

INQUIRY LEARNING FOR TEACHERS

Mokoia Intermediate

Problem Based Learning

-Teacher Inquiry 2012



Inquiry Learning Cycle for Teachers



Since any teaching strategy works differently in different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students. Inquiry into the teaching-learning relationship can be visualised as a cyclical process that goes on moment by moment (as teaching takes place), day by day, and over the longer term.

(New Zealand Curriculum, 2007 'Effective pedagogy')

PLANNING TEMPLATE

Teacher Inquiry Cycle

Scenario:

Strategic Area:

Fertile Question:

Research Question:

Investigation Question:

What do I need to find out about?

Why do I want to find out about this?

My reflections on how effective what I did are evidenced in...

APPRAISAL IS...
...a reflective learning
process undertaken by
teachers for improved
outcomes for all learners

My specific goals are:

What my new learning led me to do with my students is evidenced in...

This is how I choose to evidence my learning:

This is what I plan to do in order to learn more about this (readings, observations, courses, papers, etc.):

SO WHAT?

Personal Professional Growth PLAN

STAFF MEMBER:

CLASS:

YEAR:

BUDDY:

DATE set for the REVIEW meeting:

<p>GOAL Maximum of 3 I want to learn ...</p> <ol style="list-style-type: none">1.2.3.	<p>Because</p>
--	----------------

<p>PLANNING What I plan to do to achieve this goal... (course, readings, discussions, observations, etc)</p>	<p>Resource &/or Support People</p>
---	---

Personal Professional Growth EVALUATION

STAFF MEMBER:

CLASS:

YEAR:

BUDDY:

DATE of the REVIEW meeting:

PORTFOLIO of evidence shows *WHAT* you have learned & *WHAT* you did to achieve your goal (could be electronic)

Summary of what I did to achieve my goal... (course, readings, discussions, observations, etc)

Summary of main learning points...

How will this change my future thinking and practice?

Ideas for future goals, professional learning opportunities