

Planning for Teaching and Learning

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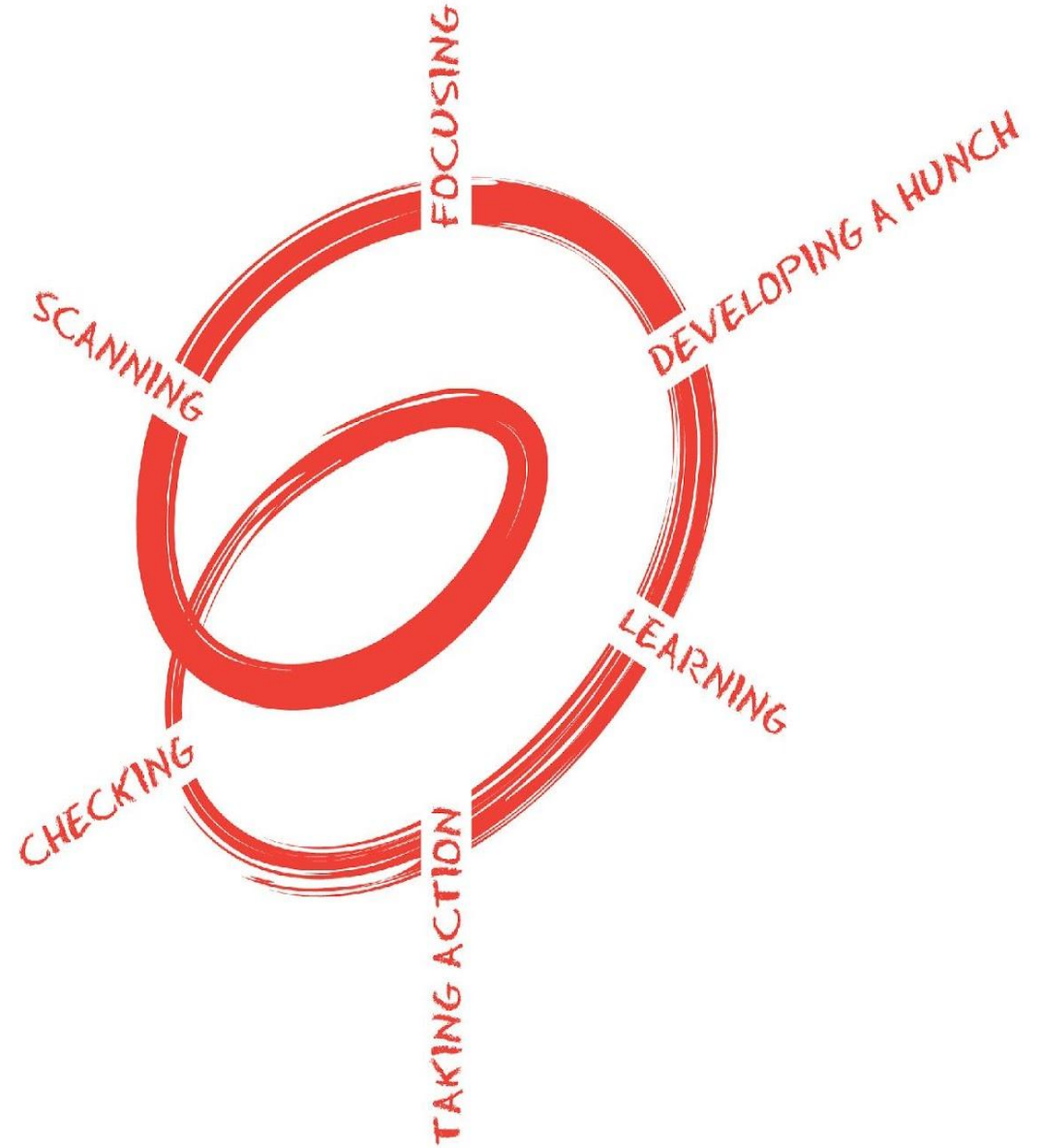


Foundations of Teaching for Learning

Course 5: Week 4: Spirals of Inquiry Lecture 1: Introduction



**What's going on for our learners?
How do we know?
Why does this matter?**



Origins – Canada and New Zealand

BC Canada

- 15 years of case studies from 500+ elementary, middle and secondary schools – of all types - tiny and huge, schools in rural and urban settings, schools where families are economically wealthy and schools where families are economically vulnerable

Timperley and Parr Study – New Zealand

- * What happens to teacher learning AFTER the ongoing support is removed – do they keep learning in ways that help their young people become stronger readers and learners?

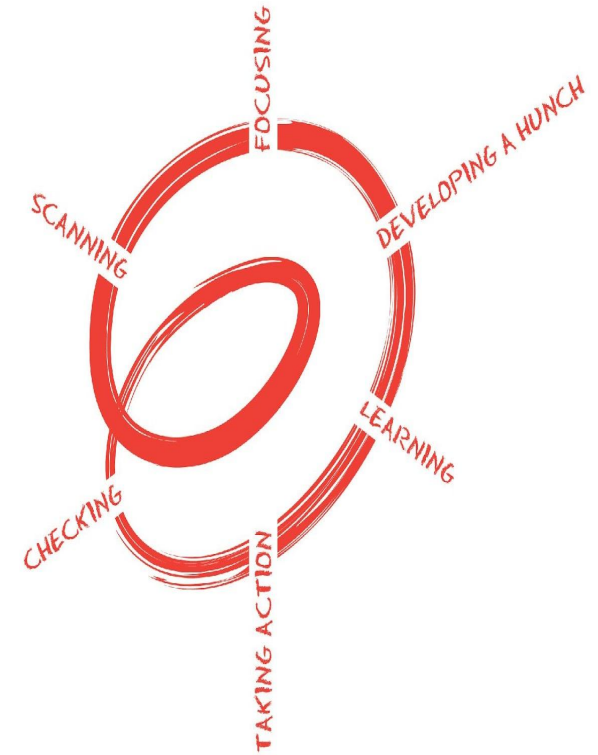
Findings

1. Schools that used what they had learned maintained student learning in the area of reading/literacy.
2. Schools that continued to use the inquiry approach that was part of the study – their students learned **MORE** because the teachers kept working as an open to learning inquiry team.

Partnership

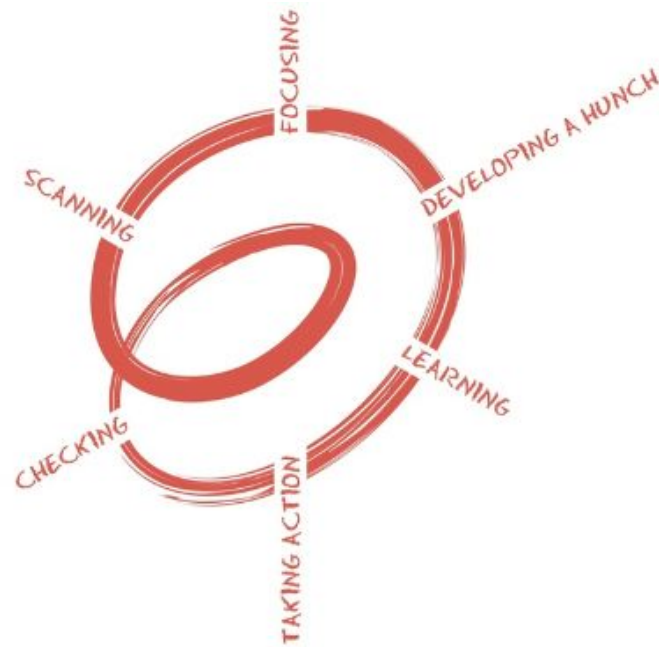
Collaboration with Helen Timperley led to development of the spiral of inquiry – now in use in 100's of schools

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How do we know?
Why does this matter?



Next Session

Phase One and Two– Scanning and Focusing



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Week 4, Lecture 1

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