

**Beliefs influence perception.  
Perception structures reality.  
Reality suggests possibilities.  
Possibilities generate choices.  
Choices initiate actions.  
Actions affect outcomes.  
Outcomes impact beliefs...  
Awareness facilitates change.  
Change anywhere becomes change  
Everywhere.**

**- Tobin Quereau, 1994**





# Best Practice Audit Using Appreciative Inquiry

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# Best Practice Audit

- Reflective tool to support teaching practice
- Through reflection: change or adapt practice



# Problem solving

Brookfield indicated that through  
“...critical and collaborative analysis of experiences most people can come up with the answers to the problems that are besetting them in their organizations and communities” (n.d., para. 3).



# Reflective Teaching Logs - Weekly

- When was I most connected?
- When was I least connected?
- When did I experience anxiety?
- When was I surprised?
- What would I have done differently given a “do-over”?
- What was my proudest teaching moment?

(Brookfield, Tennant, & Pogson,  
2005)



# Best Practice Audit

- Consider a challenging situation in education
- What was your worst experience encountered as:
  - A learner
  - A colleague
  - A teacher



# Worst experience

- How do you feel?



# Best Practice Audit

- Consider an amazing educational experience
- What was your best experience encountered as:
  - A learner
  - A colleague
  - A teacher






# Amazing Experience

- How do you feel?



# APPRECIATIVE INQUIRY

“Appreciative Inquiry is a group process that inquires into, identifies, and further develops the **best of ‘what is’** in organizations in order to create a better future” (Preskill & Catsambas, 2006, p. 1).



A.T. Still “was very interested in energy within the human force... Down the years the 'vitalistic and energetic' components within his work have been played down by some and truly developed by others within the profession” (Stone, 1999, p. 124).



# Appreciative Inquiry

Is a process “that focuses on and identifies forces within a system that create vitality and energy” (Schutt, 2009, p. 109).



# Appreciative Inquiry

- Provides an opportunity for the participants to take pride in their work and what they have accomplished.
- Creates an atmosphere of sharing and collaboration.

(Christie, 2006)





# Principles of Appreciative Inquiry

- Constructionist
  - Social and shaped by experience = creative
- Simultaneity
  - Inquiry and change are simultaneous = intervention



# Principles of Appreciative Inquiry

- Poetic
  - Open books, co-authored = interactions
- Anticipatory
  - Collective imagination = future
- Positive
  - Hope, inspiration = positive action



# Principles of Appreciative Inquiry

- Wholeness
  - Involvement, creative = collective
- Enactment
  - “be the change you want to see” = evolution
- Free Choice
  - Choice of contribution = liberation and stimulation

# Appreciative Inquiry Phases

- Inquire ↔ Discovery
- Imagine Dream
- Innovate Design
- Implement Destiny

(Preskill & Catsambas,  
2006)



# INQUIRE

- Appreciating the best of what is
- Determine affirmative topic
- Conduct appreciative interviews
- For the individual – reflective journal





# IMAGINE

- What might be?
- Clarify values
- Dialogue on possibilities – stakeholders/your buddy
- Create and validate Visions



# INNOVATE

- What should be?
- Set new strategic directions
- Align standards and processes with vision



# IMPLEMENT

- Navigate the change
- Implement innovation
- Monitor progress
- Evaluate results

(EnCompass Model of Appreciative Inquiry  
cited by Preskill &  
Catsambas, 2006)



# The Topic

**Facilitating  
Osteopathic  
Learning**

**Professional  
Practice**



**Wow!**

**That was a great day!**







# INQUIRE – Collaboration

- What created the **WOW**?
  - **Who** was involved?
  - What were **your actions**?
- 
- Investigate the root of success
  - What were your peak experiences?

(Chapman & Giles, 2009)



# IMAGINE

- Having a **WOW** day **EVERY** day
- What will it take?
- Consider what we could be if our strengths and aspirations were aligned

(Chapman & Giles, 2009)



# **IMAGINE – Collaboration**

- **It is 2017, you have become the best educator you can be.**
- **WHAT HAVE YOU CHANGED?**
- **WHO WAS INVOLVED?**
- **HOW DO YOU REFLECT UPON AND REVISE YOUR TEACHING?**



# INNOVATE

- Possibility statements
- Bridging “what is” with “what might be”
- Challenge “taken-for-granted” assumptions in practice



# IMPLEMENT

- How do we create the change we want to see?
- How do we implement the change?
- How will we evaluate the changes?
- Action plan for sustaining opportunities





# The WOW FACTOR

- What do we need to do to be that WOW educator?
- How do we evolve our delivery, thinking, facilitating?
- How do we create safe creative learning experiences?
- What theories or practices should we be using to support our teaching?

# Personal Appreciative Inquiry

**Inquire:** Examine personal practice “Wows” or peak performances – journal with descriptives

**Imagine:** What could we be - vitality and value

**Innovate:** Analyze the experiences for themes  
Create challenging value statements  
Write in present tense – extrapolate and articulate - use a facilitator

**Implement:** Intentions for new practice –  
Action Plan

***When I dream alone, it is just a dream.***

***When we dream together, it is the  
beginning of reality.***

***When we work together, following our  
dream, it is the creation of heaven on  
earth.***

**(Adapted Brazilian Proverb)**



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