciliation in earnest.

I also really loved how students were outside in nature for so many of their lessons and had the opportunity to play in all kinds of weather. This has emboldened me to embrace the outdoors a lot more (not something that comes naturally!) and find opportunities to connect our learning with outdoor spaces.

Laura Curran, Teacher, Glenmore Park Public School, New South Wales

Meeting virtually

When travel isn't an option, a virtual tour can open new doors and connect you with welcoming colleagues, near and far. The technology continues to evolve and educators around the world are evolving with it. Together we are developing powerful ways to share our learning and build our communities of practice.

A virtual tour is a live-streamed event that can take many forms. It can have the intimacy of an in-person visit, the scope of a conference event or some combination of experiences that you plan with your learning tour curator and hosts. For example, **your virtual tour might feature some combination of the following:**

- pre-recorded videos and photos highlighting practices within the school (lessons, interviews, environments, projects)—a great way to bring case studies to life
- live conversations, including prearranged or real time question-and-answer sessions
- keynote speakers
- panel discussions
- breakout sessions for focused topics
- social opportunities to build relationships

Tips for engagement

Here are some TIPS for making the most of your virtual tour, shared by experienced online hosts and participants:

- **Plan to engage** online before, during and after the tour.
- **Consider ways to recreate live experiences** in the online space—like mingling, networking and meet-and-greets.
- **Use social media to encourage networking** among tour participants (for example, a hashtag for your tour to make it easy for attendees to engage in conversations, document the journey and find others—before, during and after the tour).
- **Test your technology** and streaming platforms before the tour, confirming the setup for each team member.
- **Confirm** whether the event will be available as a recording after the tour ends.
- **Keep in mind how you will transfer the learning from your tour.** Plan team meetings for before and after the tour to continually link your inquiry and your experiences.

HONOURING INDIGENOUS WAYS OF KNOWING



“Coming to know in an indigenous world is approaching each task with an open and kind mind, heart and spirit.”

Gloria Snively & Wanosta’a7 Lorna Williams

Indigenous knowledge and perspectives are integrated throughout the BC curriculum. The First Peoples Principles of Learning help to make the integration authentic and meaningful. These nine insights are drawn from the wisdom traditions of the First Peoples of present-day British Columbia. They remind leaders and learners to become more comfortable with uncertainty, more familiar with the power of story and more connected with each other and with a sense of place. (Kaser and Halbert, 2017, 14)

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships and a sense of place).
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning involves patience and time.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Source: First Nations Education Steering Committee, British Columbia (fnesc.ca/learningfirstpeoples)

This study guide invites you to reflect on the First Peoples Principles of Learning and to look for the principles in action during your tour. Consider how you might incorporate these principles and the Indigenous wisdom of your territory into your own inquiry.

Learn more

The **First Nations Education Steering Committee** (FNESC) is a policy and advocacy organization that represents and works on behalf of First Nations in British Columbia. Learn more at www.fnesc.ca.

Explore the **First Peoples Principles of Learning** in more detail at firstpeoplesprinciplesoflearning.wordpress.com.

Also see

Indigenous Education Resources compiled by the Province of British Columbia to support the BC curriculum. Available at curriculum.gov.bc.ca/curriculum/indigenous-education-resources.

Learning, knowing, sharing: Celebrating K-12 Aboriginal education in British Columbia (2017), edited by Jo-ann Archibald and Jan Hare. Available at educ.ubc.ca/learning-knowing-sharing-celebrating-successes-in-k-12-aboriginal-education-in-british-columbia.

Knowing Home: Braiding Indigenous science with western science (2016), edited by Gloria Snively and Wanosts'a7 Lorna Williams. Available at pressbooks.bccampus.ca/knowinghome.

Protecting Indigenous knowledge and heritage: A global challenge, by Marie Battiste and James Youngblood Henderson (2000). Available at education.usask.ca/documents/profiles/battiste/protecting.htm.

Acknowledging territory

To identify and learn more about the people and traditional territory you will be visiting, go to whose.land/en.

Acknowledging territory is a way to show respect for a group of people who have been living and learning on the land from time immemorial. It is also a reminder that reconciliation and renewal between Indigenous and settler peoples is a work in progress. Most of British Columbia is on unceded land. Unceded means that the First Nations never ceded or signed away their legal rights to the land.

During the tour, your hosts will formally acknowledge and thank the First Peoples of the territory you are visiting. Here are some examples:

We acknowledge and thank the First Peoples of the hən̓q̓əmiḥ̓əm (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

....

I would like to acknowledge the land where we gather today, the unceded territories of the First Peoples of the hən̓q̓əmiḥ̓əm (hun-ki-meen-um) language group who have been stewards of this land since time immemorial.

I would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, whose unceded traditional territory the North Vancouver School District resides on. I value the opportunity to learn, share and grow on this traditional territory.

....

We would like to begin by acknowledging that the land on which we gather is the unceded territory of the Coast Salish Peoples, including the territories of the x̣ẉməθkẉəỵəm (Musqueam), Skwxwú7mesh (Squamish) and Səl̓ílw̓ətəʔ/Selilwitulh (Tsleil-Waututh) Nations.

USING THIS STUDY GUIDE



Inquiry is about being open to new learning and taking informed action. We encourage you to prepare for your NOIIE learning tour in a spirit of inquiry, involving your whole team and beginning with the end in mind. Enjoy this rich opportunity to build your inquiry practice and your network.

You can download this study guide at www.noiie.ca/key-spirals-of-inquiry-resources.

This *Learning tour study guide* will help you before, during and after your tour. It includes tips for engaging, questions to consider, pointers to resources you might find helpful and more. *Here is an overview.*





OPEN

WHAT ARE YOU HOPING TO LEARN FROM THE TOUR?

Open your mind, your heart and your will to the possibilities ahead.

Before you attend your school visit, begin by reflecting on your mindset, personal biases, intentions and inquiry focus. Your learning tour will be more useable with the personal context. Be open and curious as you reflect and remember to consider the needs of the community you serve.

Tips for engagement

Make time for conscious self-reflection.

- How might you prepare to enter fully into the experiences of the tour?
- What might prevent you from being truly open? (Your inner critic? Judgement? A self-confirming bias?)
- What will you leave behind in order to enter the experience objectively and consciously?
- What touches your heart, stirs your curiosity and captures your attention?

Consider these three openings as part of your preparation:*

Opening the Mind – to challenge assumptions

Opening the Heart – to be vulnerable and truly hear others

Opening the Will – to let go of pre-set goals and agendas

* From *Leading from the emerging future*, by Otto Scharmer and Katrin Kaufer. Learn more at ottoscharmer.com/sites/default/files/e2e_ulab.pdf.

Remember the First Peoples Principles of Learning

- Learning requires exploration of one's identity.
- Learning recognizes the role of Indigenous knowledge.

Questions to consider

How would you describe your inquiry? What do you want to learn?
What question do you want to unpack?

Are you open to new approaches? How do you know?

What cognitive and cultural biases are you aware of? What might be hidden?

What is your connection to the land and to Indigenous wisdom in your territory?

Who are the people and what are the traditional unceded territories you will visit?

Going deeper

Get to know the stages of the Spiral of Inquiry.

The Spiral of Inquiry features three big-picture questions for educators. These questions guide decision-making at each stage of a collaborative inquiry:

What is going on for our learners?

How do we know?

Why does it matter?



Resources

Check out *The spiral playbook* (2017) and *Spirals of inquiry for equity and quality* (2013), by Linda Kaser and Judy Halbert, available at noiie.ca/resources.

Also see *A framework for transforming learning in schools: Innovation and the spiral of inquiry* (2014), by Helen Timperley, Linda Kaser and Judy Halbert, available at teachingcouncil.nz/sites/default/files/49.%20Spiral%20of%20Inquiry%20Paper%20-%20Timperley%20Kaser%20Halbert.pdf.

Learn about growth mindset and its opposite, a fixed mindset, described in Carol Dweck's groundbreaking book, *Mindset: The new psychology of success*. Collaborative inquiry requires a growth mindset—"the passion for stretching yourself and sticking to it, even (or especially) when it's not going well." Learn more at mindsetworks.com.



OBSERVE

WHAT EVIDENCE OF LEARNING DO YOU OBSERVE IN EACH SETTING?

Observe what's going on for the learners—especially the students, but also the teachers, principals and others.

During your visit you will explore diverse learning environments. This is a time to get curious and practice looking and listening with an unbiased lens. Beware of confirmation bias. Stay open, suspend judgement and explore new perspectives. What is going on for the learners? How do you know? Take the time to talk to both the learners and the leaders and explore if you can make the unknown, known.

Tips for engagement

Learn from the struggles as well as the successes and work in progress. You will be better prepared to take risks when you understand the potential pitfalls. Inquiry is iterative: every school will be a work in progress. Look for evidence of the path they are taking.

Step outside your comfort zone. Visiting schools that do not look or feel anything like where you come from can help you to envision new possibilities and consider your work in new ways.

Probe for learning, not teaching. Remember it is not only "teaching" that causes learning. Look and listen for how students engage and interact in their environment. What conditions are in place to make this space safe for learning?

Jo-ann Archibald/ Q'um Q'um Xiiem quotes the Elders, who say that listening requires *"three ears: two on the sides of our head and one that is in our heart."*

Remember the **First Peoples Principles of Learning**

- Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships and a sense of place).
- Learning supports the wellbeing of the self, the family, the community, the land, the spirits and the ancestors.

This is a practice of professional vulnerability, a receptivity to being vulnerable and a deliberate engagement in new learning, relearning and unlearning.

Questions to consider

Can learners describe what they are doing in their own words?

Are learners clear on what they are learning and why?

What do you see and hear learners doing? What do you see and hear educators doing?

What do you notice in the learning environment that may contribute to the learning conditions?

Are learners developing a greater understanding of and appreciation for Indigenous knowledge? What is the evidence?

Are learners developing a deeper sense of place and a stronger connection to the land? What is the evidence?

Going deeper

Look and listen for evidence of the seven learning principles from The Nature of Learning (OECD, Center for Educational Research and Innovation):

- Putting learners at the centre
- Emphasizing the social nature of learning
- Understanding that emotions are central to learning
- Recognizing individual differences
- Stretching all learners
- Using assessment for learning
- Building horizontal connections

Consider the OECD “7+3” Framework. In addition to the seven learning principles, the OECD recommends three additional dimensions:

- Is the “pedagogical core” innovative? The elements of the pedagogical core are the learners (who?), the educators (with whom?), the content (what?) and the resources (with what?). All four working together can change the heart of any learning environment.
- Is there a “formative organization” informed by evidence? How are the learning environments formed and supported? What are the corresponding strategies to support learning and innovation? What learning leadership is in play?
- Are there “partnerships” to support learning? Who are the partners? Is there a role for networks and communities of practice? What are the horizontal connections supporting this learning community?

Get specific with these four questions that Spiral of Inquiry practitioners use to gather evidence about their learners:

- Can you name TWO adults in this setting who believe you will be a success in life?
- What are you learning and why is it important?
- How is it going with your learning?
- What are your next steps?

OECD resources

Through the Centre for Educational Research and Innovation, the **Organization for Economic Cooperation and Development** (OECD) aims to help individuals and nations to identify and develop the knowledge and skills that drive better jobs and better lives, generate prosperity and promote social inclusion. Learn more at oecd.org/education and check out these resources:

Teachers as designers of learning environments: The importance of innovative pedagogies, by Alejandro Paniagua and David Istance (2018), available at oecd-ilibrary.org/education/teachers-as-designers-of-learning-environments_9789264085374-en.

Handbook for innovative learning environments (2017), available at oecd.org/education/the-oecd-handbook-for-innovative-learning-environments.



ASK

WHAT DO YOU WONDER?

Ask focused but open-ended questions.

During your tour aim to build meaningful connections, trust and a shared sense of discovery. Stay curious. During your tour clarify and co-construct meaning via questioning. Questions matter. They open us to new questions and carry us forward in shared discovery. Ask questions that build belonging and trust.

Tips for engagement

Wonder with a growth mindset. Ask yourself: “What do I want my question to accomplish?”

Ask open questions. Make space for meaningful engagement. Move away from yes/no closed questions. Explore thoughts, feeling and perspectives using open-ended “How?”, “What?” and “Why?” questions.

Ask lots of questions. In their book *Make Just One Change*, authors Dan Rothstein and Luz Santana offer four essential rules for producing your own questions:

- Ask as many questions as you can.
- Do not stop to discuss, judge, or answer the questions.
- Write down every question exactly as it is stated.
- Change any statements into questions.

Learn more at rightquestion.org/resources/make-just-one-change.

Question consciously. Creating and asking questions is hard work. Dorothy Strachan, author of *Making questions work*, suggests these guiding principles:

- Customize for context.
- Create inviting questions.
- Clarify assumptions,
- Ask with sensitivity.
- Pay attention to risk and anxiety.
- Maintain a participant-observer stance.
- Consider “why?” carefully. If in doubt, check it out.

Remember the **First Peoples Principles of Learning**

- Learning involves patience and time.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

“Respecting, knowing and building upon the diverse skills and talents of our learners and colleagues by engaging in respectful dialogue, collaborative learning and action will promote growth and movement.”

Jana Fox, Vice Principal at Silverthorne Elementary School and Indigenous Culture and Curriculum District Teacher for School District 54, Bulkley Valley

Questions to consider

What do you want to know more about? What sparked your curiosity?

What questions will help you focus on your inquiry? Who could you ask?

What is the evidence? How will your questions draw out the evidence?

What areas might you ask questions about to unpack the complexity of the learning environment (inclusion, diversity, assessment, pedagogies used)?

How might your questions be an invitation for learning, relationship and partnership?

Going deeper

Explore curriculum connections. The BC curriculum uses a Know-Do-Understand framework. Consider questions that will help you to clarify the following:

- *Curricular content* – what students are expected to KNOW
- *Curricular competencies* – what students are expected to DO
- *Big Ideas* – what students are expected to UNDERSTAND

Ask about assessment for learning. How is assessment integrated into learning so that it becomes invisible? Does assessment help the learners engage in their learning? Does assessment help learners to understand what successful performance looks like? Does it provide a focus for supportive conversations between learners? Check out *Embedded formative assessment* (2008), by Dylan Wiliam and Siobhán Leahy, available at dylanwiliamcenter.com/resources.

Notice flexibility in the learning environments. What did you notice about the learning environments that promote learning? How do the learning environments consider local contexts and place-based learning? Are land and nature-based learning models and Indigenous worldviews about the natural world widely embraced? How?

Consider innovative pedagogies. There is not a one-size-fits-all pedagogy. Alejandro Paniagua and David Istance view innovation through combinations and clusters of strategies and approaches, including: blended learning, gamification, computational thinking, experiential learning and embodied learning. They also offer a 5-Cs framework when considering pedagogy: combinations, connoisseurship, content, context and change. Check out the OECD publication, *Teachers as designers of learning environments: The importance of innovative pedagogies* (2018), available at oecd.org/education/teachers-as-designers-of-learning-environments-9789264085374-en.htm.



RECEIVE

WHAT RESONATES?

Receive and reflect on the stories people share. Which stories resonate? Why?

During the tour you will encounter stories. Stories about belonging and learning in the community you are visiting. Story is about meaning – each person evokes their own meaning from story. Oral tradition is used to transmit learning, values, skills and histories. Evoke your sense of wonder and listen for the stories and narratives. Connect the dots between other people's stories and your own experiences. Stories will become pivotal in your learning and offer a powerful narrative to build new understandings and learnings.

Remember the **First Peoples Principles of Learning**

- Learning is embedded in memory, history and story.
- Learning is holistic, reflexive, reflective, experiential and relational, with a focus on connectedness and a sense of place.

"Stories have the power to make our hearts, minds, bodies and spirits work together... Only when our hearts, minds, bodies and spirits work together do we truly have Indigenous education."

Q'um Q'um Xiiem, Dr. Jo-Ann Archibald, in *Indigenous storywork: Educating the heart, mind, body and spirit* (2008). Available at ubcpres.ca/indigenous-storywork.

Tips for engagement

Capture the details that matter—using photos, drawings, words and whatever else works.

Explore Indigenous ways of knowing. Notice whether and how Indigenous perspectives, strengths and gifts are reflected in the school and how these benefit both non-Indigenous and Indigenous learners. Pay attention to how the school weaves together Indigenous knowledge and the Indigenous idea of two-eyed seeing with Western pedagogical practices. (Battiste & Henderson 2000).

Pay attention to the environment. Reggio Emilia describes the environment as the third teacher, emphasizing how it shapes learning. Does the environment invite curiosity and discovery and does it foster strong, respectful relationships? Is the environment beautiful, soothing, full of wonder? Are learners intrigued, respected and eager to spend their days living and learning in this place? Look inside and outside. Where is learning? How do the learners experience and engage with their environments?

Pay attention to the language. Language shapes reality. It can perpetuate stigmas. It also has the power to create change. Consider the language you hear and see in the environment and how it shapes the stories of the people and places you visit.

“I was truly inspired by the way storytelling holds such a vital place in teaching and learning pedagogy. There were examples all around us, in so many schools, of the personal stories of each child being shared and celebrated—their families, their culture, their heritage, their language. The power of stories and the notion of finding stories all around us—in nature, in loose parts, in art and in shared and personal histories—was so tangible and has motivated change not just in my classroom but across my school.”

Christopher Martin, Assistant Principal, Glenmore Park Public School,
New South Wales, Australia

Questions to consider

What do specific stories make you think and feel?

Who are your teachers?

How do specific stories connect with your story and the stories in your setting?

How might a particular story inform your inquiry and deepen your learning?

Going deeper

Explore the concepts of being, belonging and becoming, described by Dr. Catherine McGregor in her research on “Improving transitions for Indigenous learners through collaborative inquiry” (2018). For highlights, refer to the report handout at noie.ca/wp-content/uploads/2019/03/Transitions-handout.pdf.

Consider how learners are developing core competencies for life.

Core competencies are essential life skills. In 1996, UNESCO emphasized core competencies such as ‘Learning to Live Together’ and ‘Learning to Be.’ The BC curriculum identifies three core competencies that must be embedded in all instruction:

- Communication
- Thinking (Creative and Critical)
- Personal and Social (Personal/Cultural Identity, Personal Awareness and Responsibility, Social Awareness and Responsibility)

Unpack diversity and inclusion. One size cannot fit all. Inclusion means including everyone. Adaptations and supports are for all learners. Shelly Moore, author of *One without the other*, says “There is no one way of being inclusive. Addressing diversity can be achieved in many ways...” (p 17). What stories of inclusion and diversity did you witness. What story would you tell?

Consider Indigenous Talking Circles as a way to build trusting, respectful and reciprocal relationships. Circle wisdom teaches us that diversity is essential. Just as we cannot understand a forest by staring continually at a single tree, we cannot understand a group of people by listening only to dominant perspectives. In a circle, no voice is wrong, right, overemphasized, or disregarded. Talking circles—led by Indigenous leaders, young people and Elders—provide a meaningful opportunity for members of a community to gain and share knowledge, understanding, capacity and ideas.



TRY

WHAT'S NEXT FOR YOU— PERSONALLY AND PROFESSIONALLY?

Try new things. Build your adaptive expertise.

After the tour, venture out of your comfort zone, inspired by the possibilities you encountered. Do you envision small, micro-movements in your own practice, or large-scale system shifts? Be wary of simple changes that lead to “all or nothing” outcomes; they tend to be less durable than an evolutionary approach. You will grow through trial and error and you will find that others around you grow, too.

Remember the **First Peoples Principles of Learning**

- Learning requires patience and time.
- Learning involves recognizing the consequence of one's actions.

The **First Peoples Principles of Learning** remind us that learning is a circular and relational process, not to be rushed; a lifelong process that needs to be nurtured.

*“I know I am just a tiny voice in the wilderness –
but I will be heard.”*

*I always think of these words as we continue to transform the
education system here in BC. All voices matter and all voices need
to be heard.*

Tsnomot, Brad Baker, Squamish Nation and North Vancouver School

Tips for engagement

Commit to productive persistence. As you apply your learning, you will influence others—sometimes by creating dissonance. Challenging the status quo will not be easy. Trust in that. Use your tenacity and new learning to launch conversations that are focused on student improvement. Shift from either/or to both/and. “Charge the mountain,” says Dr. Blye Frank (Dean of Education, University of British Columbia) and harness the momentum.

Embrace complexity. Dr. Helen Timperley reminds us that the work IS complex. And so it should be. Check your mindset. Are you attempting to “fix” and find “solutions”? If so, are you viewing your work as complicated and problem based? Try accepting a view that the work is complex, with endless interconnections and solutions. Invite a team to challenge your perspectives and widen the path that lies ahead. Complexity requires you to make sense of things, not fix them. Stale assumptions vanish and new possibilities are revealed.

Develop your adaptive expertise. Consider your capacity to adapt in new situations and get ready to stretch. Developing your own adaptive expertise is a continual process of learning, questioning and being willing to be vulnerable... navigating perceptions of risk. How might you be responsive and open while you draw on your own deep knowledge? Remember to focus on the “why” not just the “how” and “what” in each context.

Learn more in the book *Leading powerful professional learning: Responding to complexity with adaptive expertise* (2020), by Deidre Le Fevre, Helen Timperley, Fiona Ell and Katherine Mary Twyford. Available at us.corwin.com/en-us/nam/leading-powerful-professional-learning/book266560.

“...the experience was so recent, alive, deep, transformative and inspiring. In some way, I never came back home, or who really came back was another me...I had never traveled outside of Europe and I never thought that one day I would be on a plane crossing the Atlantic and an entire continent. The reference of distance in kilometers could well be a metaphor for the pedagogical distance between our educational systems. I am very grateful to the principals who welcomed us and allowed us to enter their schools and classrooms and I am deeply grateful to Linda and Judy for helping us and making it possible. The whole experience remains very much alive in me and continually reinforces me towards what really matters.”

Begonya Folch, Cap de Servei d'Èxit Educatiu i Noves Oportunitats, Sub-direcció general de Transformació Educativa, Direcció General d'Innovació, Recerca i Cultura Digital, Departament d'Educació, Generalitat de Catalunya

Questions to consider

What impact has this visit had on your identity, both personally and professionally?

How might you integrate what you learned and witnessed into your practice?

How will you share your experience with others?

What will you try next? What new story will you write?

Who do you need to connect with now and what resources do you need?

Going deeper

Involve your professional learning community (PLC). Sharing your learning from this tour will strengthen your professional learning community and transform your practice. Use the Spiral of Inquiry to frame an inquiry. Challenge your hunches by collecting evidence that is relevant and meaningful. Discover your strengths and build on what is working. Explore your role and practice with your community.

Submit a case study. Learn further from your NOIE colleagues by reading case studies. Case studies are rich sources of data, capturing both the process of inquiry at a particular school, as well as the learning and observations obtained throughout the journey (noie.ca). Or go a step further and submit your inquiry to the network (noie.ca) or to a publication such as the Transformative Educational Leadership (TEL) Journal (teljournal.educ.ubc.ca).

Extend your reach through professional development. Consider sharing your learning at conferences, symposiums and workshops. Sharing your stories and findings is a powerful way to clarify and deepen your own understanding, make meaningful connections and get insightful feedback.

Stay Curious. Learning never ends and neither does inquiry. They evolve. Network Leader Brooke Moore and her co-authors Lee Failing, Robin Gregory and Graham Long have developed a decision-making model to support learners. The model reminds decision makers to stay curious, be ready to adapt and Practice! Practice! Practice!

Resources

Check out these resources to learn how you can use collaborative decision making in combination with the Spiral of Inquiry:

The Decision playbook: Making thoughtful choices in a complex world (Teachers' edition), by Lee Failing, Robin Gregory, Graham Long and Brooke Moore (2019).

"Spiral of inquiry and decision maker moves: A rigorous blend" (2020) – a paper by Brooke Moore and Brooke Douglas.

Both are available at noie.ca/resources.

MORE TO EXPLORE



Links

Learn about the **British Columbia curriculum** at curriculum.gov.bc.ca.

See, hear and read about **Spirals of Inquiry** in schools at these links:

- Delta School District (SD37) shares short videos about individual school inquiries (deltalearns.ca/inquiry).
- NOIE Australia is on Facebook (facebook.com/pg/NOIINSWAustralia/posts/?ref=page_internal).
- NOIE BC Case Studies describe how individual schools have used inquiry to improve student learning (noie.ca/case-studies-2019-2020).
- *TEL Journal*: The Transformative Educational Leadership Journal features stories of transformative educational practice within BC and the Yukon (teljournal.educ.ubc.ca).
- Whole Education Network in England offers school stories and readily accessible resources (wholeeducation.org/spirals-of-inquiry-resource-bank).
- Yukon Education has a series of videos highlighting Spirals in Action (youtube.com/user/DepartmentEducation/videos).

Kath Murdoch (2015). *The power of inquiry*. Northcote, Vic : Seastar Education. (Available at kathmurdoch.com.au/the-power-of-inquiry-1)

To download this *NOIE learning tour study guide* and other great resources, go to www.noie.ca/resources.

ABOUT US



Judy Halbert

Network Leadership

Judy Halbert and **Linda Kaser** have the privilege of leading the Networks of Inquiry and Indigenous Education (NOIIE). They are deeply committed to achieving equity and quality for all learners—and to networking for innovation and improvement, both in Canada and internationally. To that end, they have served as Canadian representatives to the Organization for Economic Cooperation and Development (OECD) international research program on Innovative Learning Environments. They are also working with partners in a number of countries to grow the networks internationally.



Linda Kaser

Linda and Judy have served as principals, district leaders and policy advisors with British Columbia's Ministry of Education. They currently lead the Transformative Educational Leadership Program at the University of British Columbia.

They are the co-authors of *The spiral playbook* (2017), *System transformation for equity and quality* (2016), *Spirals of inquiry* (2013), *Leadership mindsets: Innovation and learning in the transformation of schools* (2009) and with Helen Timperley, *A framework for transforming learning in schools: Innovation and the spiral of inquiry* (2014). Their new book, *Leading through spirals of inquiry* will be available in 2022.



Catherine Jule Ludwig

NOIIE Learning Tour Curator

Catherine Jule Ludwig works in the Richmond School District (SD38) in British Columbia. A graduate of the Transformative Educational Leadership Program (TELP) at the University of British Columbia, she is currently learning and leading as an Elementary School Principal and as a District Leader for the Arts (K-12). Catherine has hosted many learning tours and has taught teachers abroad through Richmond's International School Program. She supports inquiry teams in BC as a NOIIE BC leader and organizes study tours for educators and leaders who are part of the International NOIIE Network.

I have no answer for anything really...I teach my students how to ask questions. In the word question, there is a beautiful word – quest. I live that word. We are all partners in a quest... The essential questions have no answers. You are my question and I am yours – and then there is dialogue. The moment we have answers, there is not dialogue. Questions unite people, answers divide them. In the word.

Elie Wiesel in interview with O. Winfrey (2000)

CONTACT



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Questions? Comments?

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or through our website at noie.ca/about-us/contact-us