

An Inquiry Mindset

Instructions: As you read the article below, use the 4 A's Protocol to analyze it.

What **ASSUMPTIONS** does the author's text hold?

What do you **AGREE** with in the text?

What do you **ARGUE** with in the text?

What parts of the text do you want to **ASPIRE** to?

“Curious individuals are unafraid to dream new dreams. Curious leaders believe that there is always more to learn by inquiring into what makes the most difference for their learners – and, as a result, their leadership makes a bigger and more positive impact. Educators with inquiry mindsets allow for a range of outcomes and keep searching for increased understanding and clarity. They avoid the complacency or cynicism that sometimes comes with experience – the ‘been there, done that’ stance of their less curious and less effective colleagues. Every day they try to find out more about how to assist the students they serve.

“Simply applying strategies that promise “guaranteed’ solutions is not enough for inquiry-minded educators. Ann Lieberman has spent decades studying sustained networks of educators, especially those involved in the National Writing Project in the USA. Her studies suggest two conclusions: first, that an inquiry stance is far different from a solution stance and second, that an inquiry stance is necessary for productive change.

“An inquiry stance requires that one ask questions of one’s practice rather than simply looking for answers externally. Rather than relying on generalized solutions, it places contextual evidence and analysis at the center of focused change efforts. We also agree with Marilyn Cochrane Smith and Susan Lytle who believe that inquiry is both a stance and a disposition. As educators make their own discoveries, they become energized by the desire to inquire more deeply and to learn more broadly. An inquiry orientation requires both thinking and doing

“Inquiry demands that educators actively scan their environments, generate questions, try new approaches, observe and collect evidence, synthesize information of sources, draw conclusions and generate new questions”

Halbert, J. and Kaser, L. (2016). *Spirals of inquiry for equity and quality*. The BC Principals' & Vancouver BC: Vice-Principals' Association, p. 11-12.