

ASDAPA

Auckland Deputy and Assistant Principals' Association

Term III Seminar Day Leading Others Into N.Z.C. Best Evidence Synthesis and N.Z.C.

Dr Claire Sinnema University of Auckland
'Teaching as Inquiry' Best Evidence Synthesis and N.Z.C.'

Focus Questions

1. What is familiar to you about the idea of 'Teaching as Inquiry' in N.Z.C?
2. Something we're currently doing that promotes 'Teaching as Inquiry' in our school?

Teaching as Inquiry is about ways of thinking about practice.

Focussing Inquiry

What is **most** important and worth spending time on considering where my teachers are at?

Consider data/information, individual needs, group needs, national and local aspirations, diversity.

Every ten minutes of learning time matters. Using time capably with inquiry tasks

Teaching Inquiry

What evidence-based strategies are **most** likely to help my students learn this?

Practical ideas which are working well.

Engage teachers in the beliefs about why they do what they do.

Use of research findings. Give opportunities to engage in research.

The research has to show success in particular activities; not all research is successful in all situations.

Learning Inquiry

What is the student experience of what works and doesn't.

What is it about the school which enables good learning and enquiry?

Policy Implementation

Affected by teachers' prior knowledge, assimilation of ideas, focussing on the superficial, bias and self-image.

Take a travelling mindset.

Questions Arising

The conflict between differing pieces of research.

How do we embed Teaching as Inquiry in our practice?

How can we be sure that Teaching as Inquiry is just not superficial?

Shifting priority from performance to learning.

How do we take/help staff see appraisal as part of learning not performance?

If we had a blank canvas, what would we do and is it really blank?

Does this mean more differentiated professional learning?

How do we prioritise time so teachers get the opportunity to explore research.?

How do we move teachers from Focussing Inquiry to Teaching Inquiry?

How do we know Teaching as Inquiry is actually happening in the classroom?

Derek Wenmoth CORE Education

'Leadership of the N.Z. Curriculum and 21st Century Digital Learners'

Moving from analog to digital to connected to ubiquitous (anytime anywhere).

Success may well come from the ability to move from culture to culture and context to context.

Thinking - Inquiry is the key. Spirit of curiosity to be encouraged: Google and Kosmix and Quintura.com and Wolfram Alpha and exploratree and debategraph.

Make sure we responsibly understand the new environment and adequately prepare students to use the availabilities appropriately and understand the pitfalls.

nzedublogs.wiki

ICTs does not transform teacher practice in and of itself...but they can enable teachers to transform their teacher practices.

Student autonomy and initiative accepted and encouraged.

Open-ended questions or statements.

Teacher–student, student-student dialogue.

Higher level thinking.

Primary sources of data.

Students are engaged in experiences that challenge hypotheses.

Phases of Development

Tacit Knowledge (unconscious incompetence) - chance, undeveloped, accidental success.

To

Explicit Knowledge and Strategies (conscious incompetence) - plan, intended, considered, made sense of.

To

Deliberate Conscious (conscious competence) – design, imagination, insights, experiment,

expects success.

To

Reflective Inventive (unconscious competence) - invents, creates, critical reflection, refine, doesn't notice success = commitment and autonomy .

Teacher Inquiry Cycle

Existing Knowledge and skills to enable our teachers to bridge gaps in understanding,

Promoting learning to bridge those gaps,

Engagement of students in new learning,

Engagement of teachers in further learning,

Impact on students of changes,

Educational outcomes and students success with those outcomes.

School Curriculum Priorities

What is so important it cannot be left to chance?

What evidence do you have?

Saint-Exupery

If you want to build a ship, don't drum up the people to gather the wood and organise who does, but encourage the desire for the vast and sea.

Questions Arising

Schools reflect community life and there is a tension over technology use such as cellphones.

Students have it knowledge – allow it to be used.

The need to get Boards on board with new technologies.

Students need to be exposed to a range of learning opportunities.

DPs are the professional leaders who need to develop the critical mass so change happens.

The need to enable students to use technologies for learning.

Leaders need to open up networks to promote opportunities.

Equity of access - we shouldn't make assumptions.

The variety of access in schools creates barriers.

There is an inevitability of barriers and inequities which are part of change,