Professional Enquiry: learn, value, thrive

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Preparing for later
Taking time to notice

• Think about the sessions so far this morning

• Write down ONE thing that was noticeable or noteworthy from them which relates to your own role and work

• What you write down must NOT be a judgement
4x4 Enquiry

• On 4 post it notes each write 4 statements or words which you associate with the term ‘enquiry’

• In 4 groups share these and start to discuss and organise your statements – synthesising your collective understanding

• Use your related conversation to generate a genuine question which relates to our theme of ‘professional enquiry’. Be ready to share your question and explain the thinking behind your question.
Curiosity may have killed the cat ... but it brought learning to life

Professional curiosity is a good thing
It can lead us into dialogue with others
It can give us reason to seek out expertise
It can trigger experimentation
It can keep us engaged in our work beyond the routines of the job
So, you’re a teacher or teaching assistant…..

• Your most important task is to develop intelligent pedagogic practices which are appropriate to your students and context

• How can professional enquiry help?
A simple model a Professional Practice-based Enquiry Cycle

What do you want & need to know about?

What questions do you have?

On reflection what does this suggest you could do?

How can you gain useful evidence & experience?

How can you make sense of this evidence & experience?

Enquiry has a strong sense of personal learning. It is usually a cyclical process. A desired outcome is practice development.
What does Ben’s typical experience tell us about how we support the development of communication and social skills?

What does this student data fail to tell me about teaching and learning? Are we overlooking something that matters?

If we deploy colleagues in new working relationships what expertise might we be able to liberate?

What features of shows like Strictly, The Apprentice and Bake-off might be pedagogically useful?
Valuing what we notice: an opportunity to enquire

Earlier you noted down something which you had noticed from this morning’s sessions. Now think about that as a source of enquiry.

Discuss potential plans with a partner, use the cycle to help you.

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Professional enquiry (Lofthouse, 2014)

• A pragmatic approach for educators wishing to undertake systematic practice review or development.

• It builds on the ‘plan, do and review’ cycle, but with a common expectation of making findings public in some form (Baumfield *et al.*, 2012).

• It is a relatively naturalistic, and thus authentic, process for those working in complex contexts where demands on practice and levels of expertise shift over time.

• It is also a model which invites the practitioner to innovate and engage in and with published research (Hall, 2009).
“It's always 'Sit,' 'Stay,' 'Heel'—never 'Think,' 'Innovate,' 'Be yourself.'”
References

• During the session I referred to a blog post written by a Headteacher in Scotland – the link is
  https://www.bera.ac.uk/blog/career-long-professional-learning-as-a-disposition

• I also handed out an article which can access here
  http://eprint.ncl.ac.uk/pub_details2.aspx?pub_id=207275