Teaching as Inquiry Planning
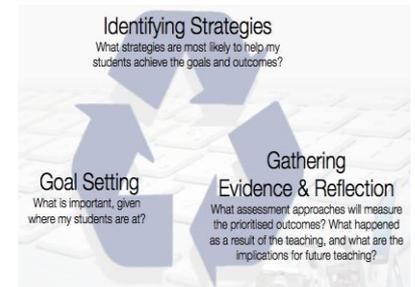
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In completing this 'Teaching as Inquiry' cycle, teachers aim to meet the Ministry of Education ICT cluster goals of increasing the capability of:

- students to become successful digital citizens;
- teachers to integrate e-learning effectively into their practice creating an innovative and exciting learning environment for all students.

Identifying Strategies
What strategies are most likely to help my students achieve the goals and outcomes?

Goal Setting
What is important, given where my students are at?

Gathering Evidence & Reflection
What assessment approaches will measure the prioritised outcomes? What happened as a result of the teaching, and what are the implications for future teaching?

Step 1: Goal setting

Effective teachers create a supportive learning environment
- Treat and interact with students in a positive, respectful way, considerate of differences
- Invite family and whänau to be involved in students' learning
- Use e-learning in ethically appropriate ways and encourage safety when using the internet
- Use positive and non-confrontational classroom management strategies

Effective teachers encourage reflective thought and action
- Have well planned and clear learning goals and communicate/negotiate these with students
- Provide feedback and feed-forward against learning intentions and success criteria
- Encourage students to reflect on their learning goals and to identify what they should do in the future
- Use ICT to develop thinking skills, inquiry and critical reflection

Effective teachers enhance the relevance of new learning
- Co-construct learning intentions and success criteria with students
- Encourage students to explain what they are learning and why
- Accommodate different learning preferences and levels of competency of their students
- Use e-learning to make connections, enter and explore new learning environments

Effective teachers facilitate shared learning
- Create opportunities for students to become experts, teaching others
- Encourage co-operative learning in classroom groups, characterised by positive interdependence, individual and group accountability, individual and group reflection, small group skills, and face-to-face interaction.
- Build good relationships with whanau and the wider school community to advance learning
- Use e-learning to connect and participate with families and communities

Effective teachers make connections to prior learning and experience
- Support student learning through acknowledging and using students' prior knowledge and experiences
- Relate learning to students' everyday lives
- Negotiate learning contexts and content with students that are culturally responsive to the learner
- Use e-learning to maximise use of learning time, resources and opportunities

Effective teachers provide sufficient opportunities to learn
- Encourage students to practise what they have learnt over a period of time and in a variety of contexts
- Plan for students to transfer their learning across learning areas, levels of competency, social and cultural settings
- Use a variety of strategies targeted to specific learning purposes and needs
- Use ICT in various ways across the curriculum

Step 2: Identify Strategies

- *What strategies will I use to help my students…* Use e-learning to connect and participate with families and communities
    - Parents and whanau will be asked to read and comment on the student's blogs.
    - Students will put questions/quizzes on their blogs for parents to interact with.

- ***What strategies will I use to help my students …*** Encourage students to practise what they have learnt over a period of time and in a variety of contexts
    - Intentionally teach surface features eg, punctuation, spelling, presentation
    - Use reminders when writing in all curriculum areas to use what they already know.
    - Edit all pieces of writing

- *What assessment approaches will I use to gather evidence to show increased opportunities for students to …* Use e-learning to connect and participate with families and communities
    Encourage students to practise what they have learnt over a period of time and in a variety of contexts
    - Number of hits on the blogs from beginning of Term 2 and compare them with Term 3
    - Attention to writing and editing will show in the writing presented by the students.
    - Writing sample assessed against the National Standards which will be compared with the writing sample from Term 1

Step 3: Gather Evidence and Reflection

- *What happened as a result of my teaching actions? (What are the student outcomes?)*
    The number of hits on the blog has increased.
    Graphs showing increase in participation of teachers, students and family/whanau using blogs over 2011. graph.pdf graph 2.pdf graph 1.pdf

    The student's are attending to their punctuation and editing as is evident in their personal writing.
    The student's motivation to write has grown. They are eager to write to share on their blogs.
    Lots of positive comments are being left on the blog from parents and peers.
    Comments on wikis and blogs T3 2011.pdf, examples of blog comments: 1 Comments, 4 Comments 2 Comments, 2 Comments, 1 Comments, 1 Comments.

- *What are my next steps for teaching and learning?*
    To have a regular blog day or time so all students are using the blog regularly.
    To keep the motivation and interest for writing for reluctant writers by offering short sharp writing opportunities.
    Look at different contexts for writing and blogging.
    Maintain community interests in the blogs.