Teaching as Inquiry Workbook

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Templates for Teaching Inquiry: Template overview

These worksheets / templates are designed to help structure your journey through a teaching as inquiry process. They are organised according to the stages of the spiral inquiry model, but they are not intended to be used in a linear order. Because the stages of inquiry overlap and are rarely distinct, and because your inquiry might progress in a non-linear and iterative way, jumping back and forth between stages, you may find different templates useful at different stages of the process. You can mix and match the templates or adapt them accordingly as per your requirements.

Scanning phase: What is happening for students in your classroom?

TEMPLATE 1: Initial scan

Explore what is happening for students in your classroom

TEMPLATE 2: Observing students

Discover students' learning processes through observation

TEMPLATE 3: Tracking patterns

Explore expectations, progress and achievement across the class

Focusing phase: Where should you concentrate your energies in order to change the experiences and outcomes of your learners?

TEMPLATE 1: Data aggregation and analysis

Create a data table to help you select focus of inquiry

TEMPLATE 2: Selecting an area

Analyse issues to aid selection of a focus for inquiry

TEMPLATE 3: Narrowing the focus

Make the focus of your inquiry very specific

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Developing a hunch phase: How are we contributing to this situation?

TEMPLATE 1: Listing hunches

Frame your theories and beliefs as hunches so you can subject them to scrutiny.

TEMPLATE 2: Developing hunches

Develop multiple hunches

Professional learning phase: How and where can we learn more about what to actions to take?

TEMPLATE 1: Formulating professional learning goals

Formulate learning goals for yourself

TEMPLATE 2: Resources and strategies

Plan resources and strategies to meet your professional learning goal

Taking action phase: What will you do differently to make enough of a difference?

TEMPLATE 1: Evaluating possibilities

Critically evaluate strategies uncovered in your professional learning and prioritising actions to try

TEMPLATE 2a: Simple action plan

Create a simple plan for taking action phase

TEMPLATE 2b Detailed action plan

Create a detailed plan for taking action phase

TEMPLATE 3a: Monitoring progress

Monitor progress towards your action plan

TEMPLATE 3b: Monitoring progress (team inquiry)

Monitor progress towards team action plans

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Checking phase: Have we made enough of a difference?

TEMPLATE 1: Collating data

Collate evidence regarding impact of changes

TEMPLATE 2: Critical checks

Critically examine evidence and counter evidence of the impact of your inquiry and plan adjustments

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SCANNING PHASE

INITIAL SCAN

Explore what is happening for students in your classroom		LEARNING AREA:
Where are students in their learning? How do they compare to desirable outcomes for their level in NZ curriculum? Include cognitive, aesthetic, physical, and socio-emotional learning.	Desired achievement	Current achievement Evidence(and counter-evidence)
What learning processes do students use? (examine what students say or demonstrate about their thinking during a task, and student products)	Desired learning processes	Observed learning processes Evidence(and counter-evidence)
What are student, family and community perspectives on this learning area?	Desired attitudes	Actual perspectives of students and families Evidence(and counter-evidence)

Find someone to share this with: what do they notice in the data?

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SCANNING PHASE OBSERVING STUDENTS

Use this table to record and reflect upon your observations of students in relation to your inquiry:

Student Name _____

Learning area/outcome _____

Observe	What does this student say and do?
Infer	What might this student be thinking and feeling?
Is this student making the desired progress?	
What learning needs do you think this student has?	
What support might this student need? What might be interfering with or hindering their learning?	

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SCANNING PHASE

TRACKING PATTERNS

Learning area _____

Group/class _____

Place your students on the chart according to their progress and achievement. Look for patterns. Where are the greatest concentrations of students? What surprises you? Are there some outliers? Which students have received specific teaching interventions? Which students might require changes in teaching approach?

Expected achievement		Below expected achievement	
Making adequate progress	Making adequate progress	Making adequate progress	Making inadequate progress

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FOCUSING PHASE

DATA AGGREGATION AND ANALYSIS

Use this table to reflect on what you have uncovered during the scanning and focusing phases of your inquiry:

Emerging patterns, categories, trends		Why do these matter? What further evidence do you need?			
Data complete?	Concealing something? Consistent and comparable with other data?				
Data source	Do you have rich and multiple sources?				
What have you found out?					

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FOCUSING PHASE

SELECTING AN AREA

Use this table to compare identified issues and decide which will become your area of focus. Rate each potential area of focus out of 10 according to the criteria listed.

Potential area of focus / potential issue	Level of need or importance	My capacity to influence and make changes	My strengths related to change in this area	Challenges foreseen	My level of interest in this area	Possibility of collaboration with others	Ease of assessing progress and change	What further information do I require?

Area(s) for selection:
(1 or 2 small and specific areas)

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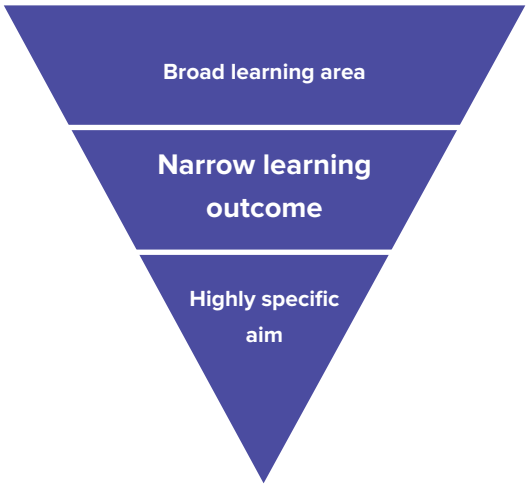
FOCUSING PHASE

NARROWING THE FOCUS

Try to narrow the focus of your inquiry and make it very specific:

What is the general area of improvement? i.e. mathematical problem-solving
What do you want students to know, understand and do? i.e. Students will develop the confidence and knowledge of a range of strategies to persevere with, and enjoy, mathematical word problems.
What will this look like? How will you know you have made a difference? i.e. Students will self-select more challenging problems and persist in solving them. Students will talk about and share strategies with excitement.

Which students? How will you identify them?



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DEVELOPING HUNCHES PHASE

LISTING HUNCHES

Use this table to ensure you develop multiple interpretations of the evidence and multiple hunches.

Issue/area of focus *i.e. mathematical problem-solving*	**Assumptions** *i.e. "lower-achieving students struggle with comprehension"*	**Predictions** *i.e. "the bottom third of the class will score low on comprehension in the test"*	**If ... then... statement** *i.e. "if lower achieving students struggle with comprehension, then the bottom third of the class will score low on comprehension in the test"*	**Evidence needed to test this** *i.e. comprehension tests pre / post intervention*	**Further information / professional learning to be sought**

What do my colleagues think?

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DEVELOPING HUNCHES PHASE

MULTIPLE HUNCHES

Brainstorm as many potential reasons as you can for the issue you have observed / identified:

Issue:	
Potential reasons for the issue	Why? What makes you think that?
1.	
2.	
3.	
4.	
5.	
What do you need to do to investigate these hypotheses?	

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PROFESSIONAL LEARNING PHASE FORMULATING LEARNING GOALS

Use this table to work out your professional learning goals for this inquiry:

Intended outcomes for this inquiry
Knowledge, skills and dispositions required by *students*
Actions required by *me* to support students learning of above. What knowledge, skills and dispositions do *I* require to perform these actions?
My **SMART** goal
What **s**pecifically do I want to achieve in my professional learning?
What **m**easure of success am I aiming for?
Is my goal **a**ttainable?
What **r**esults do I expect?
What is my **t**imeframe? How will I sustain learning over time?
Write your **SMART** goal for your professional learning here:

Remember to focus on outcomes and processes rather than activities!

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PROFESSIONAL LEARNING PHASE

RESOURCES & STRATEGIES

Plan the best strategies and use of resources:

My SMART goal for professional learning:		
What do you already know that might be useful?		
Who can you link with for support?		
What resources might you need to inform your thinking?		
How will you learn? What strategies will you employ for this learning? i.e. creating a study group with others, participating in an online community, writing reflections...		When and how often?
		When and how often?
		When and how often?

Action steps
1.
2.
3.
4.
5.

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TAKING ACTION PHASE

EVALUATING POSSIBILITIES

List and compare possible teaching strategies here:

Intended outcome:

Possible teaching strategies	(circle one)	How?	When?	Where?
	could do / must do*			
	could do / must do*			
	could do / must do*			
	could do / must do*			

THINK CRITICALLY: Do these strategies fit with your context? Do you need to adapt this knowledge for your context?
Is the underpinning theory of the strategy congruent with your context and aims?

***Could Do's** are the teaching strategies that COULD be used in order for learners to make additional accelerated progress.
Must Do's are the teaching strategies that MUST be used if students are to make progress in this learning outcome area.

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TAKING ACTION

SIMPLE ACTION PLAN

Plan changes to your teaching to trial in relation to this inquiry:

How impact will be evaluated				
Assumptions				
Expected impact	on student learning progress			
	on student learning behaviours			
Teaching strategy or approach				

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TAKING ACTION PHASE

DETAILED ACTION PLAN

Use this more detailed chart to record iterative cycles of planning throughout the inquiry:

		PLANNING					FINDINGS		
Issue	**Desired practice**	**Cycle**	**Planned actions**	**Intended link to outcomes** *What assumptions underpin your plan for action?*	**Timeframe**	**Resources**	**Monitoring / assessment** *Will this data be sufficient to determine whether your actions are resulting in* improvements?	**Actual outcomes** *What is going on for students as a result of your actions?*	**Reflections / learning** *What have you learnt about practice? What modifications are necessary?*
Remember to focus on outcomes. What student outcomes and what goals for your teaching practice do you aim for?		1							
		Modifications 2							
		3							
		4							

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TAKING ACTION PHASE

MONITORING PROGRESS

Keep a record of your progress through the planned actions of your inquiry:

Planned actions	Not started	In progress	Completed

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TAKING ACTION PHASE

MONITORING PROGRESS (TEAMS)

Keep a record of your progress through the planned actions of your inquiry:

NEXT	*What are we going to focus on next?*					
TWEAK	*What adjustments do we need to make?*					
STUCK	*Where are we getting stuck / facing challenges?*					
DONE	*What have we done since our last meeting?*					
Name						

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CHECKING PHASE

COLLATING DATA

Use this table to collate the data relevant to your inquiry:

BASELINE DATA	ONGOING EVALUATION, ASSESSMENT AND NOTES	END OF INQUIRY PERIOD DATA

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CHECKING PHASE

CRITICAL CHECKS

Use this table to collate and critically interrogate your data for this inquiry:

Aim / intended outcomes for students					
Evidence source					
Evidence	*What evidence shows your actions are effective?* *Can you find evidence which shows your actions are not working?*				
Critical checks	*What critical questions do you need to ask of these findings?* *What are student and family perspectives on these findings?*				
Adjustments needed / plans for action					

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