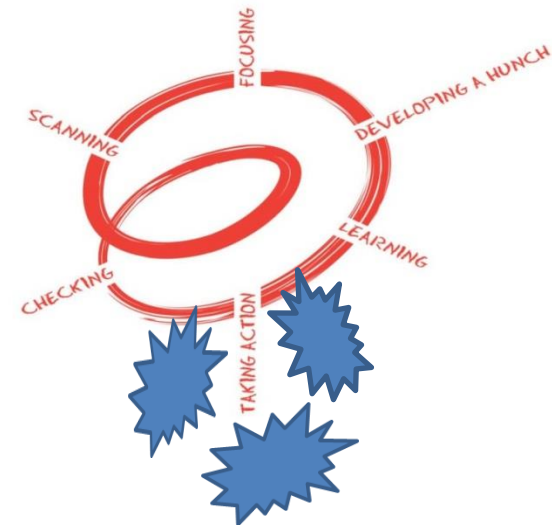


Symposium 2015



Scott Benwell, PhD
Superintendent/CEO
School District 85



Action is what makes ***Visible*** the work of ***Inquiry***

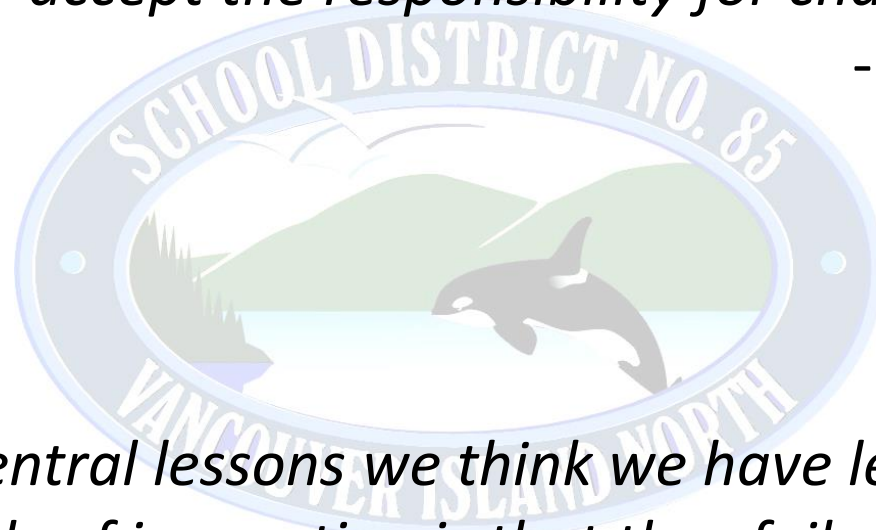
It is:

- Return on the investment of energy and resources.
- Demonstration of our shared professional responsibility.
- Promotable as our specialized work.
- Evidence that we are pedagogues.



There are two primary choices in life: to accept conditions as they exist, or accept the responsibility for changing them.

- Dennis Waitley



One of the central lessons we think we have learned about previous rounds of innovation is that they failed because they didn't get at the fundamental, underlying, systemic features of school life: they didn't change the behaviours, norms, and beliefs of practitioners.

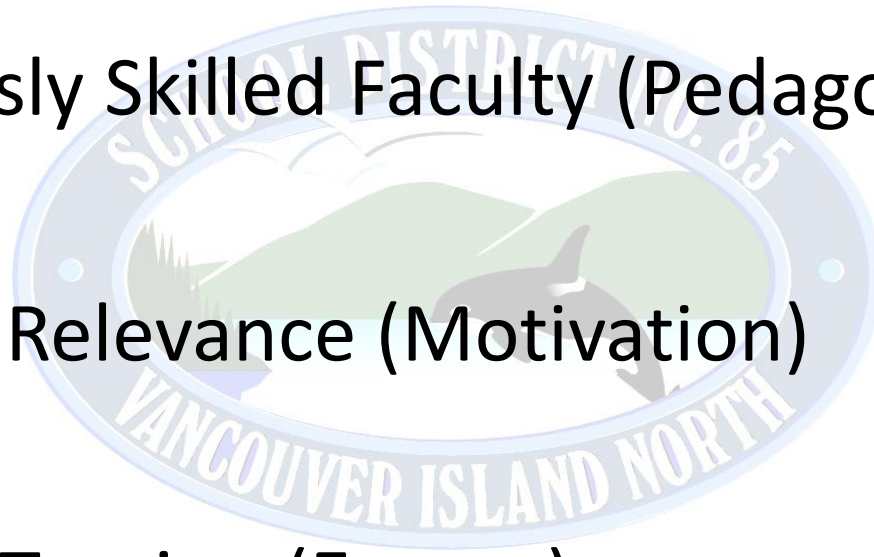
- Robert Evans

Empowering Assumptions

- Networks of professionals outperform individuals.
- Getting from A to B is best accomplished using a road map and having a plan.
- When organizations publicly declare their intentions, they gain support.
- We all signed up for hard work. It is made more enjoyable (and easier) in the company of others.

Three Things that lead to Action

- Consciously Skilled Faculty (Pedagogy)
- Declared Relevance (Motivation)
- Dynamic Tension (Energy)

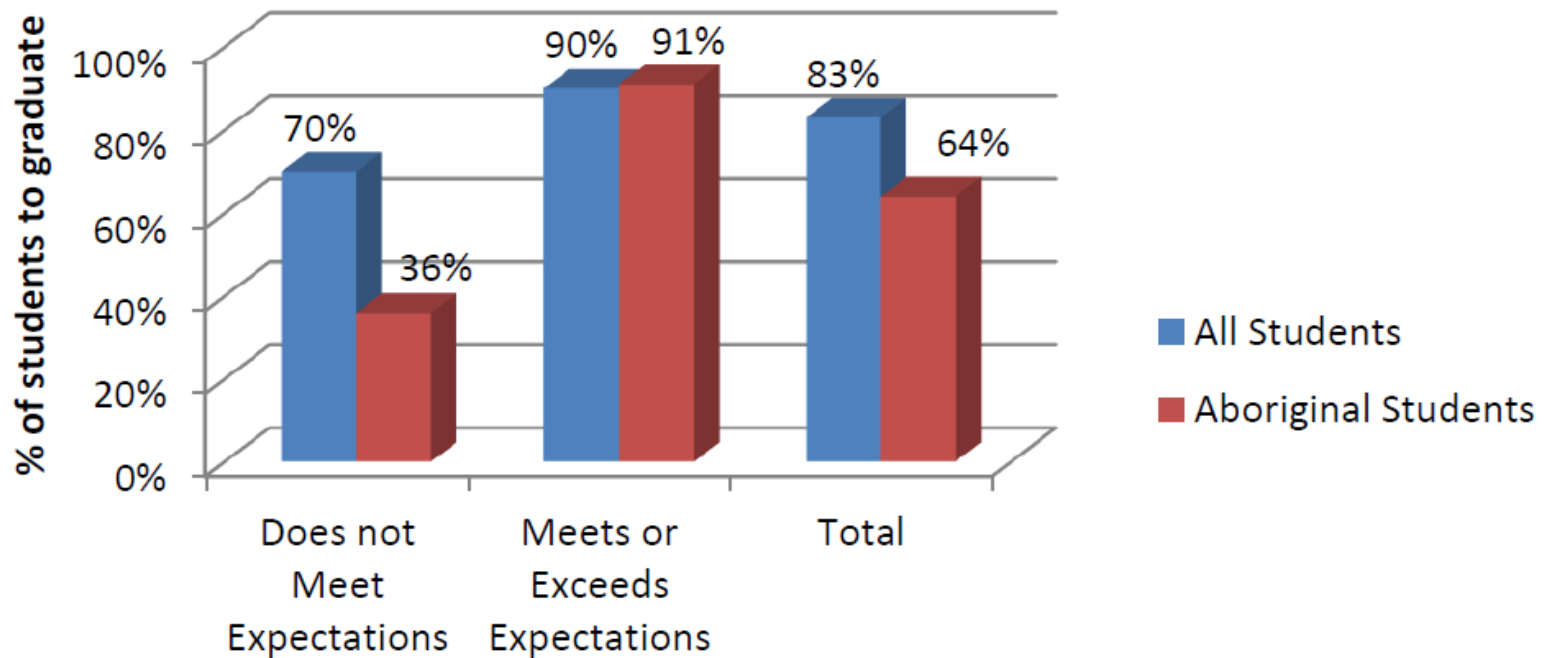


Linkages

- When we link practice to a process for improvement, good things happen.
- In SD85 our Inquiry journey is:
 - Embedded in school planning requirements.
 - Focussed on professional learning – For example: Assessment, Indigenous pedagogies, Project-Based learning.

Example – Generating Action Equity

FSA Grade 4 Reading Achievement to Six Year Completion Rate Success



2001/2002 FSA 4 Reading Achievement Results

Promising Trends in Education

- **New Mental Models**
 - From hierarchical to ecological.
 - From instruction to learning.
 - From you create it to we create it.
- **Equity**
 - Rights taken seriously.
 - As an issue of social justice.
- **Learning Sciences/Pedagogy**
 - The existence of a knowledge base doesn't necessarily mean it is effective.
 - Use proven practice.
- **Professionalization**
 - Skills, Standards and effectiveness.
 - The unit of one.

If not here, where?

Where are your values, actions, and pedagogy along this continuum?

- Uniqueness of each learner.
- We can/will.
- Range of learning services that are available.
- Focus on how we serve.
- Responsive/Adaptive.
- The learning experience as transformative.
- Deficiency of the learner.
- We can't/won't.
- Limitations on the learning services we will provide.
- Focus on how we're served.
- Resistant/Status Quo.
- The learning experience as a struggle.



What We Do – A Culture of Growth and Action

- Aware Faculty – there is an identified skill and knowledge base that responds to needs. Achieved through Inquiry.
- Support, Promote, Profile, and Expect.
- Adopt a language of action – Empowered professionals are the difference.
- Our performance agreement with community is that we are responsible for a professionally designed learning environment.

Skilled, Relevant and Motivated Professionals

Action: My Favourite Part of the Spiral Conclusion

- Visible expression of the priorities of the school/district.
- What people see, counts.
- Emerging themes – The profession, pedagogy, equity, and new mental models.
- Actions create redefined images of learning.
 - AJ Elliott and Eke Me-Xi