

Teaching as Inquiry -

An evidence and data gathering framework
for:
self review, appraisal, effective and focused
professional learning, NZ Teachers Council
registration and challenging and changing
your teaching practice for better outcomes
for all ākonga

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Karakia ki a Matariki

Matariki te tipua
Matariki te tawhito
Tau mai te wairua
Mai ngā ira atua
Ki te ira tangata
Tihei mauriora !!!

Matariki the sacred
Matariki the old
Welcome the spirit
Welcome the life force
from the essence of
atua
to us of the human
kind
Let there be life....



Outcomes for this session

-an interactive approach to new understandings

- Share current understanding about the process of inquiry
- Discuss some other considerations
- Work on a Teaching as Inquiry Jigsaw to further embed understandings
- Use practical resources to reinforce your thinking and reflect on your own inquiry self-review process.
- Share our new understandings.

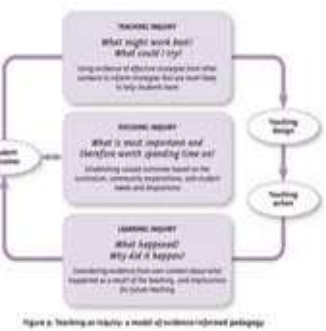
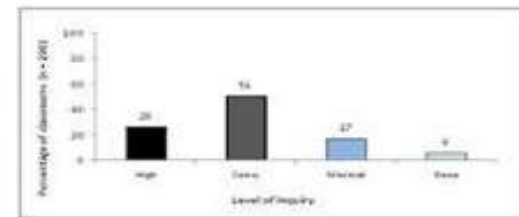
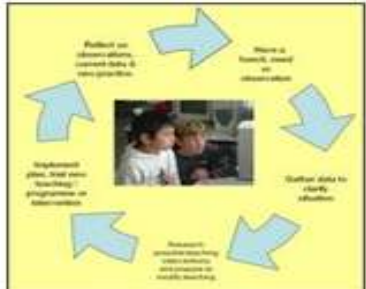
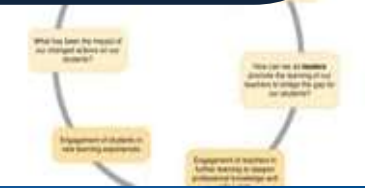
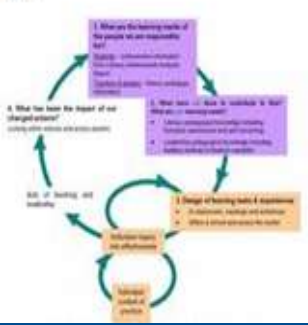


Figure 2. Teaching as inquiry: a model of evidence-informed pedagogy

Teaching as Inquiry is a cyclical process that teachers and leaders use to help them reflect on the effectiveness of their practice, its impact on students, and what changes they need to make. The fundamental purpose of 'Teaching as Inquiry' is to improve teachers' teaching and outcomes for students.

e 2



Activity One:

What do we know about Teaching as Inquiry?

In **20 mins**, in 2 groups at your table, pool your understandings and come up with:

- A statement about what Teaching as Inquiry means to the group – using your own words.. Please put the statement at the top of the A3 paper that is on your table
- Now add a graphic representation of what the process looks like.



What the theorists say:

*‘Teaching as inquiry allows me to investigate my own wonderings in a **deliberate** fashion. I use the tools of a researcher to investigate my own environment and practice. Teacher action research provides the impetus for teachers to find solutions to their own professional wonderings’ (Borst, 2009)*

‘Teaching as inquiry is a systematic, intentional inquiry into one’s own practice. Inquiring professionals seek out change by reflecting on their practice. They gather data to gain insights in to their own wonderings, analysing data alongside other relevant readings in order to make changes’.

(McRae, 2011)



Activity Two: Anything else to add?

15 mins

- Please send a 'gopher' to collect additional resources for your group
- Use the resources to decide whether there is anything else you would like to consider for your statement and your diagrammatic representation?
- When you are ready (no more than 10 minutes please) share your thinking with the other group at your table

Inquiry Jigsaw Activity- 20 mins

- Stay in your groups
- Using the previous resources and the jig saw kit, (collect from front please) put the Pink and Yellow titles onto the A3 Inquiry diagram sheet
- One person at a time selects a statement and where in the cycle they feel it belongs and explains why they are putting it there. Feel free to respectfully challenge anyone in your group.-
- Once all statements are on A3, take turns to select different statements and re-arrange them, and explain why you are changing it. Feel free to respectfully challenge anyone in your group.
- Once you have spent 10 minutes on this, share your learnings with the other group at your table
- Alter your original A3 diagram if your thinking has changed.

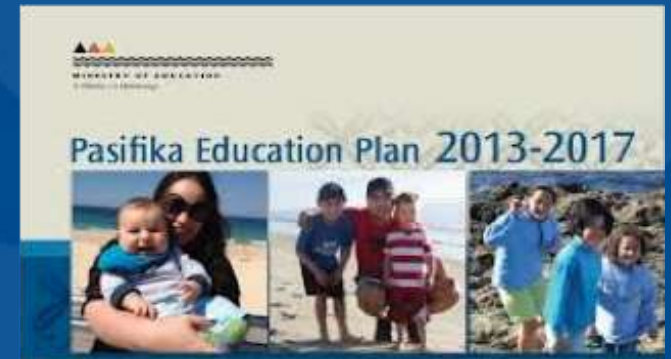


Inquiry as a framework for Self Review – another layer

10 mins

- Continue working with your group
- Collect an “Elements of centre self-review “ package and glue stick from the front.
- Glue these elements onto your A3 inquiry diagram where your group believes each centre self –review element belongs.

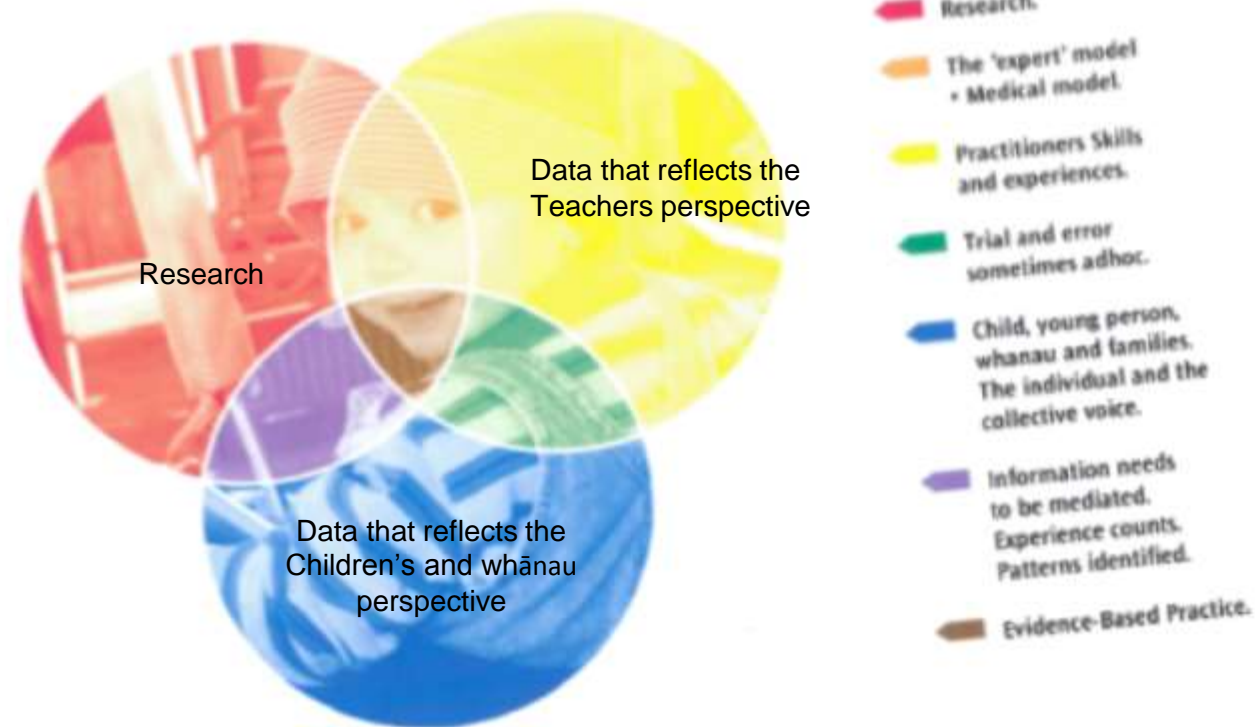
Possible documents to inform quality indicators



Data Collection: Why collect data?

Evidence-Based Practice

What constitutes evidence?



Bourke, Holden & Curzon
2005

Reflecting on current self review/inquiry practice.....

- At your table break into your centre teams if appropriate or join in a group of 4.
- One person from each group access the self review/ inquiry analysis tool resource from the front
- Spend the next **30mins** using this tool to discuss and critique your current self review practice and further actions you might consider as a team
- At the bottom of the resource write an action that you will take as a team around future self review.



Whakatauki

*Ko koe ki tena
Ko au ki tenei
Ki wai o te kete*

You hold that handle of the kete,
I'll hold this handle and we will bear
the load together.

