

Our journey

Collaboratively inquiring into practice

PENZ Conference 2015
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Focus of this session

- To share STCC inquiry process
- To share insights of the journey and outcomes of STCC PE Dept's collaborative inquiries over 2013, 2014, 2015
- To provide opportunity for you to choose your area of focus e.g.
 - Read and review the inquiry material in an area of interest
 - Use the templates to develop ideas for your own inquiry
 - Share your inquiry with others or hear about other journeys

Collaborative Inquiry Process

- Dedicated time
- TfEL – Teaching for Effective Learning
- Appraisal process
 - ✓ Collaborative inquiry
 - ✓ Individual inquiry
- Reporting
- Templates (changed after 2013)
- Reflective questions for
 - Collaborative inquiry
 - Individual inquiry
 - Mentors of the individual inquiry

What are our students' learning needs?
Focussing Inquiry

Student Voice
Collective data

Collaborative Professional Learning Inquiry for _____, 2015

TPEL & ILT
needs

What are our collective learning needs?
Teaching Inquiry

Purpose of Inquiry - What is important?

Inquiry Questions

Consider school wide areas of focus

RTC's



RTC's

Goal: What outcome are we looking for and how will we measure it?

What has been the impact of our changed actions?
Learning Inquiry

Design of student learning tasks and experiences

Action Plan and Timeline:

Student Voice

Classroom observation

Teaching actions

Critical reflection & implications

RTC's

Measure the outcome to check whether the changes have been successful

RTC's

RTC's

Action Strategies

Collaborative PLI Reflective Questions

Focussing Inquiry - What are our students' learning needs?

Consider what is important and worth spending time on. The trigger for the inquiry is to improve outcomes for students and could stem from:

1. **New understandings** e.g. from research, readings (JTEL), curriculum change, re-alignment.
 - a. The inquiry is based on implementing new understandings and testing outcomes against expectations.
2. **Perceptions about teaching practice** e.g. from anecdotal data, self-reflection (teaching criteria, JTEL & ILT reflective questions), observation of peers.
 - a. The inquiry is based on testing perceptions or assumptions about the impact of teaching practice on student learning.
3. **Analysis of data** e.g. Student feedback, peer observation, assessment data, SCOT analysis.
 - a. The inquiry is based on trialing a new strategy to address an identified problem and then testing the outcome of the trial.

Teaching Inquiry - What are our collective learning needs?

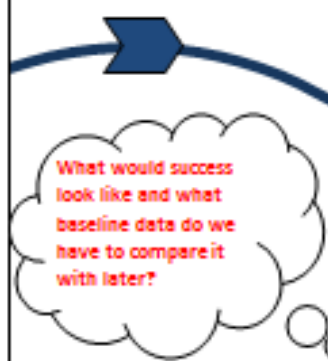
As individuals, complete a self-reflection against the JTEL and ILT frameworks.

As a department/syndicate, brainstorm common challenges.

1. What specific questions need answers?
2. What new content knowledge and/or teaching strategies can be incorporated into our practice for this inquiry?
3. What further learning might be helpful to us for this inquiry?
4. Are there other teachers and/or specialists who might help us?
5. How will we engage the whānau/family, community?
6. What is realistic and manageable?

Evidence for the Inquiry

1. There are three forms of evidence (data):
 - a. From students (e.g. achievement data, interviews, feedback)
 - b. From teaching practice (e.g. classroom observation)
 - c. From research & established sources as a guide to practice
2. What data is needed to inform the inquiry? What evidence needs to be gathered?
 - a. PRE Inquiry: Formative or baseline data
 - b. ASPIRATIONS: Success indicators/Desired outcomes
 - c. POST Inquiry: Summative data



Critical Reflection & Implications

Learning Inquiry - What has been the impact of our changed actions?

Critical reflection:

1. How well were the intended actions implemented? What were the challenges?
2. What did happen? How did this compare to expectations?
3. Who benefited? Who was disadvantaged? Why do we think this?
4. What else could be influencing outcomes? What other explanations are there? What assumptions and beliefs are evident in this view?

Implications:

1. So what? Where to next?
2. What more do I need to know? What are the next steps for learning?
3. What could be the next focus of this inquiry? What new inquiry should I/we consider?

Have we compared the success with the baseline data? What have I learned from this?

Teaching and Learning (Āko) Teaching Actions Design Tasks

1. Are comparisons needed to inform results?
2. How might we use classroom observation to learn from each other?
3. When and how will we collect data to inform the inquiry?

Action Plan and Timeline

1. How will we plan this? Who, what, how, when?
2. What actions could be taken?
3. What actions are likely to have the greatest impact?
4. What is feasible?

Action Strategies

Purpose of Inquiry - What is important?

Critical reflection & Implications

What are your inquiry questions?

Benefits & Challenges of Collaborative Inquiries

Benefits

- Team learning – sharing of insights across members of the department
- Time to discuss and debate teaching & learning
- Diverse trials to add insight
- Strengths of team members help to progress the inquiry towards a conclusion

Challenges

- Pressure to move into taking action or doing something new without taking time to fully explore the issue perceived to be in need of address

2013 Inquiry

- **Stemmed from perceptions about teaching practice with a focus on peer feedback i.e.**
 - Accuracy of student feedback was often questionable
- **Inquiry Actions:**
 - Explore existing research
 - Individual inquiry trial based on findings from an article

2013 Inquiry

➤ **Inquiry Questions:**

- **What research is already out there about student peer feedback that could inform our teaching practice?**
- **What influences student's perceptions of feedback?**
- **Will student feedback/feed-forward offer increased engagement & learning?**

2014 Inquiry

- **Stemmed from new understandings on peer feedback based on the work from the 2013 inquiry i.e.**
 - To trial and review new peer feedback strategies
- **Inquiry Actions:**
 - Use of i-pads to teach long jump, shot put and badminton serve
 - Ideal technique recorded on the i-pads for students to access

2014 Inquiry

➤ Inquiry Questions:

- Does the video of ideal performance enhance student learning of technique?
- Does independent learning in groups, with the use of technology, enhance learning of technique?
- Does peer feedback have an influence on the improved execution of student technique?
- What teaching strategies and/or tools, enhance the quality of student peer feedback?

2015 Inquiry (in progress)

- **Stemmed from an analysis of data i.e.**
 - Reducing numbers of students opting into NCEA PE

- **Inquiry Actions:**
 - Y10 'Where to from here' unit of work (4 lessons)
 - Student survey
 - Student focus groups

2015 Inquiry (in progress)

➤ Inquiry Questions:

- What are student perceptions about PE as a subject?
- What are the barriers to students taking PE as an NCEA subject? Which barriers are we able to address?
- What factors in course design might be attractive to students?
- What factors in course design are putting students off taking the subject?
- How can we educate Y10 students about NCEA Physical Education and Health learning outcomes?

Your options now

1. Read and review the material from STCC PE Dept's inquiries in an area of interest to you
 - a) **2013 exploring existing research into effective feedback and trials based on findings**
 - b) **2014 use of technology to enhance peer feedback in badminton and athletics**
 - c) **2015 exploring influences on student uptake of NCEA PE**
2. Use the templates to develop ideas for your own inquiry
3. Share your inquiry and hear about other inquiry journeys