**Teacher Inquiry at Glenfield Primary School**

**Purpose of teacher inquiry:**

* To improve student learning and achievement.
* For teachers to inquire into the impact of their teaching and make informed changes to practice.

**Focus of inquiries**

* Target and priority learners.
* Pedagogical practice.
* Cultural responsiveness.
* Collaboration.

**Focussed and shared with learners**

* Teachers will share with students that they inquire into their impact as a teacher, this helps students to see their teacher as a learner too
* Students who are the focus of a teachers inquiry will be informed
* Leaders will share their inquiries with teachers/students, especially those teachers/students who are the focus of their inquiry
* Teachers will collect feedback from students as evidence of success.

**Teacher/Leader inquiry goal**

* Each teacher/leader will create an inquiry goal which will be discussed and confirmed with the Principal in February each year.
* Teachers will form their goal from the Standards for the Teaching Profession; leaders will base their goal on the GPS Leader profile.
* The teacher/leader will then co-construct with their learning buddies/partners a set of success criteria.
* In a teacher's inquiry at least one success criteria will expect quantitative evidence to measure impact on students (e.g. shifts in the progressions level, shifts in student voice).
* In a leader's inquiry at least one success criteria will expect quantitative evidence to measure impact on teachers/students (e.g. shifts in the progressions level, shifts in teacher survey voice).

**Collaboration**

* The expectation is that teacher/leader inquiry is collaborative
* Each teacher/leader will collaborate with their colleagues, e.g. in pairs or teams
* Teachers/leaders choose who they collaborate with
* Learning buddy/partner
* Teachers and leaders will show evidence of collaboration through reflection on time spent with others.

**Teacher inquiry template**

* Each teacher is expect to record their teacher/leader inquiry within a portfolio of evidence.
* Dated progress reports will be kept.
* Progress will be shared with a coach at regular intervals.
* Leader inquiries will be shared, collaborative and monitored by an appraiser.

**Inquiry afternoon**

* Time will be dedicated for undertaking teacher/leader inquiry
* This is time to
  + Record their teacher inquiry.
  + Have pre and post observation coaching conversations.
  + Collaborate with their learning buddy/partners
  + Conduct research
  + Analyse data
  + Reflect
  + Organise collection of evidence.

**Observations and support**

* Each teacher will be regularly observed to support their inquiry
* Teachers choose when observations will take place (usually 6 weekly)
* The teacher and coach will have a pre observation meeting to agree on the focus of the observation
* The teacher and observer will have a post observation meeting to analyse their practice, their progress towards their inquiry goal, next steps and support needed
* Pre and post coaching conversations will be based on evidence, including the inquiry template and student voice collected during the observation
* Leaders' inquiry will be monitored by an external appraiser.

It will be the individual teachers’ responsibility to work towards the achievement of their goals through inquiry. Records of progress will be kept by the teacher.

**Celebration/sharing of inquiries**

* End of school year meeting to share and celebrate teacher/leader inquiries and effective practice.
* Leaders will support opportunities to build knowledge, skills, understanding and share outcomes.