




Gwent Whole Schools Approach to Emotional Wellbeing

Introduction to The Spirals of Inquiry







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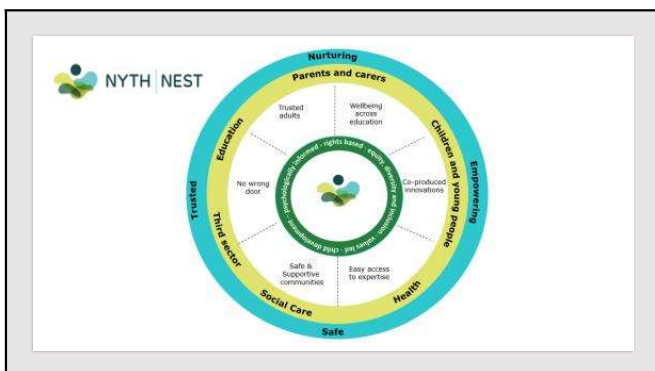



Why a Spiral of Inquiry

"The journey not the destination matters" T.S.Elliot

A Spiral of Inquiry allows us to explore the school community as a whole – we look at each aspect of the community and ask questions about how the school is experienced by everyone and how that relates to wellbeing. It gives us the opportunity to put wellbeing at the very heart of our community in a way that makes a difference for everyone.



Seven principles of learning and the implications for inquiry-oriented leaders	
What works for "Communities that Learn?"	What this means for LEADERS
Place "the community" at the centre.	Leaders must be relentlessly curious about what's going on for those in the system. In an innovative learning environment, everyone is a learner, including a range of professional, support staff, formal leaders, parents and others.
Emphasize the social nature of learning	Leaders collaborate, cooperate, and support networks of learning.
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 take emotions and motivations of Others - including the positives like satisfaction and self-efficacy and the negatives, like helplessness, anxiety and worry. 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.
An ongoing process of review, "checking" and evaluation.	Leaders set clear expectations while being open to new possibilities. They continually assess what is working and where the gap 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 - whole system approach. Their connections include partnerships in the community with other schools, and with organisations at a distance.

Why a Spiral of Inquiry


"Innovation floats on a sea of inquiry and curiosity is a driver for change"
Timperley et al., 2014


Three Big Questions

What's going on for our community in relation to wellbeing?

How do we know?

Why does it matter?










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It begins with curiosity...



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Getting Started on the Spiral

Spiral of Inquiry

What's going on for members of our school community?



How do we know?



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Scanning

Scanning

Spiral of Inquiry

What's going on for members of our school community?

Scanning

Focusing

Developing a hunch

Learning

How do we know?



Taking action

Checking




Scanning

What scanning is	What scanning is not
<div>Scanning is</div> <ul style="list-style-type: none"> - An inquiry and evidence-seeking mindset; - A wide perspective on wellbeing; and - Involves finding out about what is happening for all members of the community from their perspectives. - The importance of a gut feeling - The invitation for curiosity and creativity - The inclusion of all members of the community 	<div>Scanning is not</div> <ul style="list-style-type: none"> - About seeking evidence to reinforce the status quo; - Simply a focus on aspects of wellbeing that are easily measured; or - Only about what professionals think

Scanning



How do we *do* Scanning?

Create opportunities for feedback/information gathering

Ask broad questions:
 What's going on for members of our community?
 How do we know?
 Why does it matter?

Create the conditions to truly listen to the views of others.

Find ways (and space) to reflect upon the information gathered

Love and Care






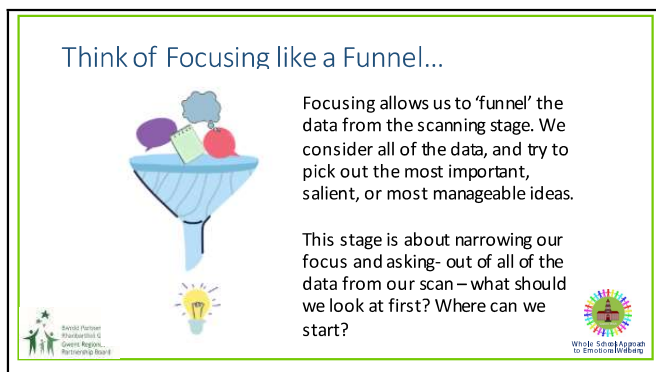


Focusing

Where will concentrating our energies make the most difference?





Focusing

What focusing is	What focusing is not
<p>Focusing:</p> <ul style="list-style-type: none"> - uses information from the scan to identify an area for concentrated team learning and action; - usually requires collection of further information to ensure accurate understanding of the situation; - builds on strengths as well as gaining clarity on challenges; and - identifies a common area many people can buy into. <p>• Focusing shows us where we are going to concentrate our energies so that we can change the experiences and outcomes for members of our school community</p>	<p>Focusing is not</p> <ul style="list-style-type: none"> - the time to introduce completely new areas disconnected from the scanning process - about assuming you've got it all figured out and don't need to investigate any further; - just about problems or challenges; and nor is it; - about everyone choosing her/his own area of interest.

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Focusing

How do we do Focusing?

What's missing? What do we need?

What are our strengths? Are there any areas for development?

Which theme/idea will have the biggest impact on wellbeing in our community?

What can we do to achieve this? (Think about resources, attitudes, timescales etc.)



Developing a Hunch

How are WE contributing to this situation?



Developing a hunch

Spiral of Inquiry

What's going on for members of our school community?





Developing a Hunch Example


A school's spiral team decides to do a scan by talking to children when they are on the playground – asking them how they feel and what they like/don't like about school.

In the focusing stage the spiral team notice and pick out that some of the younger children can sometimes feel unsafe when out on the playground.

Some of the teachers on the spiral team have a **hunch** that this might be because the older children are more confident in their environment and can sometimes take over the space.









Developing a hunch

What Developing a Hunch is	What Developing a Hunch is not
Developing hunches is about: <ul style="list-style-type: none"> - getting deeply held beliefs out on the table about our own practices; - our practices that we can do something about; - checking our assumptions for accuracy before moving ahead. - Finding ways to incorporate the intuition of all members of our professional community - creating opportunities to consider the elements of our organisations, systems and processes that we can effectively change and influence. 	Developing hunches is not: <ul style="list-style-type: none"> - a general brainstorm of all possibilities; - Being obsessed with everyone else and issues over which we have limited influence; - venting about the past – or fuming about the present (getting 'stuck')





What is a hunch?

- Opportunities to reflect on themes
- Enable tentative statements about issues
- Listen to all voices
- Create safe spaces for communication

Tips for testing the hunch

Test hunches quickly using data-gathering methods, such as focus groups, questionnaires or existing data (e.g. previous school surveys).

Involve a cross section of staff, pupils and families. Consider which voice the hunch may have originated from (e.g. staff) and ensure the voice of others (e.g. pupils) is considered.

How to test if the hunch is correct


Consider the evidence and the story that is forming.


Is our hunch accurate?

If it seems incorrect, we may need to shift the focus, and look at a new hunch.

Record the information gathered from the first hunch, and consider learning from this.

If the hunch seems correct, and the evidence backs it, we can move on to Learning.





Learning

How and where will we learn more about what to do?

Learning

Spiral of Inquiry

What's going on for members of our school community?

Learning

How do we know?

Learning

Learning is:	Learning is not
<ul style="list-style-type: none"> Motivated by and connected to changing the wellbeing experiences of our community. Directly linked to the focus identified in the earlier parts of the spiral About understanding why new ways of doing things are better than previous practices Sustained and supported over time 	<ul style="list-style-type: none"> About what someone else thinks would be useful – or readily available Disconnected from the context Just about a set of strategies, without deeper understanding of the purpose Short-term, or a 'quick-fix'.

"The Spiral of Inquiry demands that new learning – how and what we are going to learn – emerges through a scan, is sharpened through focusing, and is informed by the hunches we develop."

From Timperley, Kaser, and Habert, p. 38. A framework for transforming learning in schools: in-school and the spiral of inquiry

[illegible]

Spiral of Inquiry

What's going on for members of our school community?

Taking Action

How do we know?

Scanning

Focusing

Developing a hunch

Learning

Checking

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Taking Action is:	Taking Action is not:
<ul style="list-style-type: none"> Learning deeply – all the details of new ways of doing things, then taking action to try them Making changes and testing them out Evaluating the impact the changes have on our communities, seeking feedback from all members Being aware that change is difficult and can feel risky, but using a growth mindset to learn from failure 	<ul style="list-style-type: none"> Trying something without considering its value or relevance for the situation Assuming everyone is comfortable with the changes and will be happy to share their findings if their action fails to receive the desired result Failing to monitor the effects of the change on school communities “Failing” then giving up on the idea as unsuccessful.

[illegible]

Taking Action

How do we do Taking Action?

Consider what was discovered in 'Learning', linking this to our 5 principles of wellbeing (belonging, agency, efficacy, safety, love)/the elements of the NEST framework, etc.



Plan the actions that we intend to take in detail.

Encourage a growth mindset in our team/organisational approach.

Take informed, focussed, team-led action!

Measure outcomes

Work together to reflect on outcomes



Checking

Have we made enough of a difference?



Checking

Spiral of Inquiry

What's going on for members of our school community?

Scanning

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Learning

Taking action



Checking

How do we know?



Checking

Checking is:	Checking is not:
<ul style="list-style-type: none"> Knowing what you want to accomplish for your learners/service users/families, and using specific ways to measure the success of this from early in the spiral process. Being measured and considering if change is significant, for all CYP, families and professionals. Acknowledging what is still uncertain, what we learned from our failures, and what has been lost and/or gained. Setting high expectations for your actions that will make a substantial difference for all CYP. Celebrating the learning that has happened as a community. Setting the stage for what comes next 	<ul style="list-style-type: none"> Just a routine to follow at the end of the process. Not just about 'gathering data'. A place for blame or shame if things haven't worked as we had hoped. Seeking a small change for some, or assuming that any positive change is enough of a change Judging the capacity of learners to succeed Just a way to justify your actions



Checking

How do we do Checking?

Keep collecting evidence as we have been doing, looking at this data and checking that our findings are accurate.


Collect feedback from the whole school community,

Take time to celebrate the full circle of one whole Spiral, the learning that has occurred from that, and the achievement of that for the whole school community.

The Spiral of Inquiry in Schools


The Gwent Whole School Approach to Wellbeing

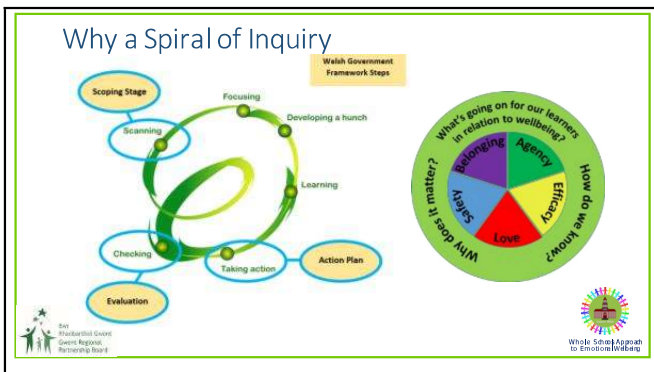


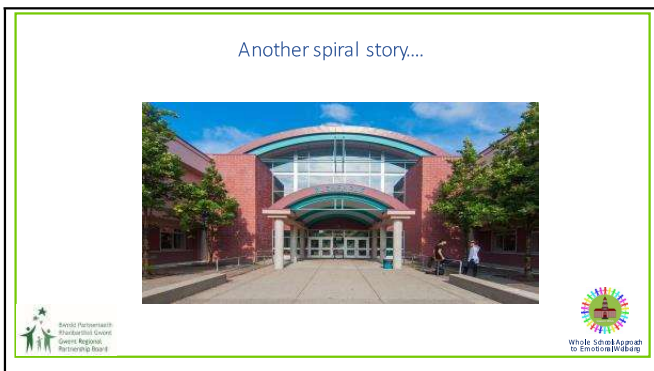

Components of wellbeing

Safety	Agency	Efficacy	Love	Belonging
Predictability, familiarity, structure and safe bases	Having a voice that you believe will be listened to within your community	Believing in your ability to have positive control over your motivations, behaviours and social environment	Knowing that the other members of your community care about you	Feeling truly connected to your school community
Feeling physically safe	Feeling heard		Having your needs noticed	Being somewhere where you have meaningful relationships with others
Feeling emotionally safe	Being noticed	Feeling supported to achieve your goals	Being in a community that offers you emotional support and warmth in interactions	
Feeling relationally safe	Feeling valued	Having your goals encouraged and nurtured		Feeling as though you are part of something

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How to get started on the Spiral Journey

Spiral of Inquiry

What's going on for members of our school community?

Scanning Focusing Developing a hunch Learning How do we know? Taking action Checking

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Begin a Spiral on a specific area of interest or concern (for example, lunch times or parents evenings)
Use the 5 Components of Wellbeing to support your thinking (Your hunches).

Begin a Spiral broadly and see where it takes you!
What does Wellbeing feel like here?
(the 5 Components of Wellbeing might help)

Begin a Spiral by exploring one of the Five Components of Wellbeing across your school community (Safety, Belonging, Agency, Efficacy, Love & Care)
e.g. How do you know that people care about you in this school?

Where do we...
START

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Whole School Approach
to Emotional Wellbeing

Implementing a Spiral within your organisation

What do you need in order to get started?

- Ensure active **support from your organisation's leadership team** to engage the whole community in dedicating time to the project
- **Whole system change is a team effort.** It's too large a responsibility for one person – you'll need to **create a working group**. Who needs to be involved?
- The structure of **your team might not necessarily reflect traditional organisational hierarchies**. This is all about the voices in your community, it will establish a greater commitment from those involved.
- Plan to **meet at regular intervals**.
- Be able to carry out inquiry activities between meetings
- Be open to the process – **Remember curiosity and creativity!**



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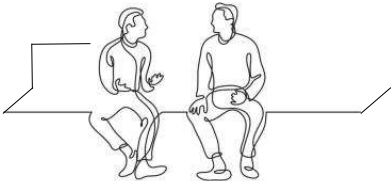


Implementing a Spiral within your school community

How do you get started? - Some key principles (that we like!)

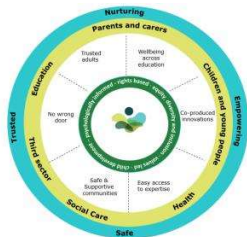
- Keep a listening ear.
- Be curious and be brave.
- Be flexible and reflexive – Whole system change can be a messy (but rewarding!) process.

Small starts can make a big difference...






Where would you begin?



Spiral of Inquiry

What's going on for members of our school community?



How do we know?

1. What are your thoughts about how a Spiral process might support NEST implementation?
2. What would you be curious about scanning?
3. How might you start this scan?
4. Who would you involve in the scanning process?
5. When will you start this scan?



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THANK YOU SO MUCH FOR YOUR TIME

And in case of interest:

<http://c21canada.org/wp-content/uploads/2016/10/Spiral-Playbook.pdf>



Twitter: @GwentWSA
