

Leading with a Lens of Inquiry: Exploring the Dispositions of Powerful Leadership

SCAN ME



What's on our agendas, schedules & portfolios?



Managerial Leader



Inquiry Leader



- Task oriented
- Directs
- Check list approach
- Controls
- Gives answers rather than asks questions
- Seen as the "expert" or sole provider of information

- Visionary
- Asks more questions than tells
- Value driven
- Risk taker
- Big ideas
- Facilitative
- Less control
- Strong vision
- Listener
- Playful

Managerial Leader

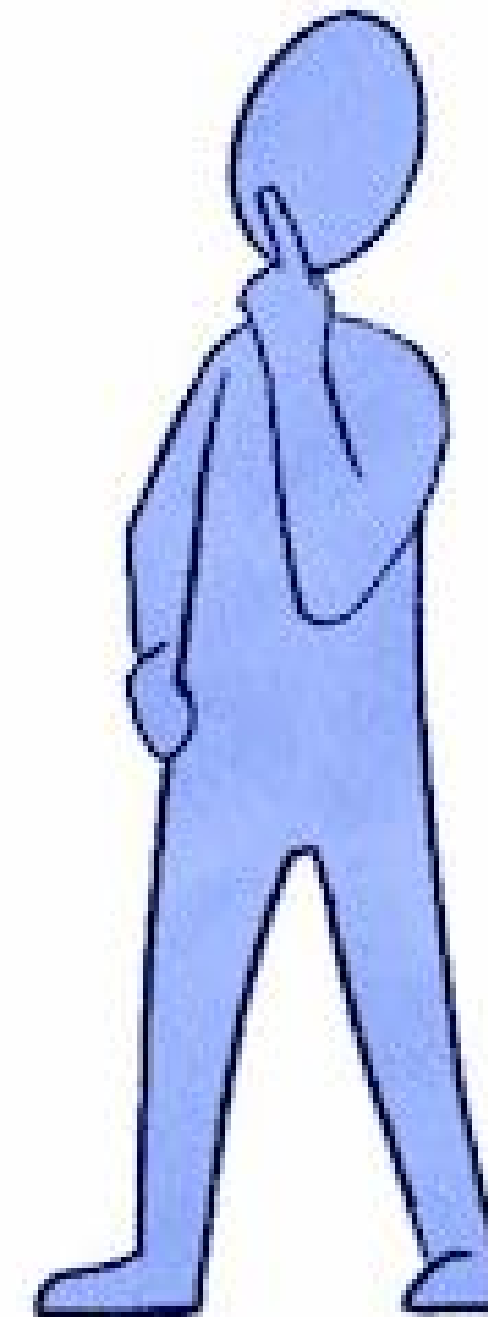


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Lets pause and reflect.

Choose 3 items from your original list & consider where, along the continuum these tasks fall.

Turn and talk to share your thinking.

The Learning River - Guy Claxton

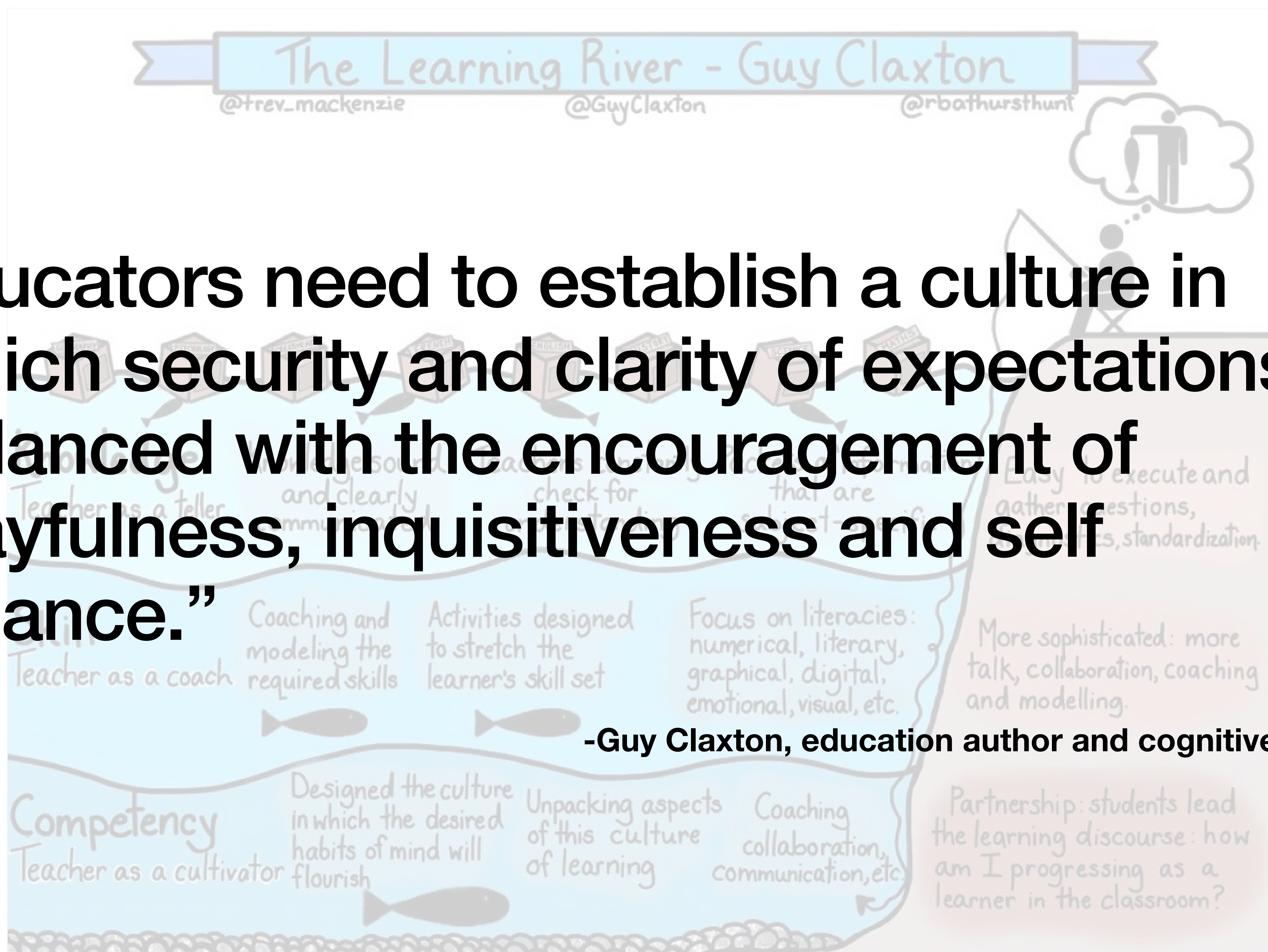
@trev_mackenzie

@GuyClaxton

@rbathursthunt

“Educators need to establish a culture in which security and clarity of expectations is balanced with the encouragement of playfulness, inquisitiveness and self reliance.”

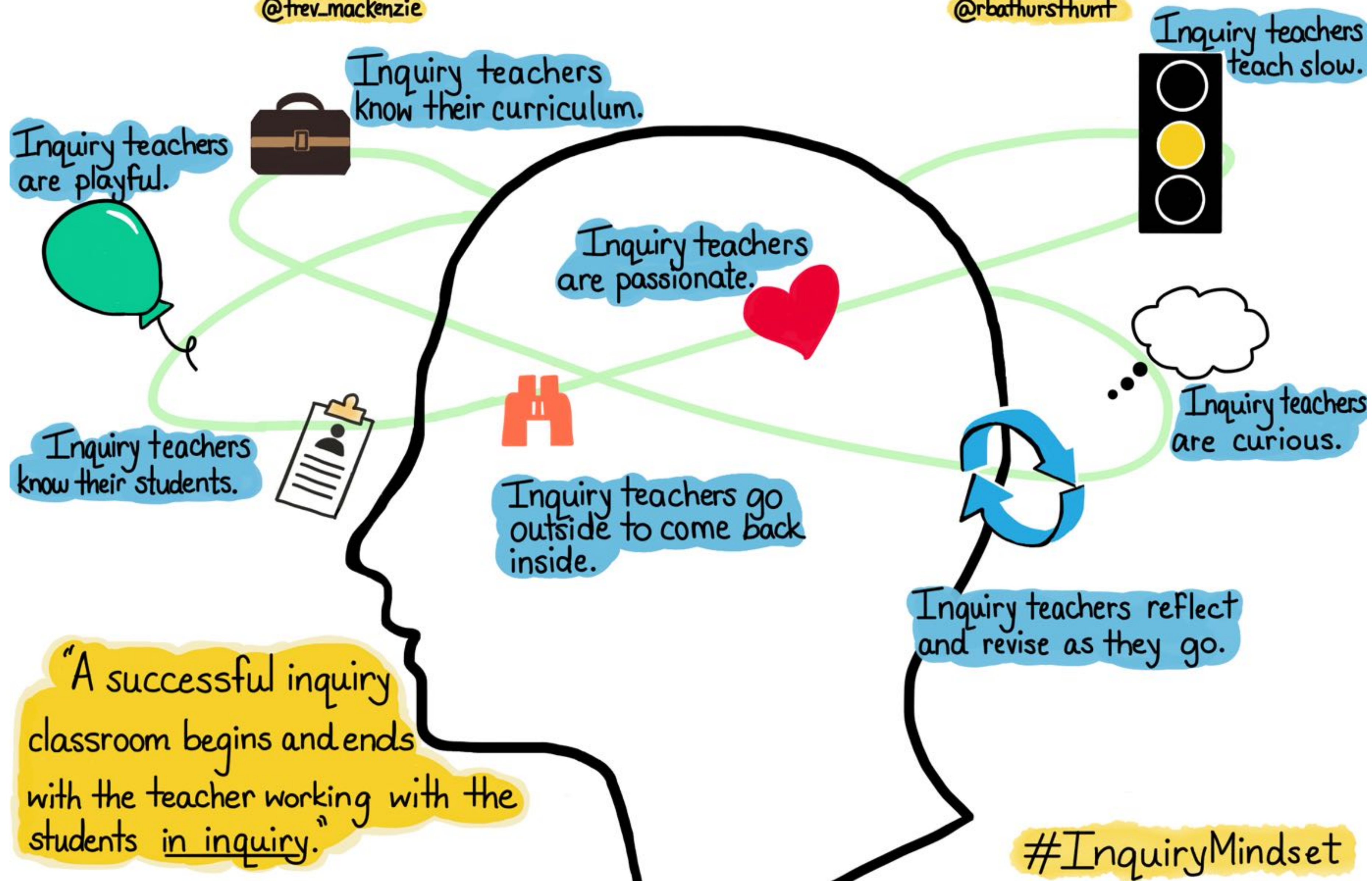
-Guy Claxton, education author and cognitive scientist



The Inquiry Teacher

@trev_mackenzie

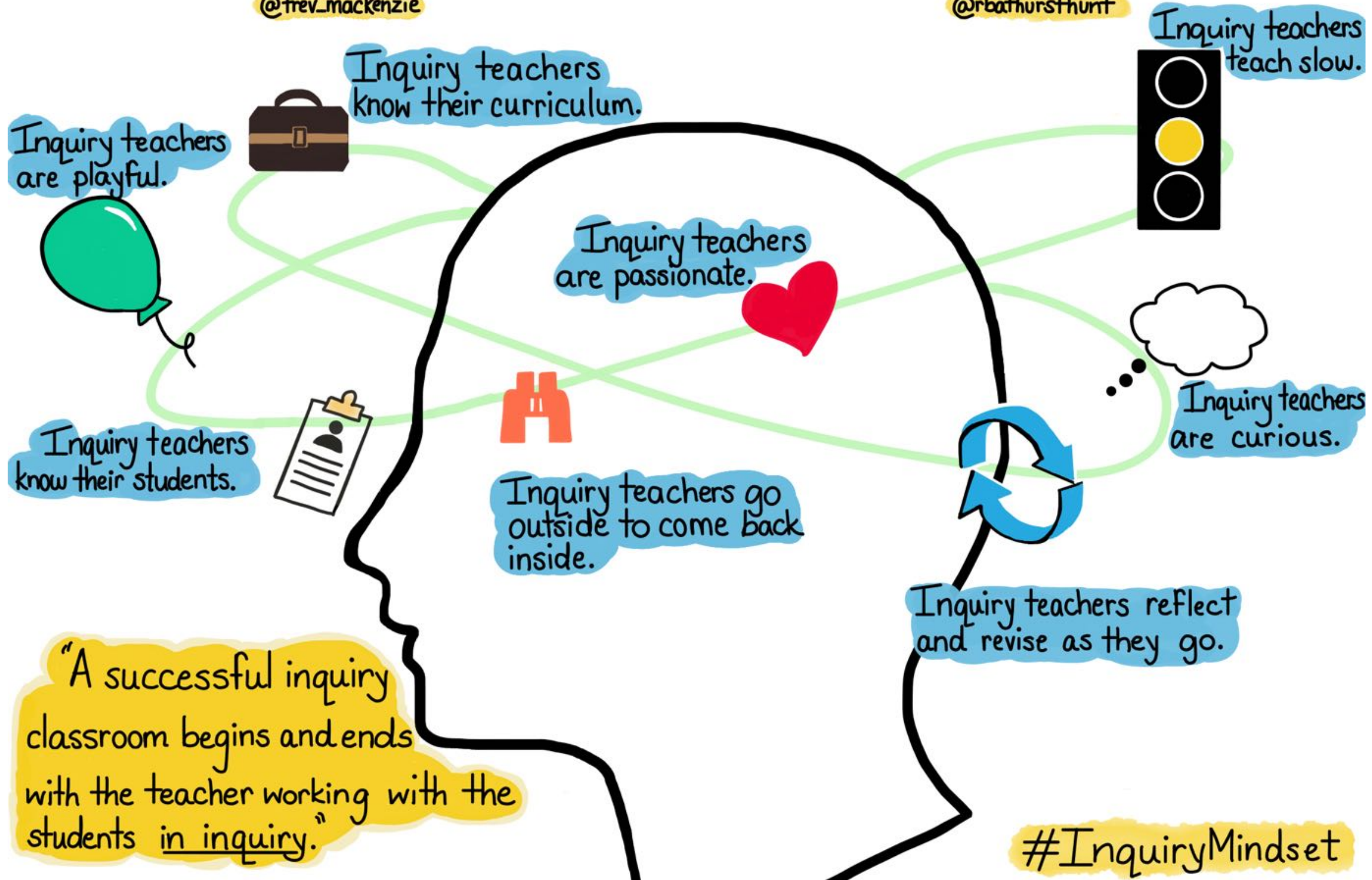
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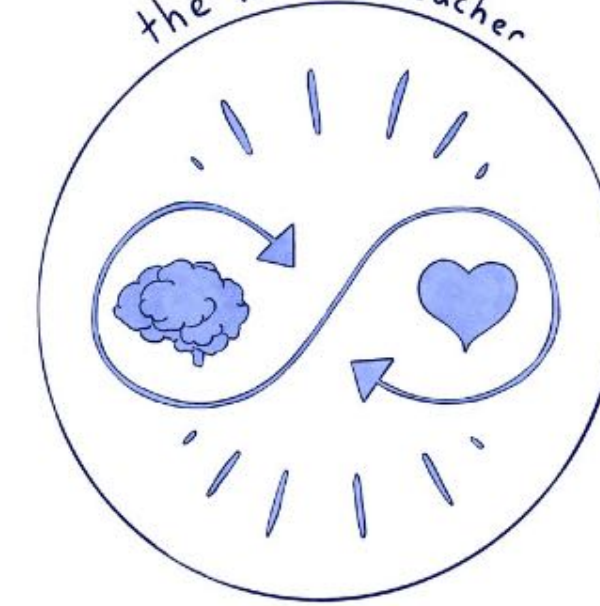
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Reflective



Recognize the Whole Teacher



Invitation to Try New Things

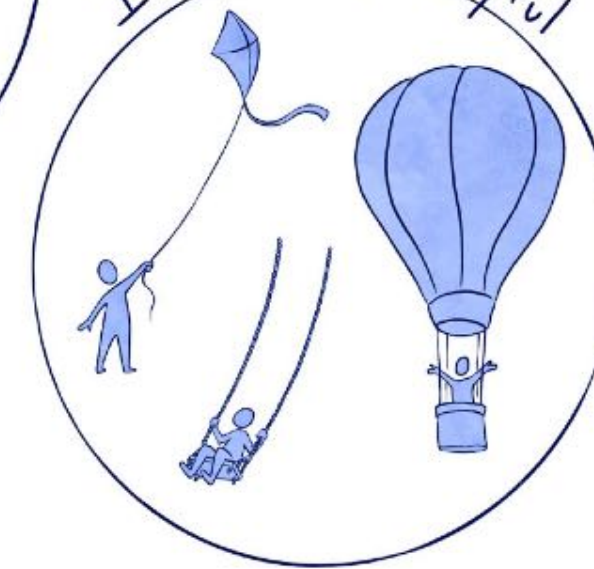


The Inquiry Leader

Curious



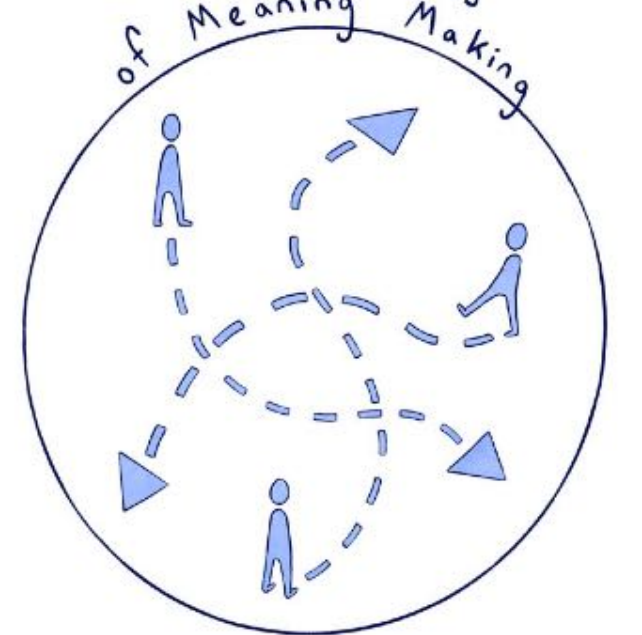
Intentionally Playful



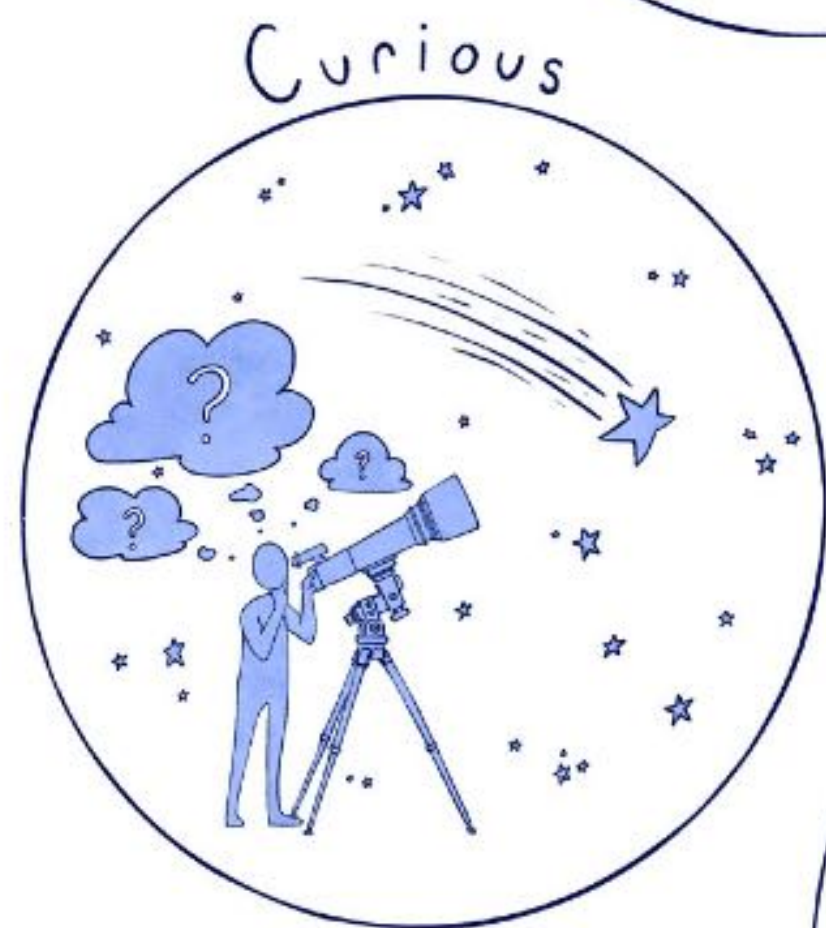
Advances Teacher Agency



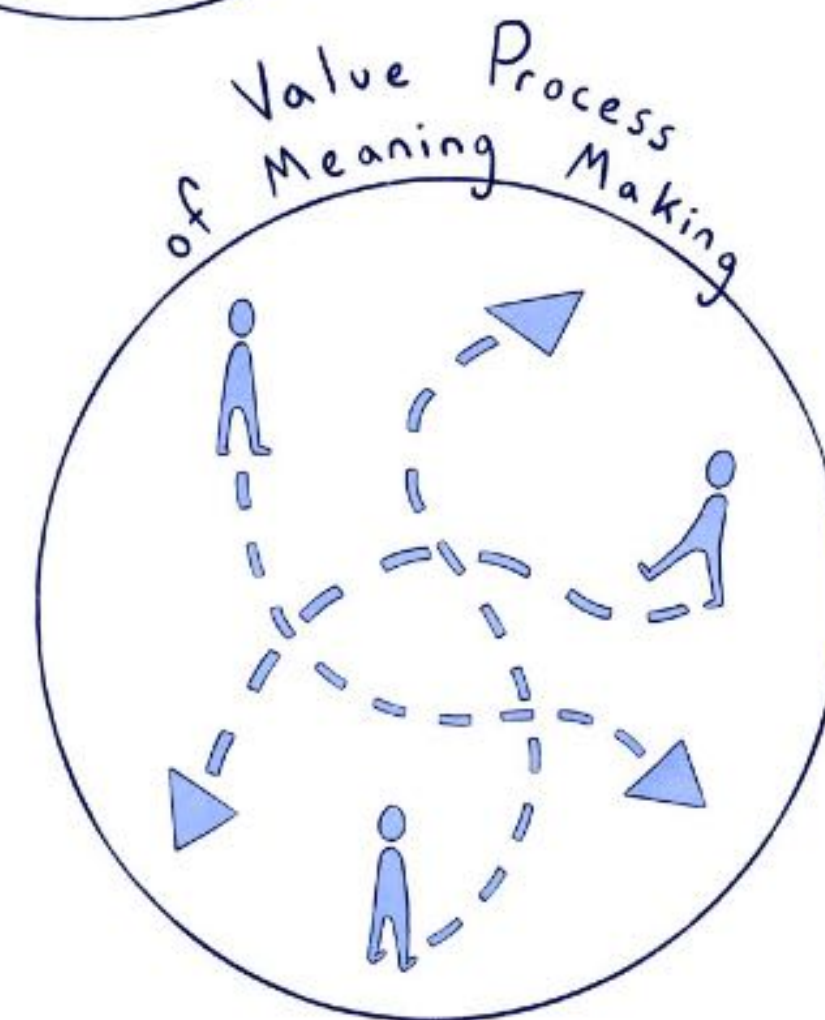
Value Process of Meaning Making



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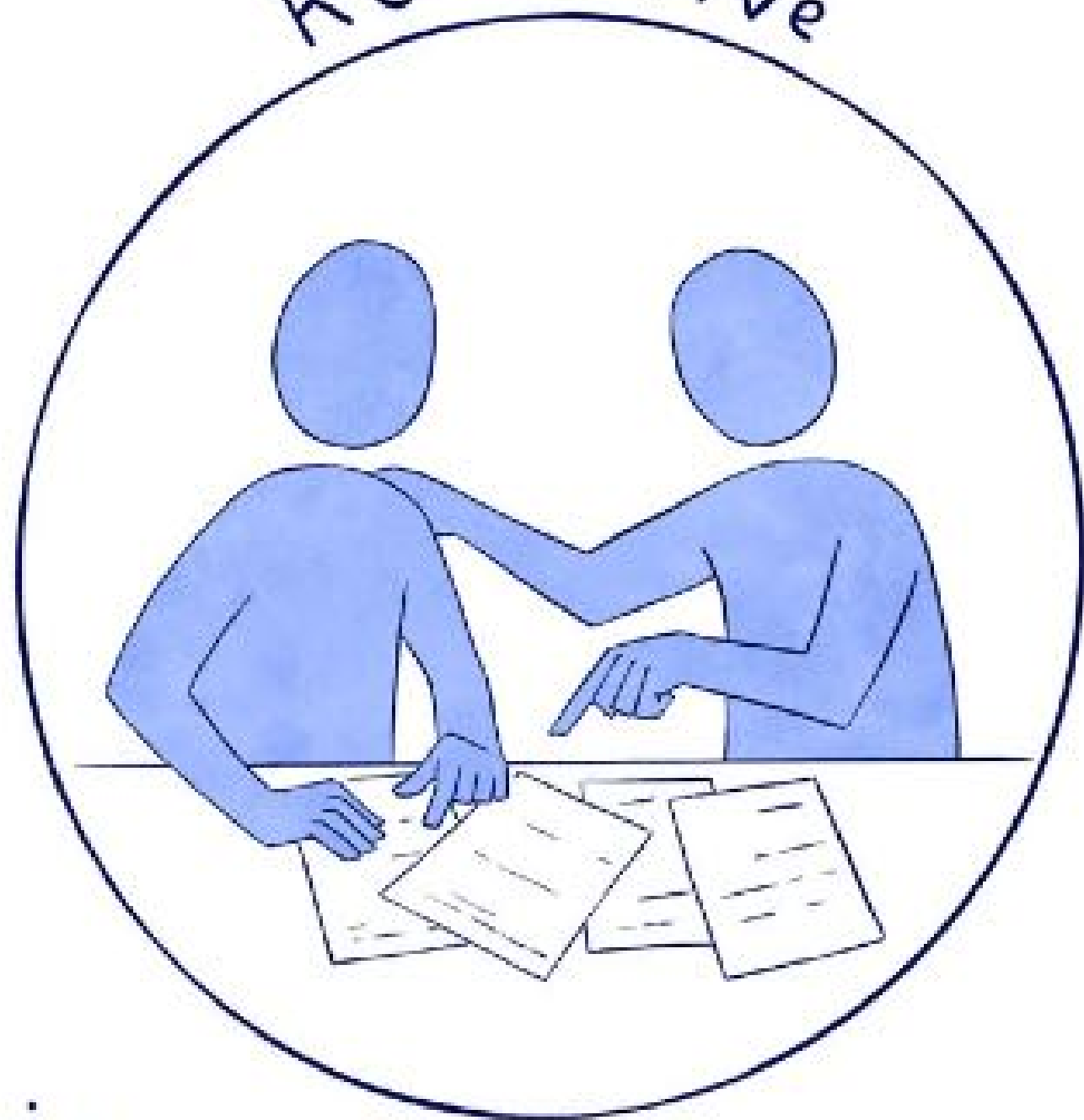


The Inquiry Leader

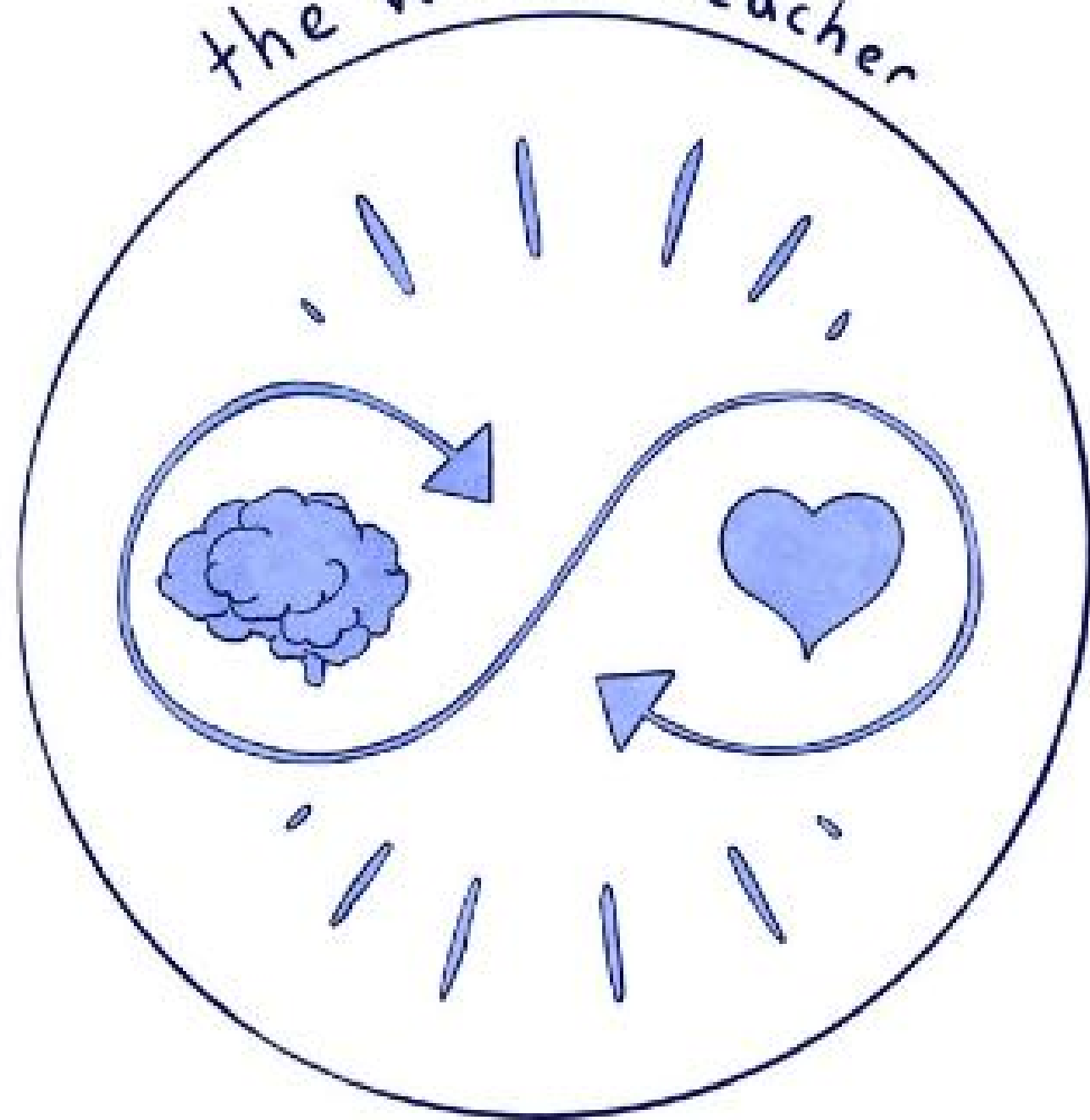


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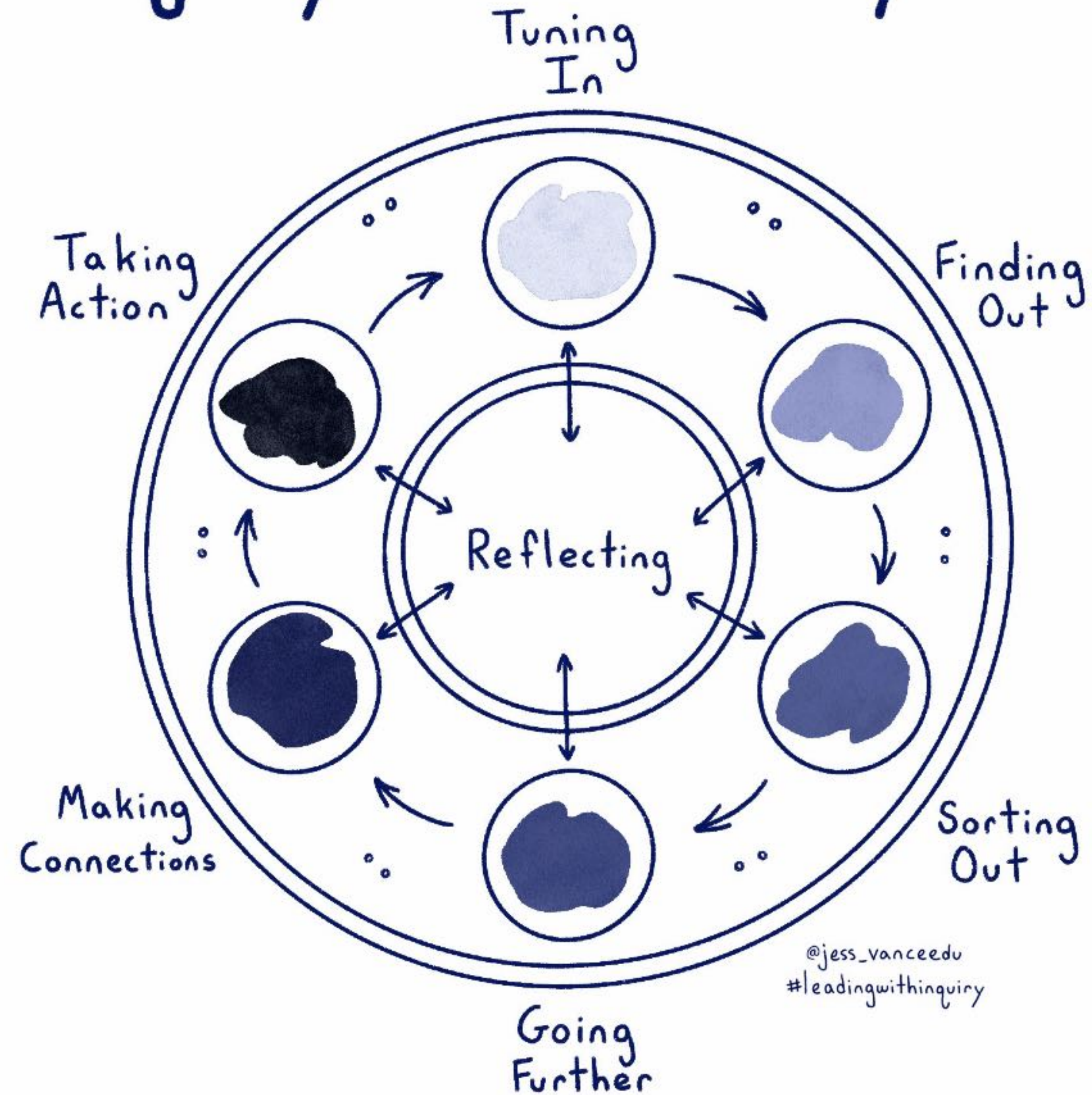
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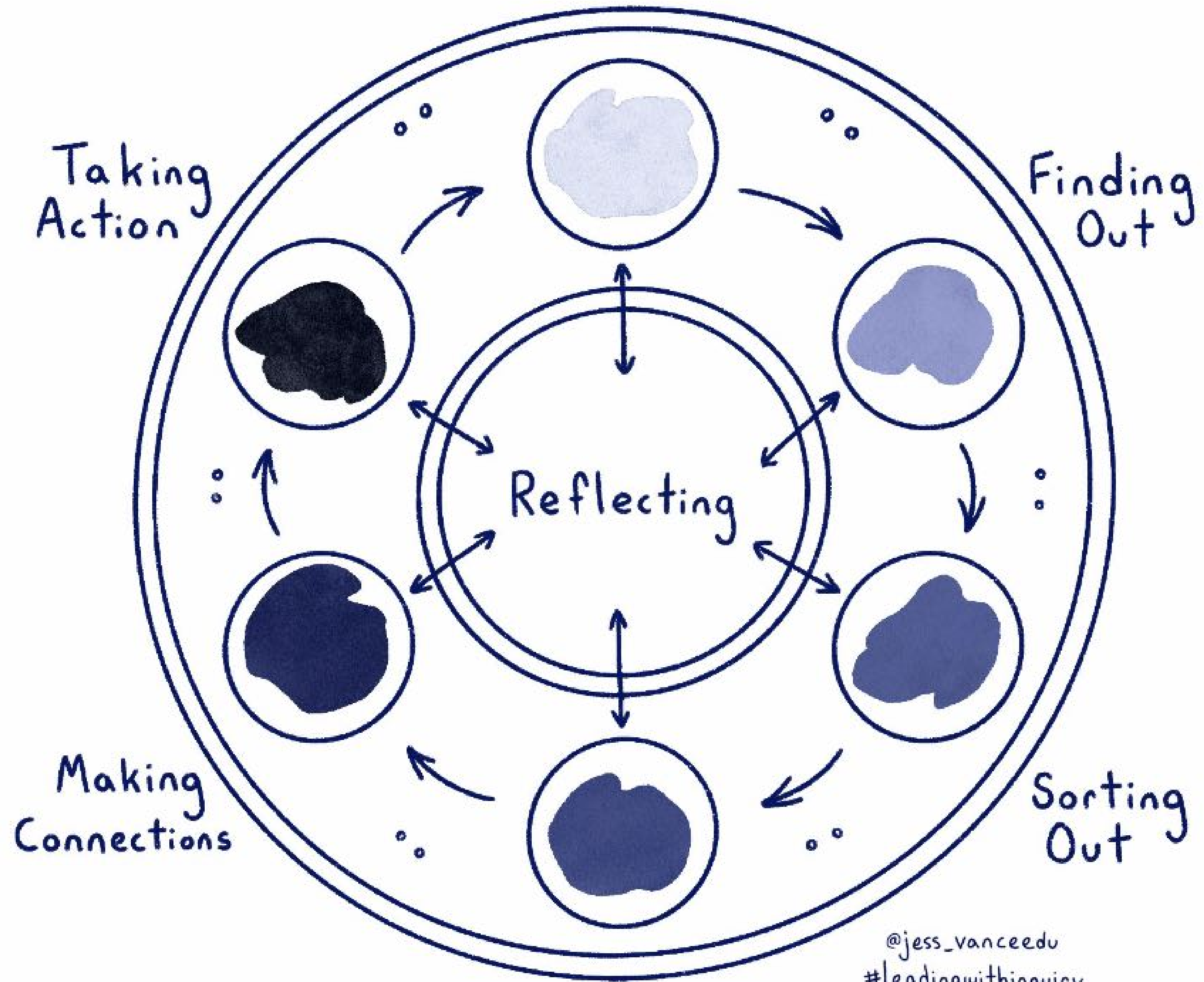
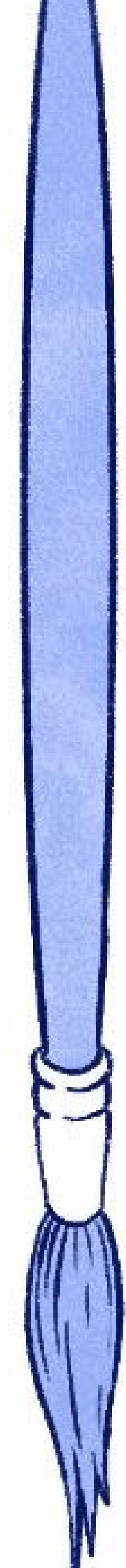
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Inquiry in Theory





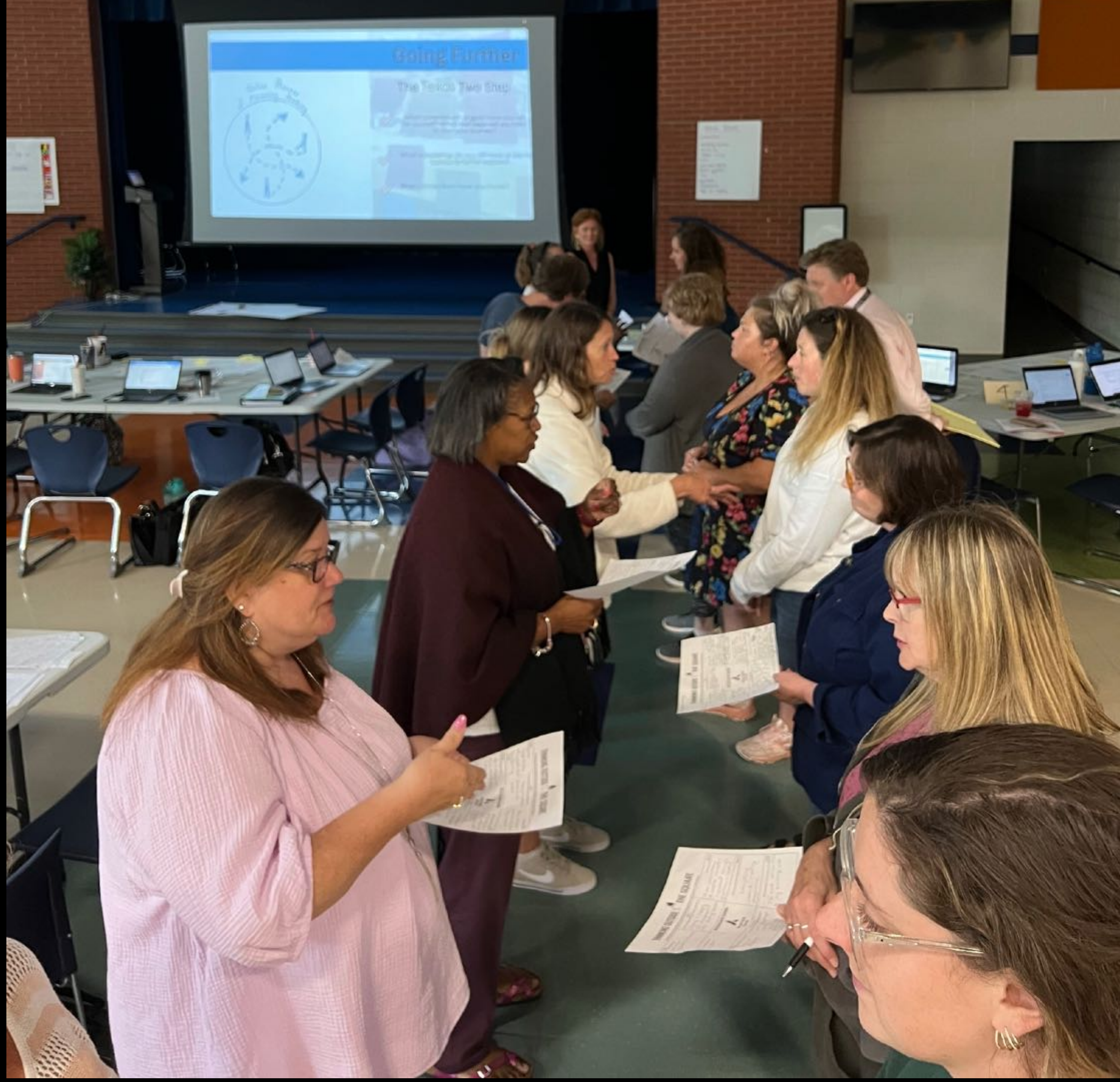
Skills

Students

Academic

Problem





What is the difference between concrete skills and application? O/C

What vocabulary can we focus on in Reading and Math to help students? C

Can we use district resources to support planning vocabulary? C

How did 3rd grade support sts. in knowing how to take STAR? O

4th Grade BOY Data

I wonder how ELL sts are accommodated for? O/C

I wonder how sts. w/ Dys. are accommodated for? O/C

I wonder how data can help me create small groups and support me in supporting sts? O ● ● ● ● ● ● ● ● ● ●

Were the benchmark levels decided? C

What is the standard? The levels? C

How many sts. have well below in MIZE but higher in other areas? C

How many sts. are higher in one area for (MIZE) and lower in other? C

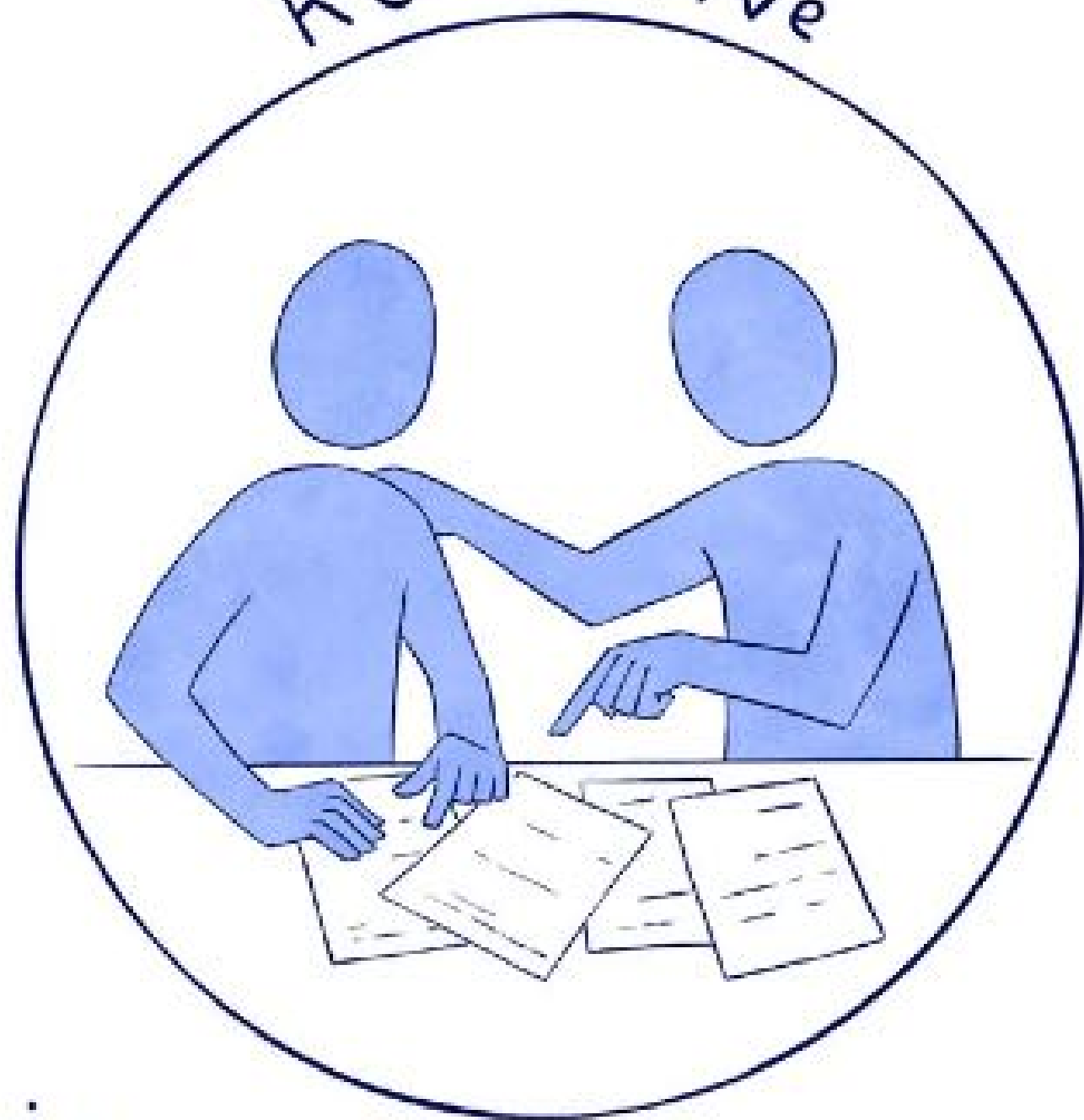
How can we be the best benchmark, change our instruction? O ● ●

Where in our instruction are we intentionally addressing skills? C ● ●

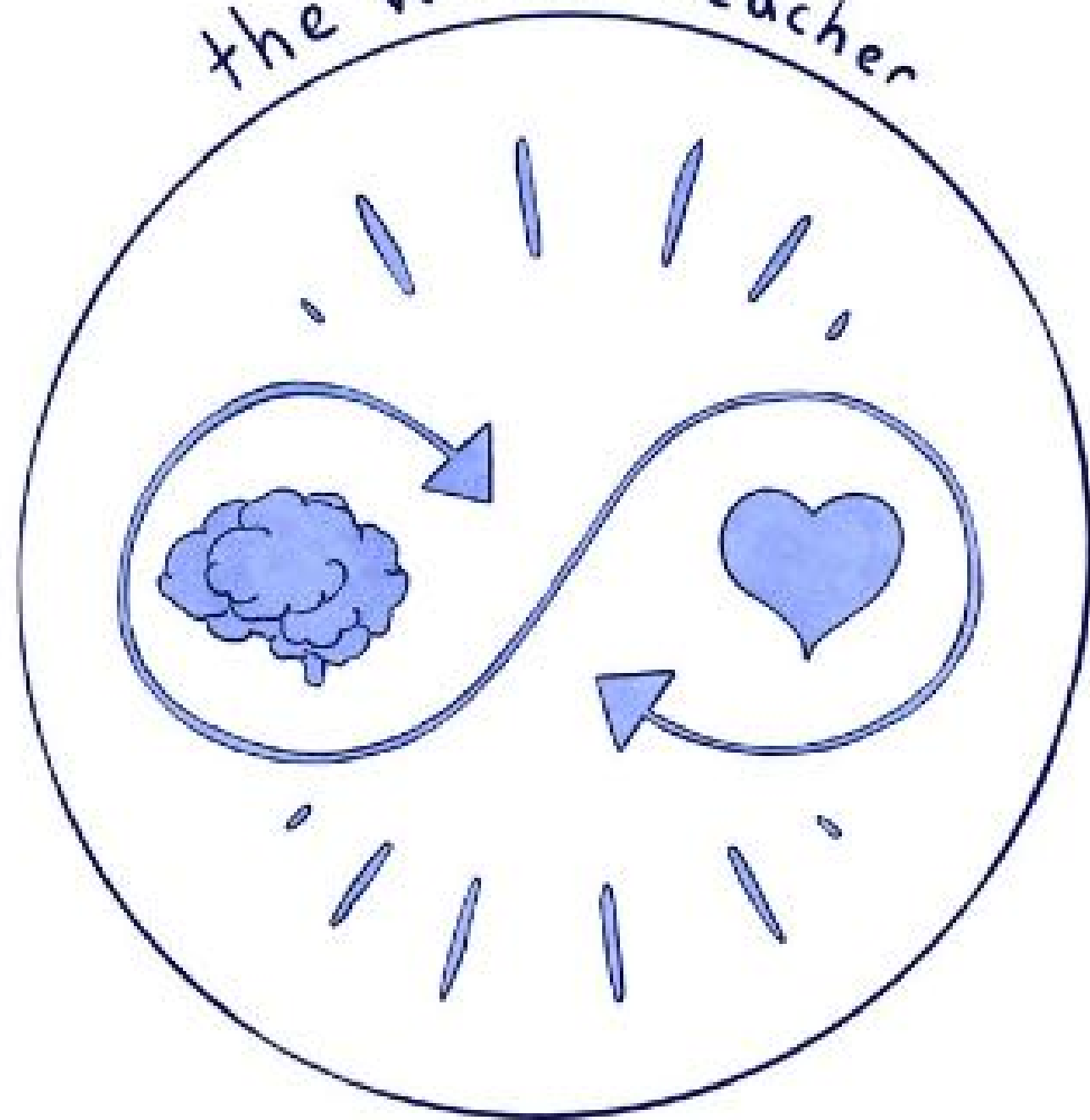
How do we get data to make groups? C

How do we impact st. perform in math? C

Reflective



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Intentionally Playful

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What Stuck With

YOU

Today?

W What wonderings do you have?

N What do you need to know?



E What are you excited about?

S What suggestions do you have?

Yellow sticky notes in the top left corner.

Yellow sticky note with handwritten text: "I think it's about..."

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W What wonderings
do you have?



E What are you
excited about?

I'm excited to
learn more
about the
history of
the city.

I would like
to know more
about the
history of
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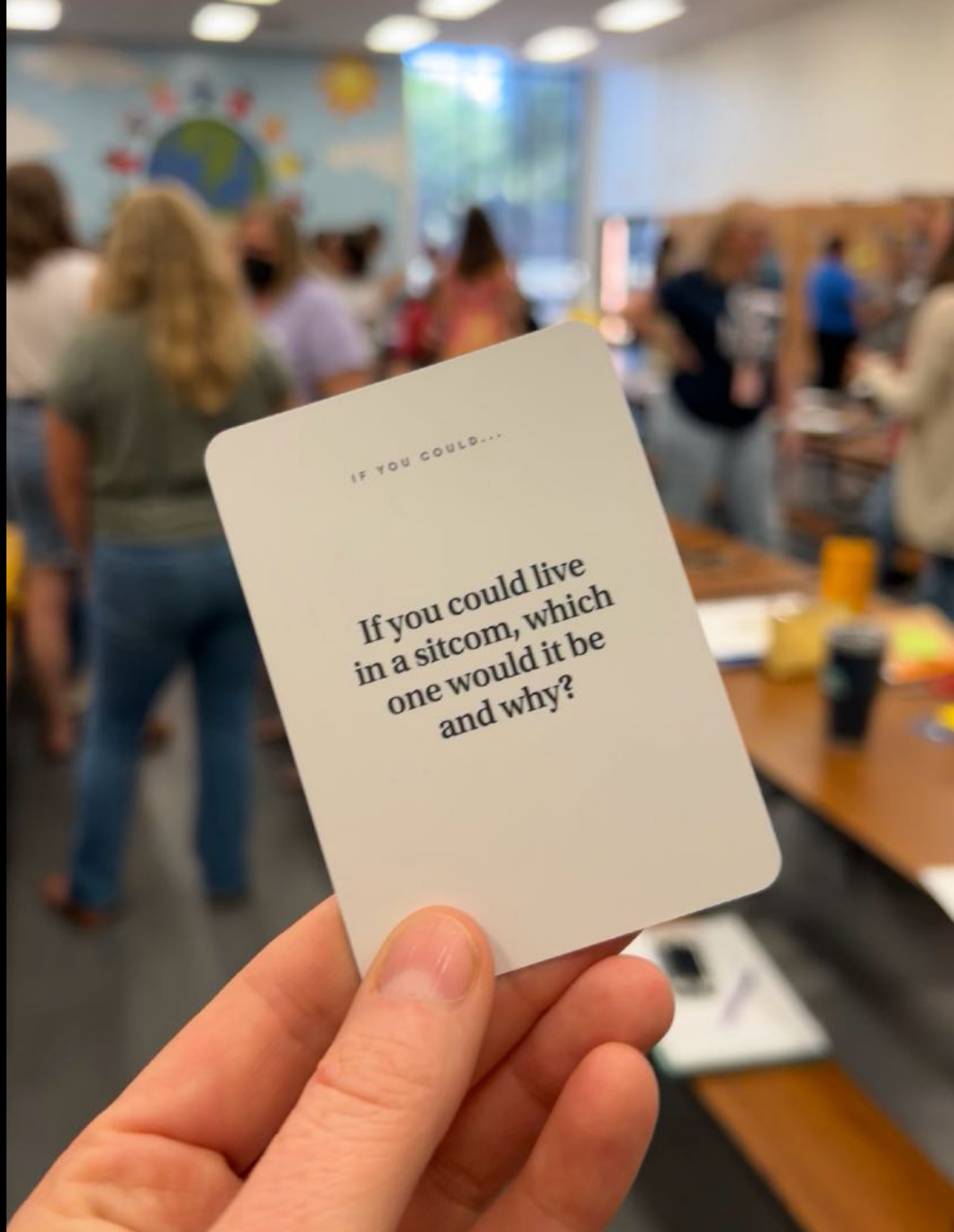
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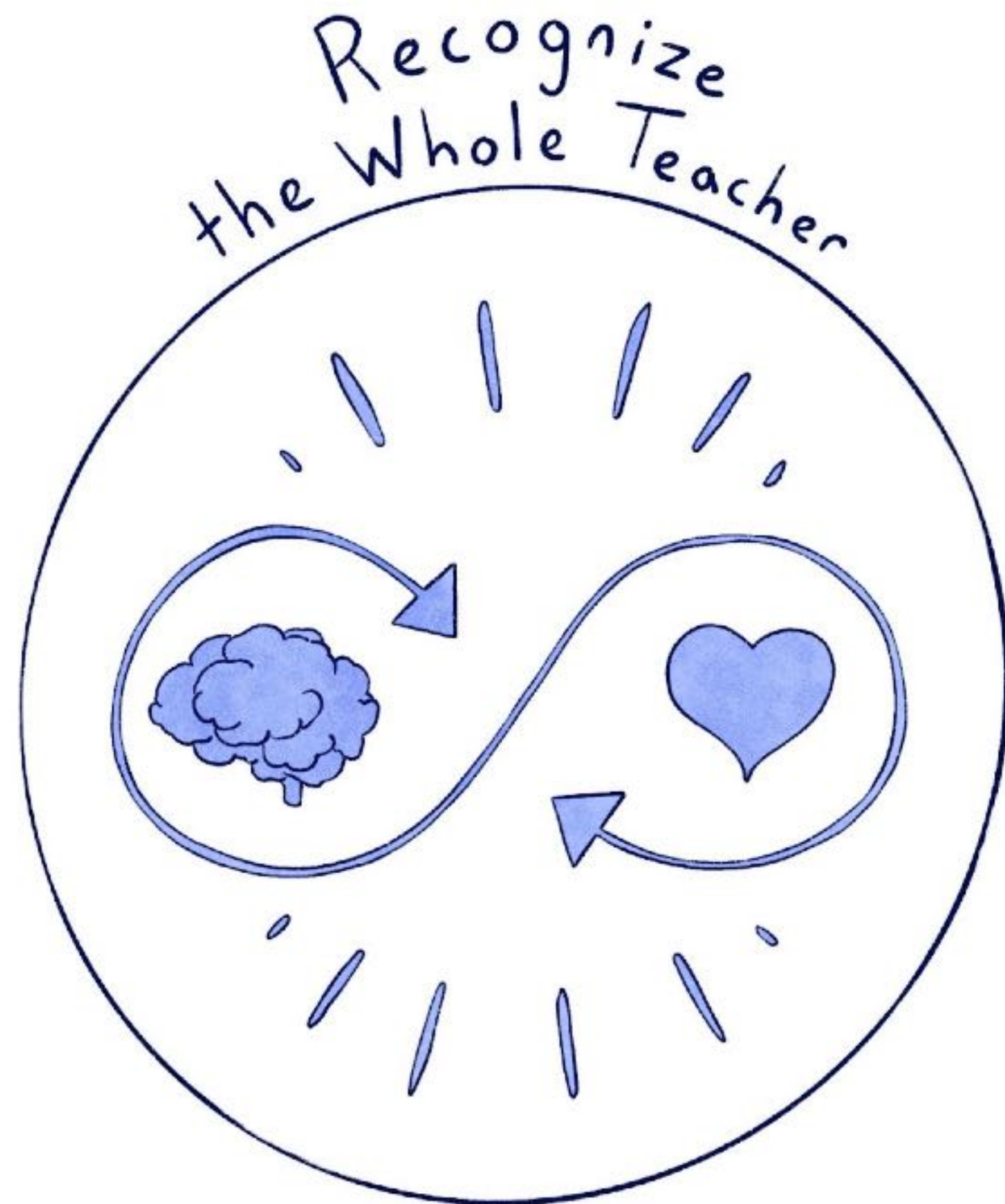
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Finding out

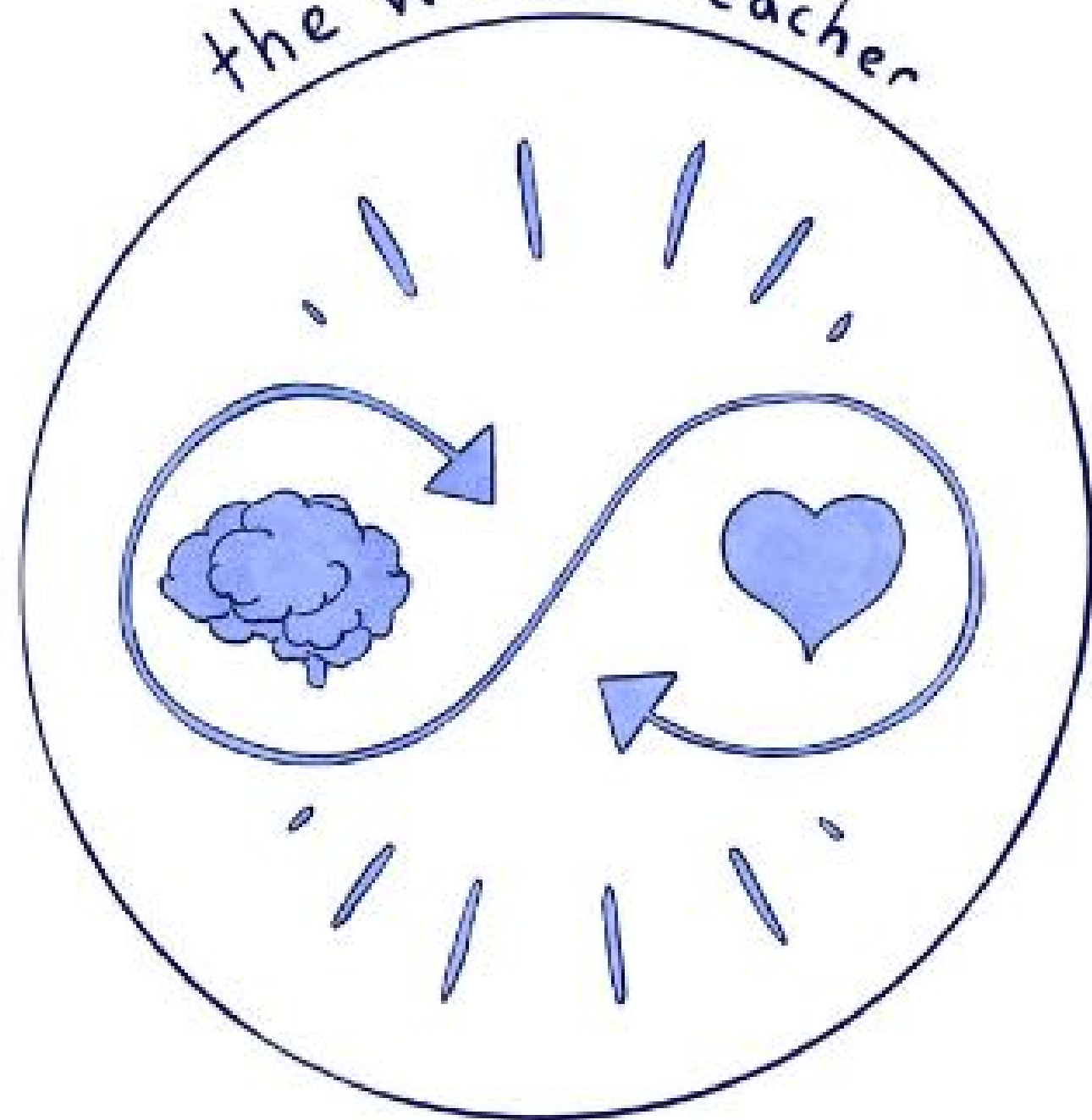


Stop & jot.

- ✓ List 2-3 teachers
- ✓ Identify a strength
- ✓ Next, identify a stretch

What makes you say that?

Recognize
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The Inquiry Leader

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Value Process
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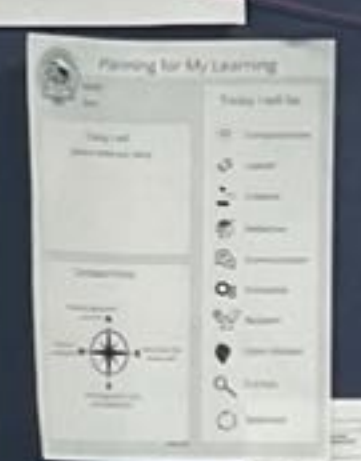
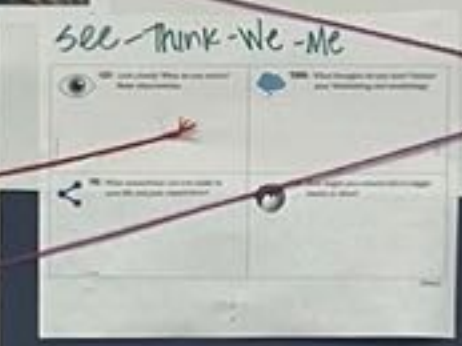
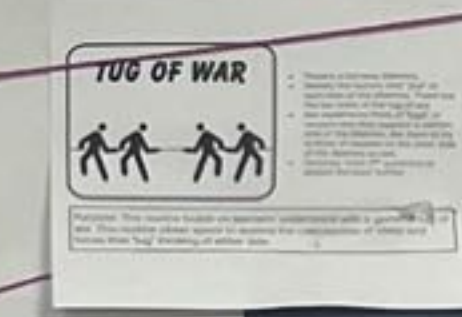
Thinking Routines & Collaborative Structures

- GOGO - Give One, Get One
- Sentence Stems
- Power of the Post It
- What Makes You Say That?
- 3 Whys
- See-Think-Wonder
- Connect-Extend-Challenge
- See-Think-We-Me
- Hot Dots
- Tug of War
- What? So What? Now What?

Surfacing misconceptions is a way of making student thinking visible.

Learning is the consequence of thinking

When we capture learn ideas, we are signaling those ideas and thought value and are worthy of continued exploration.



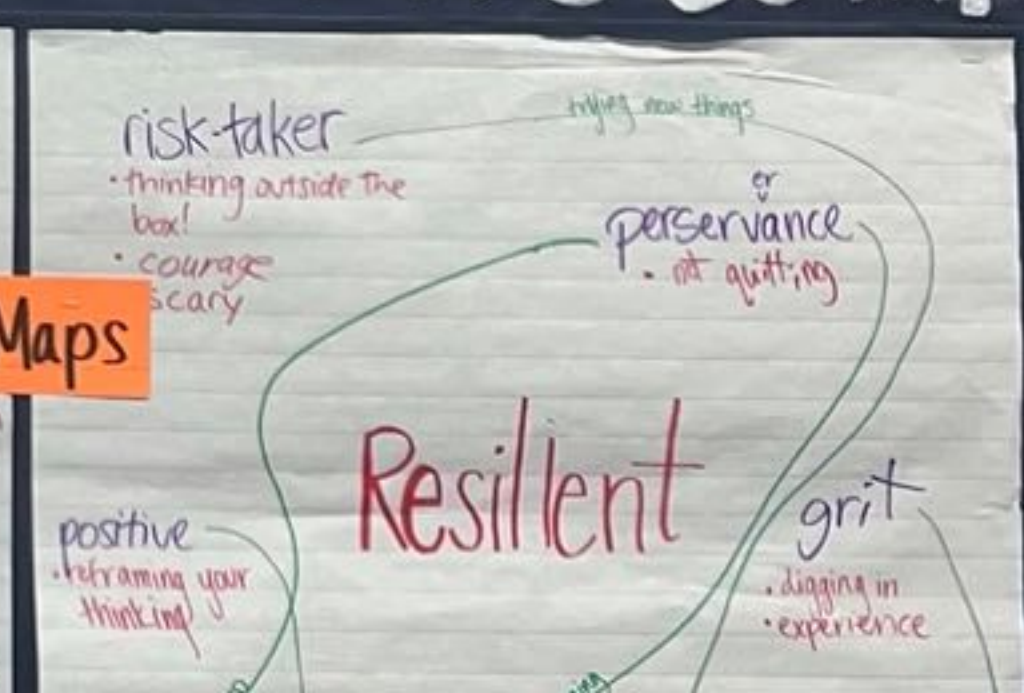
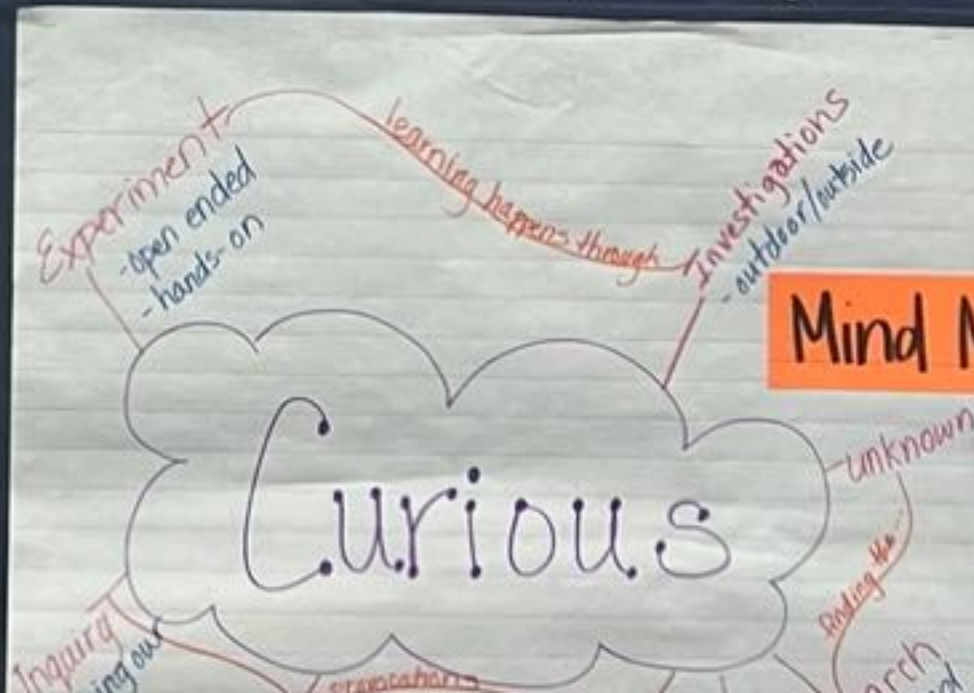
Reflection



Learning Walks

Learner Profile

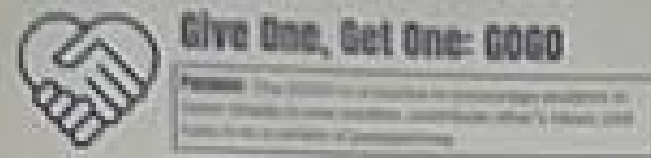
LME is an inclusive community center



Mind Maps

Resilient





Give One, Get One: GOGO

- This is a routine for students to exchange questions or comments with a partner and then to ask the partner a question.
- Students should be paired with a partner and given a few minutes to think about a topic.
- Students should be given a few minutes to ask the partner a question.
- Students should be given a few minutes to answer the partner's question.

I used to think...
but now I think...

Purpose: This routine helps students to think about a topic and to share their thoughts with a partner. It also helps students to learn from each other's experiences.



What Makes You Say That?

Purpose: This routine helps students to think about a topic and to share their thoughts with a partner. It also helps students to learn from each other's experiences.



Purpose: This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and helps set the stage for inquiry.

Connect Extend Challenge

Purpose: This routine helps students make connections between new ideas and prior knowledge. It encourages students to be aware of questions, puzzles and difficulties they may encounter.

Thinking Routines & Collaborative Structures

GOGO - Give One, Get One
Sentence Stems

Power of the Post It

What Makes You Say That?

3 Whys

See-Think-Wonder

Connect-Extend-Challenge

See-Think-We-Me

Hot Dots

Tug of War

What? So What? Now What?



Making Thinking Visible

Churchart • Mark Church • Karin Morrison
FOREWORD BY DAVID PERKINS



Thank you so much for lending your copies to me!
My copy arrived YAY! :)



Recommended articles of the week

STUDENTS: [Science Fairs as Pathways to Passion, Problem solving and Careers](#)

YOU: [Snacking on Joy](#)



[Weekly check-in form](#)

(politely, REQUIRED)

General Info

NEW At the last leadership meeting we synthesized each team;s work on our instructional model and came up with a list of what we believe students do and what we believe teachers do. I then wrapped it up inside our Learner Profile and our Vision and VOILA! It is still considered DRAFT but I am so proud of the work you have put into it! [The LME Instructional MODEL](#)

NEW Do you need an air purifier? I have four for people who do not have one.

NEW The 1st round of data for your SGS was November 18th. If you did not do a check in and capture growth, please do so this week.

NEW Clubs can end anytime once December starts, the last week for UIL will be December 5th. We will hold the “competition” and then resume with finalists before the Vertical meet in January. Please communicate with parents ahead of time send reminders and also add your end dates HERE so I can email them out.

Club NAME End Date

ALL RRISD Enrichment clubs end week of Dec 5th

Python Club: END Date 12/5

ALL UIL last week December 5th (until January)



Recommended articles of the week

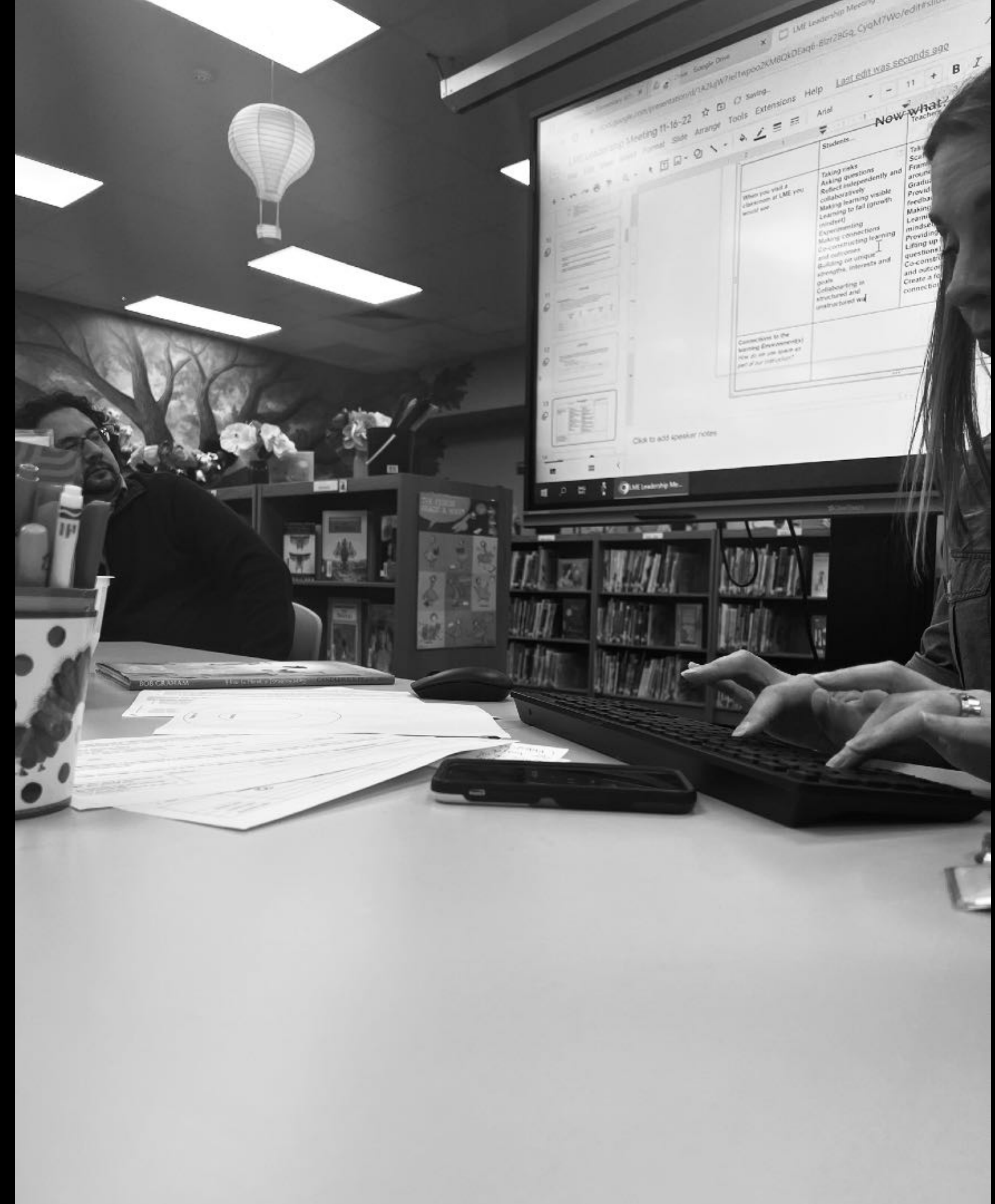
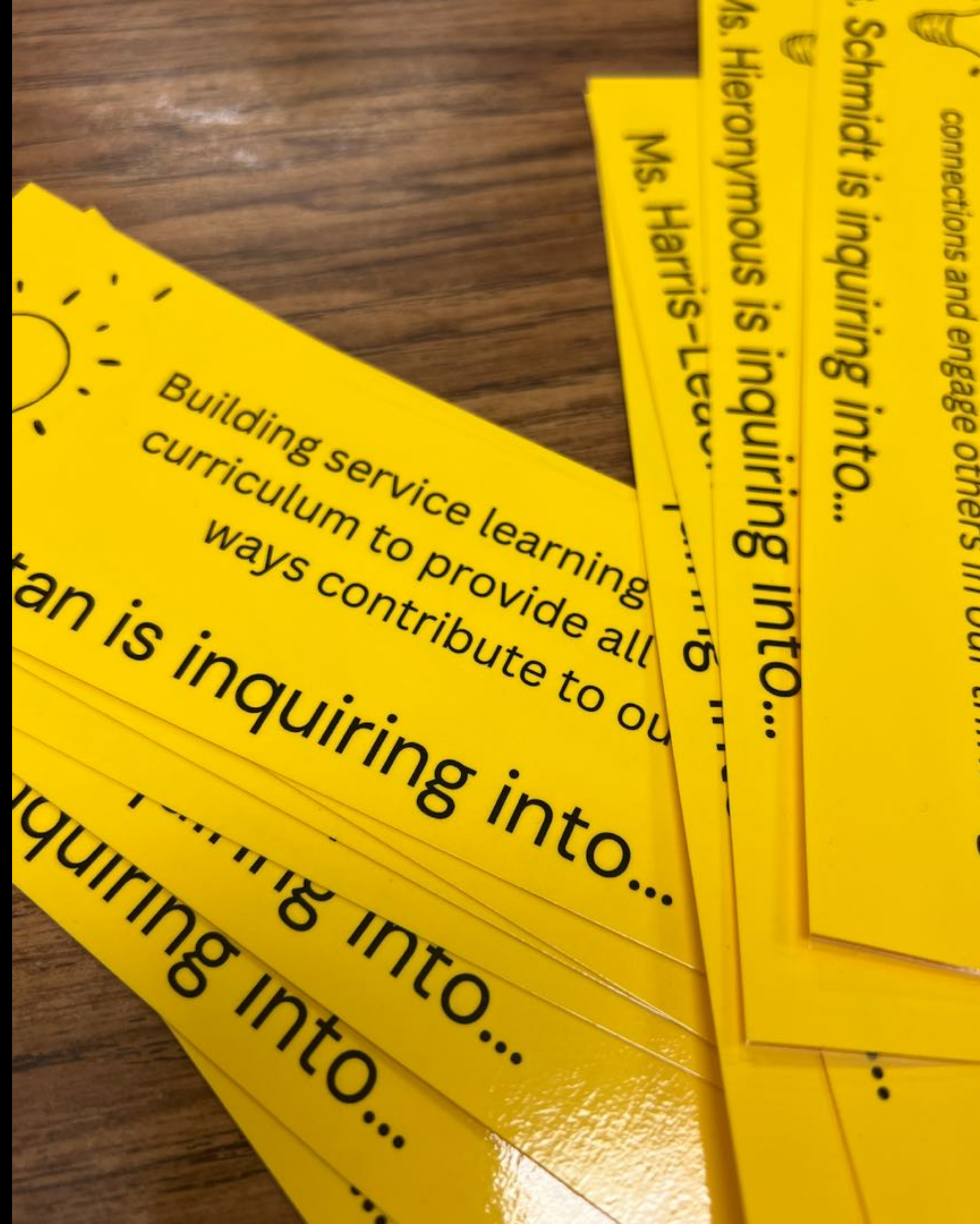
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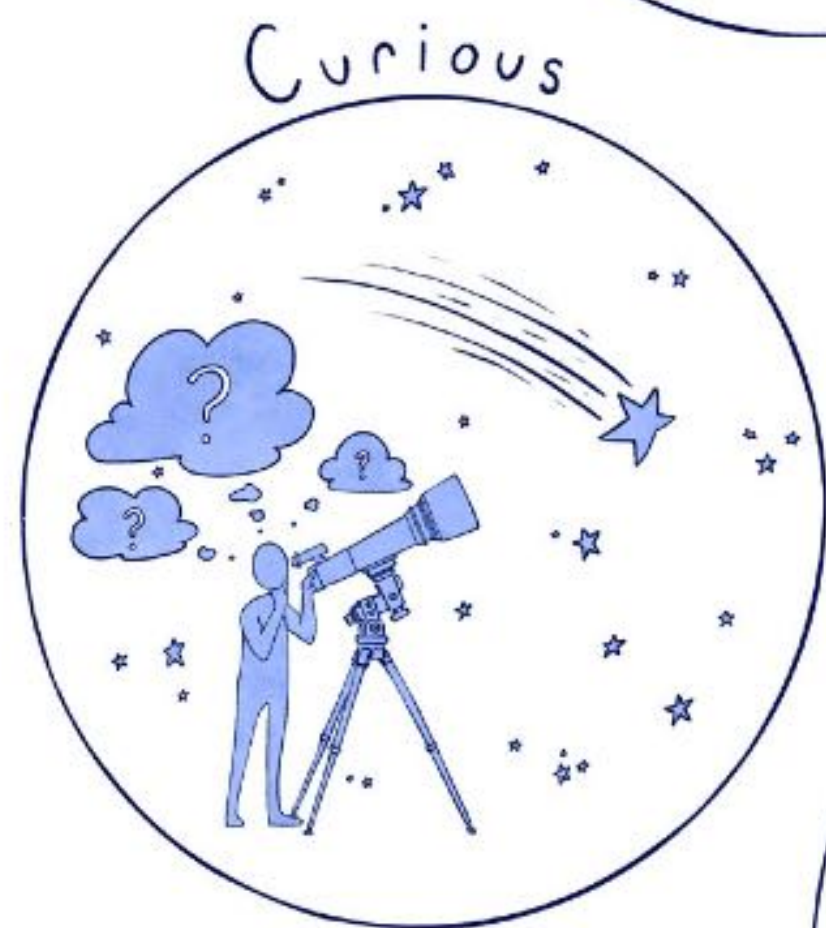


Going Further

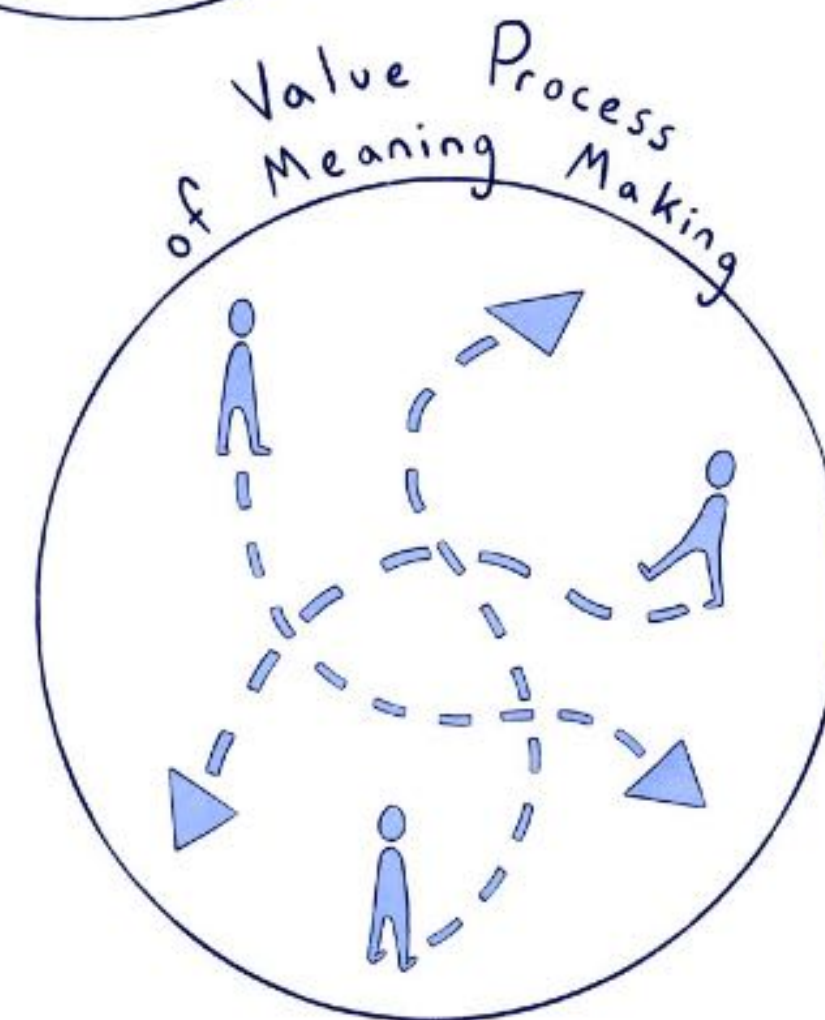


Let's try something new...

- ✓ Consider a challenge you're currently facing
- ✓ Share with your partner
- ✓ "I wonder what would happen if..."



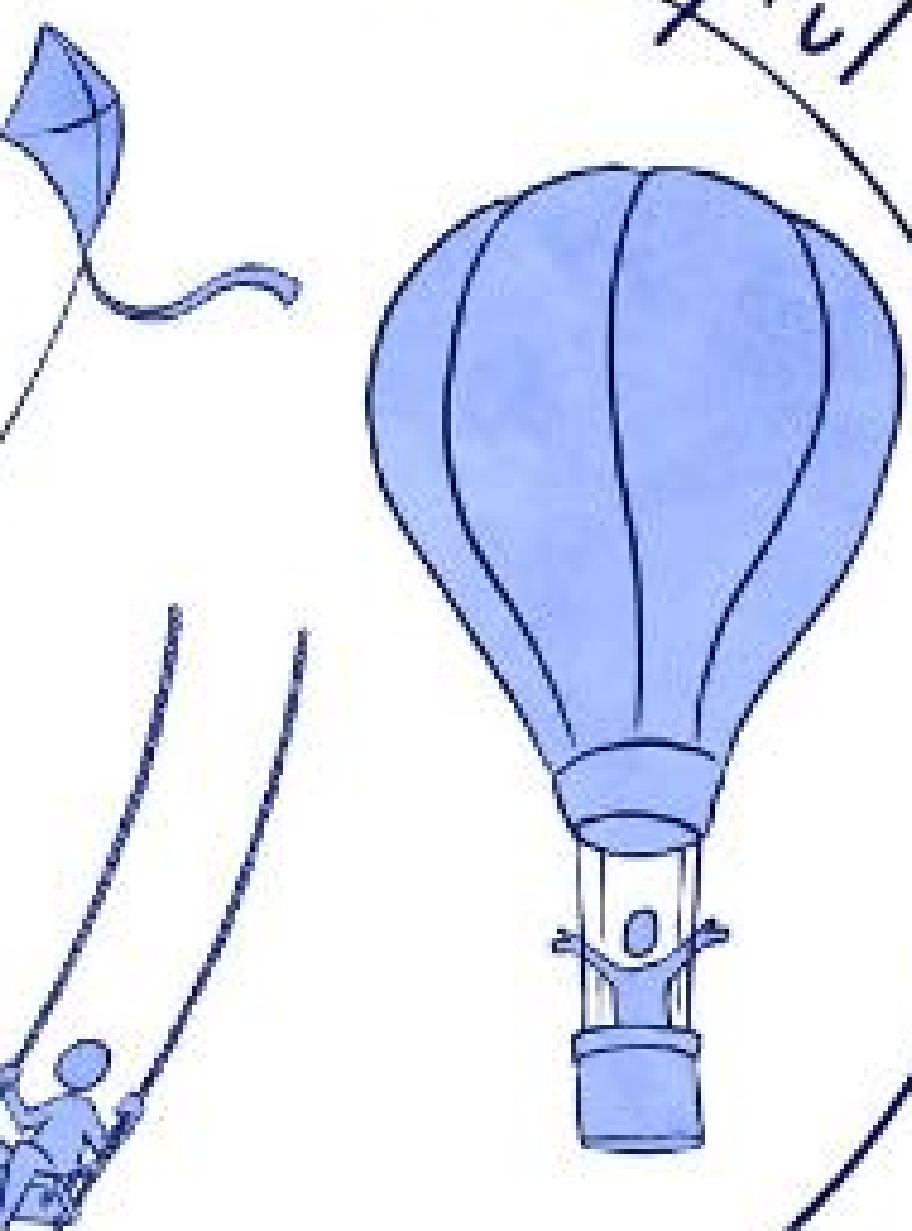
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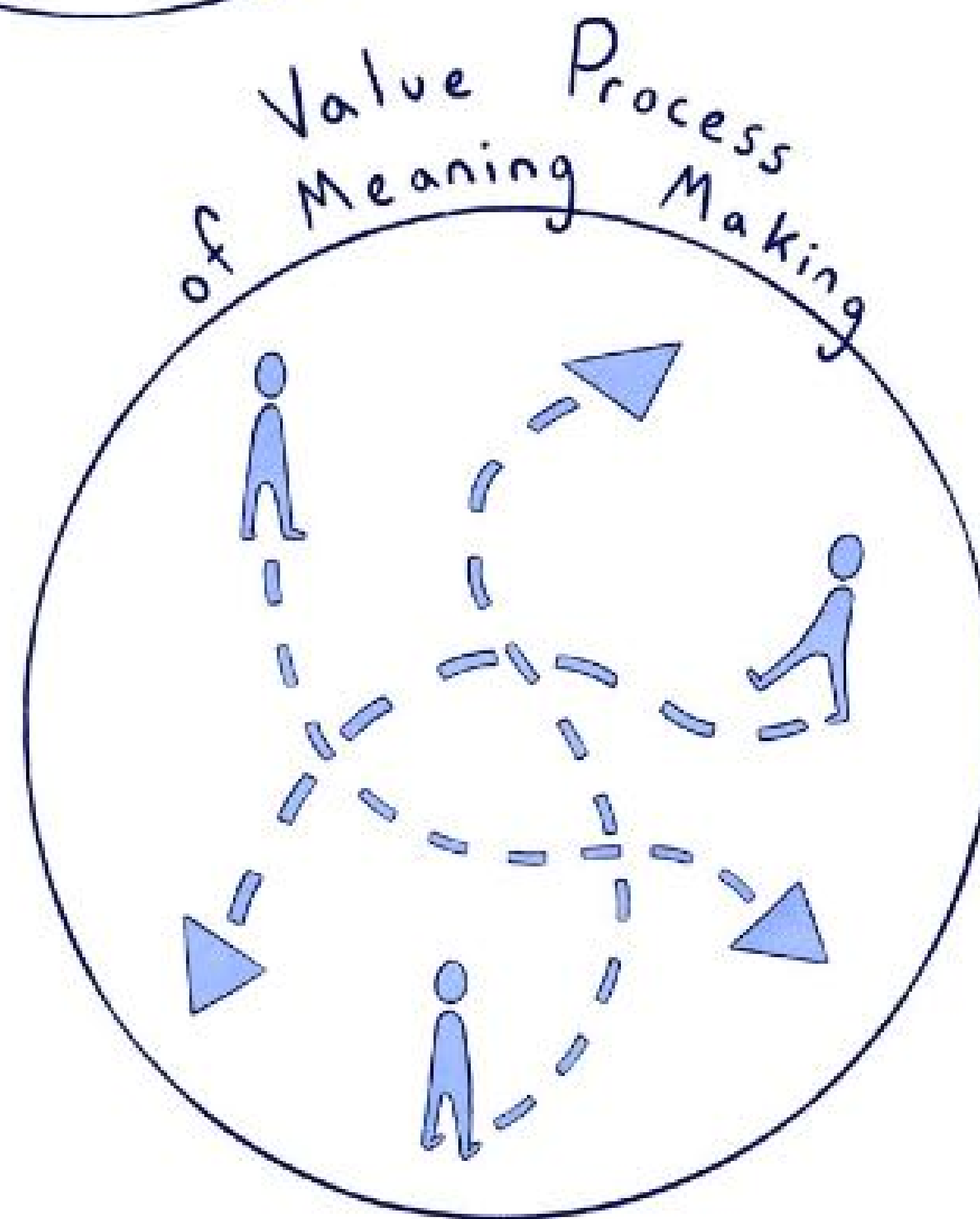
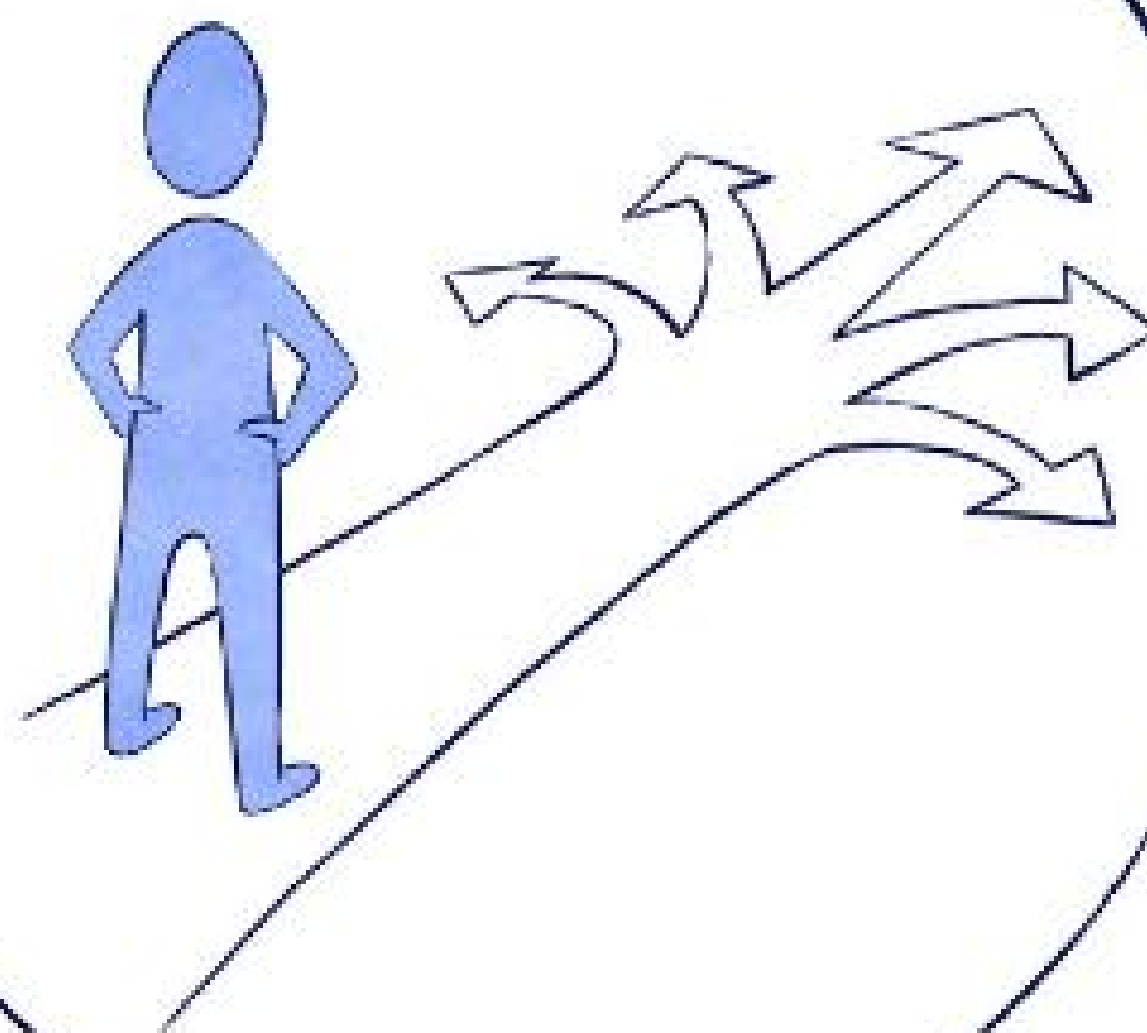
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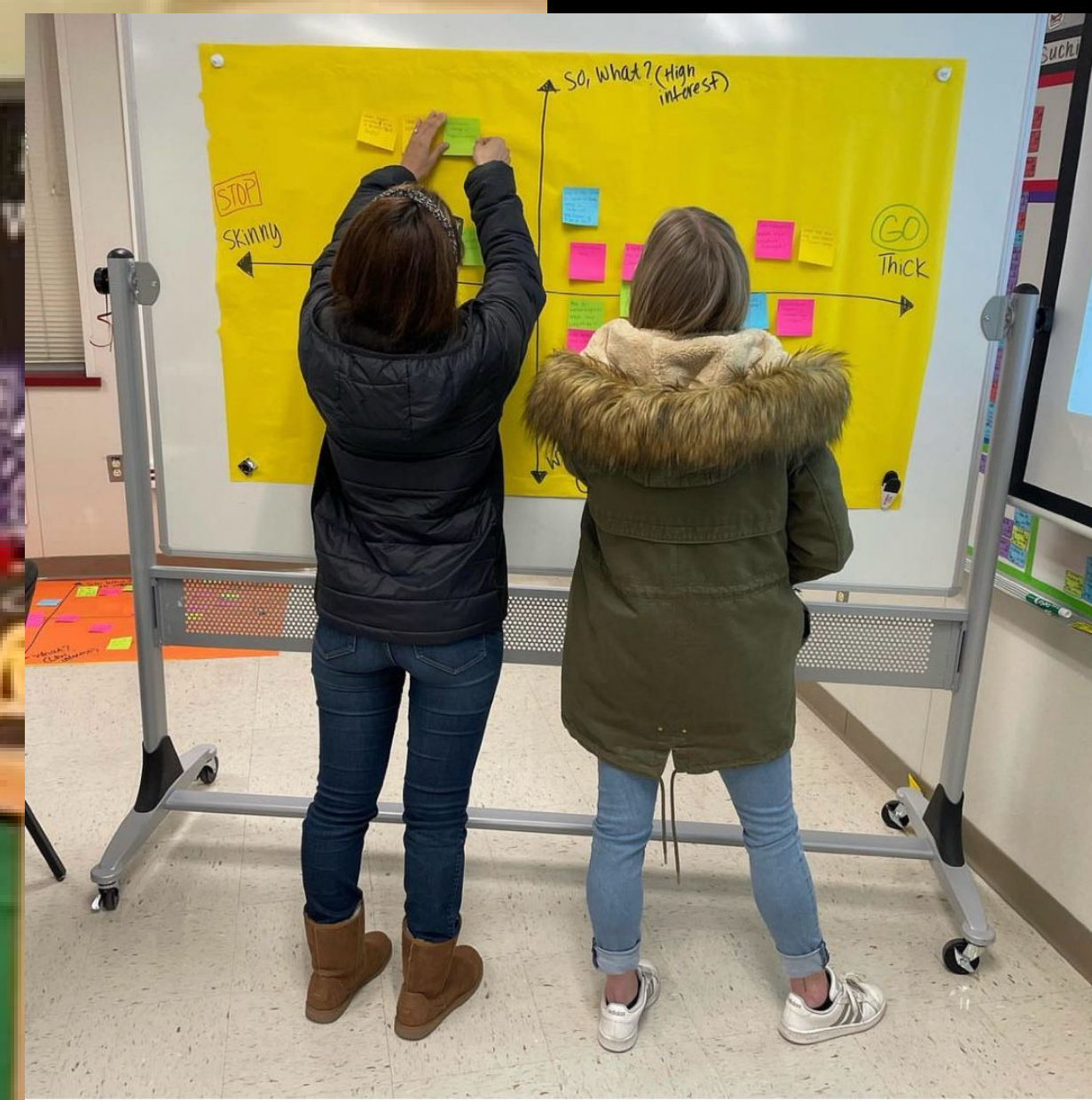
Intentionally Playful

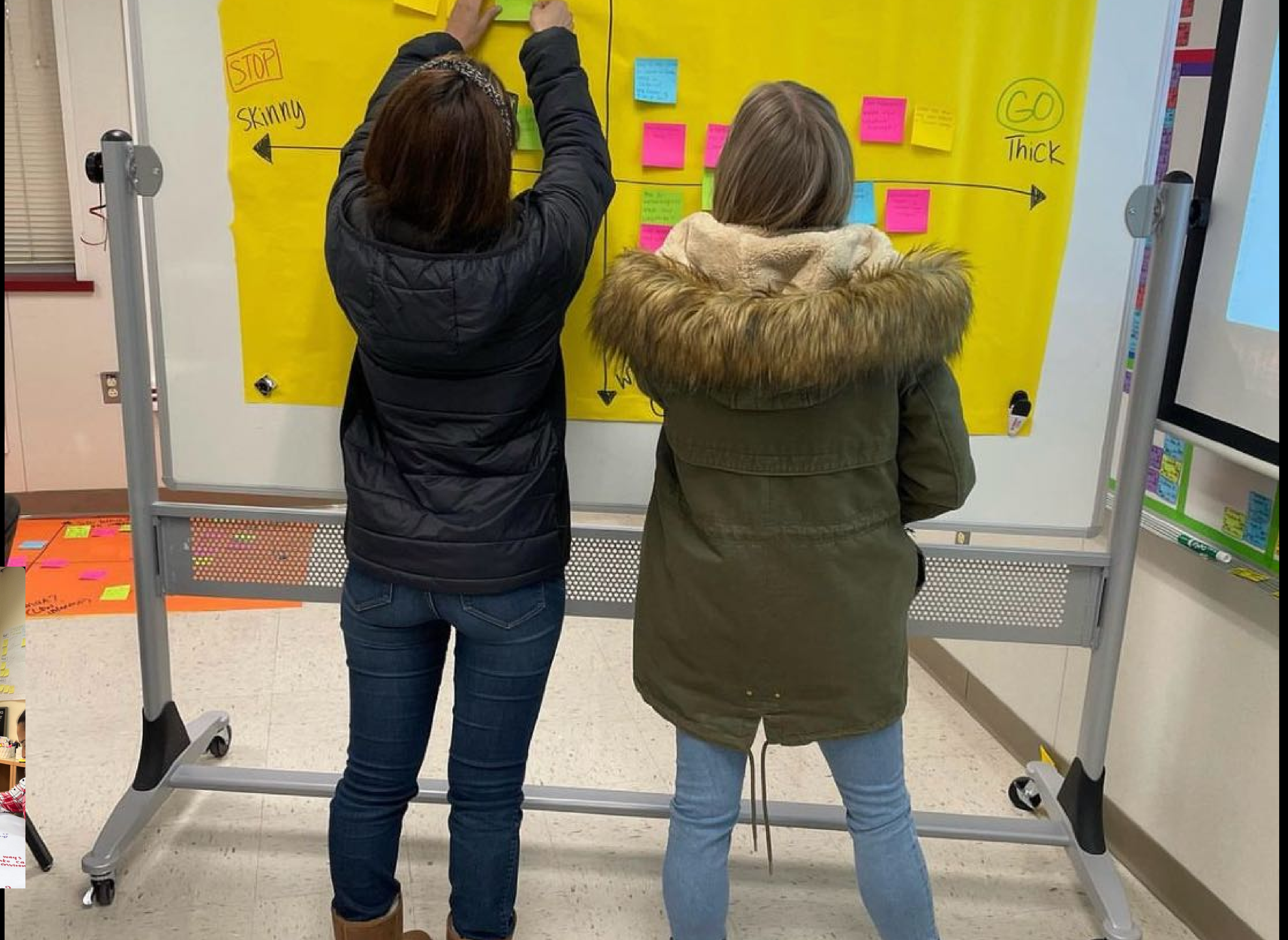


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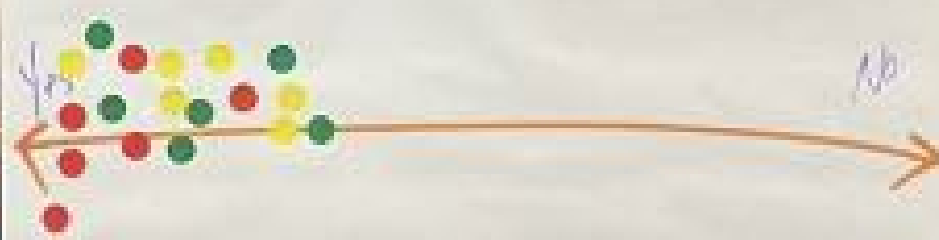




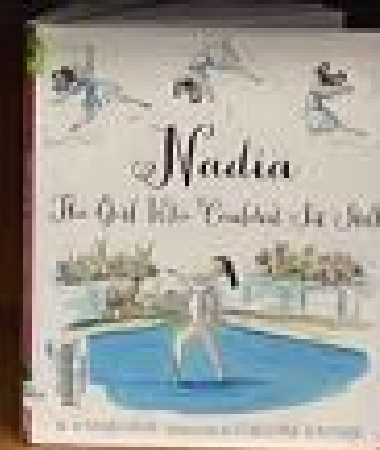
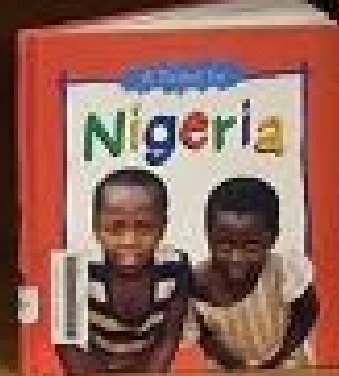
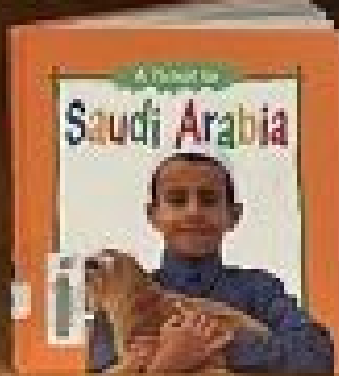
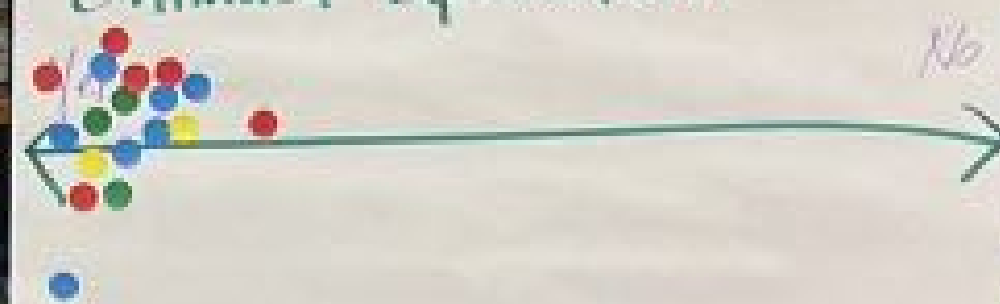
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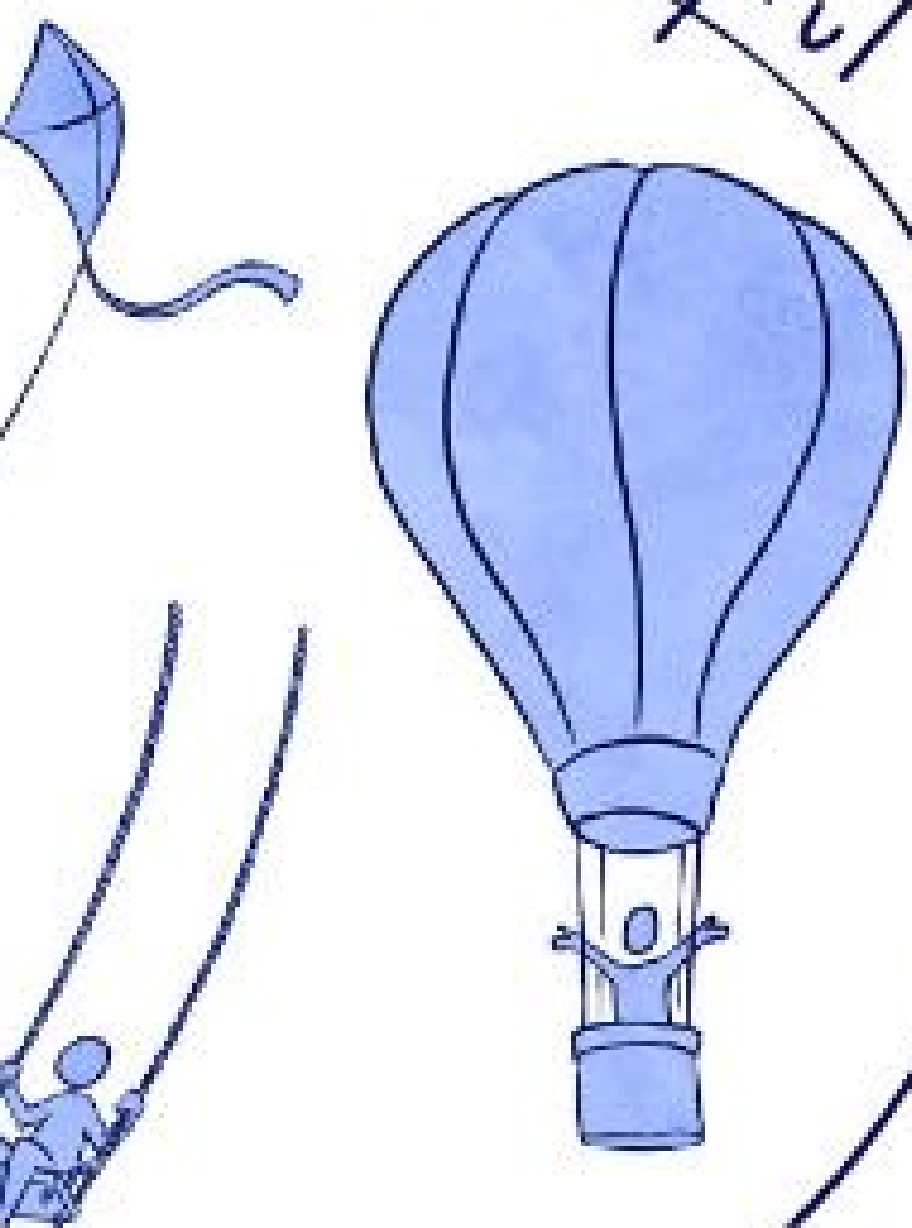
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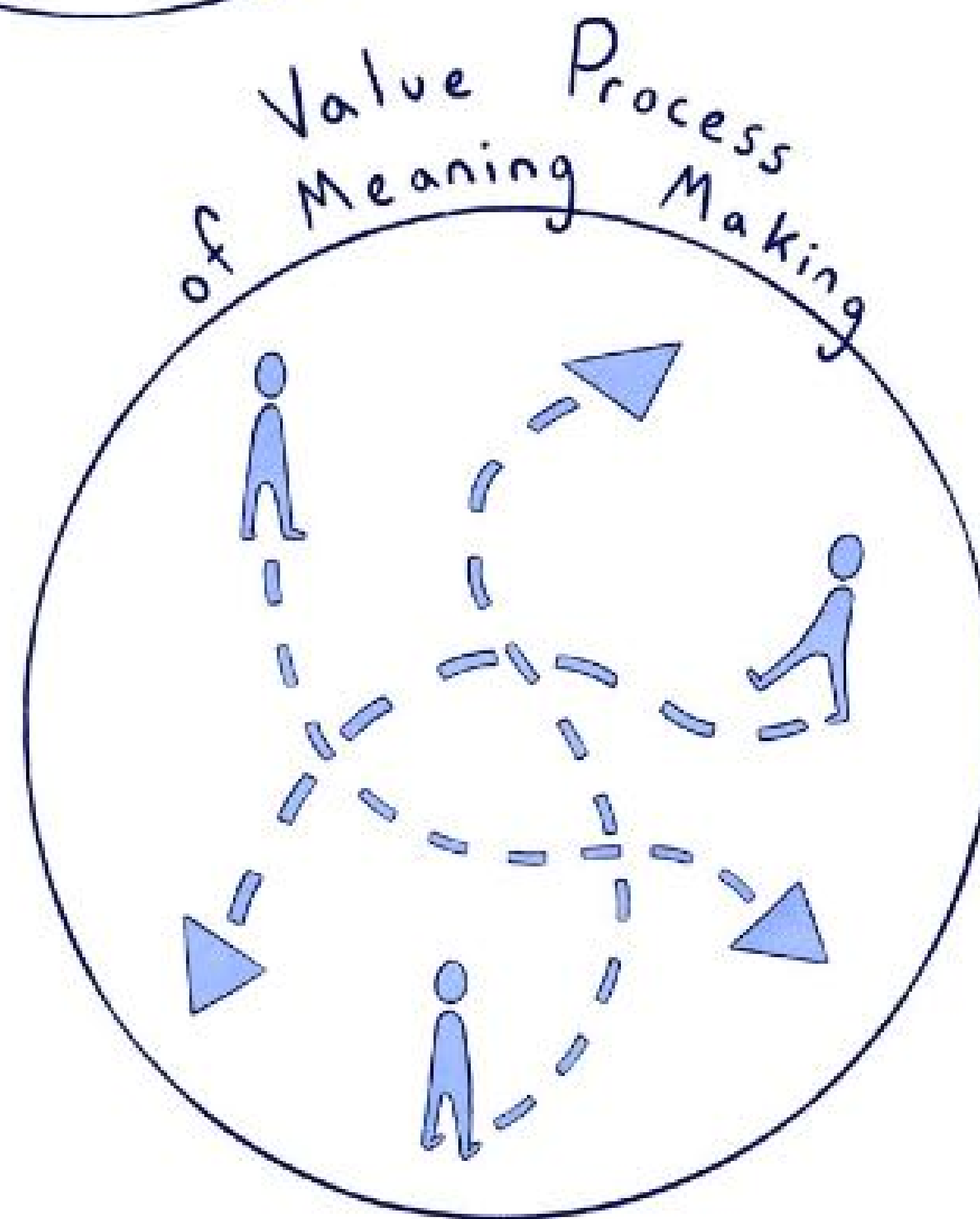
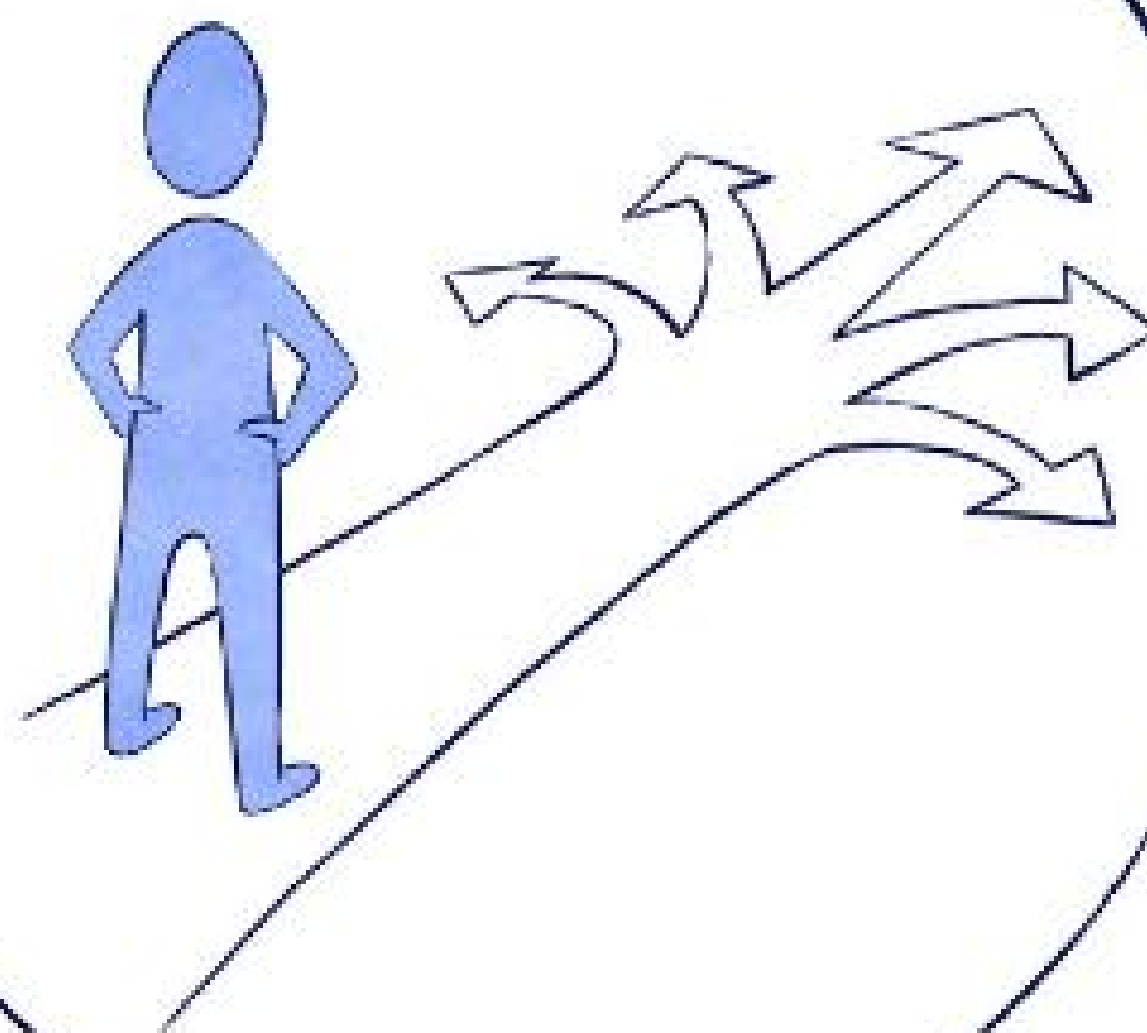


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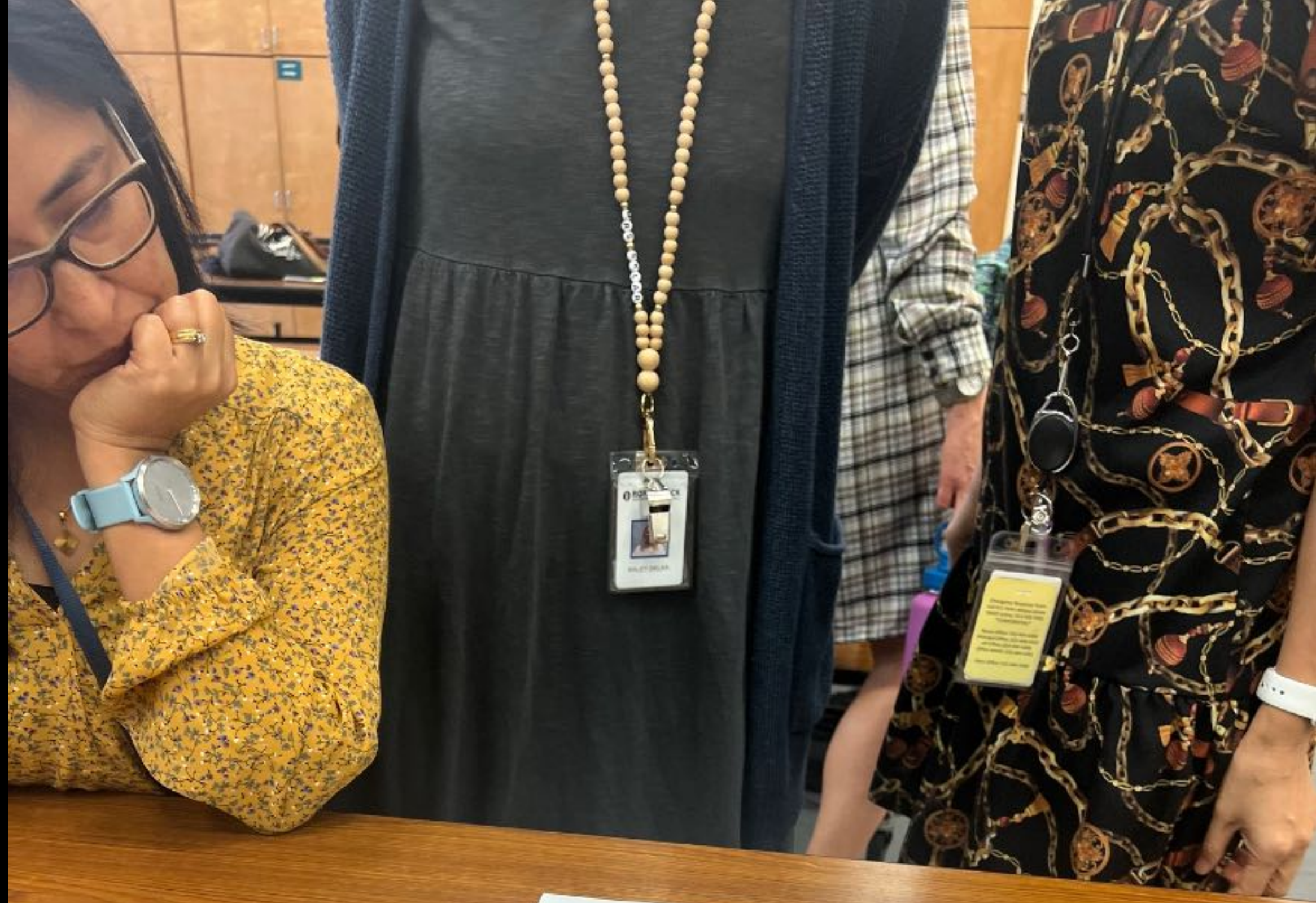
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Word Check In

2nd grade

What do you see?	What do you think?	What do you wonder?
Two people sitting at a table.	They are looking at something.	What are they looking at?

Word Check In

DESCRIPTION

Write down any words you see or hear that are interesting or new to you. Write down any words you see or hear that are interesting or new to you.

Kindergarten

Two Word Check In

PRIMARY

REFLECTION QUESTIONS

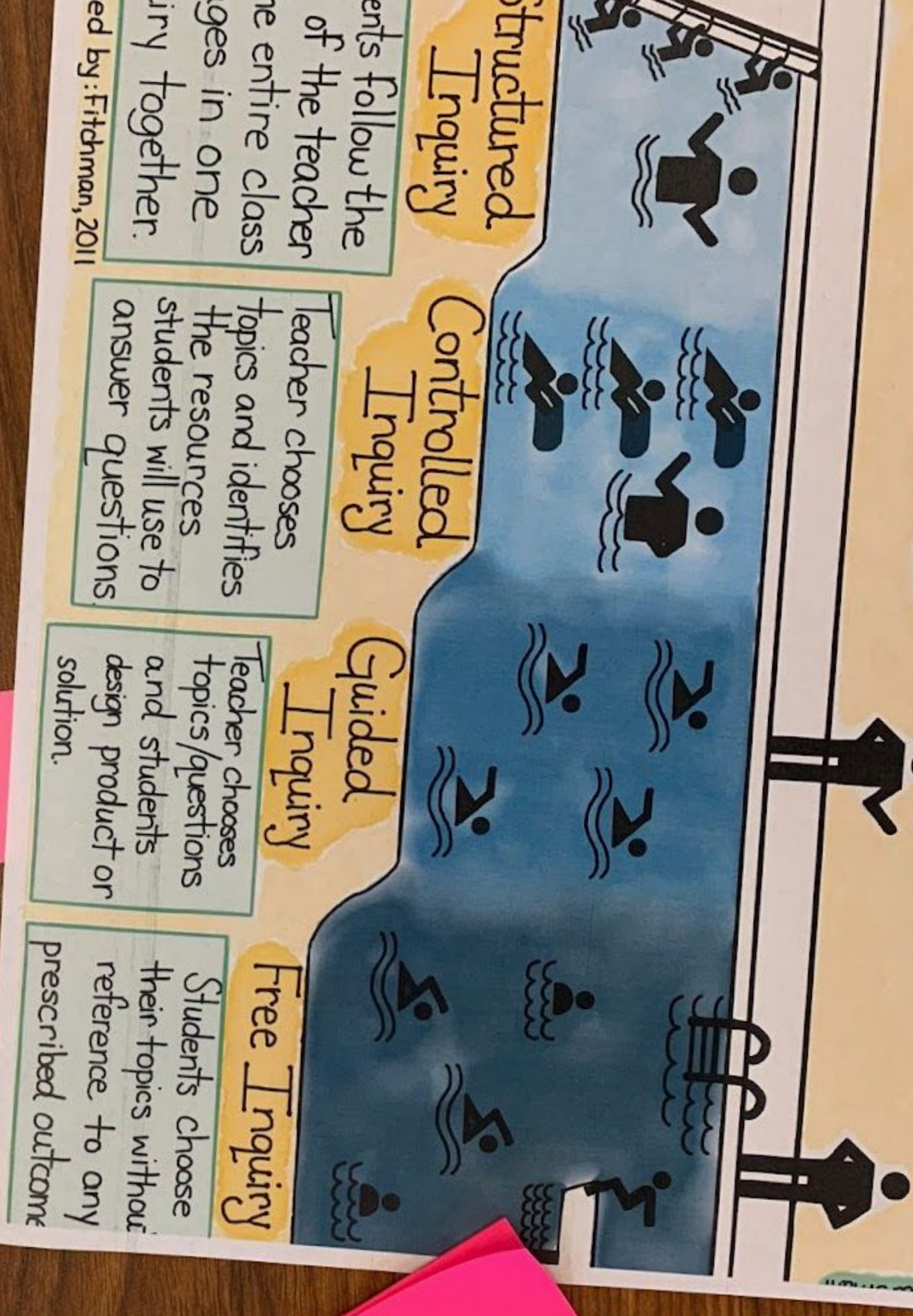
What do you see?	What do you think?	What do you wonder?
A desire for teacher to relinquish control. I think it is a double goal but can't stress yourself.	Having student independence developed throughout the process.	How to take risk with direct instruction?

How to take risk with direct instruction?



Types of Student Inquiry

By: @trev_mackenzie



Students follow the of the teacher the entire class ges in one inquiry together.

Teacher chooses topics and identifies the resources students will use to answer questions.

Teacher chooses topics/questions and students design product or solution.

Students choose their topics without reference to any prescribed outcome

A class visits the Pollinator Garden with paint swatches, exploring the different tints and shades found in nature. Following this visit, the class reads a fiction picture book about seasons building on their outdoor experience. The teacher documents key vocabulary from the text, asking students to make connections to their outdoor experience. The teacher documents student thinking and questions.

Students have shown an interest in sustainability based on learning in the classroom. The teacher chooses a provocative video that activates student thinking towards this concept capturing student questions. Afterwards, she/he organizes materials for further research, helps students document their learning in a visible space in the classroom and gets feedback from students about next steps to take action based on their research. This project spans

A class visits the Preserve. The teacher asks students to choose a spot to quietly observe the different sounds they hear, documenting their observations on the blank sheet of paper provided. Following this session, the class debriefs together sharing what they noticed. The teacher later uses student observations to make connections to curriculum content in writing.

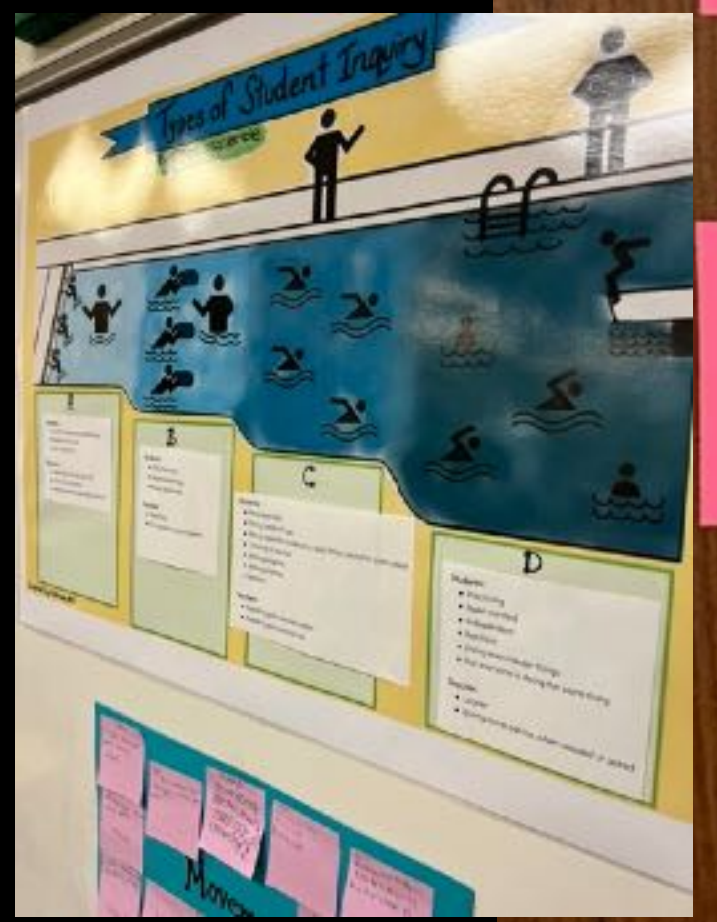
A student participates in a two week ez Pathway learning about habitats. The pathway concludes with building a terrarium using the provided materials. Following this session, the student conducts their own research on environments and asks the teacher if he/she can teach the class about habitats and guide them through building their own terrariums.

In science, students are studying physics and properties of matter. The teacher collects materials and challenges students to design a boat to be able to withstand certain criteria. After students have designed, built their boats out of a small selection of recycled materials and tested their designs, the class debriefs with each other reflecting on what worked, what challenges they faced and makes connections to concepts learned in science.

Students are asked to design the garden for the upcoming planting for the cool season. They are given seed packets, freedom to go outside to the Edible Garden to sketch and meet a Master Gardener.

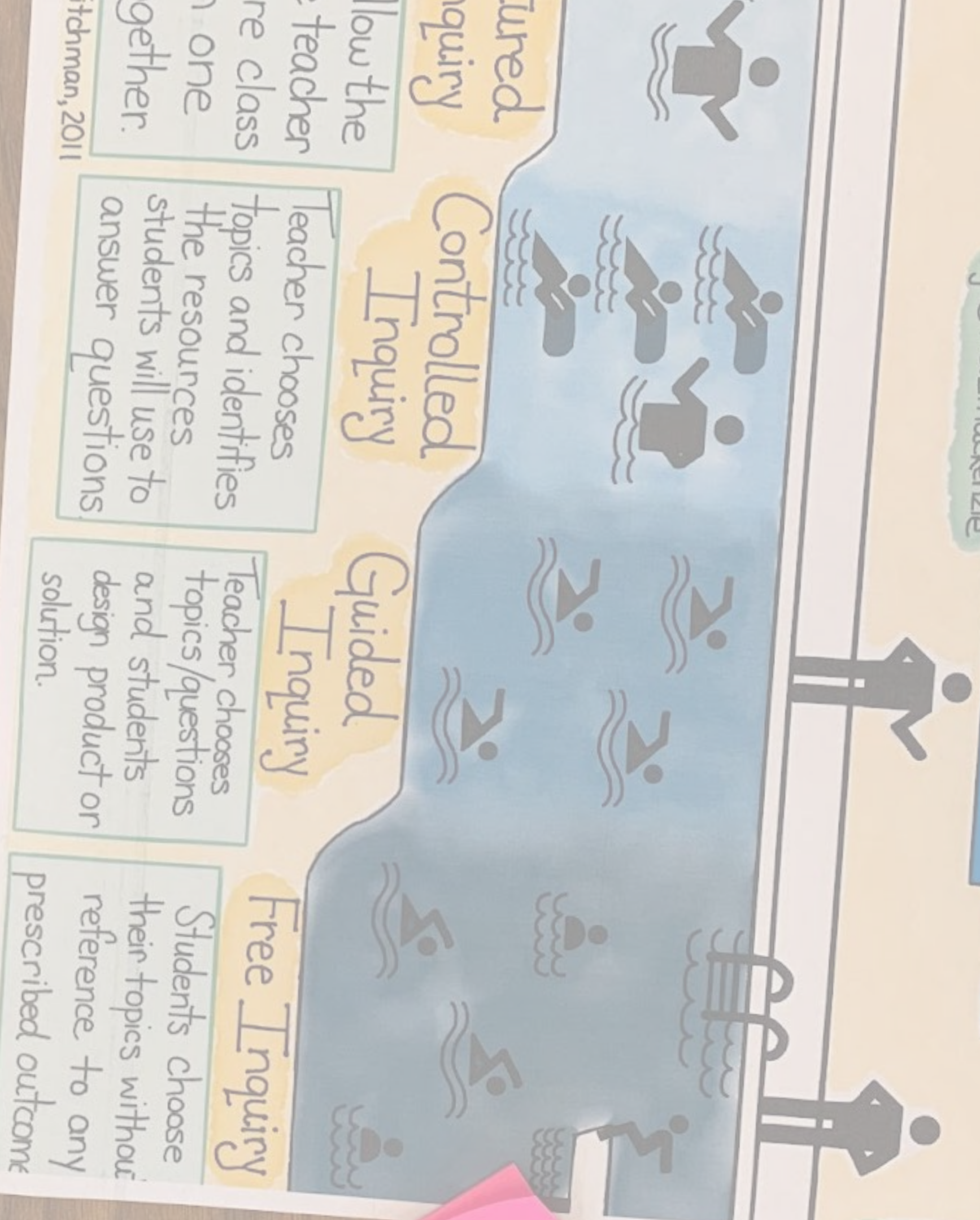
A teacher has noticed that his/her class has an interest in building (this observation was made during recess and other classroom experiences). The teacher presents a design challenge and provides students with different mediums to express their interest: Minecraft, LEGOS, assorted loose parts. While the students are working on their builds he/she is making observations on how students are communicating with one another and asking questions to students to push their thinking.

A collection of loose parts (ex: shells, recycled bottle caps, buttons, feathers, small wooden cubes) are collected and presented to students. The students are prompted by the teacher to explore the materials. At the end of the session, students do a gallery walk to share what they created with their peers. Finally, the teacher facilitates a whole class discussion where students share more about their experience and what additional materials they would like to have next time using loose parts.



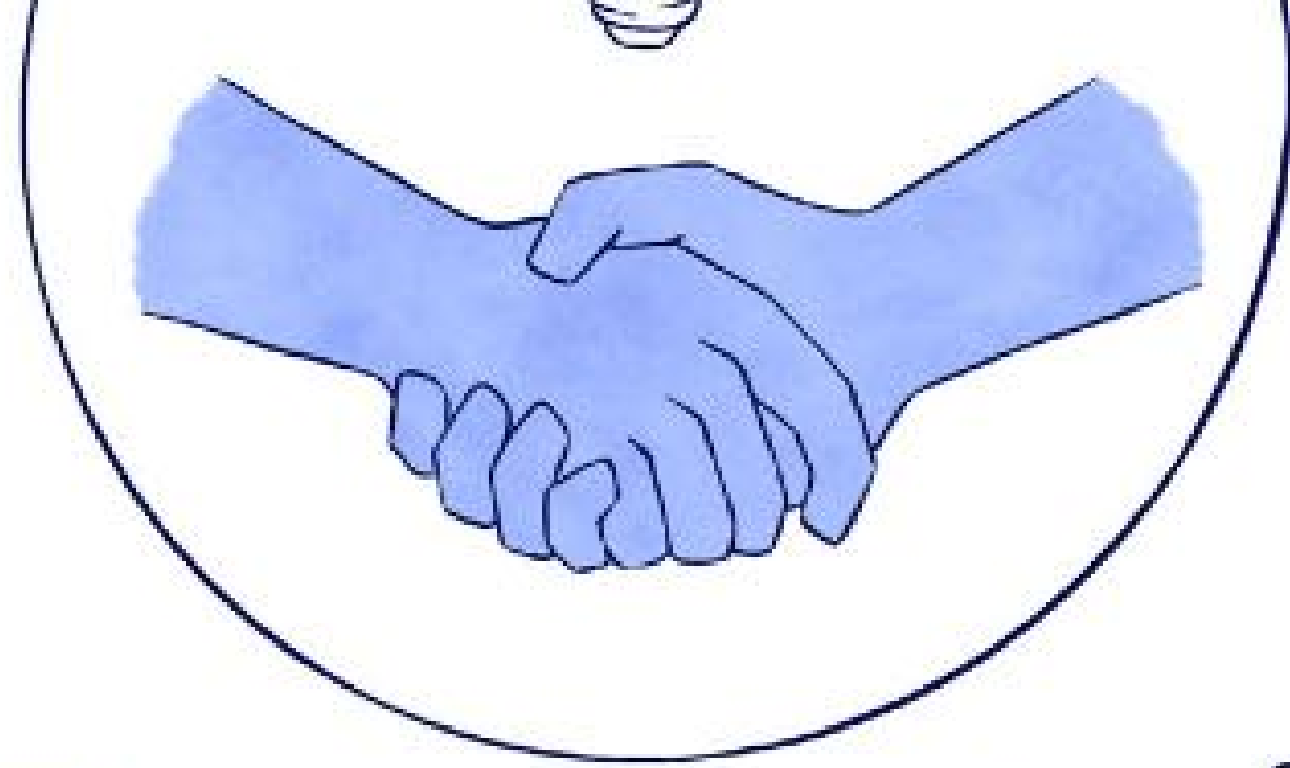
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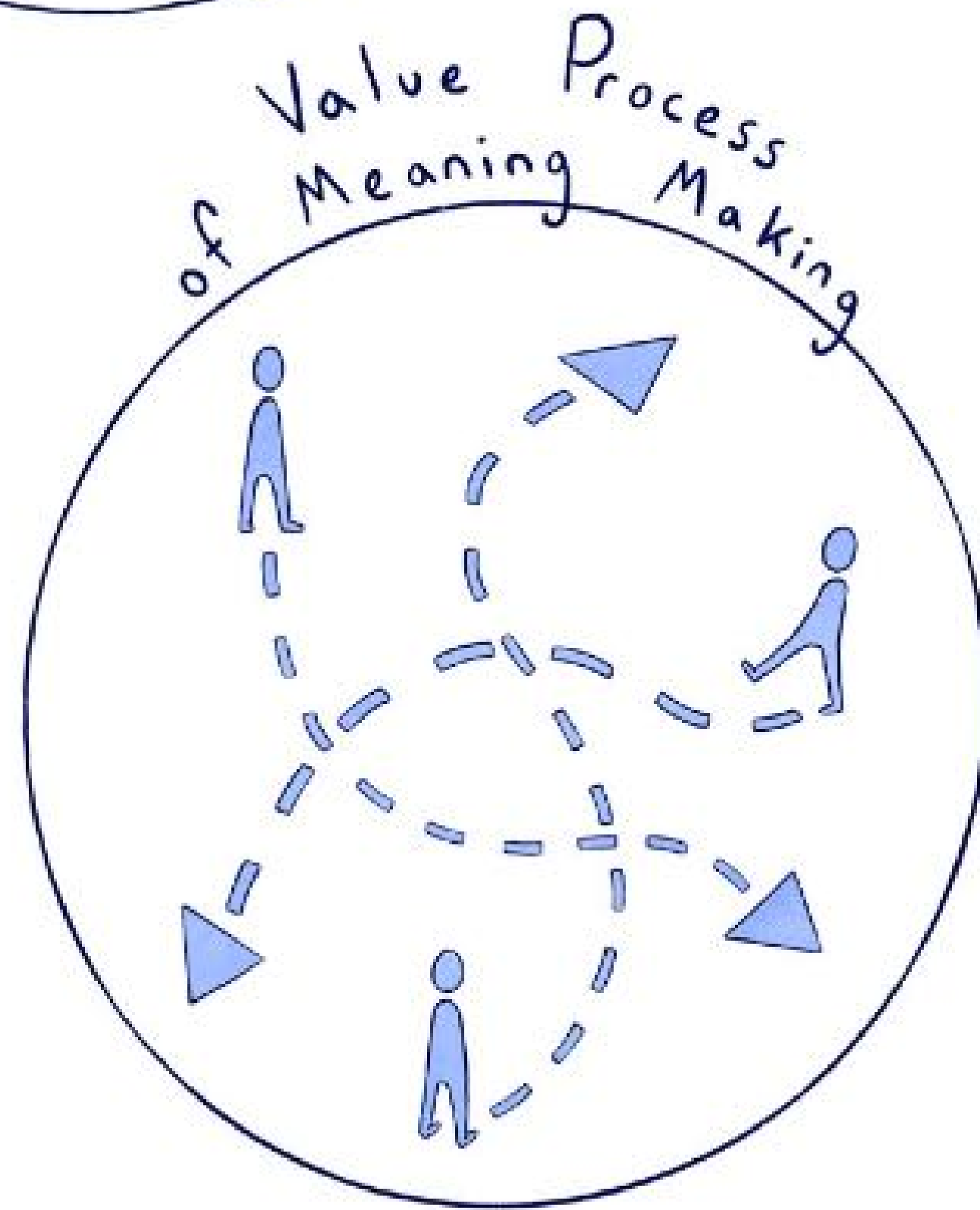
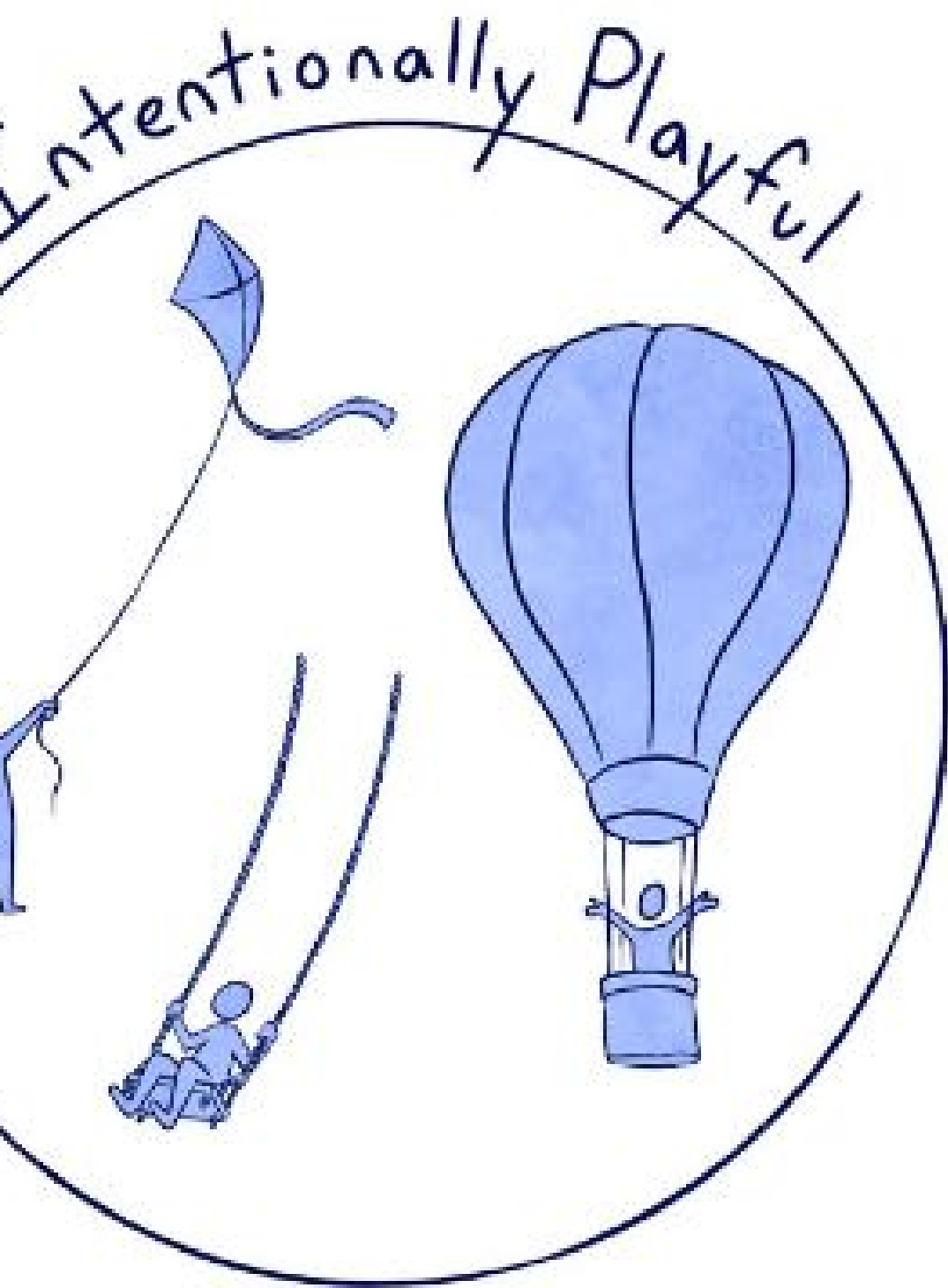


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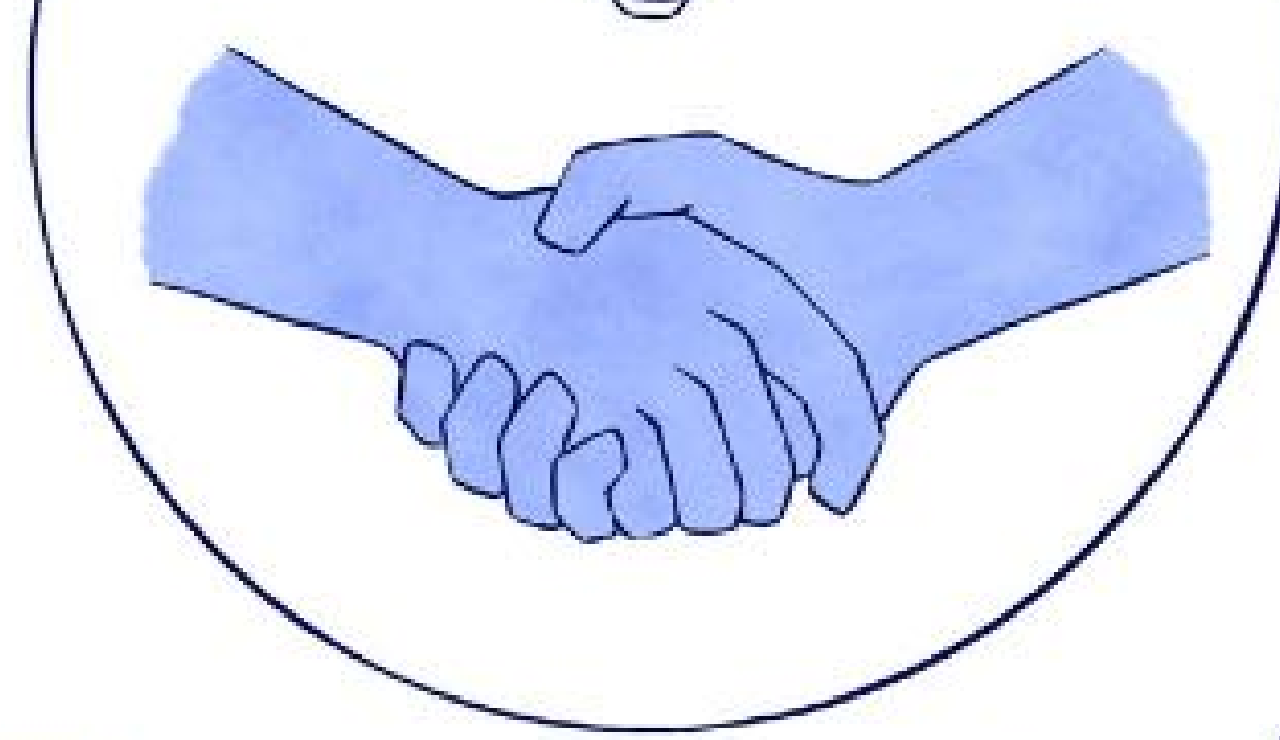




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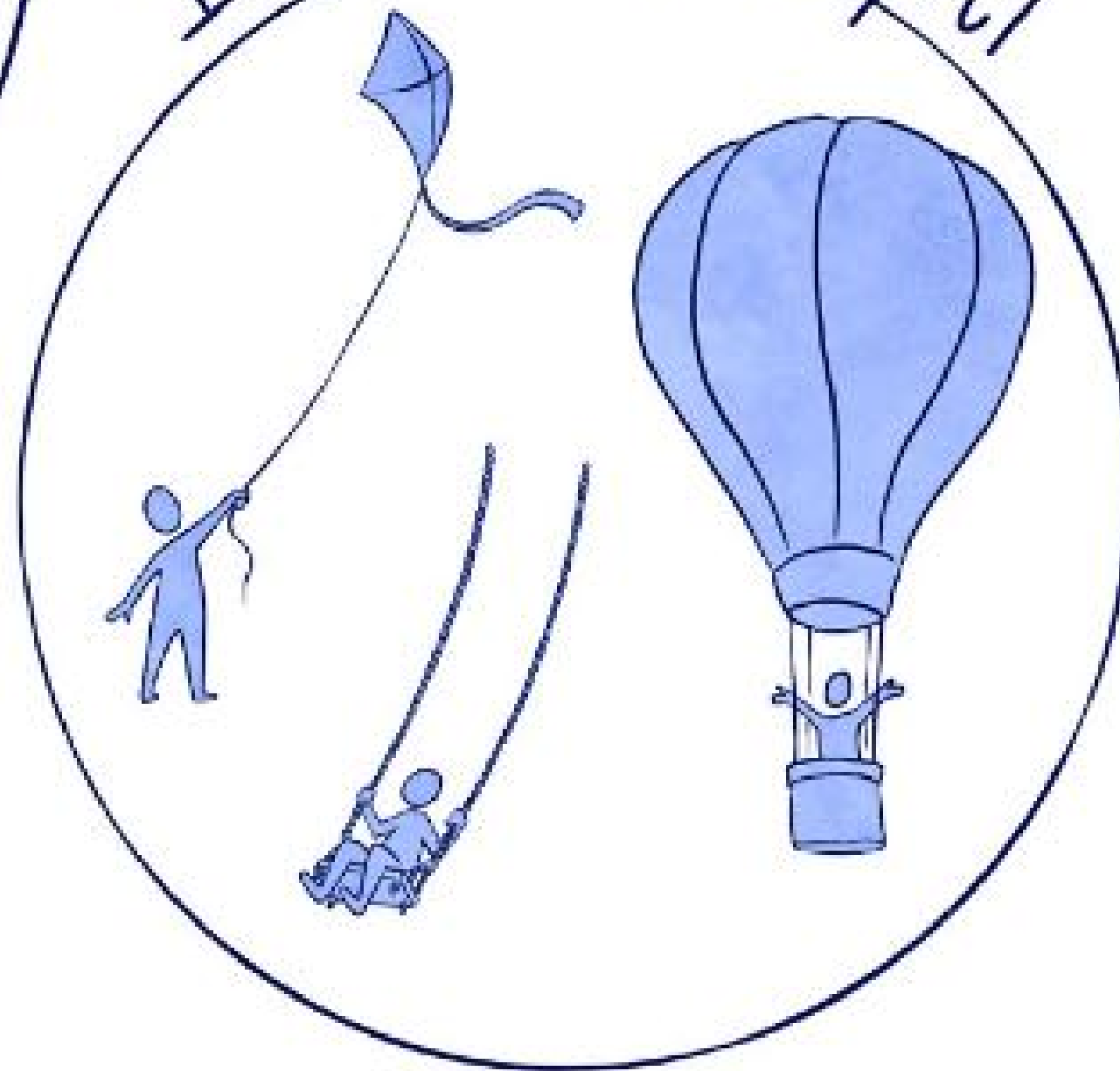


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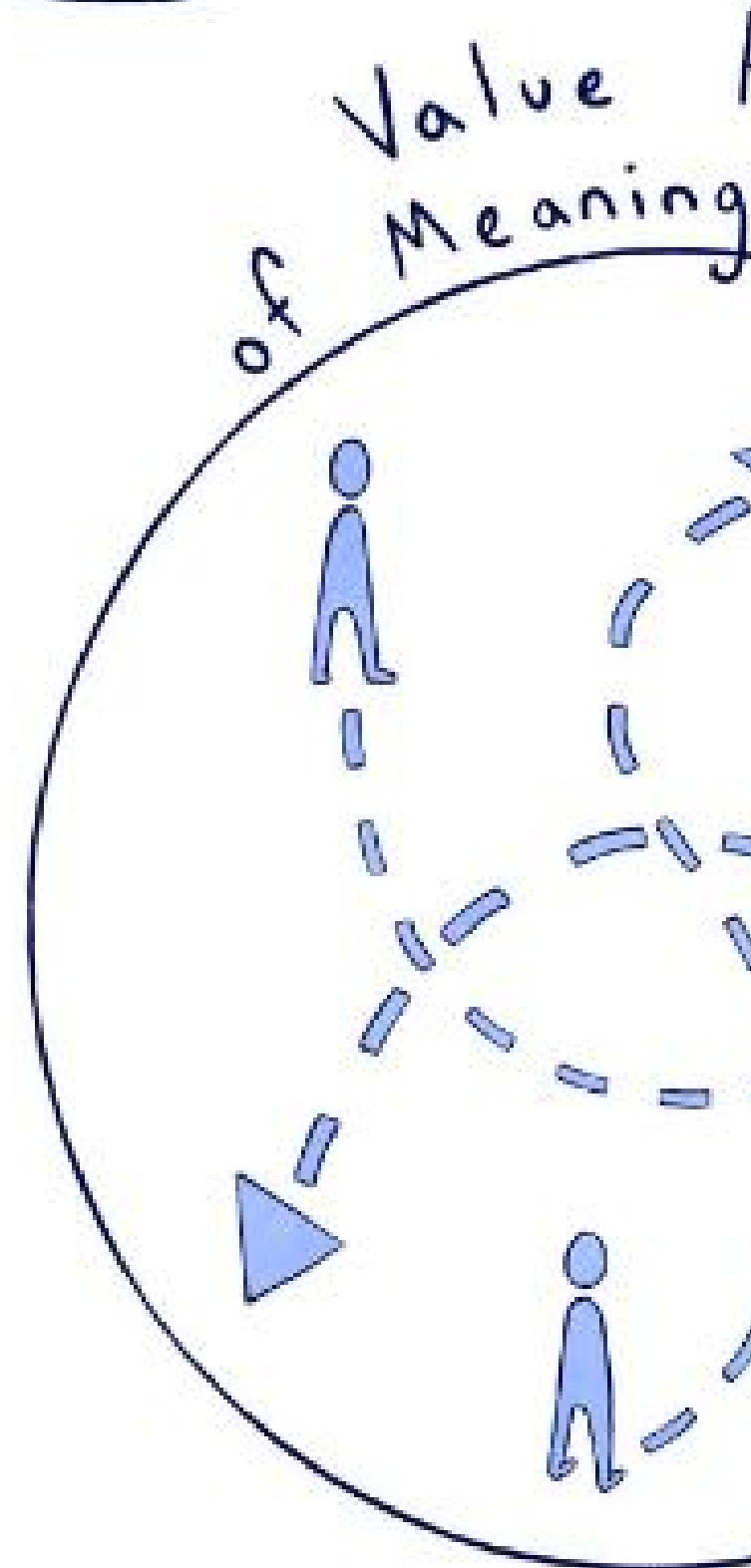


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Intentionally Playful



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#leadingwithin



the design

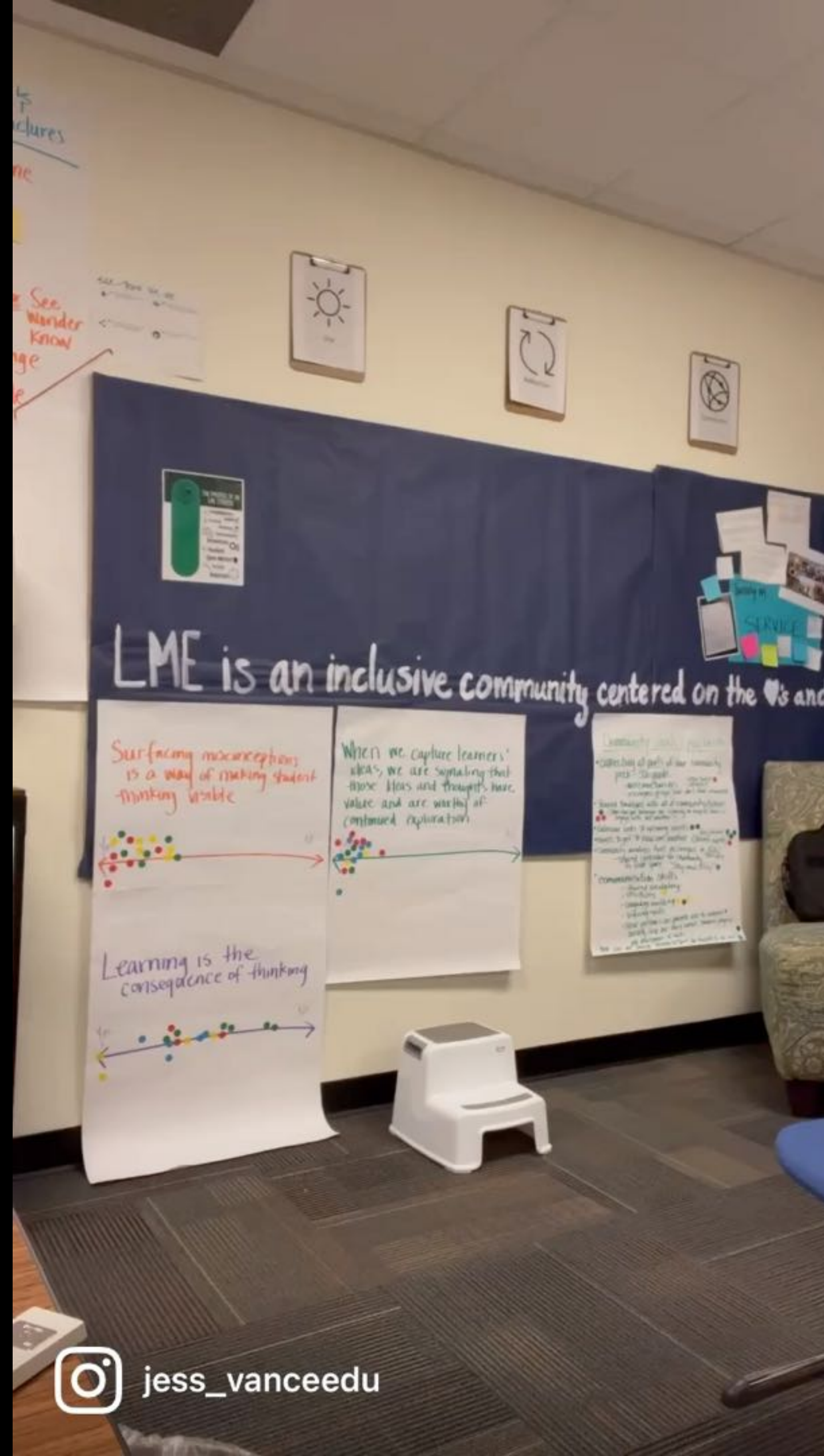
she is blowing
a bubble gum
bubble out of
her mouth

her eyes are closed
she is sleeping
it is a party
hand painted

she is blowing
a bubble gum
bubble out of
her mouth
angel?

pink color
Receiving love
letting go - orange





Taking Action



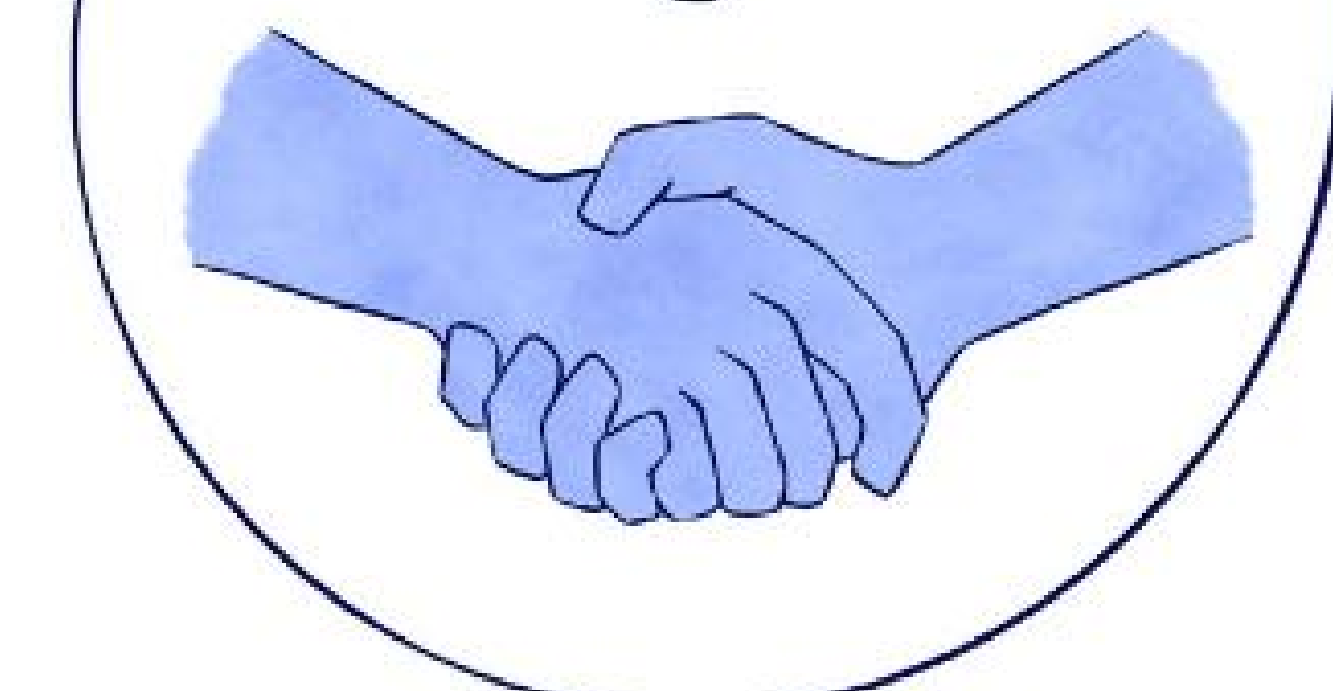
The Texas Two Step

LME is an inclusive community centered on the 40 and

- ✓ How do you infuse a sense of play into your professional practice?
- ✓ Respond to your face partner with a question

How might you...?

What if...

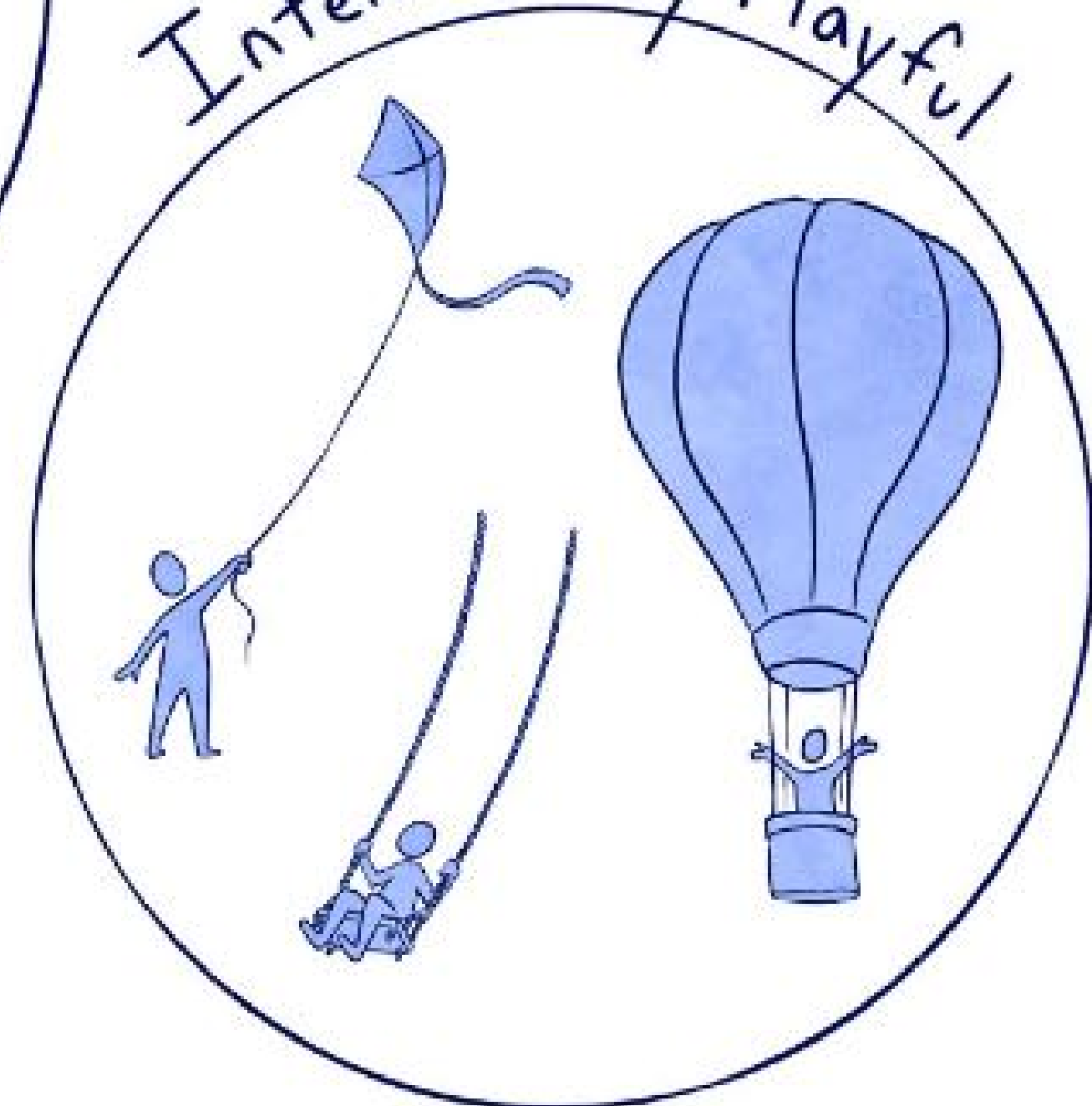


Curious



The Inquiry Leader

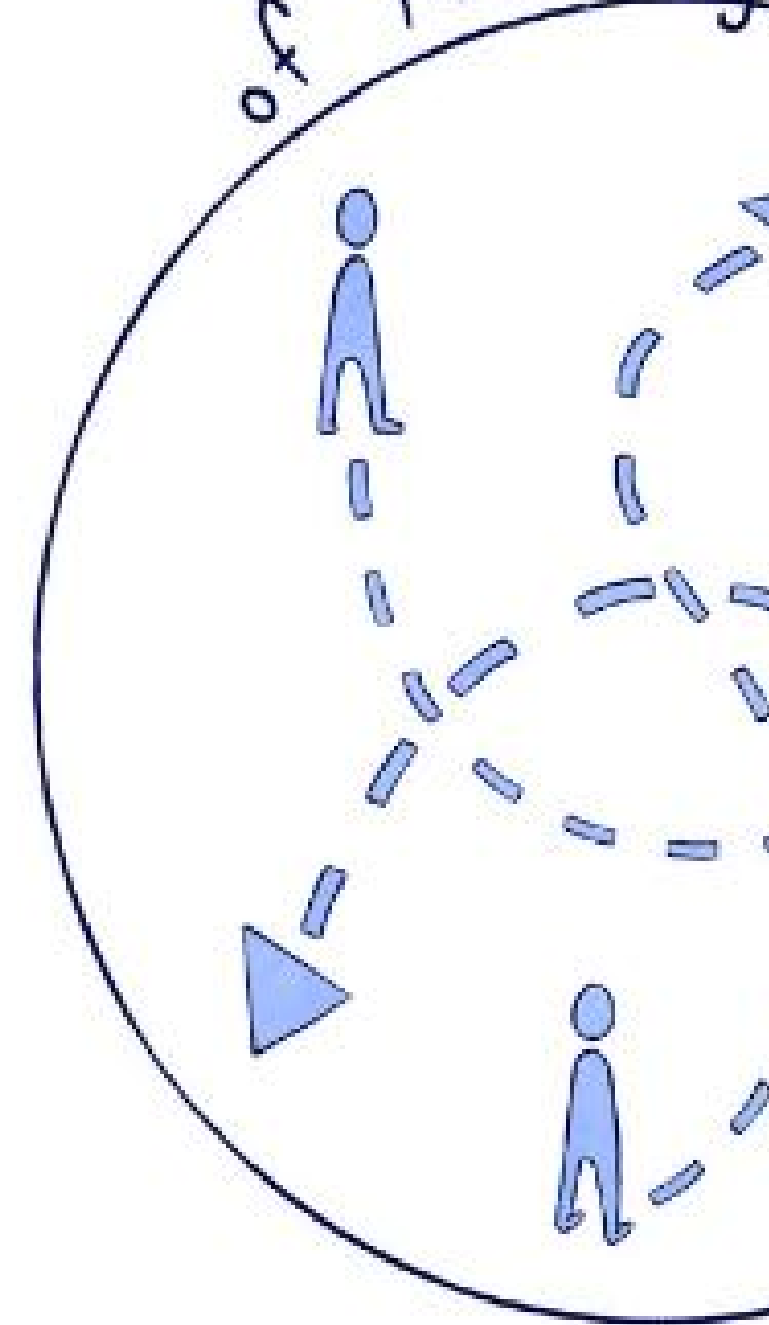
Intentionally Playful



Advances Teacher Agency



Value of Meaning



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Classroom Visit

What I hear/see

- A clear set of expectations & routines have been established.

- Teacher sets the stage for the day. She shares the plan.

- The teacher introduces the invitations/provocations for the day.

Children choose their "center."

10 mins in, children are roaming around. few are actively sustaining their attention/focus in a center.

- Children gather to share their learning. Some children are excited to reflect others forgot what they did. A few shared feelings "I liked playing with clay."

What I wonder

Do the children have input? I wonder if the children have questions about the plan.

I wonder what would happen if we invite children to plan their play prior to accessing a center? Floor plans? Discussions? Questions?

I wonder if the reflection will be more powerful if we share images to help the children remember their experiences?

Reflective questions to take to meeting:

- When you reflect back on the lesson/activity, how do you feel?

- What do you think went well? What did you enjoy?

- Did anything surprise you?

- What comparisons might you make between the lesson/activities you had planned or envisioned and the one you experienced?

- What are you confident your students learned? What do you think (from your objectives) you need to revisit again?

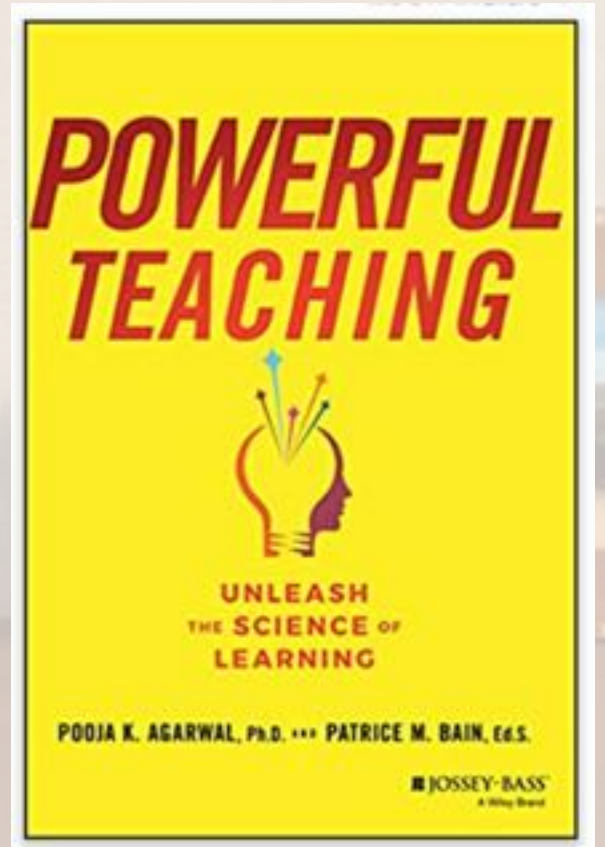


Taking Action



Brain Dump

What are you curious
about now?



Let's reflect...

Which of these dispositions is one of your *strengths*?

Which of these dispositions is a **stretch** for you?



Managerial Leader



Inquiry Leader



- Task oriented
- Directs
- Check list approach
- Controls
- Gives answers rather than asks questions
- Seen as the "expert" or sole provider of information

- Visionary
- Asks more questions than tells
- Value driven
- Risk taker
- Big ideas
- Facilitative
- Less control
- Strong vision
- Listener
- Playful

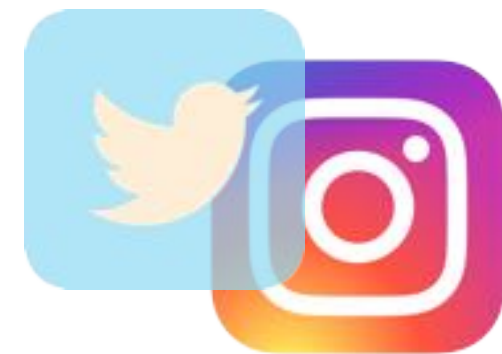
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How do we use our strengths to help nudge us towards leading with more of a lens of inquiry?

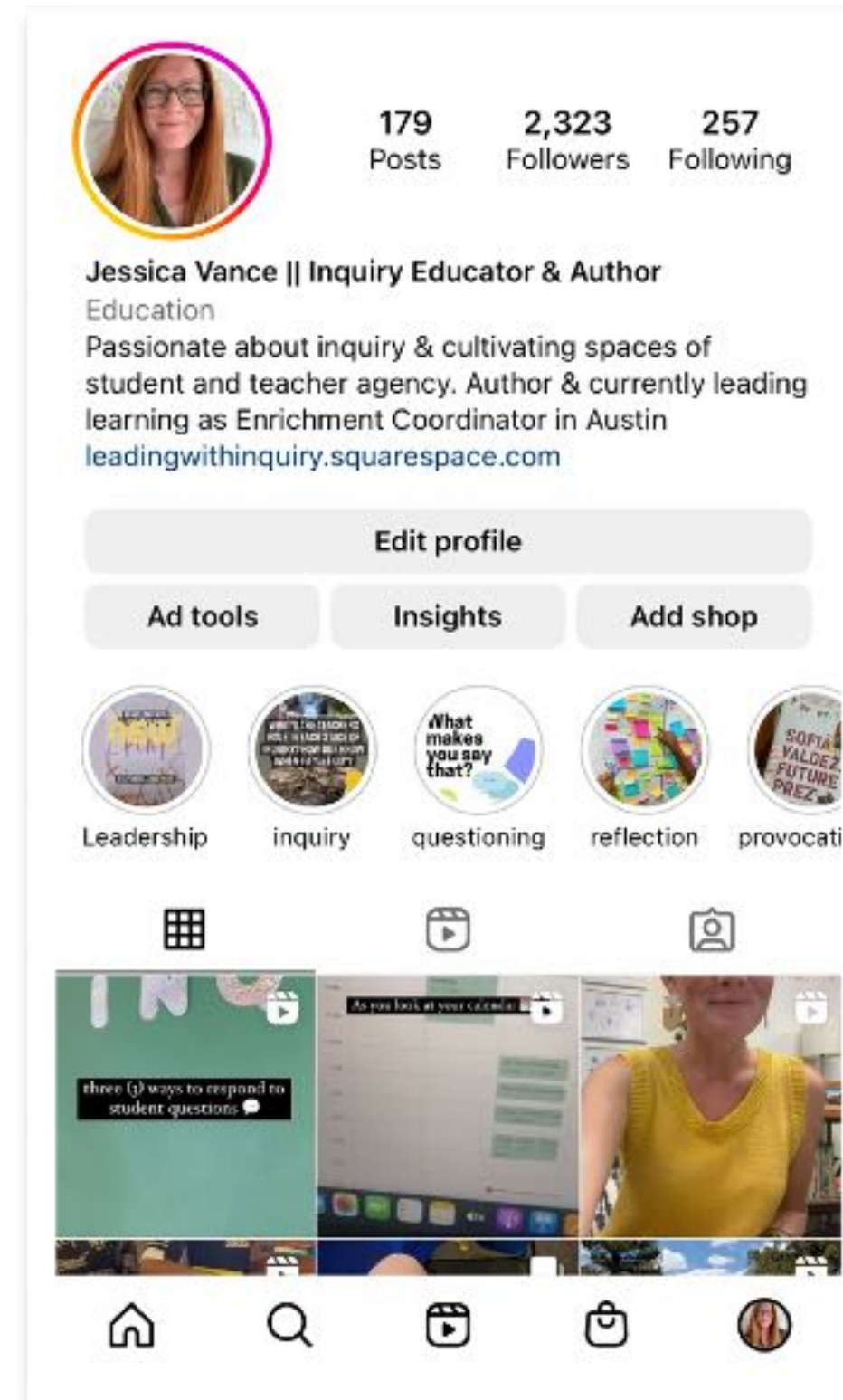
Lets nudge ourselves a bit

Whats one thing you can do this week to lead more with a lens of inquiry?

Let's stay connected!



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