Excellence in Headship

Stretch Residential

Headteacher agency for system change

Date: 16th/17th March 2023

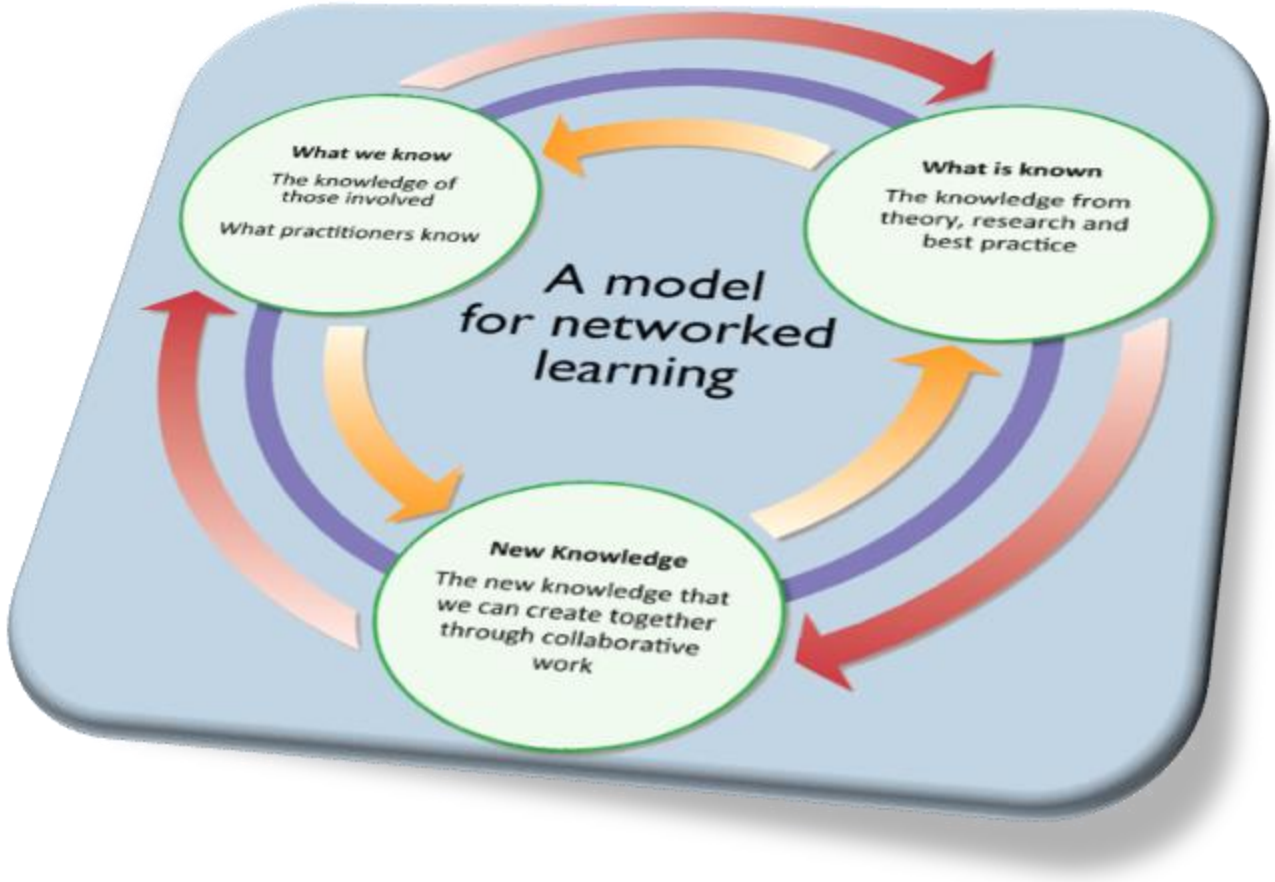
Since we last met ……

Walk about activity – think, pair, share

- What are you still really curious about?
- What might you want to learn more about?
- What is the something you really want to change?

- *For what reason* are you really curious about *it*?
- *For what reason* might you want to learn more about *it?*
- *For what reason* is *it* the something you could really make a difference to?

Sharing our learning- enquiring together



Three Fields of Knowledge

Three Fields of Knowledge	→	Learning Opportunities
What do we know? The knowledge of practitioners involved in the discussion.	→	**Adaptive learning:** Reshaping what is known and understood.
What is known? The knowledge from theory, research and best practices.	→	**Additional learning:** Adding to what is already known.
What new knowledge? The knowledge we can co-create through collaborative work.	→	**Creative or Innovative learning:** Discovering new meaning, new ways of understanding and action.

Karen Carter, Chris Cotton & Kirsten Hill, "Network facilitation: the power of protocols", retrieved, April 2, 2009, National College for School Leadership, UK

Recap - process and next steps

Collaborative enquiry is a structure in which members of a professional learning community come together to systematically examine their educational practices, to:

- Ask questions
- Develop a theory of action
- Determine action steps
- Develop and test hypotheses
- Gather and analyse evidence
- Assess impact of their actions
- Share and celebrate the learning
- Debrief the process

Seven Principles of Collaborative Enquiry

To what degree is your enquiry …

- ***Relevant…….***does quality evidence of student learning guide the enquiry?
- ***Collaborative…….***is your enquiry a shared process?
- ***Reflective……***are actions informed by reflection?
- ***Iterative……***do progressive understandings grow from cycles of enquiry?
- ***Reasoned……***is analysis used to drive deep into learning?
- ***Adaptive……***in what ways will your enquiry shape practice and practice shape your enquiry?
- ***Reciprocal ……***how will your "local" enquiry about a practice connect with what others have discovered about it?

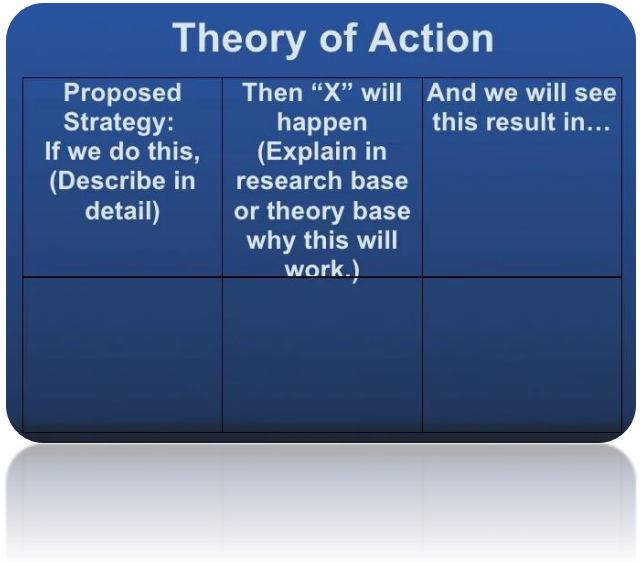
(Collaborative Teacher Inquiry *Capacity Building Series*, 2010)

Developing a Theory of Action That Will Travel Well

A theory of action is ……..

- a set of underlying assumptions about how we will move our organisation from its **current state** to its **desired future.**

- Grounded in research or evidence-based practice
  (City, Elmore, Fiarman and Teitel, 2009)



In devising your plan, consider the following:

- Are all key players represented in the theory of action?
- Are the actions key players need to take clearly articulated?
- Is the theory organised chronologically?
- Is the end result related to improvement in learning both for you professionally and for your preferred future?
- Revise the action plan accordingly based on the discussion

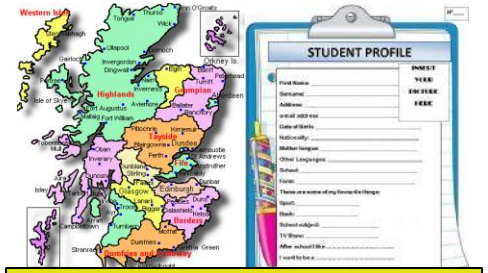
The enquiry question determines:

- action required
- evidence needed to make decisions
- source of the data collection
- techniques involved

Data collection should be:

- realistic to fit into ‘normal work patterns’
- something we do naturally
- built on existing and naturally occurring data collection rather than creating complicated schemes.

Sources of Data



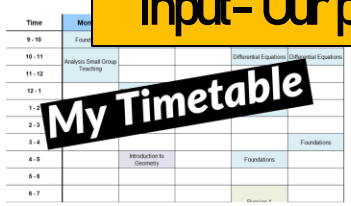
Demographic Data

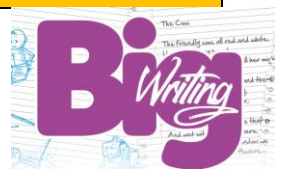
Perceptual Data

Output- Student achievement

curriculum for excellence

Input- Our processes



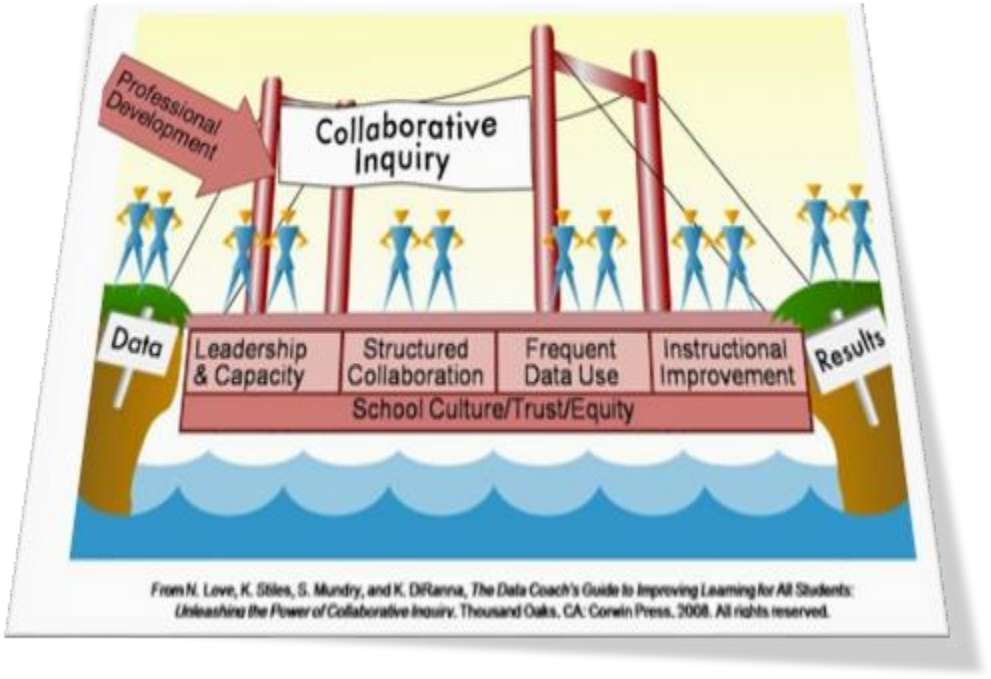


Activity 2: Data Collection Plan

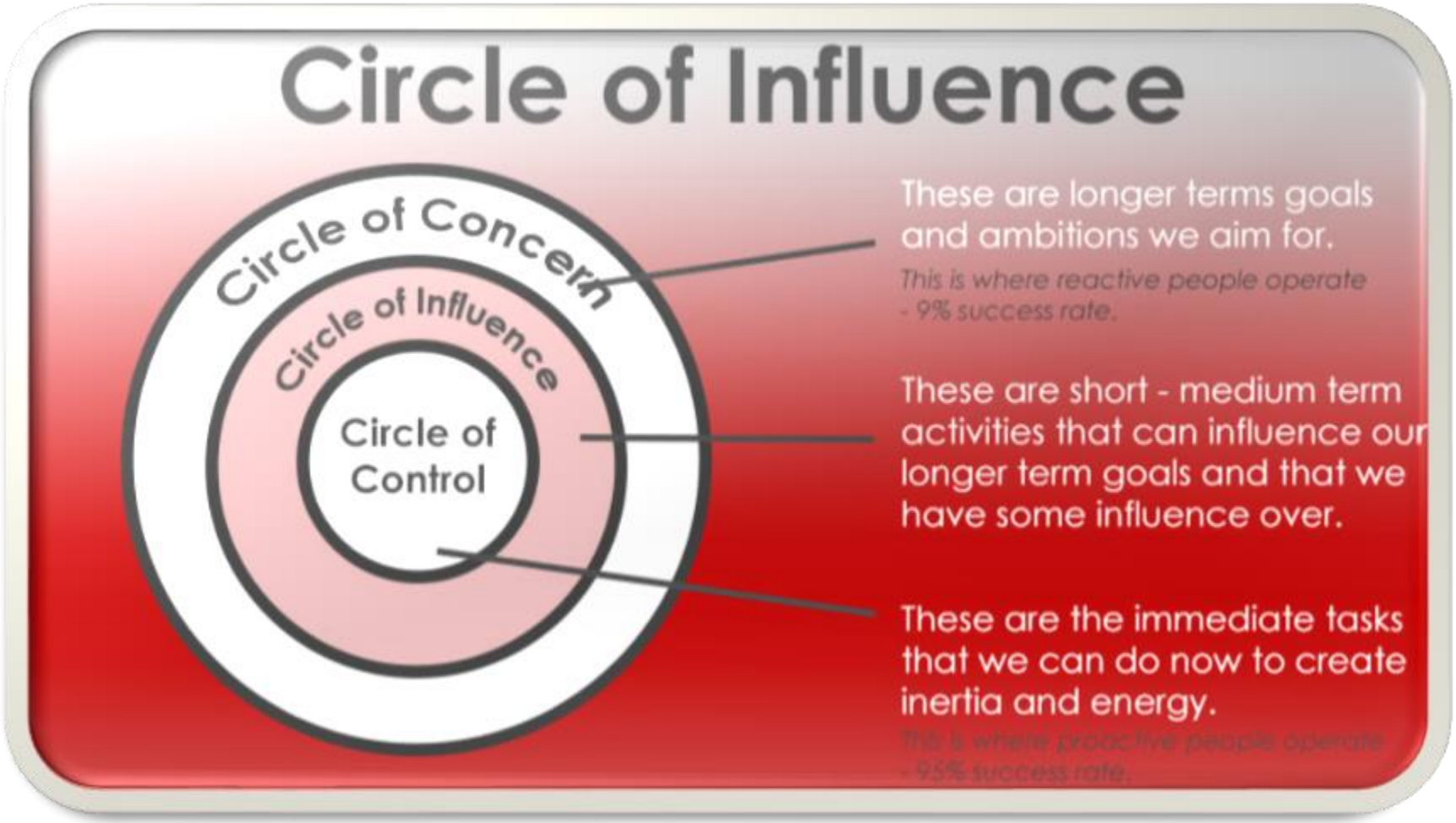
Data Source	What evidence is going to be collected?	How is the evidence going to be collected?	When is the evidence going to be collected? By Whom?
Source 1			
Source 2			
Source 3			

What are the expectations of your Think Piece?

- Group collaboration
- Timescale
- Process
- Expectation/end result
- Influencing

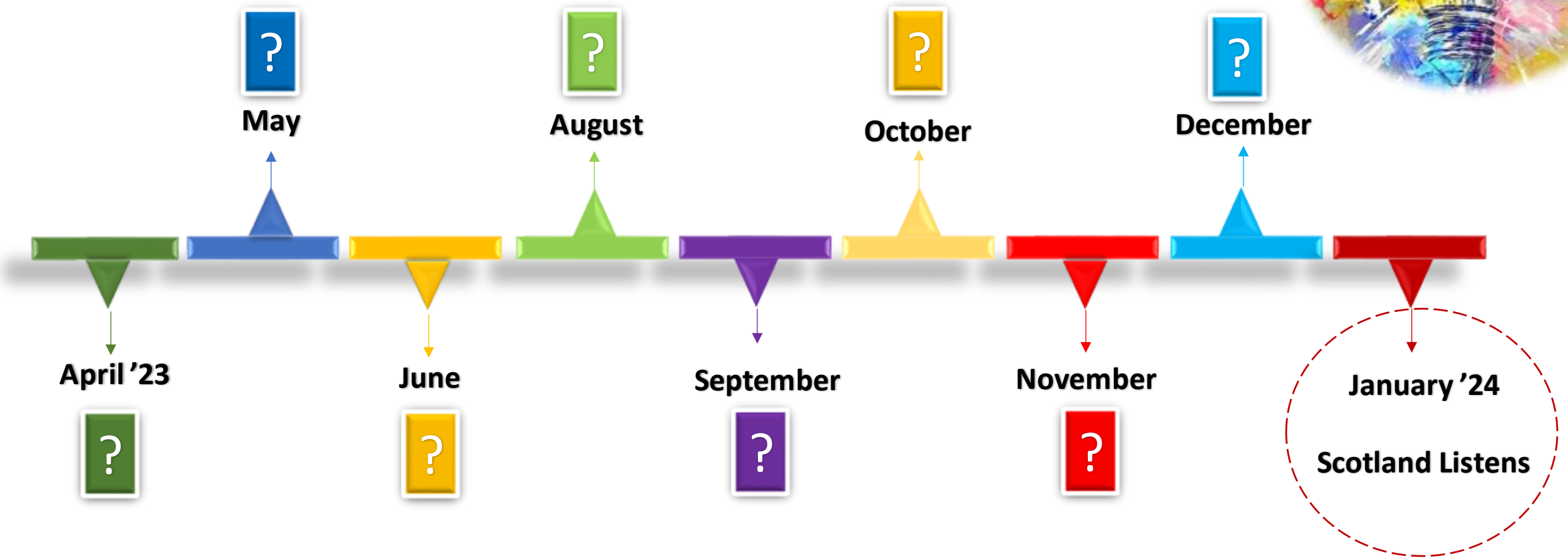


From N. Love, K. Stiles, S. Mundry, and K. DiRanna, *The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry*. Thousand Oaks, CA: Corwin Press, 2008. All rights reserved.



Sphere of Concern and Influence (Covey, 1989)

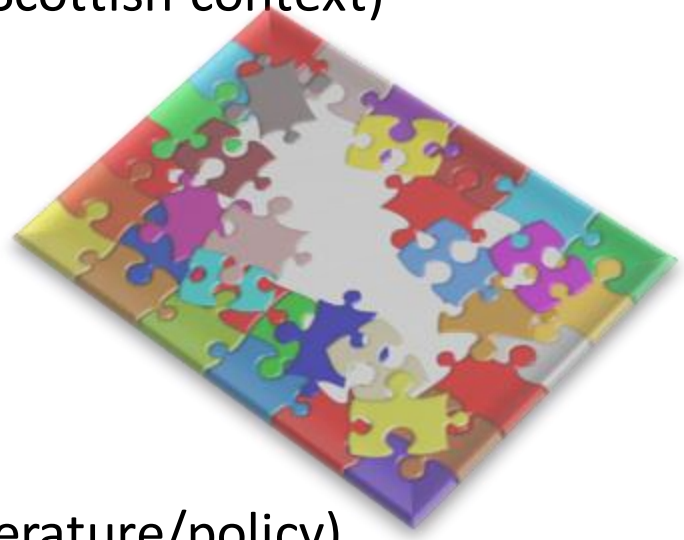
Developing your Think Piece



Structure of your Think Piece?

- **Introduction & context**

  (why are we looking at this area, links to literature, policy and Scottish context)



- **Findings**

  (what did you do and what did you find out as a result)

- **Discussion**

  (similarities & differences between findings + references to literature/policy)

- **Impact**- Collective proposals for future

- **Conclusion**

Sharing the Learning

In your groups:

Prepare a short presentation (a poster or by any other means) to share with others your learning to date.

This could include:

- Your area of enquiry (the why)
- Your enquiry question
- And any other relevant information

(no longer than 10 minutes)

For Scotland's learners, with Scotland's educators