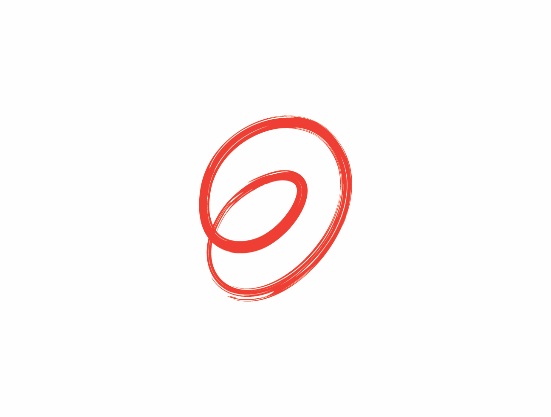
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**Yukon Education Learning Networks**

**Celebration of Learning/Case Study Discussion Template**

Yukon Education

School:

Inquiry Team Members:

**Your focus for this year:** In one sentence, what was your focus?

**Scanning**: Briefly summarize your scanning process. How did you use the four key questions as part of the scanning process?What did you notice about the experiences of your learners that were most important to your team? How did you use the principles of learning in your scanning process?

**Focus**: In a few sentences, explain why you selected this area. What changes were you hoping to obtain for your learners?

**Hunch**: Describe your hunches about the ways in which practices at the school may have been contributing to the experiences of your learners that were of concern to you.

**New professional learning**: What new areas of professional learning did you explore? What resources were most helpful? What specific designs did you use to support the learning of your colleagues?

**Taking action**: Describe strategies you and your team decided on and how your actions worked out. Be as specific as possible – so that other teams can learn from your experience.

Consider also gather evidence of your innovative actions using the following table as a guide:

|  |  |
| --- | --- |
| What works for learners? | My evidence ... |
| The learning environment recongnises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners. |  |
| The learning environment is founded on the social nature of learning and actively encourages well-organised co-operative learning. |  |
| The learning professionals within the learning environment are highly attuned to the learners’ motivations and the key role of emotions in achievement. |  |
| The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge. |  |
| The learning environment devises programmes that demand hard work and challenge from all without excessive overload. |  |
| The learning environment operates with clarity of expectations and deploys assessment strategies consistent with these expectations; there is strong emphasis on formative feedback to support learning. |  |
| The learning environment strongly promotes “horizontal connectedness” across areas of knowledge and subjects as well as to the community and the wider world. |  |

**Checking:** Summarize the differences you made. Were they enough? Were you satisfied? What did you use as baseline - and change - evidence? How much richer are your learners’ answers to the four questions?

**Reflections/Advice:**  Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.

**Submission** to [Paula.Thompson@gov.yk.ca](mailto:Paula.Thompson@gov.yk.ca) is requested by **April 15** for consideration for the **May Network of Inquiry and Innovation Symposium** or the **July UBC Summer Institute: Inquiry and Innovation for School and System Leaders**. Completed templates will also be submitted to the <http://noii.ca/case-studies/> and shared with colleagues. Completed templates may also be required for consideration for participation in networks in the years ahead.