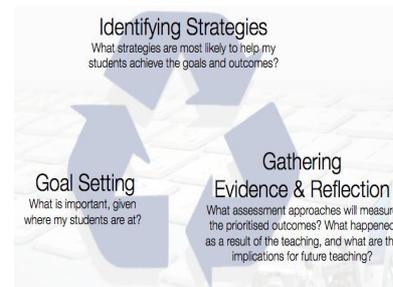# Teaching as Inquiry Planning

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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** |
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| ❖   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 to support individual learning needs, cultural diversity and developmental differences |
| ●   Use positive and non-confrontational classroom management strategies |

| **Effective teachers encourage reflective thought and action** |
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| ●   Have well planned and clear learning goals and communicate/negotiate these with students |
| ●   Provide feedback and feedforward 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 e-learning tools for inquiry and critical reflection |

| **Effective teachers enhance the relevance of new learning** |
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| ●   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 facilitate shared learning, connecting with communities that extend beyond the classroom |

| **Effective teachers make connections to prior learning and experience** |
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| ●   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 e-learning to assist students to engage with, practice and transfer learning |

Acknowledge/adapted from 'Effective Pedagogy' *NZ Curriculum,* Te Kötahitanga, 'Principles' *NZ Curriculum*

**Step 2: Identify Strategies**
- *What strategies will I use to help my students to use e-learning to facilitate shared learning, connecting with communities that extend beyond the classroom?*
  - ❖ I will introduce students to **e-pals** a child friendly site for interacting with students throughout the world. This site allows students to email as well as work co-operatively with other students on a range of projects.
  - ❖ We will share our work on the class wiki for others to view (e-pals and family).
  - ❖ We will view websites and use e-tools that are interactive or informative to assist us with our learning.
  - ❖ Students will use e-tools to present work across the curriculum, sharing it on their wiki page.
  - ❖ I will teach several students how to correctly use an e-tool or website and allow them to help others. I will use different students each time.

- *What strategies will I use to help my students Invite family and whänau to be involved in students' learning*
  - ❖ I will encourage parents and students to use e-pals and our wiki at home. (enthusiasm, confidence, newsletters)
  - ❖ I will provide support for parents who wish to learn more (after school sessions, written instructions)
  - ❖ I will put Wall wisher on our wiki and ask family and friends to use it.  (links on Facebook and school website).
  - ❖ We will invite family in to spend time in the classroom learning about the way we use e-learning in the classroom.

**Step 3: Gather Evidence and Reflection**
- *What assessment approaches will I use to gather evidence to show increased opportunities for students to use e-learning to facilitate shared learning, connecting with communities that extend beyond the classroom?/ help my students invite family and whänau to be involved in students' learning?*
  - ❖ I will survey the students before commencing with e-pals and note the number of students who use email at school or home. I will then monitor the change in numbers throughout the year. I will support and encourage those who are not entering into this.
  - ❖ I will monitor the quality of the correspondence to see the improved quality of writing and information contained in the emails.
  - ❖ I will check my planning (keeping copies as evidence) to ensure e-tools and websites used are noted for future reference.
  - ❖ My wiki will show an increased number of links to enable students to access appropriate, useful websites at home.
  - ❖ Student's pages will develop during the year showing work and comments from family and others on their wall wishers.
  - ❖ Students comments about their ability, confidence and use of e-tools will be recorded.
  - ❖ Any emails or comments from parents will be recorded as evidence.

- *What happened as a result of my teaching actions? (What are the student outcomes?)*

- ♥ *At this stage the students (and parents) are very excited about the e-pal programme. Several students are emailing from home (those that have access to internet).*
- ♥ *The emails that are being sent at the moment are very brief and contain basic information or answers to questions.*
- ♥ *Some students are independently using the e-pals site while others are still requiring assistance.*
- ♥ *Sending **safe**  information has been discussed and is **constantly being discussed.***

- *What are my next steps for teaching and learning?*

  - *Continue emailing our buddies improving the quality of the content.*
  - *Increase the independence level of the students.*