

# Self - Study 2019 - 2020

## Using Appreciative Inquiry for Self - Study

### Presentation Slides:

#### What it is not

Individual teacher evaluation

Clueless people with clipboards trying to find fault.



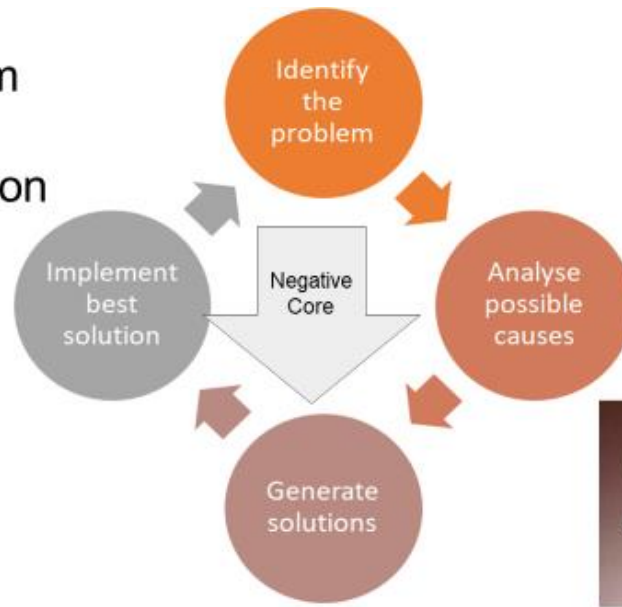
#### What it is:

An opportunity to learn from each other and from the evaluation team

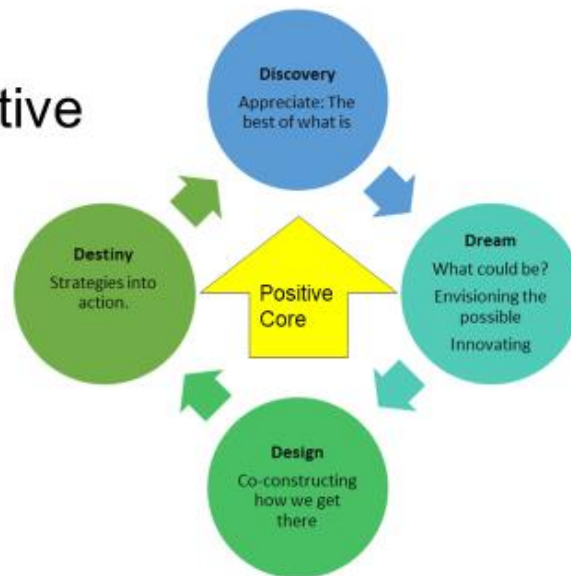
An opportunity to reflect on what we do and to dream big



## A "Problem Solving" Investigation



## Appreciative Inquiry



## Example

Recall an 'inspirational' moment in your teaching career.

Jot down:

Key features of inspirational moment

What led up to it?

What was your part in it?

What were the takeaways from that moment?

## Stage 1: Discovery

### *Appreciate*

### *“What gives life” to our community*

#### **Tips on investigation**

- 1) Tell stories of key 'wow' moments that relate to your section of the study
- 2) Analyse them - what were the factors behind the 'wow'?
- 3) Find evidence in children's work, documents, photos, comments from the community - our 'community voice'
- 4) Use **'positively framed questions'**: what worked well? What were the positive effects? How did your actions/ approach influence the outcome? How did the actions/ approach of others influence the outcome? What were the supporting factors that enabled this outcome? What was the most memorable learning experience you gained from the outcome?

## **Stage 2: Dream**

### ***What could be?***

Picture our ideal future as an innovative learning community. (Maybe use the IB mission statement or our school's mission to guide this - along with your section of standards and practices).

***In our 'dream' what does it look like? What are the students like? How do we work together? What factors make it so...? (insert own adjective from your dream)***

**Other suggestions:** (adapted from Moore, 2019)

- 1) Think forward to an ideal work day at JIS in one year's time
  - What is happening?
  - Who is doing what?
  - What does your workday look like?
  - What short-term goals have we achieved? What strengths have we leveraged to get us there?
  - What can you say is different? What's new and exciting?
  
- 2) Imagine that in three years' time, we're exactly where we want to be as a school.
  - What are the three biggest things we've accomplished between now and then
  - What are some ways we have brought this to life?
  - What good things are we known for in the educational community?
  - What goals have we achieved? What strengths have we leveraged to get us there?
  - What can you say is different? What's new and exciting?

## **Stage 3 - Design**

### ***Co-constructing how to get there***

Purpose: to connect “**what is**” (discovery part) with “**what might be**” (dream part) - JIS in three years' time . Come up with approximately 3 “**provocative propositions**” that define this.

Tips for “proactive propositions” (adapted from David Cooperider: *Constructing Provocative Propositions*)

- The “S’s : organisational elements you may wish to include:

Strategy  
Structures  
Systems  
Shared values  
Skills  
Staff

### **Criteria**

- Is it **provocative?** ...does it stretch and challenge
- Is it **grounded?**...does it give a practical 'bridge' from our discovery to the dream?
- Is it **desired?**...if it is fully actualized do we actually really want it?
- Is it stated in **affirmative** terms?
- Is there **balance management** between “continuity and transition”.

## **Step 4 Destiny**

### *Strategies into action*

Starting to put our strategies into action

Some of this will naturally happen as we go through the self-study (just because we are enthusiastic). Some of this will become part of our action plan.

### **Appreciative Inquiry References**

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