

Teacher inquiry and knowledge-building cycle to promote valued student outcomes

What are our students' learning needs?

What do they already know?
What sources of evidence have I used?
How do I build on what they know?

What has been the impact of our changed actions?

How effective have these actions been in promoting my students' learning and well-being?
How will I know I have made a difference for my target group?
What is the evidence of improved achievement or the impact of my teaching?
Reflection and new goal:

What are our own learning needs?

How have I contributed to existing student outcomes?
What do I already know that I can use to promote improved student outcomes?
What do I need to learn to promote improved student outcomes?
What sources of evidence/knowledge can I use?

Teaching actions

Deliberate teaching strategies I will use:
Support I need to achieve my goals, e.g., feedback on my teaching, coaching, resources, reading, focused observations of others

Design of tasks and experiences

Strategies I will develop and implement in my teaching to meet my students' needs, linked to the professional learning goal:
Target group goal and teaching plan: