

Step 5: Next Level of Work

- Group brainstorms the next level of work
- Share group resources, professional development and current initiatives
- Develop a plan for the next level of work for this week/next month/ by the end of the year
 - What do teachers need to know to support optimal learning?
 - What does the school need to know to support optimal learning?



Elmore said:

“I don’t want to see you giving off-the-cuff, unsolicited advice and suggestions to teachers and leaders who are there every single day.

Do you think you know more about their community than they do after you’ve visited for 30 minutes?”

Different Options for The Next Level of Work

In making changes to meet the ideal for the problem of practice:

Option 1

1. What should the school do in the next 6 weeks?
2. What should the school do in the next term?
3. What should the school do in the next year?

Option 2

1. What **MUST** change?
2. What **SHOULD** change?
3. What **COULD** change?



POWERFUL QUESTIONS THE WAY FORWARD

OPTION 3

When the profession is guided by good questions, the instructional core is strengthened and we move a few steps closer to wisdom.

Greg Whitby, bluyonder, August 2011



“A VITAL QUESTION, A CREATIVE QUESTION, RIVETS OUR ATTENTION. ALL THE CREATIVE POWER OF OUR MINDS IS FOCUSED ON THE QUESTION. KNOWLEDGE EMERGES IN RESPONSE TO THESE COMPELLING QUESTIONS. THEY OPEN US TO NEW WORLDS.”

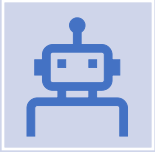
Verna Alley, *The Knowledge Revolution*

The First Thing to Consider

What “work” do I want this question to do? That is, what kind of conversation, meanings, and feelings do I imagine this question will evoke in those who will be exploring it?



OTHER THINGS TO CONSIDER



Is this question relevant to the real life and real work of the people who will be exploring it?



Is this a genuine question—a question to which I/we really don't know the answer?



Is this question likely to invite fresh thinking/ feeling?

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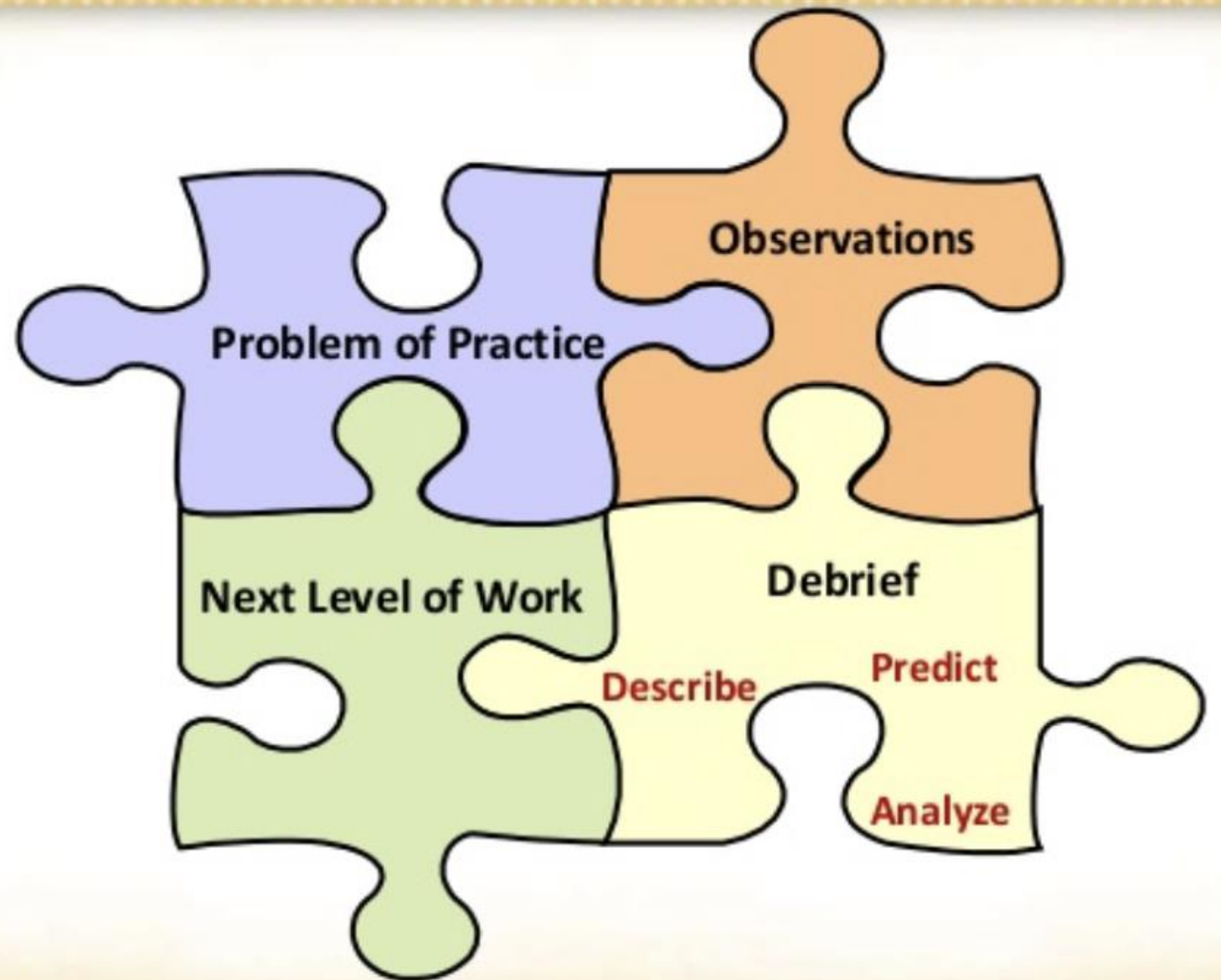
EXAMPLES OF POWERFUL QUESTIONS FROM A RECENT ROUND



- *How do we ensure professional learning translates into sustained change of classroom practice?*
- *Do teachers and students understand the purpose of the SC and how this is used to give feedback to allow students to be self-directed learners?*
- *How can we take the whole school community on the journey towards rigorous learning?*
- *How active are our students in their learning? How do we know?*
- *Are our assumptions about our students and parents preventing us from taking important initiatives? How could we explore this?*

The Pieces of the Puzzle

INSTRUCTIONAL
ROUNDS



THE WAY FORWARD

FROM
DISEMPOWERED
LEARNERS

TO

EMPOWERED
LEARNERS



Form your own network of critical friends



Select one of two aspects and decide on a powerful question to investigate



Research: What are the big ideas? Discuss: What would I observe if this was in action?



Observe the practice. Network members describe what they see.



Agree on the next steps to change your practice