

Kia ora, and welcome to this podcast about using inquiry as the centre-piece of appraisal. This example is based around a Year 10 Art class but the format can be used to inform any learning centre's discussion around inquiry.

I had been thinking about the place-based knowledge of my students after a PD discussion at my school around Tātaiako, which was at the heart of our schools overarching teaching and learning inquiry goal. I was interested in the concept of Tangata whenuatanga and how I might redesign my Year 10 Maori Art unit to build my students (and also my own) knowledge of the area around my school. In the past my department had taught a unit about Parihaka of which there are loads of resources available, but not so much about the Pukeahu area of Wellington, the history of the Basin Reserve, or the ancient Te Akatarewa pa site that sits near my school.

After doing some research and talking with colleagues, I gathered enough material to put together a cohesive unit plan that would support my students in their own art projects. As I was researching, I also found information about the Tuna Kuwharuwharu (the Long Fin eel), which was endangered and still swim around in culverts underneath the ground in that area. I felt that the awareness of these eels could be an instrumental part of my students' artwork.

I gave my students a questionnaire at the beginning of the project and I determined that only a small proportion of students knew that the Basin Reserve used to be a lake, and no students knew about the eels or even cared much about them.

As I progressed through my inquiry cycle, I noticed that the project kept evolving with new ideas that students were bringing to the class, and engagement was high. I also noticed that students started to feel that bringing awareness to the protection of the Long Fin eel was important to them.

Based on this inquiry I am now going to talk through the inquiry cycle framework, the inquiry's naturally occurring evidence, and where my inquiry connects with the Standards of the Teaching profession.

I began by charting up my inquiry cycle. An inquiry begins by noticing something or wondering

about something. In my case I was inspired by the PD discussions around Tātaiako, and in particular, the concept of Tangata Whenuatanga and wondered how increased place-based knowledge of the area of our school might increase all my students engagement in the project, but also how it might support the Tangata whenua of the class and acknowledge their whakapapa to the land.

I also noticed that in the past we had facilitated art projects on other culturally significant events and places such as Parihaka, but that we hadn't focused on our own turangawaewae. I had also noticed that there were significant gaps in my own knowledge of the area and I was excited and inspired to find out the history of the place.

The naturally occurring evidence from this first stage were notes from the PD I attended and information and data kept from the previous unit taught last year. As I am thinking about Maori concepts and relating it to project design, I am already making links with the Te Tiriti o Waitangi Partnership standard and the Design for Learning standard. I am also showing a desire to build my own knowledge which shows I am connecting with the Learning Focused Culture standard. After my initial noticing and wonderings, I then narrowed down what my goal or inquiry focus would be for this appraisal cycle. I established that my inquiry question would be "In what ways can I improve the place based knowledge or cultural locatedness of my Year 10's by developing an Art unit around the history of the Pukeahu area?"

Before I could teach the project I needed to do some initial research or otherwise called 'new learnings'. It was at this point in the inquiry cycle where I found out information about the Pukeahu area, consolidated my ideas through discussions with colleagues and the community, collected some initial diagnostic data from my students and generally design the project. The naturally occurring evidence here is abundant. It included articles I read, videos I watched, further understandings of Tātaiako, notes from discussions, student data, emails from discussions with external resources and so on. Through this evidence, I have linked with the professional learning, professional relationship, Design for Learning, Learning focused culture, and Te tiriti o Waitangi Partnership standards.

I then implemented the new learnings I gathered through a project designed specifically for my Year 10 art class. Students were encouraged to find their own information and bring it back to the class, share ideas, collaborate on an artwork which interpreted the symbols of those ideas in a cohesive work. Discussions were had, learning was consolidated, and engagement was high. The naturally occurring evidence here were lesson observation notes, the artwork the students completed, the observed discussions between students, students' usage of Te Reo, and the new knowledge students were bringing to share with the group. Through this evidence links are made to the Teaching standard, but also the Professional relationships, Learning focused culture, and Te Tiriti o Waitangi partnership standards.

When I evaluated my overall inquiry, I found that while some students' technical painting skills were lacking in some places, their understanding of context and their ability to communicate ideas was increased. Student engagement had also increased through on task discussions during the lesson, and overall completion of the work. The naturally occurring evidence here were based on the artist statement that the students wrote, discussions with my lesson observer, and comparing data from last year's project. The standards demonstrated here are the professional learning, professional relationships, and Design for learning standards.

Through one inquiry cycle I have shown depth of my practice and the naturally occurring evidence added no extra work but highlights the ease of which I have demonstrated all 6 standards meaningfully through quality practice.

Thank you