

Teaching as Inquiry

Mentoring as Inquiry

PRT / Mentor workshop 1
and a mixture of other things!



Teaching as Inquiry

Teaching as Inquiry is not the same as Inquiry Learning.

Teachers' own experience is useful to inform pedagogical choices, but it is not the only source that should be considered.

Teaching as Inquiry requires teachers to be open to new ideas and possibilities as to what strategies might work for different students.

Effective pedagogy requires teachers to inquire into the impact of their teaching
on student learning

The Teaching as Inquiry cycle provides an organising framework that teachers can use to help them learn from their practice and build greater knowledge



Effective teachers

successful teachers are constantly inquiring into how their practice impacts on students learning.



Teaching as Inquiry / Mentoring as Inquiry

New Zealand Curriculum (NZC)

- What to teach
- How to teach it

Effective pedagogy p34-35



Effective Pedagogy - Teaching as Inquiry

Effective Pedagogy is '*Teacher actions promoting student learning*' (New Zealand Curriculum p 34)

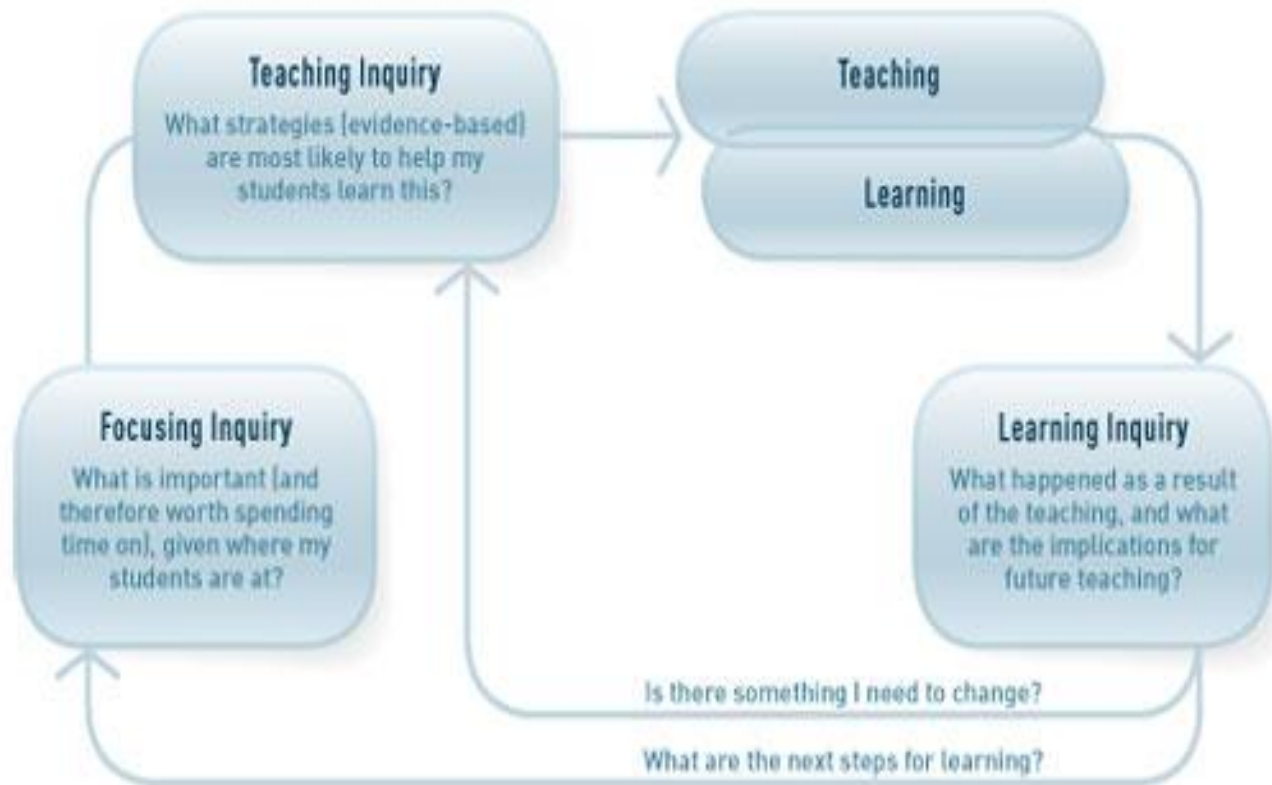
A very important part of a teacher's actions that promotes student learning is the teacher critically reflecting on what they have done and what impact this has had on student achievement.

This is called Teaching as Inquiry.



NZC p35

Teaching as Inquiry



Ko te Tamaiti te Pūtake o te Kaupapa - The Child, the Heart of the Matter



The inquiry focus- overview

What should I teach next, **how** should I teach it, and **what** do I base those decisions on?

The questions below relate to the headings in the diagram and are based on the questions in *The New Zealand Curriculum*. They are examples of the kinds of questions that teachers may ask themselves as they move around the cycle in their teaching.

Teaching inquiry: Pedagogy choices

Ask:

- How can I teach my next (*Te reo Māori*) lesson most effectively?
- What *language* learning tasks and approaches are most likely to help my student's progress?

Learning inquiry: Outcomes for students

Ask:

- What happened as a result of the teaching?
- What are the implications for future teaching?

Focusing inquiry: Curriculum choices

Ask:

- What is important and worth spending time on, given where my students are at?
- Is there something I need to change about how I teach this?

Ask:

- How can I teach more effectively?
- How can I maintain a communicative approach?
- How can I incorporate tikanga into my teaching?
- How can I involve [whānau](#) in my teaching?
- What are the next steps for my students' learning?

Ask:

- What *language* needs to be reinforced or introduced next?
- What different contexts might my students need to use this language / information in?

So what is:

- Focusing inquiry
- Teaching inquiry
- Learning inquiry

Remembering that this will work differently in different contexts for different students



Focusing inquiry

What does important mean?

- Is it:
 - Government priorities?
 - E.R.O. identified needs
 - School goals
 - Community expectations
 - Cultural connectedness

What do we mean by baseline?

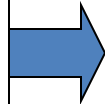
- What does this look like in your school?



FOCUSSING INQUIRY What is important (and therefore worth spending time on), given where my students are at?

Identify Desired Results

“When they walk out the door at the end of the unit/lesson what should they know and/or be able to do?”



Determine Acceptable Evidence

“What will count as evidence that they know?”

- **Twin sins** of design:
 - activity-focused teaching
 - coverage-focused teaching
- **Backwards** (or learning) design



Focusing Inquiry – for our pld

Focusing inquiry

- Choose 4 -6 students from the MOE target groups
- Gather more information about them- know the learner
- Record baseline information
- Decide on the learning focus for the students- set achievement goals



Record information like this – so you
can use it later for our pld

TEACHING AS INQUIRY			Time 1 (start of inquiry)		Time 2 (after T as I cycle)		
Student name	target group	Learning focus	Date	Achievement level	Date	Achieve level	Shift



Teaching Inquiry

What strategies will I use to help students learn?

Evidence from:

- Research
 - Effective pedagogy
 - Pedagogical content knowledge
 - Concepts of ako, culture counts and productive partnerships
- Prior knowledge - past practice - theories of practice
- Professional learning communities



Teaching as Inquiry

Teaching Inquiry

Considering the focusing inquiry decide what thinking, talking, reading, observing you will need to do about -

- WHAT to teach the group (content)
- HOW best to teach it (pedagogy)

Draw up an action plan of how you will find this out



Teaching as Inquiry

Teaching and learning – Ako

Ask yourself – what will I do differently in my teaching to try and bring about this learning for the group ?

Plan to enact this modification to your usual teaching with the group.

(Discuss and have observation visits with your mentor during this phase)



Teaching and learning

This is when you put your modification to your teaching practice into action
The fun part.....

This is a good time to get your mentor to observe you and help you reflect on the effect your teaching is having on students' learning .



Learning Inquiry

Learning Inquiry

- What were the outcomes for the group?
- Did they achieve the learning focus?
- What are the implications ? – new focusing inquiry or back to teaching inquiry? – what changes will I maintain?
- Record student achievement & note shifts made



Learning inquiry

Measuring the learning

Implications for me as the teacher:

- Did they learn ?
 - Yes - why did they learn and next steps - focusing inquiry
 - No - why not?
 - So what do I as the teacher need to do differently?
 - Go back to teaching inquiry and ask

Did it work?

Did it happen?



Mentoring as Inquiry

Focusing inquiry

- Gather information about your PRT/s - know the learner
- With PRT decide on the learning focus /goals for the PRTs
- Record these



Mentoring as Inquiry

Teaching/ mentoring Inquiry

Considering the focusing inquiry decide what thinking, talking, reading, observing you will need to do about -

- WHAT the PRT is learning about (content)
- HOW best to support the PRT in their learning (andragogy)

Ask yourself – do I need to increase my knowledge of

- what the PRTs goal relates to (eg behaviour management or Literacy learning progressions) or
- The skills of mentoring (eg coaching not telling, observation & feedback, active listening)



Mentoring as Inquiry

Teaching/ mentoring and Learning – ako

Plan for what and how you will make changes to the way you mentor the PRT/s

Ask yourself – what will I do differently in my mentoring to try and bring about this learning for the PRT/s ?

Plan to enact this modification to your usual mentoring with the group.

(Share you inquiry with the PRT throughout)



Mentoring as Inquiry

Learning Inquiry

- What were the outcomes for the PRTs?
- Did they achieve the learning goals?
- What are the implications ? – new focusing inquiry or back to teaching/mentoring inquiry? – what changes in mentoring practice will I maintain?
- Record the cycle



MENTORING AS INQUIRY		Time 1 (start of inquiry)		Time 2 (after T as I cycle)		
PRTs	Focusing inquiry	Date	Teaching Inquiry (change in my mentoring)	Date	Learning Inquiry (effect of my change)	Shift



Effective Pedagogy - Teaching as Inquiry

Want to know a bit more about what Teaching as Inquiry might look like in action in a context relevant to you? Check out the great case studies at

<http://nzcurriculum.tki.org.nz/Curriculum-stories/Case-studies/Inquiry/Learning-stories>

These really show how the Teaching as Inquiry might work in action when focussing on a small group.

