

Planning for Inquiry

A practical two-day training course for teachers and school leaders in designing meaningful cross-curricular learning opportunities using an imaginative inquiry approach

Background

The proposed changes to the National Curriculum outlined by the primary curriculum review, led by Sir Jim Rose, are set to create significant challenges to primary schools.

The review recommends a re-conceptualisation of the curriculum, towards coherent areas of learning, bringing together knowledge, skills and understanding by making meaningful links across the curriculum as a whole. It makes clear the fact that teaching methods and pedagogy are in the sole control of schools themselves.

The review proposes six areas of learning: understanding the arts; understanding English, communication and languages; historical, geographical and social understanding; mathematical understanding; and scientific and technological understanding.

Literacy, numeracy, ICT capability, learning and thinking skills, personal and emotional skills and social skills are described as Essentials for learning and life and are 'designed to be developed across the curriculum'.

There is to be a much greater emphasis on speaking and listening, which will now be included as part of the literacy framework.

The report suggests that the new curriculum will offer teachers more flexibility to select specific subject content that is meaningful and challenging to their pupils and will support the development of skills and understanding.

The report does not discuss how this should be organised or the teaching methods to be used. This is left to schools to develop within their own settings. The essential issue for schools is ensuring that learning is firmly placed in a meaningful, localised context.



Imaginative Inquiry

Imaginative inquiry creates meaningful contexts for learning and, at the same time, rigorous, academic reasons for study. In imaginative inquiry the curriculum is organised around a core inquiry question that provides a centre to the children's investigations and a purpose to their work and developing skills, knowledge and understanding. For example, an area of study, like the Romans, could be designed as an opportunity for the children to create a museum exhibition displaying artefacts from a recently discovered Iceni burial site. The core inquiry question (and theme of the exhibition) might be - "what effects did the Roman invasions have on the indigenous people of Britain?" In working on creating the exhibition – producing artefacts, leaflets, maps, powerpoint displays, etc. - and researching the subject - using books, online resources etc – the children will be acquiring, applying and developing curriculum knowledge and skills, and developing and communicating significant understanding.



This two-day course will prepare participants to:

- Plan their own imaginative inquiries based on their chosen area of study
- Begin a redesign of their school curriculum to meet the challenges of the Rose Review
- Design learning opportunities that are engaging, meaningful and rigorously planned
- Use authentic assessment for learning opportunities and to begin collaborative learning conversations with children to enable them to become successful learners

The course will be essentially practical, with a strong theoretical underpinning and will:

- Explore steps into planning an imaginative inquiry
- Explore ways to develop effective inquiry questions
- Create imaginative contexts for learning with purposeful outcomes and events
- Design meaningful cross-curricular activities linked to inquiry investigations and outcomes
- Discuss inquiry teaching methods and practical applications
- Discuss and develop assessment for learning strategies and tools
- Discuss challenges and tensions

Location, dates, costs and tutors

Location: The Park High School, King's Lynn; **Dates:** 10th & 11th September, 2009; **Cost:** £100 per person

Tutors: Tim Taylor (AST, assistant-headteacher, Surlingham Primary School, trainer and website manager for mantle-of-the-expert.); Sue Eagle (former Headteacher, Tuckswold First School, Norwich, former Norfolk County Education Advisor); Martin Bennett-Taylor (deputy headteacher, St Michael's Primary Sch)

For more information or to book a place on this course please contact Tim Taylor: tim.taylor4@btinternet.com or visit http://web.me.com/timtaylor4/Imaginative_Inquiry/Welcome.html

Planning for Inquiry Booking Form

**To book your place please complete this form and return to us by email or post by
September 4th 2009**

Please note that if you return this form by email it will be necessary to send cheques by post. All necessary contact details can be found at the bottom of this form.

Please make all cheques payable to Futures Learning Project - BACS: Futures Learning Project, HSBC ,18 London Street, Norwich, Sort Code: 40-35-09, Acc. 02649780.

Course Dates:

10th & 11th September, 2009 The Park High School, King's Lynn, Norfolk

Your Contact Details:

School Name &
Address:

School Tel. number & email address:

Course participants' names:

Participants Contact Email Addresses:

Our Contact Details:

FLP - 2 Holmemead Cottages, Whitlingham Lane, Trowse, Norfolk, NR14 8UA. Tel. 0774 74 86511 email: tim.taylor4@btinternet.com Web: http://web.me.com/timtaylor4/Imaginative_Inquiry/Welcome.html