

# Innovation and Inquiry

NOIIE

May 10, 2019



SCHOOL DISTRICT NO. 73  
(Kamloops - Thompson)

# Innovation ... through Inquiry

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- For the past three years, innovation grants have been made available.
- Changing application process
  - Video application
  - Paper applications framed around an open-ended inquiry question
- Some success, but not system-wide



# TELP and the Spirals of Inquiry

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- For the past three years, SD73 has participated in the Transformative Educational Leadership Program (TELP) at UBC
- In the past two years, 9 lead educators have been TELP-trained
- In the current year, we have another 5 lead educators in the program
- Those 14 educators have built a critical mass of support



# A Simple Question

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- We wondered what could happen if we moved from an **application / competition-driven process** to support innovation and moved to an **invitation / participation-driven** one?

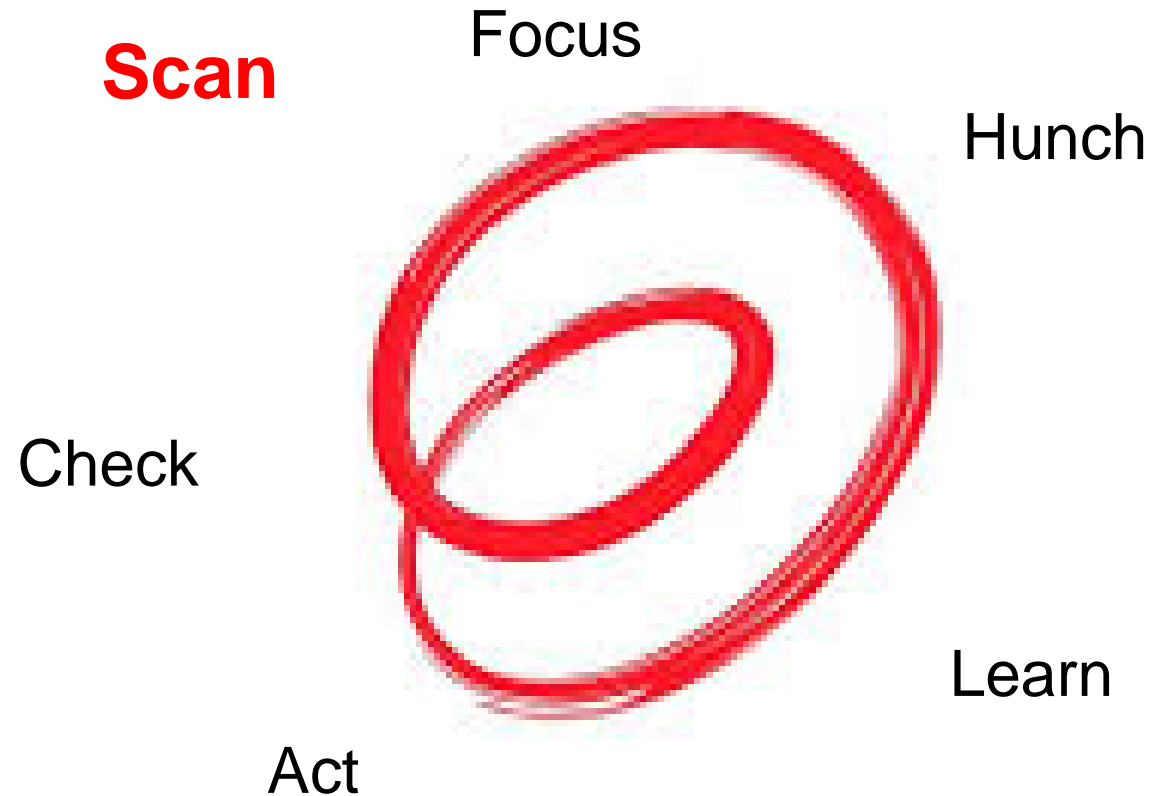


# Scan

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## What is going on for our learners?

- When we looked at the data on who received innovation grants, we noted that some areas, such as elementary schools were under-represented.

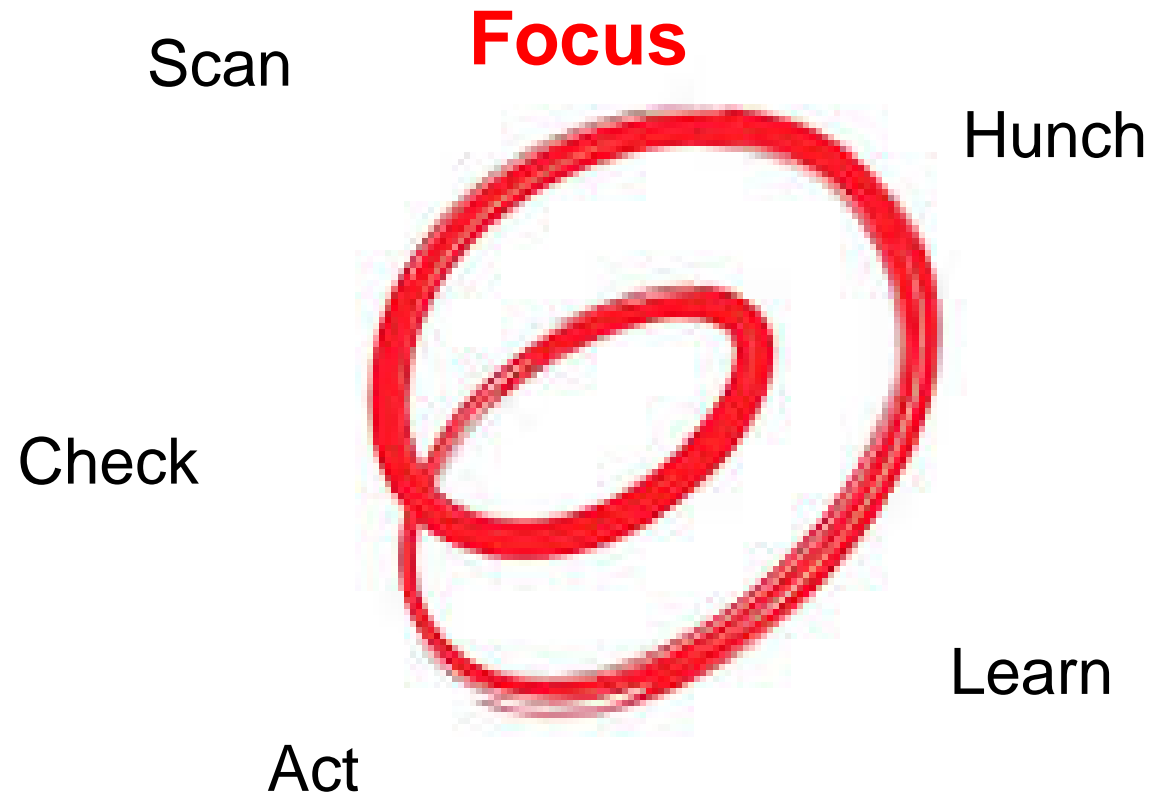


# Focus

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What will have the biggest impact for our learners?

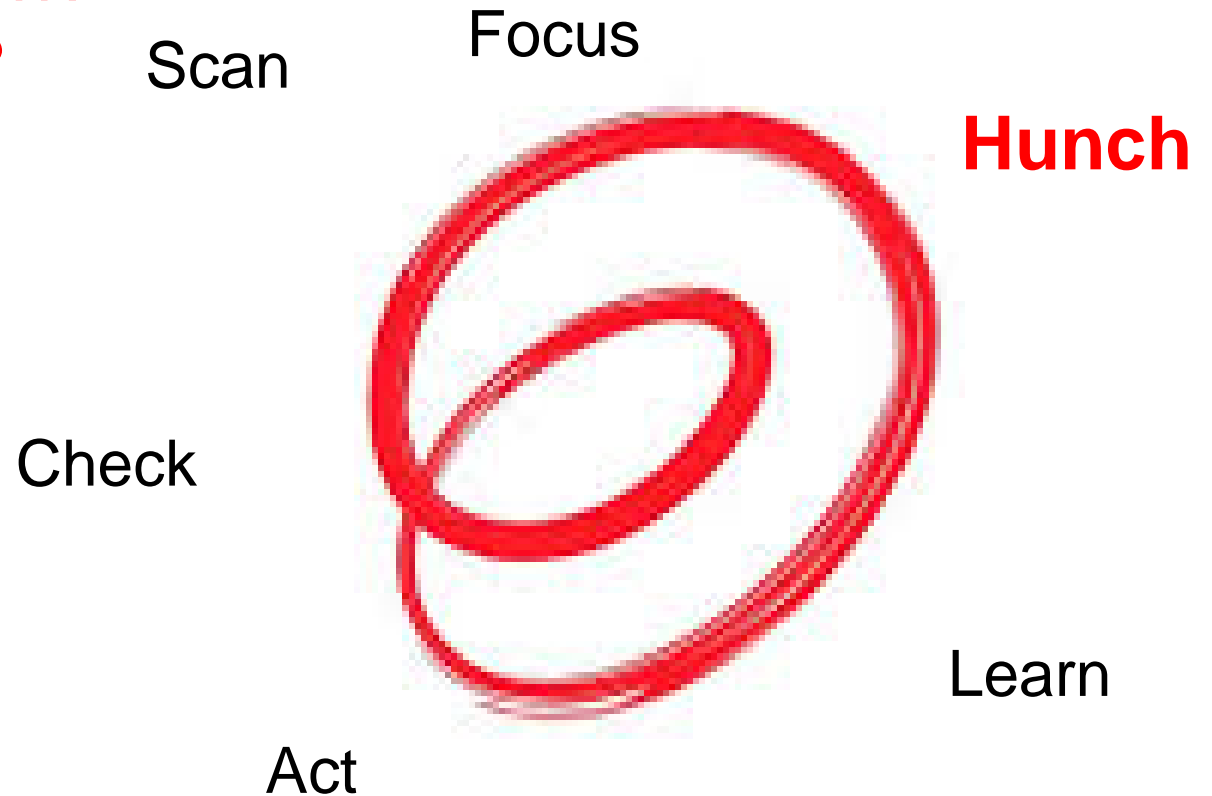
- We had an opportunity for a restructure to better serve all our learners – students and adults alike



# Hunch

What is leading to this situation?  
How are we contributing to it?

- We wondered what would happen if we supported our teachers and principals with the inquiry process through participation and support, rather than application and competition

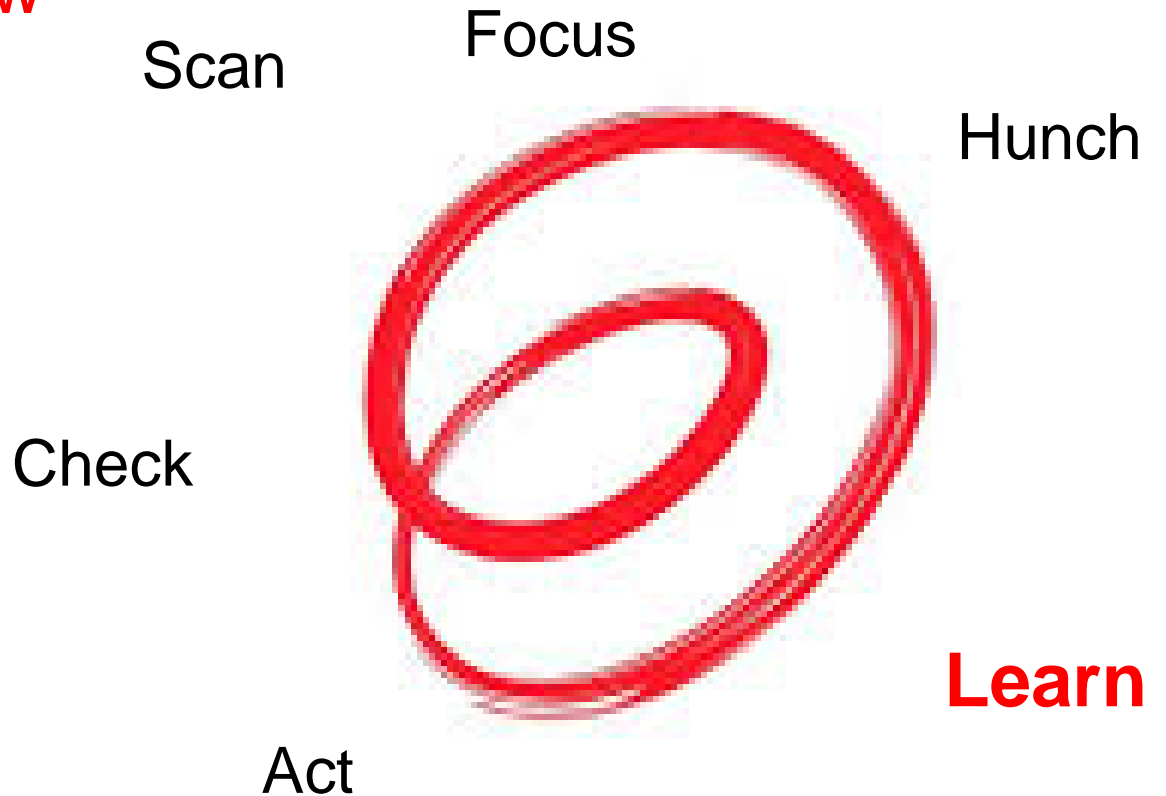


# Learn

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What do we need to learn? How will we learn this?

We needed to have a better systemic understanding of inquiry. Learning was layered with global thought leaders and local TELP-trained leads.



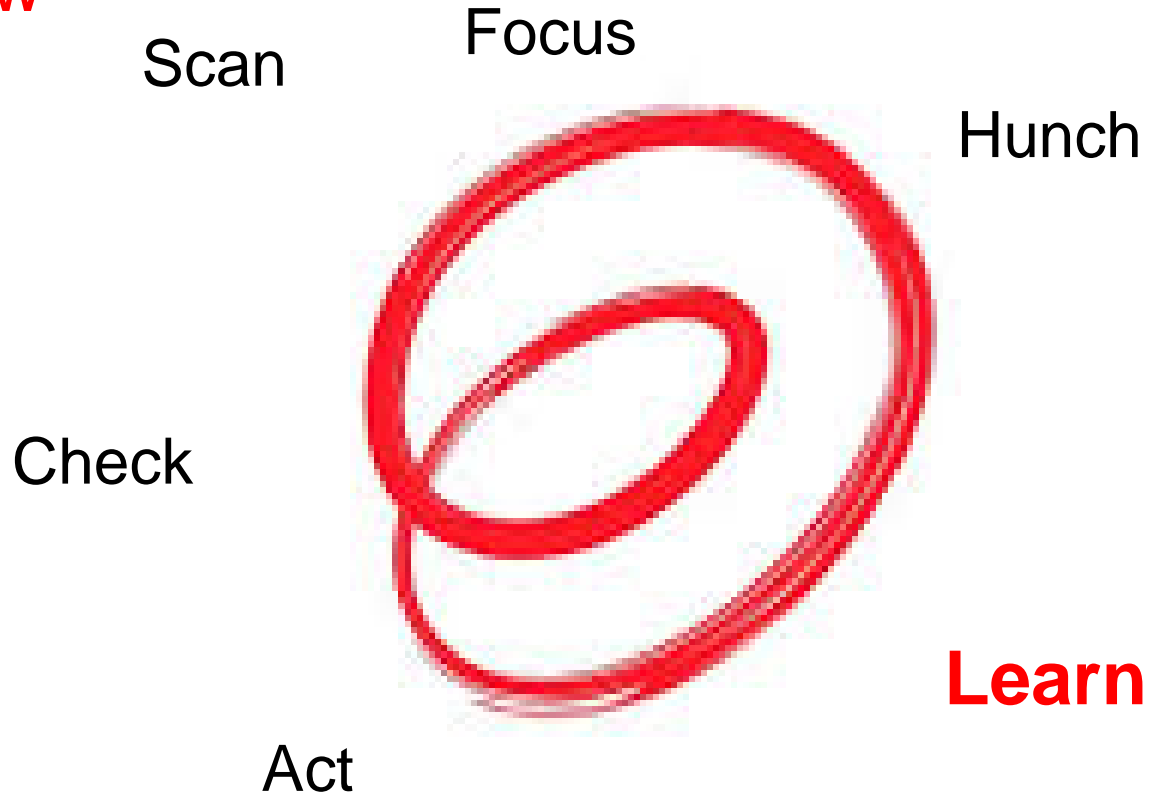


# Learn

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What do we need to learn? How will we learn this?

- **Learn** – Drs. Halbert and Kaser (2 learning sessions; 1 sharing session)  
and
- **Support** - TELP-trained team members became lead partners with 3 – 4 schools each

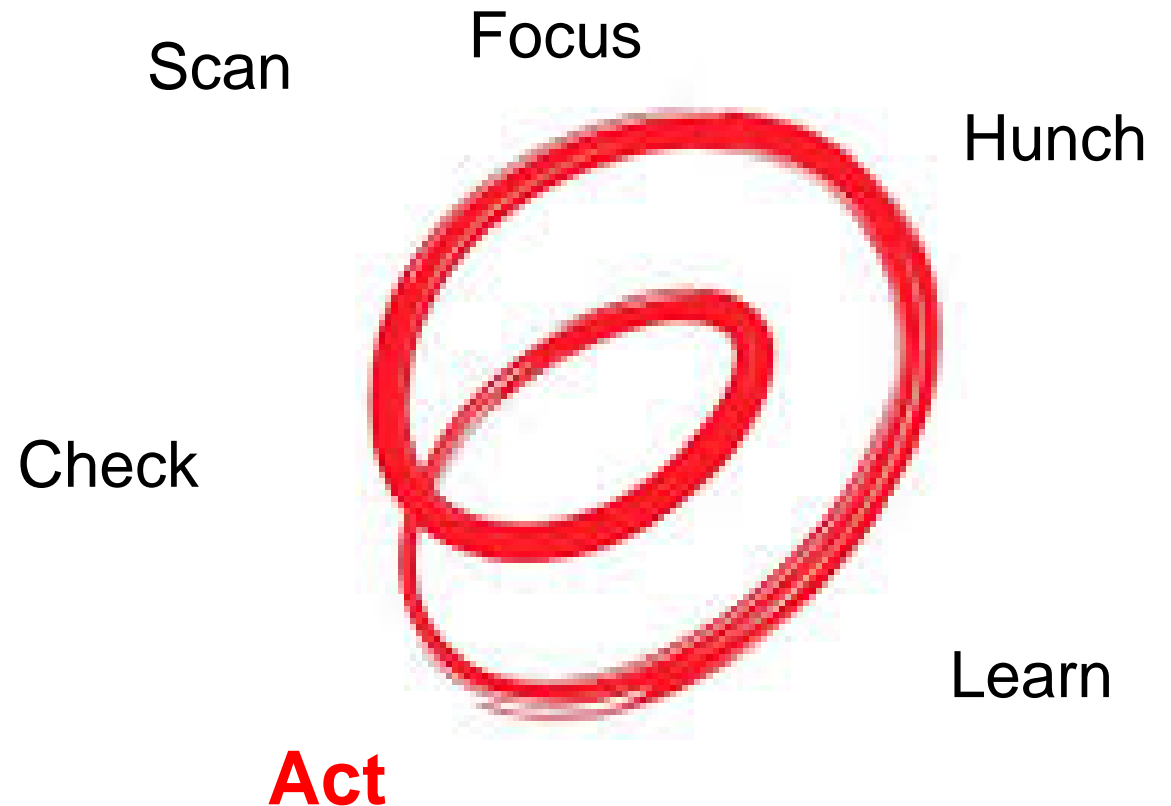


# Act

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What can we do to make a meaningful difference?

- Worked with individual school teams with a TELP-trained lead allowed for timely and specific **support**
- We developed a **structure** of SIPs – Spirals of Inquiry Partners



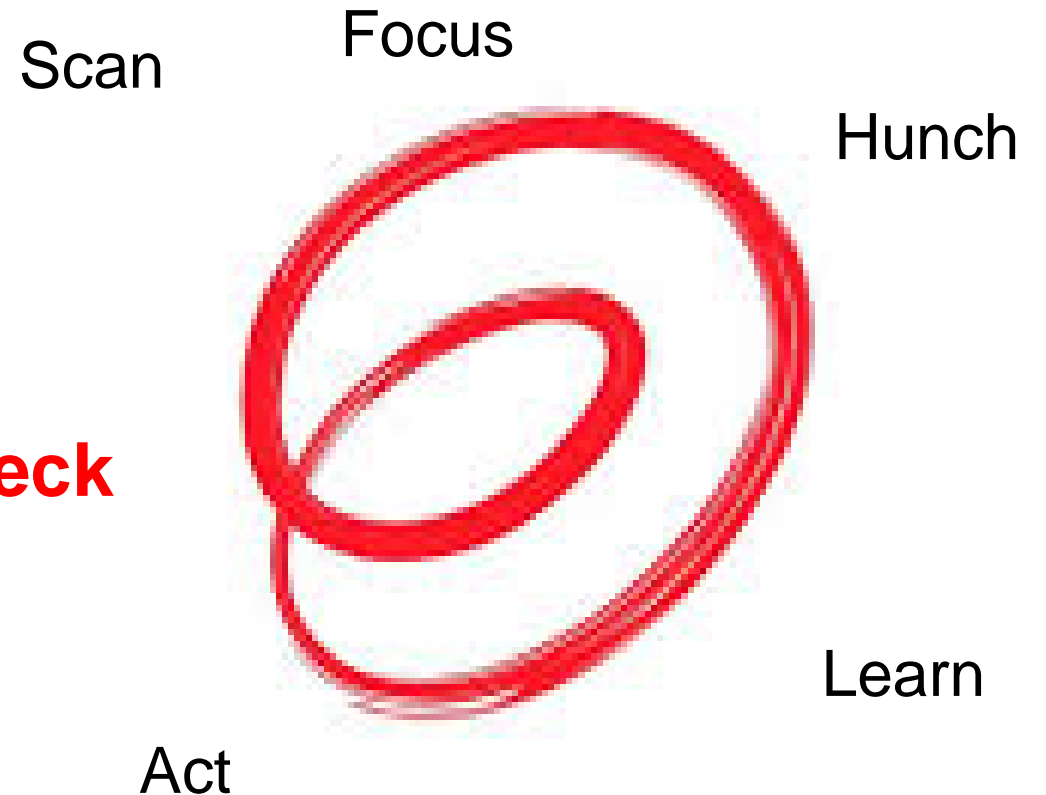
# Check

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Have we made enough of a difference? How do we know?

- To date, we already have 100 newly-trained spirals educators who have not only an understanding of the work, but the support of a trained partner.

**Check**



# One more check

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- We're never finished inquiry work.
- We'll support our teams, but many of them already know what they're next questions will be.
- To complete this session, we'll have a check-in with our TELP-trained spirals of inquiry partner leads.



Where *do you* want to go?  
We'll get you there.

