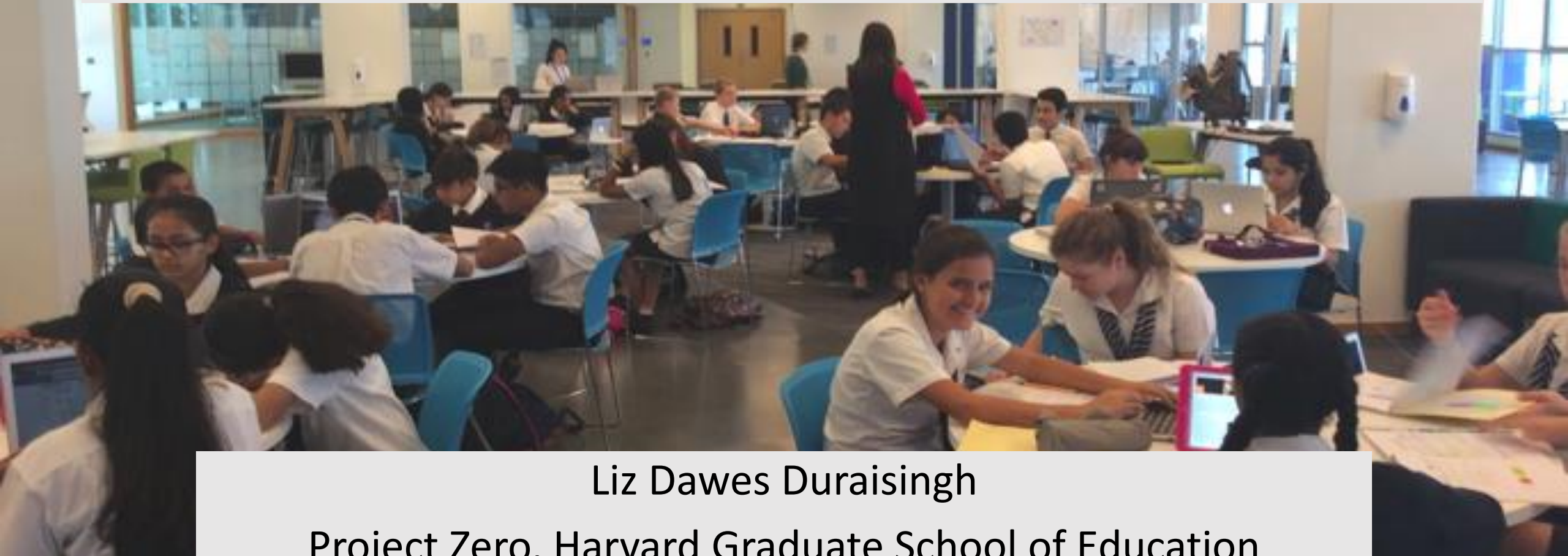


# **Empowering educators to integrate research and practice through “inquiry-driven innovation”**



Liz Dawes Duraisingh

Project Zero, Harvard Graduate School of Education

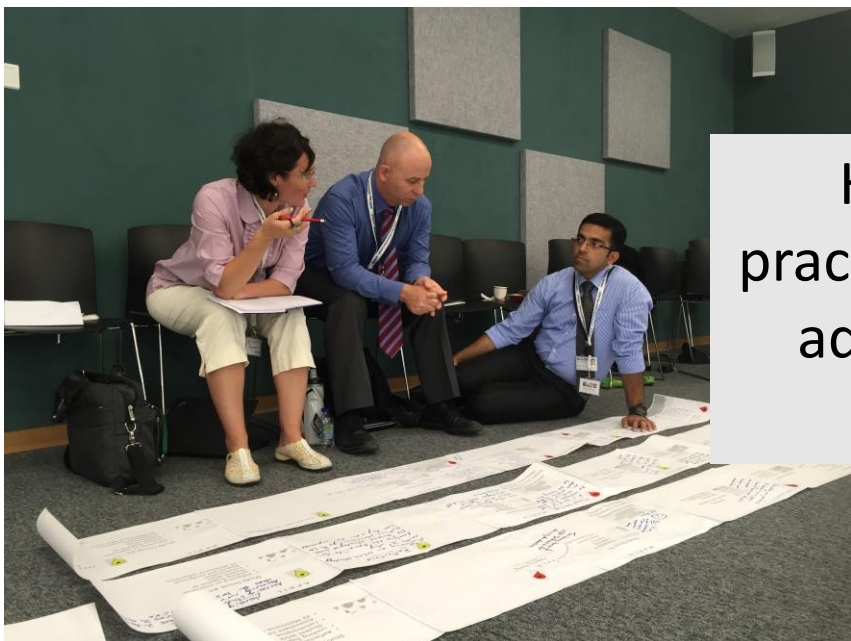


RESEARCH

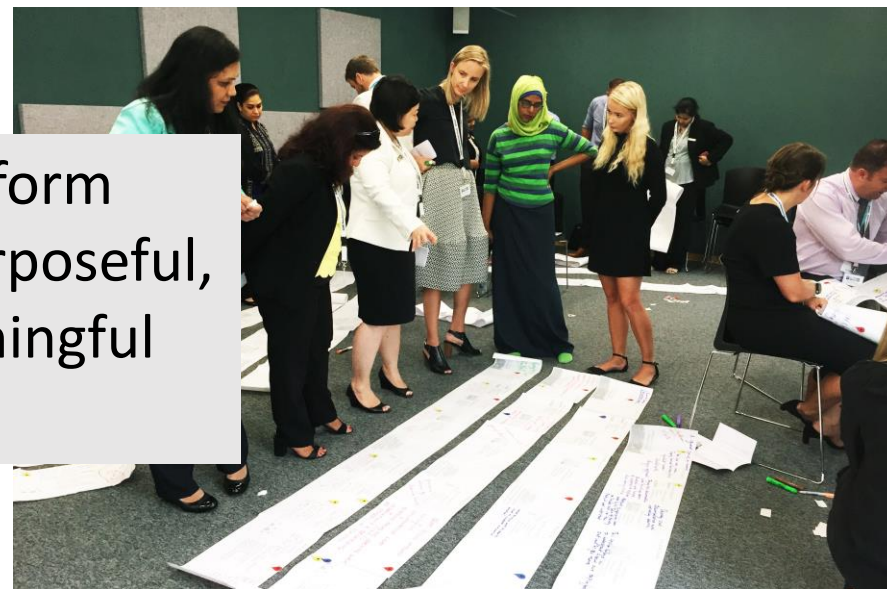
PRACTICE



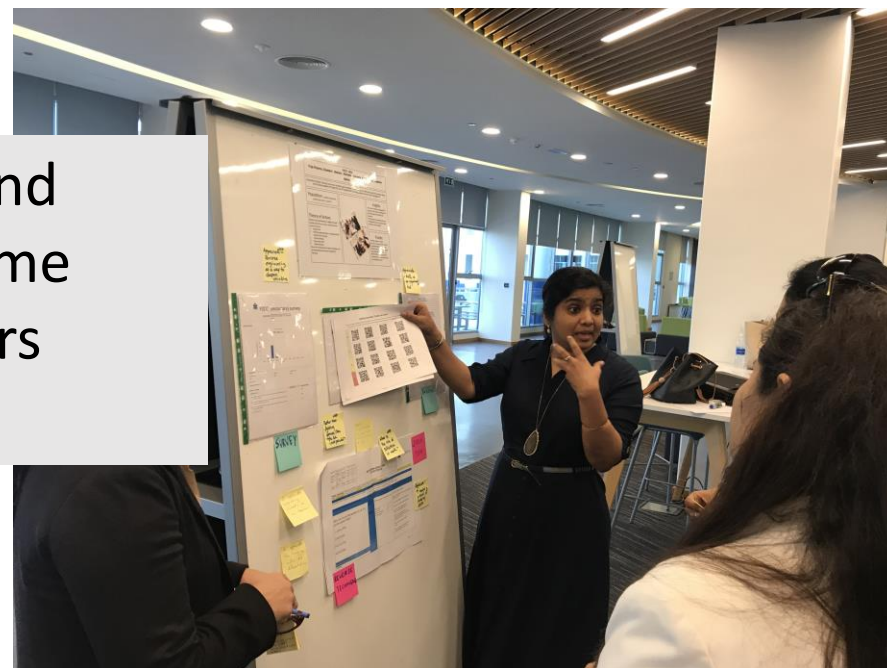




How can research inform practice in schools in purposeful, adaptive, locally-meaningful ways?



How can teachers and administrators become effective researchers themselves?



# Roadmap

- Setting the stage
- The Creating Communities of Innovation project (CCI)
- Five qualities of “inquiry-driven innovation”, with examples
- Time to reflect

Setting the stage

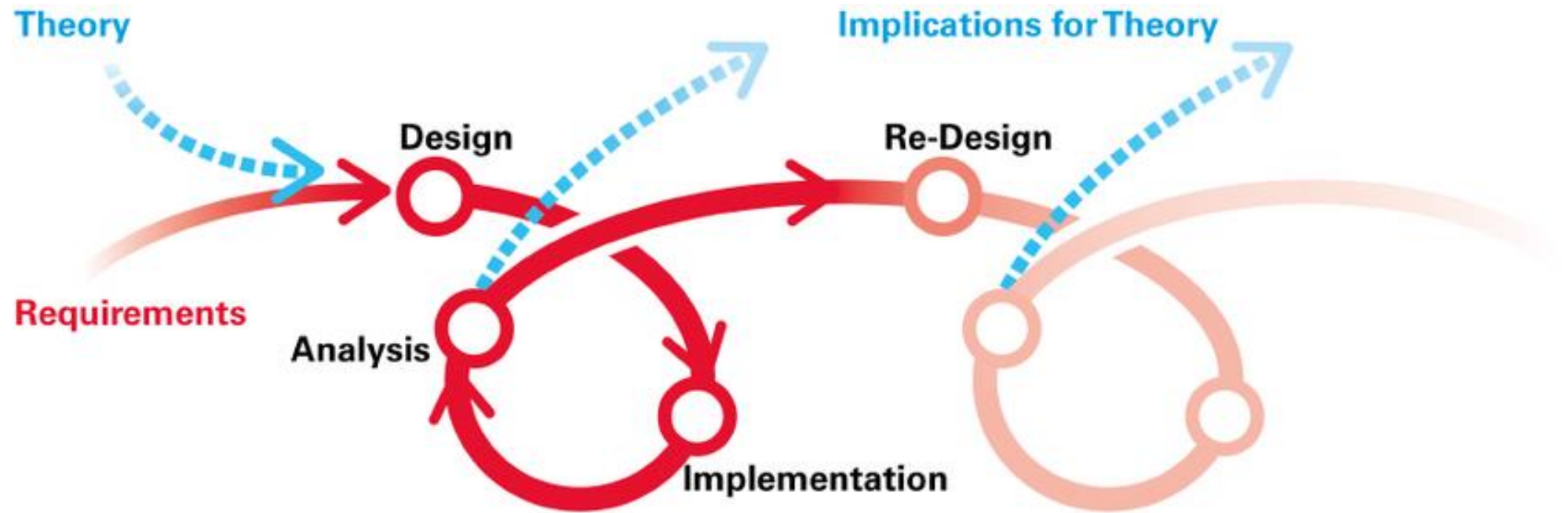
A new school principal asks you for ideas about how to use professional development time to promote more research-informed practice (RIPE) in his or her school. What might you recommend? What might you advise him or her *not* to do?

Please share your ideas with someone sitting next to you.





# Design-based research



Urban Fraefel, 2014 (from [www.researchgate.net](http://www.researchgate.net))

- Working collaboratively *with* educators
- Focusing on creating and developing improvements or solutions
- Building theory from real-world examples that take into account the messiness and complexity of everyday life

# The perspective I bring

- History teacher in England and Australia (ages 11-18)
- Project Zero researcher
- Lecturer at HGSE teaching qualitative research methods
- Co-director of Creating Communities of Innovation

# The Creating Communities of Innovation project (CCI)

# CCI Core Team



Liz Dawes  
Duraisingh



Edward Clapp



Andrea  
Sachdeva



Christine  
Nasserghodsi





# Collaboration with **GEMS network of schools** in the United Arab Emirates

## *Phase 1: Jan 2016 - Dec 2017*

- 8 study groups in 7 schools
- American, British, IB, Indian curriculum
- 52 administrators and teachers, K-12
- Variety of local innovations implemented

## *Phase 2: Jan 2018 – Dec 2019*

- Working with **TELLAL**, GEMS' professional development provider
- Continuing to scale innovations in initial schools and initiating CCI study groups in new ones

# Key mechanisms

- Weekly in-school **study group sessions**
- Quarterly **learning community meetings and exhibitions**
- Customized **multimedia platform** for sharing ideas and work in progress



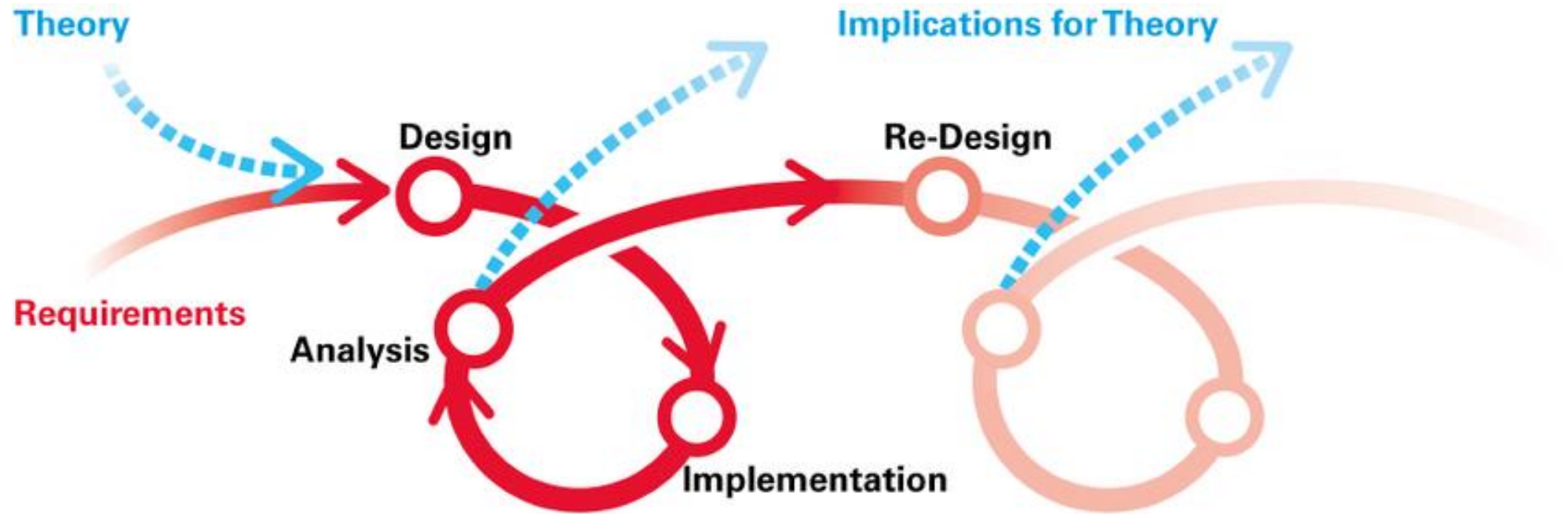


# Creando Comunidades de Indagación (Creating Communities of Inquiry)

Jan 2018, ongoing





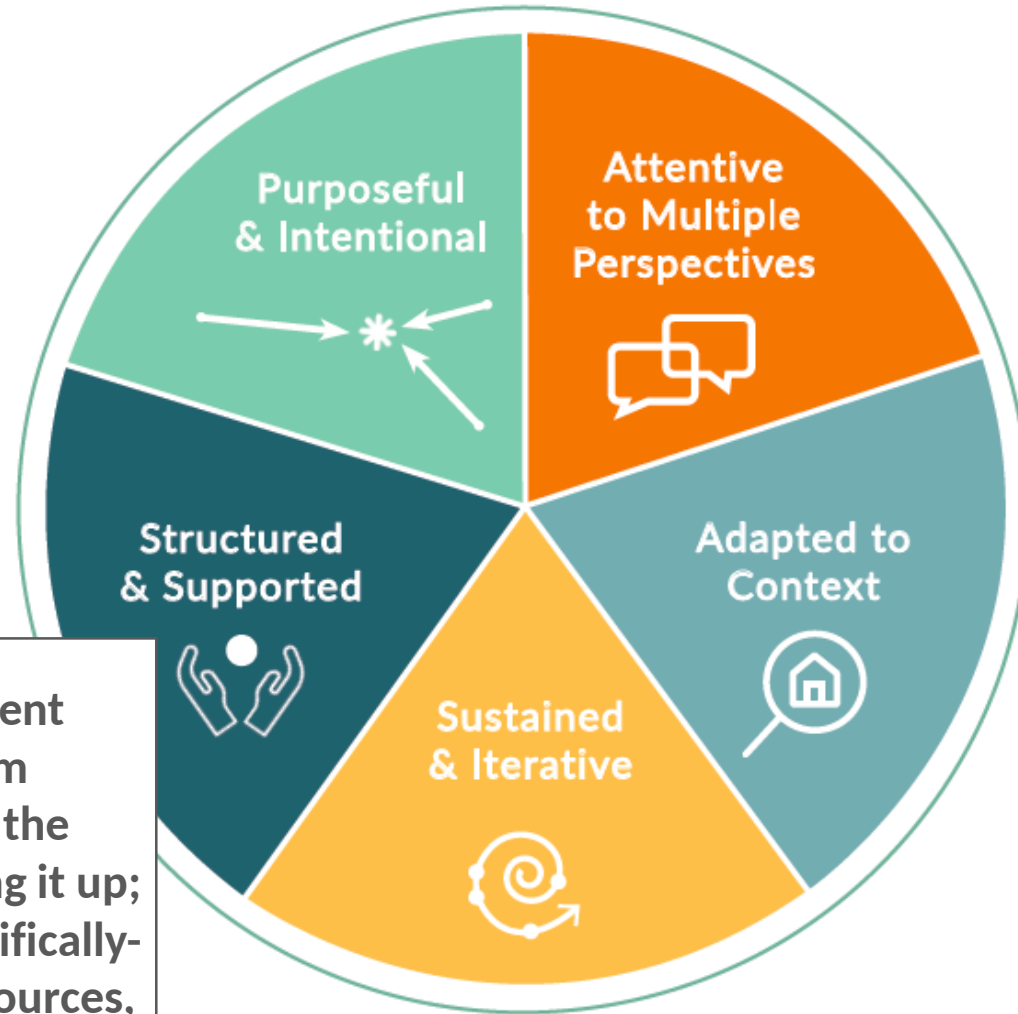


Urban Fraefel, 2014 (from [www.researchgate.net](http://www.researchgate.net))

**Inquiry-driven innovation** is an ongoing process that empowers individuals and communities to pursue positive change that is relevant and responsive to their contexts.

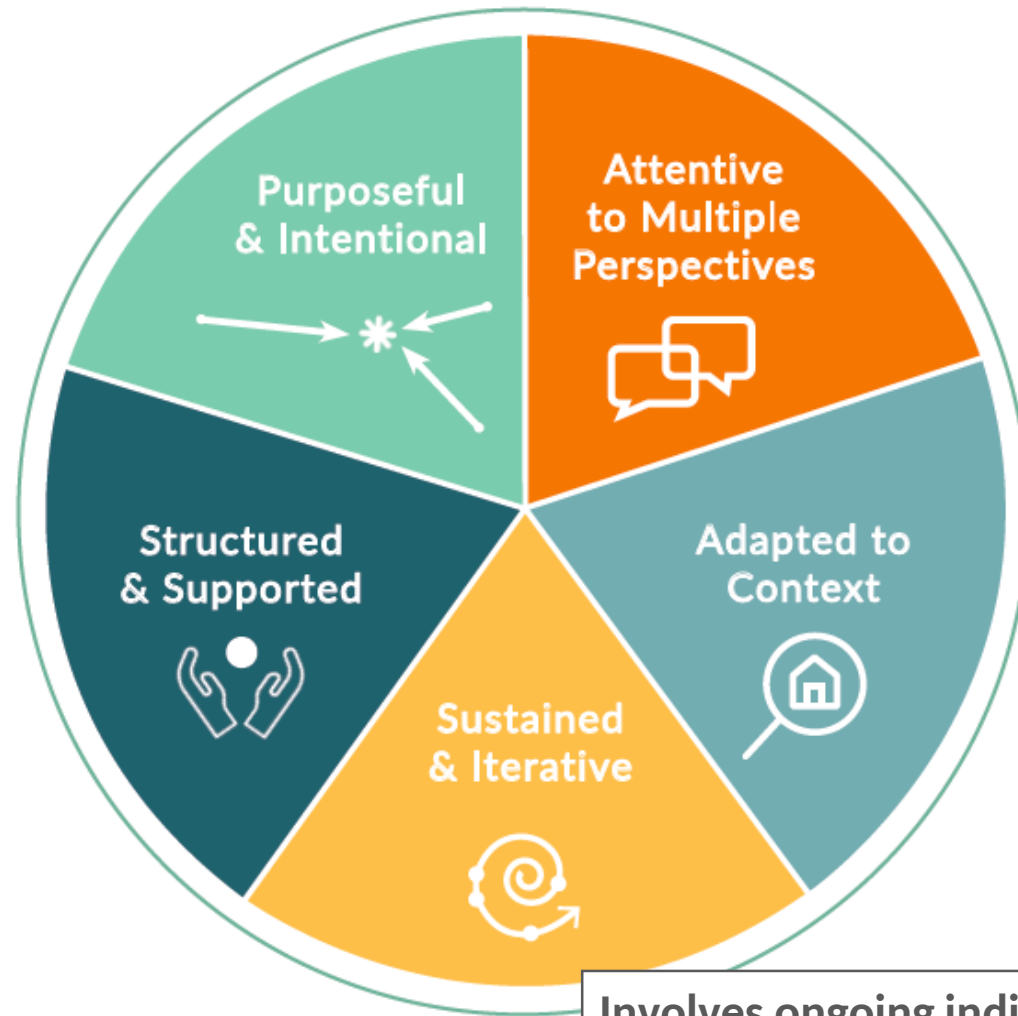
INQUIRY + INNOVATION + COMMUNITY

Five qualities of “inquiry-driven  
innovation”



**Follows a coherent trajectory from conceptualizing the innovation to scaling it up; uses or adapts specifically-designed tools, resources, and structures.**





Involves ongoing individual  
and group commitment;  
design processes are  
revisited and refined over  
time.



# Toolkit





# Wellington Silicon Oasis (WSO)

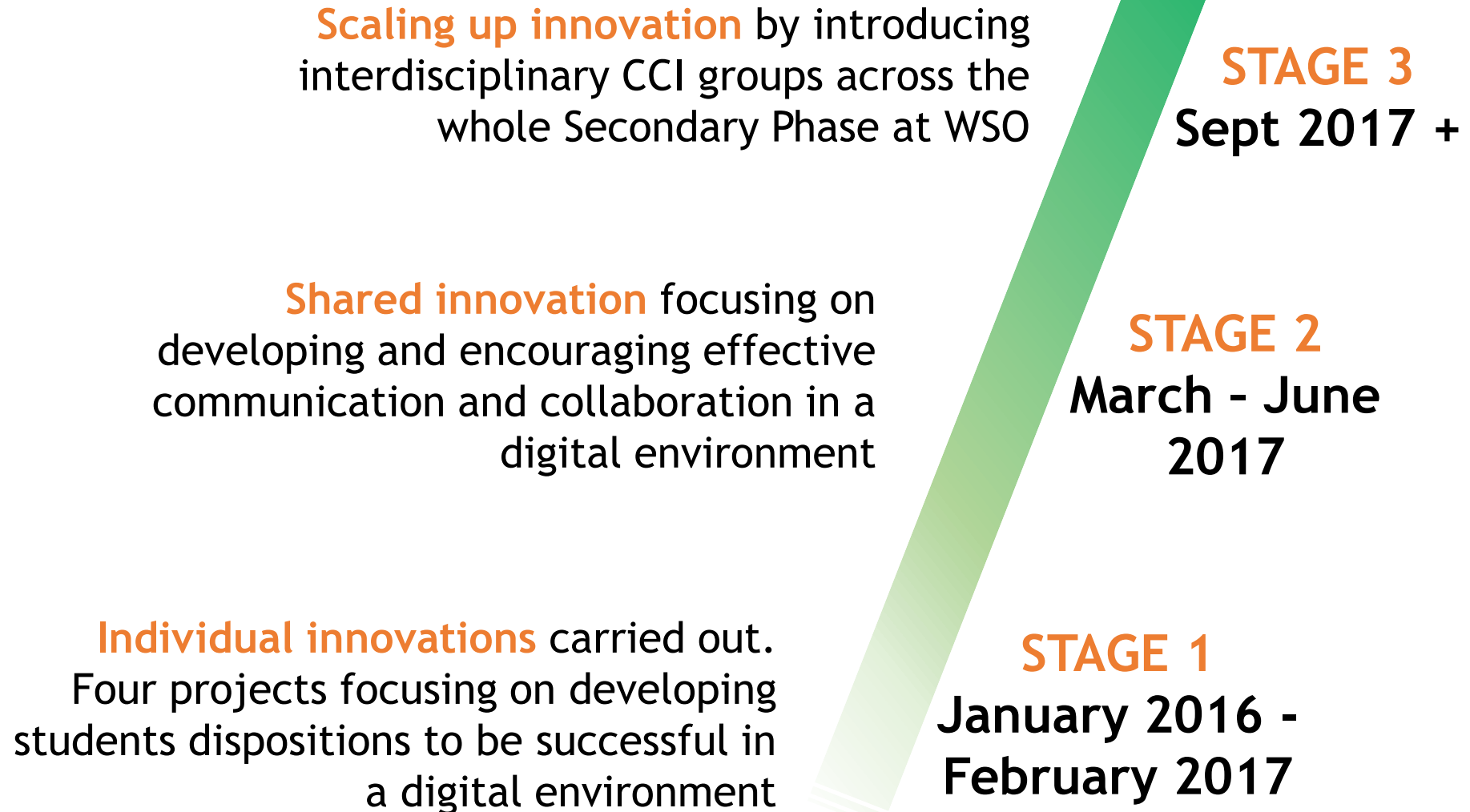


Supporting students to collaborate  
in online environments



1. Responsible	2. Independent	3. Research Savvy
Seeking advice	Self-pacing	Asking effective questions
Meeting deadlines	Meeting deadlines	Consulting a range of sources
Positive & courteous interactions with others	Wider knowledge	Critically appraise
Acting on feedback	Unique ideas which students can express and support	
	Wider reading	

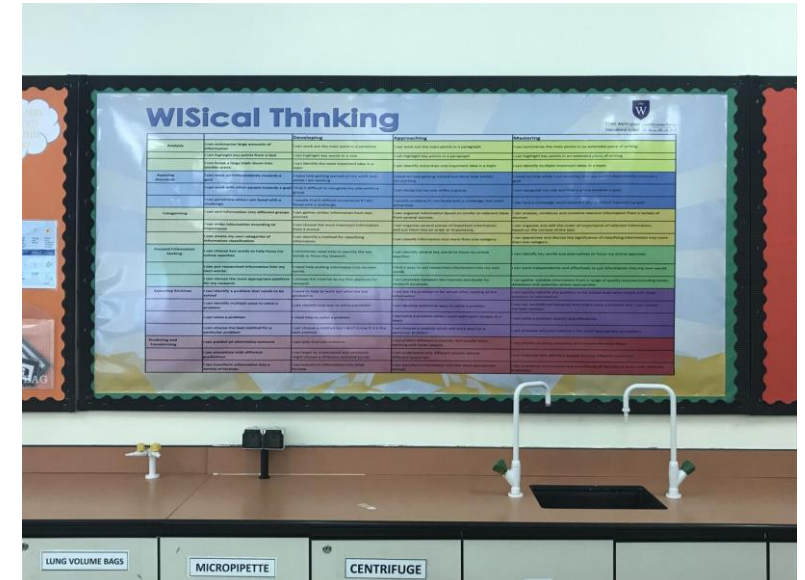
# WSO Timeline



# Wellington International School (WIS)

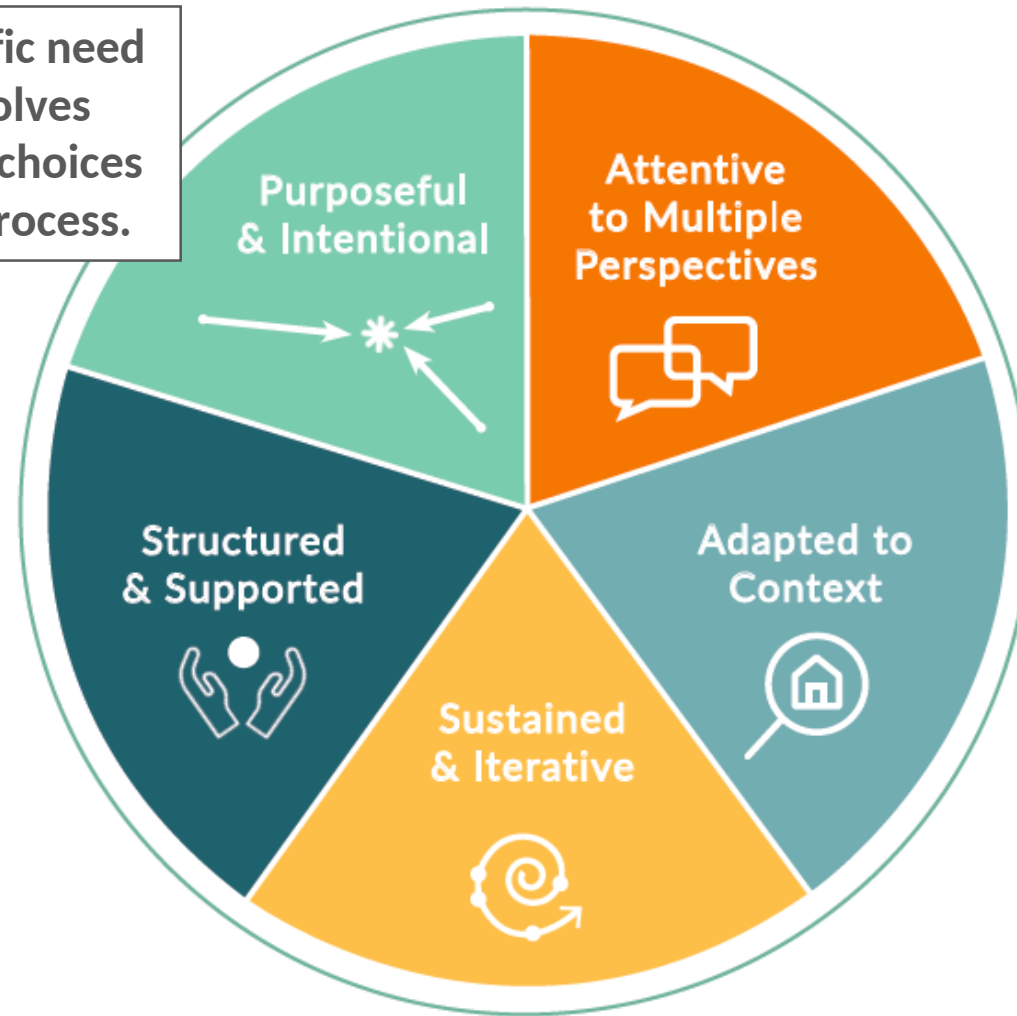


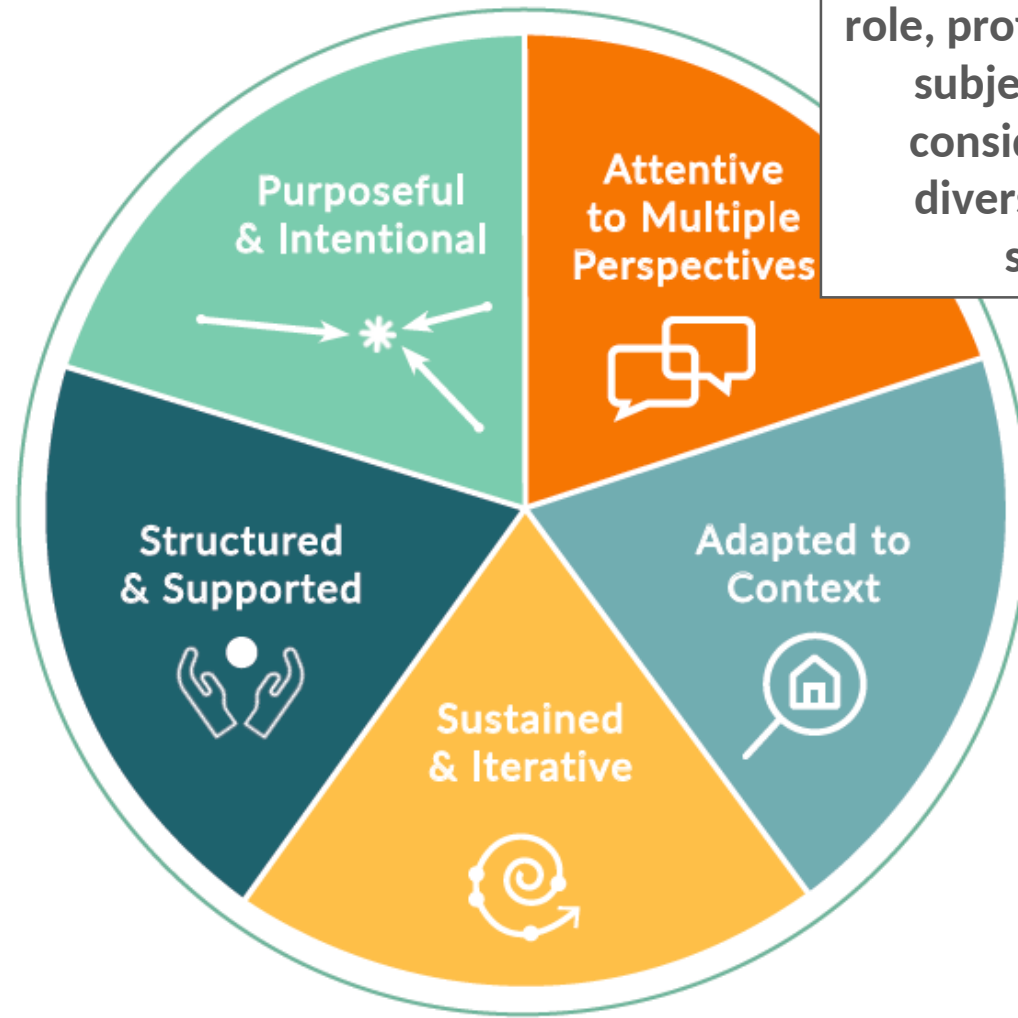
Developing critical thinking  
across all subject areas:  
WISical Thinking



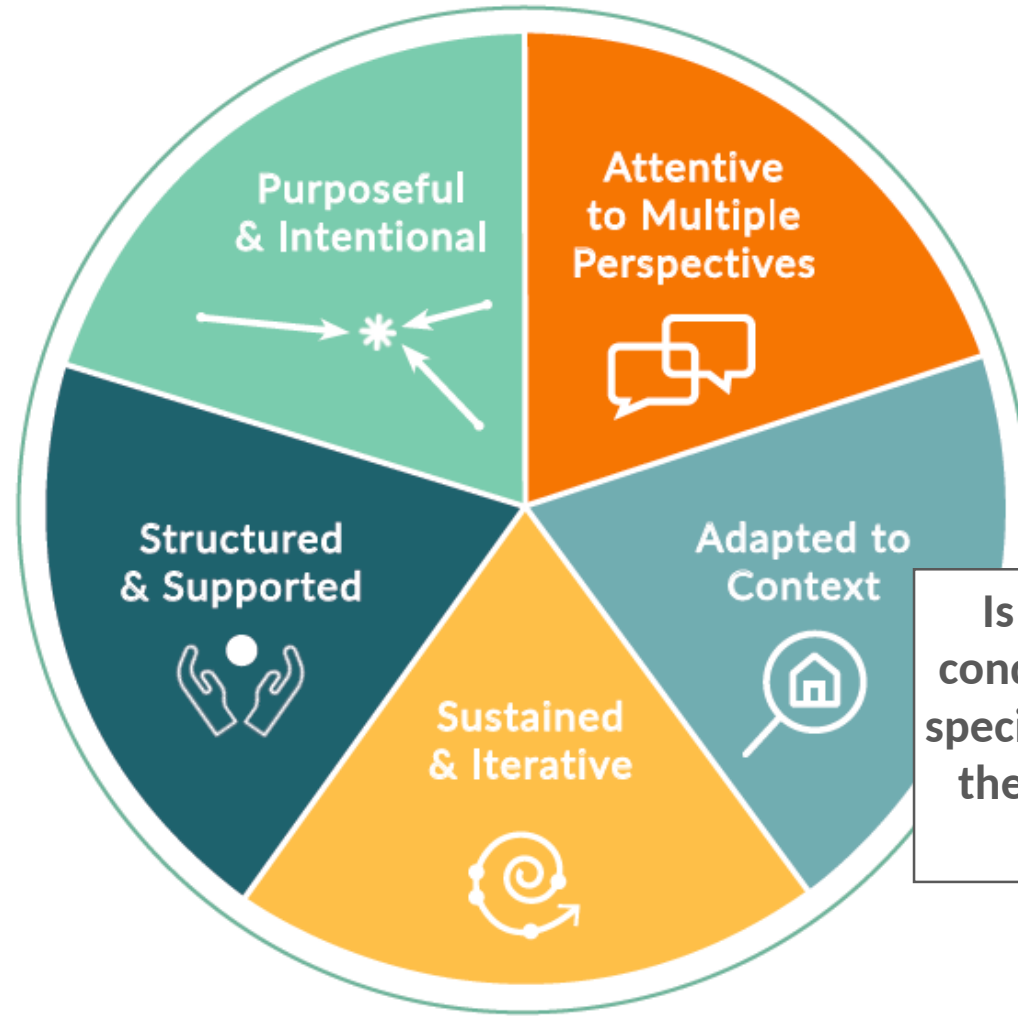


Addresses a specific need or interest; involves deliberate design choices throughout the process.





Engages educators who offer a variety of perspectives (e.g. by role, professional experience, subject area, identity); considers insights from diverse literatures and stakeholders.



**Is responsive to local conditions and addresses specific needs or interests; there is a sense of local ownership.**

# Elevated practice

- Becoming more open to multiple perspectives and working collaboratively across silos
- Becoming more attuned to the *process* of learning vs. focusing narrowly on end results
- Developing more confidence to try out new ideas, take risks, overcome obstacles, effect change vs. focusing on challenges such as time

INQUIRY  
+  
INNOVATION  
+  
COMMUNITY



How can research inform practice in schools in purposeful, adaptive, locally-meaningful ways?

How can teachers and administrators become effective researchers themselves?

Time to reflect



# Reflections



## Connect

How are the ideas and information presented today **CONNECTED** to what you already know or do?



## Extend

What new ideas did you get today that **EXTENDED** or pushed your thinking in new directions?



## Challenge

What is still **CHALLENGING** or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?



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OVERVIEW

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## Creating Communities of Innovation

Exploring educational innovations through networked inquiry.

IN: COLLABORATION & GROUP LEARNING - LEARNING ENVIRONMENTS

The Creating Communities of Innovation (CCI) research project supports educators to engage in context-specific, inquiry-driven innovations that improve learning experiences and outcomes for students in sustainable and scalable ways. A collaboration with the GEMS

Project Info

<http://www.pz.harvard.edu/projects/creating-communities-of-innovation> (search: Project Zero CCI)

**Digital handbook launch: January 28, 2019**