

- Evaluate impact - data
- Share learning
- Mobilise knowledge
- Embed new practices
- New questions

Reflect

- Research question / enquiry focus (data informed)
- Expected outcomes / the difference you want to make

Ask


Innovate

- Trial new approaches
- Track evidence of change (practice and learning)
- Refine and re-trial strategies
- Critical analysis

Investigate

- Baseline evidence - data
- Research strategies
- What's already known about this issue?

Starting with the end in mind



**For whom do you want to
make a difference?**

By when?

Stoll et al (2012) referencing Covey

It is about turning intuitive and spontaneous judgments into more systematic investigations, and it starts with the everyday questions that teachers ask themselves...

Handscomb and MacBeath, 2003

Plan at the beginning

- For whom do you want to make a difference?
- What is the difference you want to make?
- Establish the **impact** picture you want to achieve and **evidence and data *at the outset***
- By when?
- Establish a **baseline** picture and **evidence and data *at the outset***

Then

- Evaluate the difference you have achieved

What difference will we make? For whom?

What will we
be seeing?

What will we be
hearing?

What will we
be achieving?

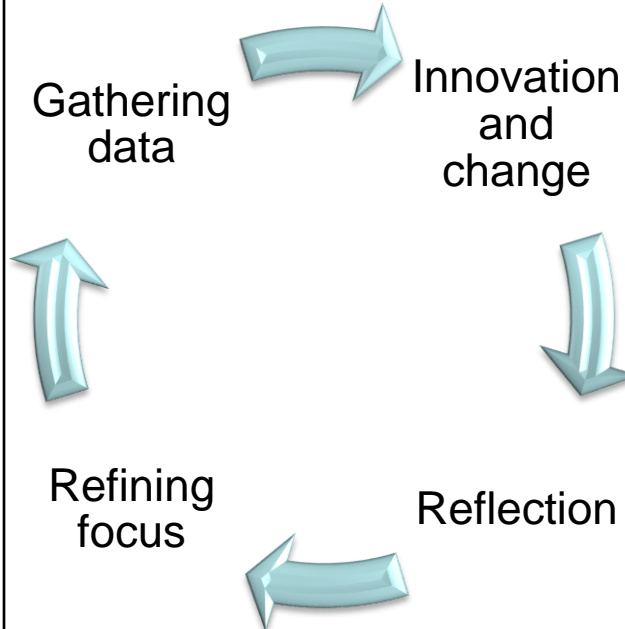
What will we
be saying?

What will
we be
doing?

What will
we be
feeling?



Planning for Impact

| Baseline | Strategies | Impact |
|--|---|---|
| <p>What are pupils achieving / feeling / doing / saying now?</p> <p><i>Pupils are...</i></p> <div data-bbox="61 772 531 919" style="border: 1px solid black; border-radius: 15px; background-color: #d9e1f2; padding: 10px; text-align: center;">Evidence for this?</div> <p>What's practice like now?</p> <p><i>Teachers are ...</i></p> <div data-bbox="71 1226 540 1373" style="border: 1px solid black; border-radius: 15px; background-color: #d9e1f2; padding: 10px; text-align: center;">Evidence for this?</div> | <div style="text-align: center;">  <p>Gathering data</p> <p>Innovation and change</p> <p>Refining focus</p> <p>Reflection</p> </div> | <p>What will pupils be achieving / feeling / doing / saying?</p> <p><i>Pupils will...</i></p> <div data-bbox="1327 768 1796 915" style="border: 1px solid black; border-radius: 15px; background-color: #d9e1f2; padding: 10px; text-align: center;">Evidence for this?</div> <p>What will practice be like?</p> <p><i>Teachers will...</i></p> <div data-bbox="1327 1226 1796 1373" style="border: 1px solid black; border-radius: 15px; background-color: #d9e1f2; padding: 10px; text-align: center;">Evidence for this?</div> |

Frame the difference you want to make as a question.



...how can I ...how can we...
what strategies...what conditions...
what can we do to ...so that...?

Identifying an enquiry question

- ✓ What data have we used to arrive at your enquiry question?
- ✓ Is the question enquiry broad enough to allow for a range of insights and findings?
- ✓ Is the question of enquiry narrow enough to be measurable and to be specifically related to improvement in learner outcomes?
- ✓ What further data / evidence might we need to inform our enquiry and to address our question?
- ✓ What success criteria will we use to assess its performance and outcomes?
- ✓ How will we gauge the impact of our work on:
 - learner outcomes
 - our professional learning and practice
 - our schools and the wider community.

Refining the focus

- *What is it that we're interested in finding out?*
- *Why do we want to know this?*
- *What data analysis has helped us to identify this issue?*
- *Is it a reasonable focus to be considering? Why?*
- *Will learners benefit if we focus on this issue? How?*
- *What opportunities will there be for us to develop our practice and learn from each other?*

What are the characteristics of a ‘good’ question of enquiry?

- Data generated / evidence-informed
- Specific
- **Measurable**
- Simply stated
- Easily communicated
- Linked to improvement