

Teaching as Inquiry Planning

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Class W1

School

PPPS

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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.



Step 1: Goal setting

(Identify the desired goals from the following 'Effective pedagogies', by highlighting an e-learning goal and one other goal.)

Effective teachers create a supportive learning environment

- Treat and interact with students in a positive, respectful way, considerate of differences
- Invite family and whānau 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 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 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* Encourage students to reflect on their learning goals and to identify what they should do in the future
- Use next learning step feet with LAP goals recorded to focus on deeper features and learning needs.
- Use highlighter marking to identify successes and areas of improvement
- Develop peer conferencing skills during writing group meetings with students who are ready.

- *What strategies will I use to help my students* Create opportunities for students to become experts, teaching others

- Introduce ICT tools (Kidpix, Comic Life) using groups of 3 (expert, doer, observer) and allow students to teach each other

- *What assessment approaches will I use to gather evidence to show increased opportunities for students to* Encourage students to reflect on their learning goals and to identify what they should do in the future
- *and* Create opportunities for students to become experts, teaching others
- examples of student work using highlighter marking, observation of conferencing during writing group meeting, student work using Kidpix and Comic Life, observation of peer teaching process.

Step 3: Gather Evidence and Reflection

- *What happened as a result of my teaching actions? (What are the student outcomes?)*
- ***The next learning step feet have become a frustration as they don't stay in the books very well – the students break and pull apart the paper clips and then lose the feet for days on end. We have experimented with highlighter marking, and in some cases it has been very helpful. I find that it does very much depend on the learning intention as to how useful this strategy is. As we are still in the drafting process for this particular piece of writing, I cannot comment specifically on this story. Having said that, I have been impressed with the quality of the writing in the drafts, and have been impressed with the students' willingness to write one story over several days.***
- ***I had initially decided to use the website that our facilitator showed us. I really liked it (though I can't find the name now!) When I went to use it, I found that the website was no longer live. I decided to have the students use "Build Your Wild Self" to create a creature that they could write about. Initially I had tutoring groups of three, but quite quickly found that they could easily manage working just with buddies. This worked incredibly well. They loved the responsibility of teaching someone else. I did find that I had to tell the tutor to walk away once the tutee knew what they were doing, as some were too keen to "help".***
- ***My biggest frustration and my biggest joy as a teaching at writing time is that at least 90% of my students see themselves as incredibly good writers. I am thrilled at their positivity, but they don't see when their writing doesn't make sense (even when I read it back to them) or when it could be improved. It is therefore very difficult to work with them to develop their next step, as they think it is perfect already!***

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

- *Peer conferencing is an ongoing and developing process. They do well critiquing a piece as a whole class, but tend not to actually conference (either for editing or proofreading) when in pairs. I think I may introduce Rich Allen's idea of Prescription Pad editing, but modified to simplify the process and the criteria.*
- *Continue to work with highlighter marking where appropriate with the aim of increasing independence.*
- *Experiment with other ways to keep student writing goals "in their face" and ensure that they are responsible for working towards them.*
- *Allow more time and opportunities for peer teaching. Shortly, I'd like to have them create comic life pages to represent the things they've loved about 2011 in our class. This will be an ideal opportunity to reinforce the peer teaching process. I hope that these skills will eventually transfer to more effective peer editing.*
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