# Teacher inquiry and knowledge-building cycle to promote valued student outcomes in literacy and language within learning areas

# WHAT HAS BEEN THE IMPACT OF MY ACTIONS?

- 1. How effective has the learning been in developing students' literacy and language knowledge, skills, and confidence?
- 2. What are the next steps for my teaching as I carry this learning forward into the next unit/sequence/lesson for specific groups of students? For my class as a whole? For me as the teacher?

#### WHAT ARE MY STUDENTS' LEARNING

**NEEDS?** (Matching students' literacy and language needs with the literacy and language demands of the curriculum):

- 1. What evidence do I have of my students' independent literacy and language strengths, and their identified needs?
- 2. What literacy and language knowledge and skills are required by the curriculum in this learning unit/sequence/lesson?
- 3. What literacy and language knowledge and skills do my students need to develop?

#### WHAT ARE MY LEARNING NEEDS?

- 1. What do I need to know and do to support my students to meet the literacy and language demands in my learning area?
- 2. What connections can I make to students' individual expertise, experiences, culture, language, and identity?
- 3. What resources are available to assist me?

Teacher engages in further learning to deepen and refine their professional knowledge and skills.

#### STUDENT IMPACT

Students deepen their understanding and gain confidence in understanding, responding to, and using oral, written, and or visual texts, and communicating their knowledge and ideas in appropriate ways in my subject area. (see NZC page 16)

## **TEACHER ACTIONS**

Deliberate acts of teaching to achieve students' literacy and language knowledge and skills as required in my learning area.

## **DESIGN TASKS AND EXPERIENCES**

Teacher designs and incorporates specific literacy approaches and strategies as part of the teaching and learning sequence, matching students' needs with the curriculum/learning area demands.

Adapted from the 'Teacher inquiry and knowledge-building cycle diagram' in Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2007). *Teacher Professional Learning and Development Best Evidence Synthesis*. University of Auckland. (www.educationcounts.govt.nz/publications/series/2515/15341)