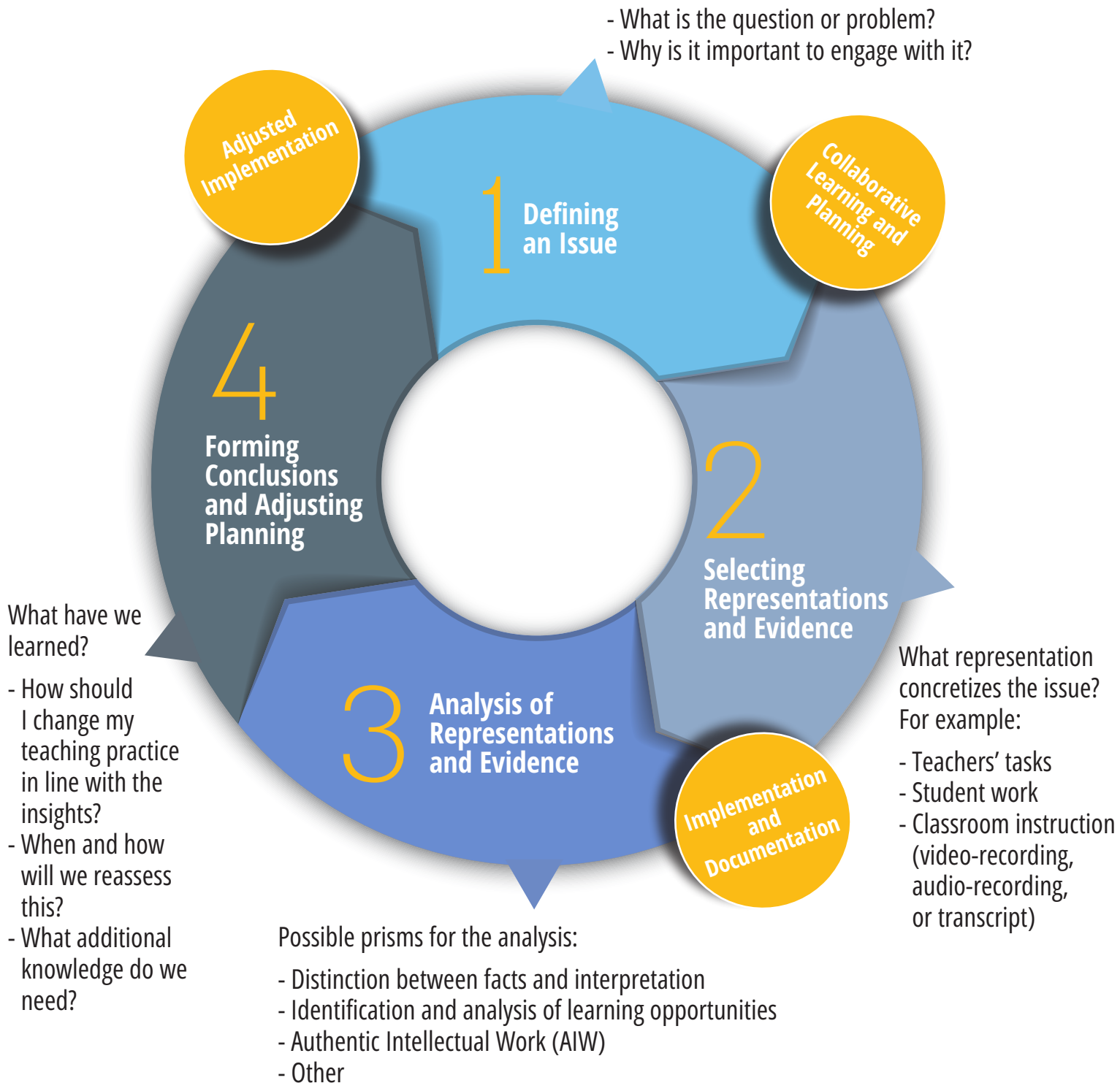


# Learning Cycle

## A Learning-from-Practice Framework for *Hashkafa* Communities



Learning Cycle Stages	What Do We Do?	Note that it's recommended to...
<p><b>Defining the Issue</b> The community formulates its topic of inquiry into a specific issue that will be at the focus of the learning cycle.</p>	<ul style="list-style-type: none"> <li>• Articulate a specific issue that derives from the community's general topic of inquiry and that focuses on a particular aspect of that topic.</li> <li>• For an issue to be suitable, it must be timely, relevant to teaching and learning processes, and representative; it must be of concern or interest to the members of the community and within their scope of influence; and it must be amenable to practice-based learning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Discuss the selected issue and reach a shared understanding of its essence, importance, characteristics, and challenges.</li> <li>2. Make sure the issue isn't too broad and that it can be methodically investigated.</li> <li>3. Revisit and refine the issue during the course of the learning cycle.</li> </ol>
<p><b>Collaborative Learning and Planning</b> The community collaboratively develops a teaching practice or lesson plan that will enable investigation of the issue at a later stage in the learning cycle.</p>	<ul style="list-style-type: none"> <li>• Gather and acquire relevant knowledge.</li> <li>• Formulate an action plan that is likely to enable inquiry of the issue.</li> <li>• Refine the issue's formulation if necessary.</li> </ul>	<ol style="list-style-type: none"> <li>1. Use external knowledge (such as pedagogical models, research studies, and experts in the field) that will facilitate a deeper investigation of the issue and a deeper action plan.</li> <li>2. Compare and contrast representations that reflect different teaching practices.</li> </ol>
<p><b>Selecting Representations and Evidence</b> The community selects a representation that will be the basis of the analysis.</p>	<p>Select representations that will optimally support learning, based on two main considerations:</p> <ol style="list-style-type: none"> <li>1) Which documentation will provide the most accurate and detailed representation of the teaching and learning elements that are involved in the issue?</li> <li>2) Which materials will be relatively easy for us to document and gather?</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not forego using representations. Representations provide a shared basis for learning and help focus the discussion and connect it to what happens in the classroom.</li> <li>2. Prior to the community meeting, decide on which parts of the representation the analysis will focus.</li> </ol>
<p><b>Implementation and Documentation</b> The community members implement the prepared teaching practice or lesson plan, as planned.</p>	<ul style="list-style-type: none"> <li>• Implement the action plan we prepared.</li> <li>• Document and gather representations during the implementation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform documentation in the way decided upon by the community. Don't make do with an oral description of the implementation.</li> </ol>
<p><b>Analysis of Representations and Evidence</b> The community collaboratively observes the representation, interprets it, and formulates insights regarding the issue.</p>	<ul style="list-style-type: none"> <li>• Formulate claims that emerge from the representations and relate to the issue, and substantiate the claims with facts from the representations.</li> <li>• Critically reflect on the different interpretations and claims raised regarding the issue.</li> <li>• Formulate shared insights.</li> </ul>	<ol style="list-style-type: none"> <li>1. Formulate guiding questions that help to focus on the relevant data from the representation.</li> <li>2. Distinguish between facts that emerge from the representation and their interpretation.</li> <li>3. Suggest different interpretations for the same facts.</li> <li>4. Challenge one another in order to convincingly establish the claims and conclusions.</li> <li>5. Consider different viewpoints for the analysis: focusing on the teacher's questions and responses to them; investigating student errors; AIW; etc.</li> </ol>
<p><b>Forming Conclusions and Adjusting Planning</b> The community formulates workable conclusions and insights and adapts them into an action plan.</p>	<ul style="list-style-type: none"> <li>• Form substantive and practical conclusions regarding the issue.</li> <li>• Formulate an action plan that incorporates the conclusions, deciding on who will implement the plan, when, and how.</li> <li>• Decide whether to deliberate representations and insights from the implementation in an additional learning cycle.</li> </ul>	<ol style="list-style-type: none"> <li>1. Define in advance a commitment to and timeframe for implementing the action plan.</li> <li>2. Reflect on impressions from the action plan's implementation and its advantages and disadvantages, even if the plan will not be focused on in the next learning cycle.</li> </ol>