

2017 - 2018 Yukon Education Learning Networks: Empowering and Engaging Others in an Inquiry-Based Professional Learning Network Celebration of Learning Discussion Template



Yukon Education

School:

Inquiry Team Members:

Your focus for this year: In one sentence, what was your focus?

Scanning: Briefly summarize your scanning process. How did you use the four key questions as part of the scanning process? What did you notice about the experiences of your learners that were most important to your team? How did you use the principles of learning in your scanning process?

Focus: In a few sentences, explain why you selected this area. What changes were you hoping to obtain for your learners?

Hunch: Describe your hunches about the ways in which practices at the school may have been contributing to the experiences of your learners that were of concern to you.

New professional learning: What new areas of professional learning did you explore? What resources were most helpful? What specific designs did you use to support the learning of your colleagues?

Taking action: Describe strategies you and your team decided on and how your actions worked out. Be as specific as possible – so that other teams can learn from your experience. Consider also gather evidence of your innovative actions using the following table as a guide:

| Seven Principles of Learning in an Innovative Learning Environment | | |
|---|---|-----------------|
| What works for learners? | What this means for LEADERS | My evidence ... |
| Put learners at the centre | Leaders must be relentlessly curious about what's going on for students in the system. Student learning is the driving force, but students aren't the only learners. In an innovative learning environment, everyone is a learner, including teachers, support staff, formal leaders, parents and others. | |
| Emphasize the social nature of learning | Leaders collaborate, cooperate, and support networked learning. | |

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| Understand that emotions are central to learning | Leaders understand and apply the dynamics of social and emotional learning. They are attuned to their own emotions and motivations, and to the emotions and motivations of others—including the positives, like satisfaction and self-efficacy; and the negatives, like helplessness and anxiety. They understand how emotions affect performance. | |
| Recognize individual differences | Leaders understand the dynamics of their team members, including their strengths, interests, experiences, and gaps in learning. They draw on these differences and help everyone in the system to develop through carefully designed professional learning. | |
| Stretch all learners | Leaders stretch themselves and others, but they avoid overload or stress that diminishes performance. | |
| Use assessment for learning | Leaders set clear expectations while being open to new possibilities. They continually assess what is working and where the gaps are. They always consider qualitative data as well as quantitative data. They seek and give meaningful feedback to promote learning. | |
| Build horizontal connections | Leaders are connectors. They connect activities, ideas and people, in and out of school. Their connections include partnerships in the community, with other schools, and with organizations at a distance. | |

Checking: Summarize the differences you made. Were they enough? Were you satisfied? What did you use as baseline - and change - evidence? How much richer are your learners' answers to the four questions?

Reflections/Advice: Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.

Submission to Paula.Thompson@gov.yk.ca is requested by **April 6** for consideration for the **May Network of Inquiry and Innovation Symposium** or the **July UBC Summer Institute: Inquiry and Innovation for School and System Leaders**. Completed templates will also be submitted to the <http://noii.ca/case-studies/> and shared with colleagues.