Through my Master studies of late I have come in contact with a great deal of the work of Michael Fullan and I am a great admirer of his *Drivers for Change*, therefore, I wanted to finish the work that I had started for *e-leading* 18 (2016) and present Fullan’s *New Pedagogies for Deep Learning: A Global Partnership*.

In addition to this, recently I was invited to attend a conference at the Centre for Strategic Education in Melbourne with a number of influential school leaders where we were presented another educational philosophy, a framework for transforming learning in schools: *Innovation and the spiral of inquiry* by Helen Timperley, Linda Kaser and Judy Halbert. I found this particularly interesting and with the similarities that appear to be surfacing in terms of these supposedly efficacious frameworks, I hope that these will interest you too.

Michael Fullan’s initiative, *New Pedagogies for Deep Learning: A Global Partnership (NPDL)*, has been engaged with 1000 schools in 10 countries working with a network of educational organisations that are interested in building knowledge and practices that develop deep learning and whole system change.

The primary aim of this venture is to work alongside pedagogues to facilitate a change in the role of teachers to that of, ‘activators of learning’ who design learning experiences that build on learner strengths and needs.
Critical Thinking, Citizenship, Character and Communication.

“The Deep Learning Competencies, better known as the 6 C’s, are the skill sets each and every student needs to achieve and excel in, in order to flourish in today’s complex world. These competencies form the foundation for the New Measures and NPDL teachers use the Deep Learning Progressions to assess students’ current levels in each of the six Deep Learning Competencies. They combine this with the information about student achievement, interests, and aspirations to get a clear understanding of what each student needs to learn” (npdl.global).

With the framework relying heavily on the 6 Cs let us take a closer look at each of these competencies:

**Collaboration**, maintains that students work interdependently and synergistically in teams with strong interpersonal and team related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

**Creativity**, insists that students have an ‘entrepreneurial eye’ for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.

**Critical Thinking** requires students to critically evaluate information and arguments, elucidating patterns and connections, constructing meaningful knowledge, and applying it in the real world.

**Citizenship** asserts that students think like global citizens and consider global issues based on a deep understanding of diverse values and world views. They are also challenged to create a genuine interest and an ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

**Character** arms students with the capabilities that are necessary to ‘deep learn’ and arms them with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

**Communication** aims to provide them with the ability to communicate effectively with a variety of styles, models and tools (including digital tools), tailored for a range of audiences.

When working with this framework, pedagogical practices are used to design, monitor and assess learning. Inherent in this is an incredibly collaborative process, not unlike the other frameworks discussed. The primary difference, however, is the student input, which is integral to the collaborative process and an initial consideration.

NPDL purport that, “Collaboration is a driver to accelerate the transformation of deep learning” (npdl.org). In order to achieve robust cooperation, the Collaborative Inquiry Cycle is employed at all levels:

- Students design, assess and monitor their own learning
- Teachers collaborate to assess, design, implement and reflect on and adjust learning
- Leaders assess the learning conditions that support deep learning and design strategies to create improved conditions.

Donohoo (2013) states that:

“Although it is not a new approach, collaborative inquiry is more frequently being used to address school improvement efforts. As elements of and conditions for effective professional learning...”
are identified and better understood, educators are recognizing (sic) the potential impact that collaborative inquiry could have on sustaining changes in practice and ultimately achieving greater success for all students” (Donohoo, 2013, p.3).

Reeves (2010) as cited by Donohoo (2013) found the inquiry process was one characteristic that had a quantifiable and noteworthy consequence on advances in student achievement as well as having a profound impact on the professional practices not only of the participants but of their colleagues as well.

Timperley, Kaser and Halbert (2014) are also proponents of enhancement of the learning experience for young people through an inquiry cycle. Kaser and Halbert (2016) claim that we cannot wait for the longitudinal studies that echo our educational pathways of the past. Transformation of learning has to happen today: “It’s about now!!”

In their seminar series paper 234, A framework for transforming learning in schools: Innovation and the spiral of inquiry, they assert that:

- We know that education systems designed in the last century no longer meet the needs of our learners in our societies!
- We require a Seachange in Learning!
- And Schools must be transformed to engage today’s young people!

Personally I couldn’t agree more, I strongly believe that our young people are overstimulated and under-engaged when it comes to their education.

Kaser and Halbert (2016) also state that:

- In a truly transformational learning system, the focus is on high quality and high equity for every learner, regardless of their starting point.

- Schools will develop active and engaged citizens who demonstrate a strong sense of personal and social responsibility.
- Learners will leave our learning settings more curious than when they arrived.
- Their experiences will have created a passion for learning and a curiosity that will last a lifetime!

Sound idealistic?

The question is, how is this achieved? For many years now educators and their pedagogical practice have been under scrutiny in order to ascertain how we can improve teacher efficacy, and systems have been toyed with to make the teachers and school leaders more accountable for enhanced student outcomes. It is evident that these are not getting the results that contemporary leaders would like.

Timperley, Kaser and Halbert (2014) assert that, “new approaches to learning are necessary and new designs for learning are required” and that through a methodical approach to ‘collaborative inquiry’ which involves stakeholders such as the educators, learners, their families and community a new type of education can transpire.

It is evident that context matters and leaders need to be cognisant of the environment in which they exist for this change to occur.

So what is the spiral of inquiry framework and why is it different?

The spiral of inquiry is a series of interconnected phases with associated key questions. It is different because it requires a shift from 'student voice'
to developing learner agency! As pedagogues we too often decide what are appropriate learning experiences for young people without much consideration of their educational and other needs. This spiral of inquiry also demands that teachers work together to achieve the desired results.

Let us consider the interconnected phases:

**Scanning:**
*We need to get under the data to understand what the numbers are actually telling us.*

This phase asks us not to just gather empirical data but to be:
- Genuinely interested in our students
- Be open to all kinds of insights and new information
- Include all data including the arts, physical activity, empathy, resilience and social-emotional learning
- A thorough scanning establishes the foundation for future learning and informed action
- Scanning opens up divergent thinking
- Gives a real picture.

**Focusing:**
*Where are we going to focus our energies so that we can change the experiences and outcomes for our learners?*

- Sometimes artificial separations are created between areas of learning when they could be strengthened by being combined.
- Do we have the courage and the patience to ‘slow down’ and develop a deeper understanding of what is worthy of spending time on?
- What is going on for our learners?
- How do we know?
  - Ask the students:
  - Where are you going with your learning?
- A GENERAL FOCUS GENERATES THE MOMENTUM NEEDED TO TRANSFORM A SCHOOL!

**Developing a HUNCH:**
*Our intuition and our hunches, together with relevant evidence, inform scanning.*

They guide focusing.
- Can be an uncomfortable situation. Educators do not like to be seen as lacking in being an authority on everything that needs to be taught.
- Be in allowance to get ‘hunches’ out on the table. They are not based in ‘truth’, just our awarenesses that may, or may not, drive the learning forward.
- When being in allowances we have the possibility of getting many ideas on the table and we hear from multiple voices. This can enable the possibility of new approaches to be considered, remembering that the learner is the focus.

**New learning:**
*How and where will we learn more about what we do?*
- All phases of the spiral involve learning.
- Critically important because learners are a result of teachers and leaders acquiring new knowledge, and developing new skills that lead to new actions.
- Motivated by and connected to changing the learning experiences of learners.

**Taking action**
*What can we do differently to make enough of a difference?*
- Learning more deeply about new ways of doing things.
- Informed by a deep understanding of why new practices are more effective than others.
- Evaluation of the impact on learners
- About acknowledging feelings of vulnerability and building conditions of trust.

**Checking**
*Have we made enough of a difference?*
- Does not have to be formal or at a fixed time
- Setting high expectations that our actions will make a difference for all learners and verifying this
- Provision of data on the impact of our actions
- About beginning to set what comes next and moving to the scanning process as is the cyclical nature inherent in this framework.
- Deciding where to go next.

It would appear that there is a plethora of frameworks from which to choose and new ideas are being generated regularly. I was reminded recently that it is important to select the framework that works in the context of your school and commit to giving it your best efforts to see it through, as a whole school driver for change, or one could visit a wormhole of substantial size by trying to implement fragments of many frameworks and never achieve quantifiable results.

**Further reading**
Fullan, M, Choosing the right Drivers: Introduction, available at https://www.youtube.com/watch?v=VCyD-w7b5HU

The difficulty lies not so much in developing new ideas as in escaping from old ones.

**John Maynard Keynes**

Ruins, for me, are the beginning. With the debris, you can construct new ideas. They are symbols of a beginning.

**Anselm Kiefer**

I can’t understand why people are frightened of new ideas. I’m frightened of the old ones.

**John Cage**