**Tools for focusing: Narrowing the focus**

Use this tool to narrow the focus of your inquiry and make it very specific.

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| **Observe** |
| **WHAT:** Describe the general area of improvement (eg. mathematical problem-solving) |
| **WHAT:** Describe what’s working well |
| **WHAT:** Describe what’s not working well |
| **WHO:** Identify the students who are affected/involved.  |
| **WHAT:** Identify which areas of your teaching practice are involved (eg. feedback, classroom management, questioning techniques) |
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| **Aspire** |
| **HOW:** What do you want students to know, understand and do? (eg. students will develop the confidence and knowledge of a range of strategies to persevere with, and enjoy, mathematical word problems) |
| **HOW:** What will this look like? How will you know you have made a difference? (eg. students will self-select more challenging problems, persist in solving them, and talk about and share strategies with excitement) |
| **WHAT:** What strengths can you build on? (Yours and/or students’) |
| **Speculate** |
| **WHY:** Why is it a problem? What might be some of the barriers to learning? What could cause this problem? (Try to avoid jumping to conclusions at this stage. Use the 5 Whys Analysis to identify the root cause) |
| **WHAT:** Identify possible challenges you may face |
| **WHO:** Is there another teacher who has a similar problem you could work with? |