What does Teaching as Inquiry look like in English?

Focussing Inquiry: what is important (and therefore worth spending time on) given where my students are at?

• What skills, knowledge, and understandings do my students already have that I can build on? How do I know? How can I find out?
• What knowledge, skills, and understandings do my students need to develop? How do I know?
• What do my students want to learn? How do I know?
• How does this programme/unit relate to the English Essence Statement (p18, NZC)?
• What Key Competency/cies (p12/13 NZC) do I want my students to develop as part of their learning in this programme/unit? What will they be able to do differently?
• What values will I model, encourage, and give my students opportunities to explore?

Teaching Inquiry
What strategies (evidence-based) are most likely to help my students learn this?

• What will the Learning Intentions be for this unit? How will I share/construct these with the students?
• What are the Success Criteria? How will I share/construct these with the students? What are we looking for? What will the students be able to do?
• How can I integrate both the making and creating meaning strands into the unit?
• How could students get feedback? Will it be oral? Written? From their peers?
• What strategies could I use to encourage effective classroom dialogue? E.g. questioning strategies, Think, Pair Share, Wait Time
• What opportunities could students have to self evaluate and peer assess?
• What strategies/approaches will help my students to develop the selected key competency/cies? E.g. posing their own questions, setting their own goals.
• How will I give my students the opportunities to explore the selected values E.g. reading texts from a different culture, listening to others’ points of view.

Teaching and Learning experiences
The online website gives some examples of appropriate learning sequences. [http://englishonline.tki.org.nz/English-Online/What-do-you-need-to-know-and-do/Teaching-and-learning-sequences] The ESOL online and Literacy online websites can also be accessed from this site.

Learning Inquiry
What happened as a result of the teaching, and what are the implications for future teaching?

• How can I support students to take ownership of their learning?
• How could I encourage reflective thought and action?
• How can I help my students make connections to what they already know/have learnt/prior experiences?
What opportunities will I give students to engage with, practise and transfer new learning? How can I provide each student with sufficient multiple learning opportunities?

How will I give my students freedom to think and learn from mistakes?

Were there groups of students who struggled to meet the success criteria? Were there students for whom the success criteria presented no challenge? What do I need to change/do more of?

Did students have an opportunity to develop the selected Key Competencies as part of their learning? How do I know?

Did they have the opportunity to explore the selected values? How do I know?

What are the next steps for learning?

How can I find out from my students in a manageable way, what was effective for their learning? E.g. post-it notes, exit passes, student reflective comments.

What will I do with that? (How) will I share what I found out with the students?