

## Building learning assets in the inquiry classroom

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(Text) slides to accompany workshop at Patana School Bangkok, October 2012

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- Please note: These are the 'text slides' only from the workshop. Most of the slides were work samples and videos from classrooms and cannot be shared beyond the workshop. Notes and handouts from the workshop contain the detailed information you will need as follow up.

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## Grounding principles: Inquiry

- Learning is a process of construction driven by the desire to 'make meaning'.
- Prior learning has a significant impact on new learning
- Learners need to have a 'voice' in their learning – planning should recognise and include student interests, questions and passions
- Quality planning is emergent – based on continual formative assessment

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## Core principles

- Quality planning is flexible rather than fixed
- Deep understanding is desired goal – but this may look different for different students.
- Learning attributes/skills/behaviours are as significant an instructional focus as knowledge and understanding
- Teaching itself is a process of inquiry

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- *Asset: a useful or desirable thing or quality that may be converted or transferred. It may be tangible or intangible. An asset can benefit the owner AND others. Assets can be built over time and can **generate** more value.....*

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- In preparing students to be active citizens in the 21 century, we must do more than provide students with information. Knowledge is insufficient. It is the skills and dispositions that students learn that will transfer across learning domains and into the future. **The greatest assets we can help build in young learners are the ability to think deeply and creatively, to communicate effectively in a wide range of ways, to research critically and efficiently, to collaborate with others and to manage all this with initiative , confidence and independence.**

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## Getting learning power...

- “ good learners...also need to be aware of how their learning is going, and make strategic decisions about it...Good learners like taking responsibility for planning and organising their learning...they also monitor themselves - they have that ‘little voice of self awareness that keeps their goals in mind”
- (Guy Claxton: 2002, Building Learning Power, p 33)

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“If people are given the given the skills and tools to use, and presented with a range of potentially powerful educative experiences, then given freedom, they will almost invariably choose one and get on with it. Once learners get in touch with their own sense of personal power, get out of their way and watch in awe”

Edwards 2004: encouraging achievement: 3

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## A framework of learning assets

I can <b>think</b> logically, creatively, empathically and reflectively.	I can <b>research/ investigate</b> in many different ways.
I can <b>communicate</b> effectively to others	I can <b>collaborate</b> with others and work effectively in a <b>team</b>
I can <b>manage</b> my own learning and behaviour and work independently	

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## Visible and explicit

.... Our work as inquiry-based teachers must focus on developing skills that enable students to become good **thinkers, collaborators, self-managers, communicators, researchers**. Like good 'content' - this work takes conscious planning and teaching. It is PART of everything we do, but can easily become lost or invisible to our students.

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## Connecting with our current teaching

- Has this language been introduced to your students yet?
- How? What's your current focus?
- How can we ensure students at your level/in your learning area are encouraged to demonstrate growth in these 'assets' ...?

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- How do we ensure that the 'learning assets' are more than just signs on the wall...
- How do we make sure students understand them, use them, receive feedback and reflect on their use?

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- 1. Make the assets explicit – visually and verbally.

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- Teach students the “language’ that accompanies these assets. Talk about learning, use specific language and make it visible in the room

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### “Unpack” the assets

- What does it look like?
- What do we need to do?
- What doesn’t it look like?

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- Use strategies that help students practice the skills – strategies that can be used in many contexts.

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Use the “split screen approach” to lesson intentions and reflection

- Content AND process

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Include the assets in your assessment and feedback

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**MODEL MODEL MODEL !!!!**

- **Teach the skills explicitly. Model and demonstrate the skill in use. Break it down into manageable steps. Use peer teaching, video, conferencing, self assessment, feedback etc**
- **(This may be done through small group ‘clinics’ at point of need)**

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Include the assets in planning and record keeping

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- **Keep an accessible records of the skills that have been taught as well as success criteria/helpful hints for the skills in use**

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- **Treat the development of skills as an inquiry in itself. A skill-oriented question may accompany your essential content question.....eg:**
- ***What does it mean to think creatively?***
- ***How do I know if I can trust this information source?***
- ***How can I manage my time more effectively?***
- ***How can I get my message across to an audience?***
- ***What makes a good question?***
- ***What makes a team work more effectively?***

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