

Focusing Inquiry Key ideas

- Key competency considerations:

Baseline

- Which key competencies do students tend to most/least be motivated to use?
- What contexts does the programme enable students to demonstrate their competencies in? Are there other contexts that could be used?
- To what extent are students actively involved in decisions about teaching and learning to ensure their needs and aspirations are taken account of?
- What information could be used to indicate students' current competencies?

Prioritising

- Given students' current competencies, what really matters **most** for them?
- In which learning area/s have students had the least opportunity to date to apply their learning in an authentic context?
- Since it is impossible, and not desirable, to teach all of the knowledge in all of the learning areas, what exploration have teachers at your school done of the idea of 'meta-knowledge' and learning about the 'nature' of subjects?

Allocating time

- What proportion of time is allocated to applying learning outside of the classroom context?
- How much time is spent making connections across learning areas?
- What proportion of classroom activity is teacher directed or student-initiated?
- How much time is allocated to 'busy-work' or to rich and engaging activity?

Teaching Inquiry

Key ideas

- Key competency considerations:

Research evidence

- What research evidence is used in the school?
- What attention to research evidence is there in professional discussions?
- What connections are made between research evidence and your own students and context?

Practitioner evidence

- When and how do teachers talk together about strategies that were/were not effective?
- What strategies for involving parents/community members with expertise have been most successful in your community? What other possibilities might work?
- How do school systems enable responsiveness to students?

Learning Inquiry Key ideas

- Key competency considerations:

A range of assessment approaches

- What do you know about your students' capabilities to apply the key competencies?
- What strategies are in place to ensure teachers notice students' development in key competencies 'in performance'?
- Are students and families involved in the learning inquiry to help find out the impact of teaching?

During and after teaching

- What opportunities are taken during the teaching for all involved to consider how the learning is going?
- What attention is given to assessing students' learning dispositions, curiosity, metacognition and the like?
- Is the language of the key competencies used in discussions about the impact of teaching?

Implications for subsequent teaching

- What changes to your teaching would have improved students' opportunities to develop each of the key competencies – thinking, relating to others, using language, symbols and text, managing self, and participating and contributing?
- What changes to your teaching would have helped strengthen students' disposition to use the key competencies?