Collaborative Inquiry Groups (CIG) are professional learning communities in which Expeditionary Learning teachers become learners in a purposeful collaboration focused on student performance. Small, facilitated groups meet regularly both with the school designer and on their own to engage in inquiry-based dialogue focused on key components of Expeditionary Learning school goals including:

Expedition Design and Implementation

Literacy and Active Pedagogy

Assessment for Learning

Share experiences, successes and challenges in a supportive environment

give and receive feedback on teacher practice and student learning

link research and text to classroom practice

What are Guiding Principles and Values that ensure success?

Regular, structured, individual and shared reflective practice – across discipline and across classrooms

Respectful dialogue

Support for taking risks

Teacher ownership

Use of protocols to examine student and adult work

Shared responsibility for leadership, facilitation, modeling culture and character

What do they look like in practice?

5-8 people

90-120 minutes/month

School designer focused for 1st 30 min.

Text central to each meeting/group

Student or teacher work at each meeting

Groups mixed - across disciplines and teams

Meetings facilitated using norms and protocols

Process debriefed regularly

Deliberate and consistent community-building

What ELOB, District, and Whole School supports are needed for implementation?

Explicit Capacity Building: CIG facilitator/participant roles built into Institutes

- Time: Monthly Meetings built into PD schedule - either in late start/early release, faculty meeting time or during school day
- Materials: Website/CD/Binder with
  - protocols specifically adapted to Expeditionary Learning
  - facilitation structures for various sizes and situations

What it a CIG not?

"Venting" Best Practice Committee-work Department meetings