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**2019-2020**

**NOIIE INQUIRY PROPOSAL SUBMISSION FORM**

**PREPARING TO SUBMIT:**

The spiral of inquiry provides the framework for network schools to be curious about and **scan** for what is going on for their learners, to develop a **focus** for their team inquiry, to explore **hunches** about what is leading to this situation (good and bad) for learners, to identify areas for **new learning**, to **take action**, and to **check** how much difference these new actions are making to learners.

This Inquiry Proposal submission to NOIIE is based on the first four stages of the spiral of inquiry. The Case Study (submitted upon completion of this inquiry) will include a description of the actions you took throughout the year and the ways in which you checked to determine whether or not you made enough of a difference to your learners. Make sure you are clear on what indicators you will use during the checking phase well before you reach that stage.

In preparing your submission, review both the **Guide to the Phases of the Spiral of Inquiry** and **Four Key Questions that Matter** and be sure to share these documents with your team members, particularly those who may be new to inquiry.

Also keep in mind that the AESN/NOII is dedicated to:

EVERY learner crossing the stage with dignity, purpose and options.

ALL learners leaving our settings more curious than when they arrive.

ALL learners gaining an understanding of, and respect for, Aboriginal knowledge and culture.

**Please use the template below to submit your inquiry proposal by October 18, 2019 by email to:** [**wood\_h@surreyschools.ca**](mailto:wood_h@surreyschools.ca)

Please stay in contact with us throughout the year at [www.noiie.ca](http://www.noiie.ca) or on our teacher weebly NOIIE page (www.bit.ly/sd36weebly).

**INQUIRY PROPOSAL SUBMISSION FORM:**

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| **School Name:** | **School District:** |
| **Inquiry Team Members and email addresses: (please indicate admin and team leader)** | |
| **Please check the appropriate box below for inquiry focus:**  **Curricular area specific \_\_\_\_\_\_\_\_\_\_\_\_\_ (please indicate subject area)**    **Core Competency \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (please indicate focus competency)**  **First Peoples Principles of Learning**    **Ecological Education (Farm to Schools, CIRCE)**  **Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (please indicate)** | |
| **FOCUS AREA:** Please state in a few words the specific focus for your inquiry - for example Aboriginal transitions, self-regulation, formative assessment, early literacy, math problem solving. This does NOT need to be framed as a question. | |
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| **1. Scanning**: In a few sentences, describe what you did during the scanning phase? How did you use the four questions? What did you learn as a result? What other questions did you find most helpful during this process? What stimulated your curiosity? | |
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| **2. Focus**: In two to three sentences, explain **how** you determined the focus for your team inquiry. | |
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| **3. Hunch**: In two to three sentences, describe your hunches about the ways in which practices at the school *may* be contributing to a need for change. | |
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| **4. New professional learning**: In two to three sentences let us know about the new areas of professional learning you plan to explore connected to your focus area. Be as specific as possible. | |
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