

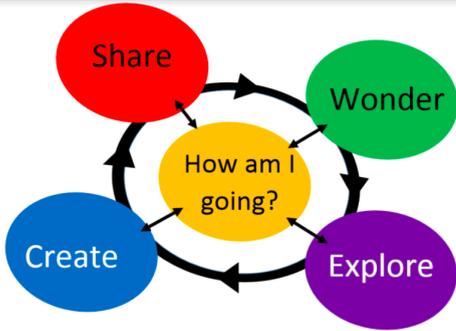
Inquiry Learning Report

November 14 2022

This report describes the Inquiry Learning undertaken at Clyde Quay School throughout 2022. It describes the learning that is taking place in the classroom and illustrates how it is linked to the New Zealand Curriculum Achievement Objectives.

Overview

Our student inquiry follows a 4 stage process with reflection at each stage.



| | |
|---------|--|
| Wonder | <p>Lots of activities to provide students a context for the area of study. Helps engage the students.</p> <ul style="list-style-type: none"> ● Hands on experiments, visits, youtube clips, reading, storytelling, provocative questions, expert visitors etc <p>Asking questions (wonderings).</p> <p><i>Ongoing reflections</i></p> <ul style="list-style-type: none"> ● <i>What do I already know?</i> ● <i>What surprises me?</i> ● <i>What interests me and captures my attention?</i> |
| Explore | <p>Taking some of the wonderings and engaging in activities to help find the answers.</p> <ul style="list-style-type: none"> ● Hands on experiments, visits, youtube clips, reading, storytelling, expert visitors etc. <p><i>Ongoing reflection</i></p> <ul style="list-style-type: none"> ● <i>What other wonderings come up through our investigations?</i> ● <i>Is my question something I can answer exactly, or is it something I will develop an opinion about?</i> ● <i>Can I answer or is it too big or complicated for me right now?</i> ● <i>Is my question something that I can find out through a one off google search, or will I need to do different sorts of reading, and experiments etc to answer my question?</i> |
| Create | <p>Creation of something which can share back what has been learned.</p> <ul style="list-style-type: none"> ● Can be grouped based or individual. ● New methods of sharing learning, including learning about audience and purpose. <p><i>Ongoing reflection</i></p> <ul style="list-style-type: none"> ● <i>What information do I want to share? What might I not need to share?</i> ● <i>Who am I sharing with? How will this help me decide how to share?</i> ● <i>What is the best method for sharing my information?</i> |
| Share | <p>Sharing the learning with others</p> |

Overview:

This year, we have assigned a key word that teachers have used as a starting point for our Inquiries. Wherever possible, we aim to have the learning experiences guided by the students' own questions, interests and knowledge. Using broader terms, such as "Culture" allows each whanau the freedom to create an Inquiry that is meaningful to them, and utilises the skills of the teachers' and learners.

Each term has also got a focus on a curriculum area to ensure that there is coverage across different learning areas throughout the year. These main areas are usually Science, Social Science, Health & P.E. and The Arts. Skills in other learning areas are also built as children enter the "Explore" and "Share" parts of the Inquiry Cycle. Where possible, Inquiry learning is integrated into other parts of the curriculum.

The words used for this year were:

Term One: "Culture"

Term Two: "Play"

Term Three: "Change"

Term Four: "Journey"

Achievement Objectives:

The Achievement Objectives that each whanau work towards are taken from the appropriate area in the New Zealand Curriculum. Each area has levels (Level 1-4 in Primary School) and teachers plan learning activities and experiences that help the children to understand the Achievement Objectives.

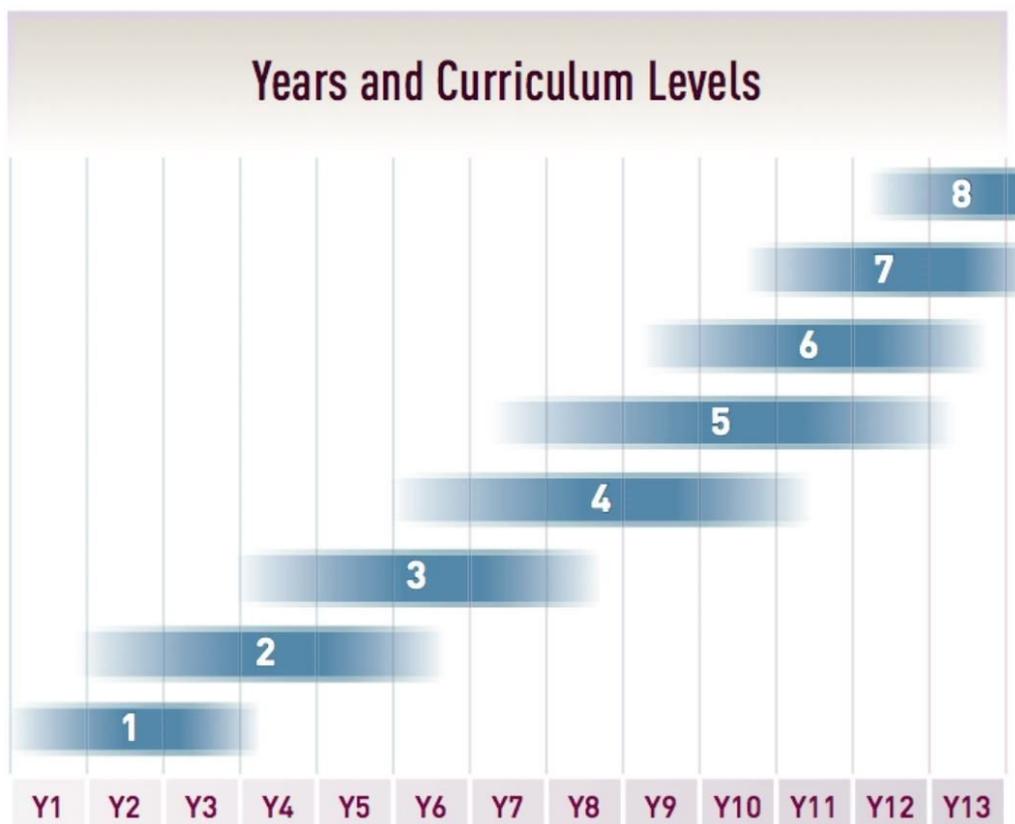
At Clyde Quay School:

Harakeke and Pohutukawa operate at Level 1

Karaka operate mostly at Level 2

Ngaio operate mostly at Level 3

Rimu operate mostly at Level 4



Below are some insights into our Inquiry for each term, including the Achievement Objectives from the curriculum for each whanau.

Term One

“Culture”

Overview:

The first term is all about creating relationships and connections with a new group of students. We decided to use the word “culture” as it allowed us to focus on creating this within our whanau, but also to explore the variety of cultures we have within our school.

Harakeke:

We used the phrase “Ko Wai Au? | Who am I?” to focus and guide our learning for Term 1. As a part of this students have created gorgeous posters of themselves, which include drawings of their families, favourite animals and food etc on them. Students also brought in a taonga (treasure) to show the class and talk about why their items are special to them. They were very excited to share and built on their oral language and presenting skills by talking in front of their peers.

Pohutukawa:

This term we are looking into the ‘Cultures within our classroom’ for our inquiry topic. The students have found this topic highly interesting. Teachers started off by sharing various aspects of their culture or family traditions that are important to them. Students produced some fantastic recounts about what they have learnt from the teachers’ cultures or traditions. This has led to some students sharing their family traditions. We are beginning to look at the writing process as a whole, where students revisit their writing to edit and then publish. Parents are engaged with the online publishing of work onto Seesaw. Students are very proud of their culture and their published work. It is great to see their engagement and motivation within writing reflect this.

Karaka:

In Karaka, the theme of the term “Culture” started by looking at what it means to be part of the Karaka Whānau, and how we can all contribute to making everybody feel valued, happy and learning at their best. We discussed our school values and how they can be used to achieve this. From there, we started to look more broadly at what culture meant - exploring groups of people that we belong to because of our likes/dislikes, community we live in and ethnic backgrounds. We explored some aspects of different cultures by learning about creation stories from different cultures, trying a sasa, making a piece of dot art based on aboriginal culture and had Kura share some Cook Island drumming. The children learned and shared what they discovered about their cultures - including food, clothes, music and dance from lots of different places around the world. Our final sharing was creating “Me in a minute” videos that encourage the children to share about what is important to them about their culture.

Ngaio:

Our inquiries around culture led tamariki to investigate things of particular interest, including what it would be like to move countries and speak other languages. Tamariki presented their findings using a range of methods, including presentation to groups and Google Slides. The start of the year also focused on creating classroom culture through getting to know their respective activities, collaborative tasks and creating routines and expectations.

Rimu:

Our inquiry this term was Culture. It started with looking into our own culture and what is a culture. We then used the students' interests to form a guided inquiry where the students were gathering information about a culture that interests them and they formed reports around their chosen culture.

Achievement Objectives:

Social Studies

Students will gain knowledge, skills, and experience to:

Level One:

- Understand how belonging to groups is important for people.
- Understand that people have different roles and responsibilities as part of their participation in groups.
- Understand how the past is important to people.
- Understand how the cultures of people in New Zealand are expressed in their daily lives.

Level 2:

Students will gain knowledge, skills, and experience to:

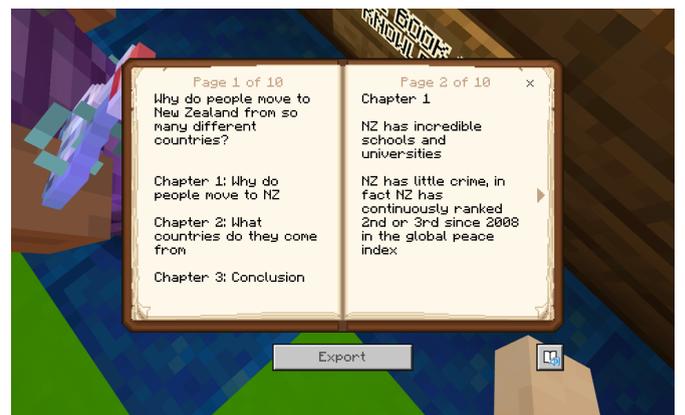
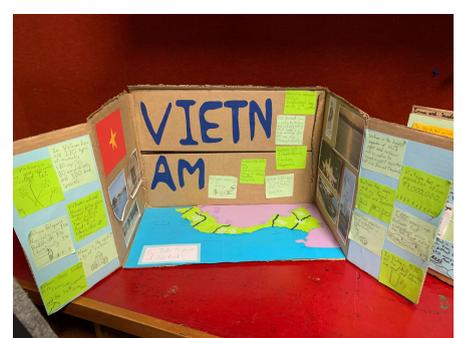
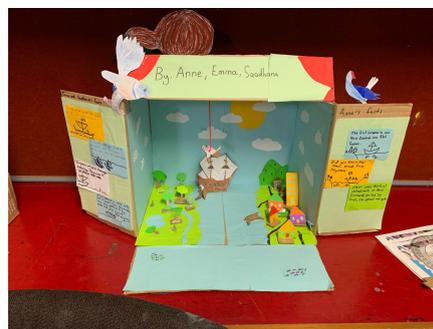
- Understand that people have social, cultural, and economic roles, rights, and responsibilities.
- Understand how people make choices to meet their needs and wants.

Level 3:

- Understand how groups make and implement rules and laws.
- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.
- Understand how people remember and record the past in different ways.

Level 4:

- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Understand how formal and informal groups make decisions that impact on communities.
- Understand how people participate individually and collectively in response to community challenges.



Term Two

“Play”

Overview:

In the second term there were 3 main events that formed the basis of our Inquiry learning. Firstly, the Junior Syndicate were putting on their Production, meaning that a lot of the learning would be centred in the realm of The Arts. We also worked with the Architects and Emma Bettle to get student voice from across the school about the positives and negatives of our playground. Information from this was considered in the designing of the Playground Master Plan. Lastly, this year was the first year that Matariki was made a public holiday and celebrated throughout New Zealand.

Harakeke:

Our focus was on our Junior School Production where we collaborated with Pōhutukawa to perform “Midnight at Te Papa”. We began with a trip to Te Papa to look at which exhibitions our students were particularly interested in to then weave into the script. The Nature | Te Taiao exhibition and the Teremoe waka were of particular interest and from there students chose whether they would like to be a bird, or a waka paddler. To represent the Nature | Te Taiao exhibition students chose their favourite bird they saw in Te Papa and then collaborated with a teacher to choreograph a bird dance and the weka scene. In our weekly singing sessions with Pōhutukawa we learnt and practised songs.

Students worked with teachers in making props by colouring the koru design for the waka, painting the Waharoa and Atua, and colouring the Matariki Stars. Xandra’s invaluable experience working in Te Papa enabled us to recreate the Waharoa and Teremoe waka with respect to the original structures.

For the costumes, each of the birds we looked closely at the colours and thought about how we could best create the look.

We read stories about Matariki, discussed native NZ birds, learnt about the meaning of a Waharoa, discussed what a waka is used for and also how to perform to an audience.

Pohutukawa:

This term’s Inquiry was around play and our production. We started with a trip to Te Papa. The purpose of the trip was for children to get some ideas for the production. The children explored the passport art and Pacific areas of Te Papa. They talked about why people might have come to New Zealand to live, looked at the taonga/treasures that people brought with them and how they were shown in the different art. Then we began planning our parts of the production using these three areas. The children’s personal voice and reflection from Te Papa became the draft script for the show, which Zeenat wrote with a group of children. The production was integrated into our Literacy programme, with children talking in depth and writing about their treasures, creating posters to advertise the show and making invites to parents. Through our guided reading programme, we gave many opportunities for the students to act in front of their peers with a range of plays that the students acted out and performed on a weekly basis. This gave the teachers the confidence in the speakers they chose for the show. The production has provided an authentic learning experience for children to engage with and learn New Zealand Sign Language, create a Samoan Sasa dance, choreograph a dance to music and learn the 9 stars of Matariki.



Karaka:

This term's inquiry into play has involved Karaka students (like the rest of the school) being involved with the CQS Playground consultation.

The production, entitled "Play Again" was the major focus for most of the term. Students were particularly interested in the idea of video games and so, with input from the children, Anne wrote the production script to include the idea of classic video games in the hope of making it relatable to the audience of parents. In literacy lessons we learnt about how plays are structured, read and performed them in groups and learned skills and language from the arts curriculum.

Students had taster sessions in dance, acting, drumming and ukulele then selected which group they'd like to specialise in for the production. As well as practising lines and group performances for the show, students were heavily involved in making their own costumes. Groups of students made masks and grappled with how to make them fit the brief of looking a particular way but still being wearable.

Ngaio:

Our inquiry has centred around Matariki, both the constellation and the cultural practices around it. Tamariki began by researching basic information on Matariki to broaden their current knowledge, before collaboratively generating a range of questions to frame their inquiry. Tamariki wondered about phenomena such as:

- How do different iwi acknowledge Matariki?
- Do other cultures around the world celebrate Matariki? How?
- How can we solve the problem of light pollution preventing people from seeing Matariki?
- How can we encourage more people to acknowledge Matariki?
- How can we help people realise there are 9 important stars in the constellation?

This is a sample of the type of questions our taura came up with. They then did specific research into their question, applying researching and note taking skills. After they had gathered information, they planned how they would share their knowledge. There were a wide range of projects on the go, from diorama's to google websites and everything in between. We enjoyed seeing the creativity flow during this time. Our taura now have a strong understanding of the importance of Matariki to Aotearoa and many of the relevant cultural practices.

Rimu:

This term's inquiry focus has been centred around Matariki where students have generated their own questions and have used this knowledge to form their own opinion around Matariki and what it means. We also used this knowledge to compare Matariki to other cultures who also celebrate the same star constellation. Children worked through the Inquiry cycle and had the freedom to create and present their findings in a variety of ways.



Achievement Objectives:

Dance

Students will gain knowledge, skills, and experience to:

Level One:

Developing Practical Knowledge

- Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.

Level Two:

Developing Practical Knowledge

- Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships.

Drama

Students will gain knowledge, skills, and experience to:

Level One:

Developing Practical Knowledge

- Explore the elements of role, focus, action, tension, time, and space through dramatic play.

Developing Ideas

- Contribute and develop ideas in drama, using personal experience and imagination.

Communicating and Interpreting

- Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

Level Two:

Developing Practical Knowledge

- Explore and use elements of drama for different purposes.

Developing Ideas

- Develop and sustain ideas in drama, based on personal experience and imagination. Communicating and Interpreting

- Share drama through informal presentation and respond to elements of drama in their own and others' work.

Music

Students will gain knowledge, skills, and experience to:

Level One:

Developing Ideas

- Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination.

Communicating and Interpreting

- Share music making with others.

Level Two:

Developing Ideas

- Improvise, explore, and express musical ideas, drawing on personal experience, listening, and imagination.

Communicating and Interpreting

- Share music making with others, using basic performance skills and techniques.

Visual Art

Students will gain knowledge, skills, and experience to:

Level One:

Developing Practical Knowledge

- Explore a variety of materials and tools and discover elements and selected principles.

Level Two:

Developing Practical Knowledge

- Explore a variety of materials and tools and discover elements and selected principles.

Achievement Objectives:**Social Studies**

Students will gain knowledge, skills, and experience to:

Level 3:

- Understand how cultural practices vary but reflect similar purposes.
- Understand how people view and use places differently.
- Understand how people remember and record the past in different ways.

Level 4:

- Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.
- Understand how formal and informal groups make decisions that impact on communities.

Term Three

“Change”

Overview:

Term three was our opportunity to explore Science throughout the school. “Change” allowed each whanau to select a context that was meaningful for their children. Through our Science Professional Development in 2019, we learned the importance of making Science teaching explicit and how the “Nature of Science” strand should weave throughout any science teaching. In the classrooms this often takes the shape of “acting like a Scientist” and includes searching for, taking and responding to careful observations. As always, evidence of Inquiry can be seen in many other learning areas, and Science lends itself nicely to factual writing, such as procedures and maths through taking measurements or calculating.

Harakeke:



Harakeke students have been “Acting like Scientists” to explore changes in materials. They discovered that to be a scientist you have to use your senses *“to find out stuff - but you can’t always taste things ‘cos it might be bad for you”*. Students explored what happens to a puddle of water when left in the sun/shade; how water changes from liquid to a solid and back to a liquid; how shaking cream and a marble in a jar changes into butter. Students have learnt to think like a scientist by asking “wondering” questions based on their observations. Our floating and sinking exploration provided lots of opportunities for questions like *“I wonder why heavy things float?” “I wonder why the apple floated because it’s big and I wonder why the marble sank because it is*

small?” Using the House of Science kit students were given the challenge to make a flinker - that’s something that floats in the *middle* of the water!

Pohutukawa:

We have been exploring changes in materials when we heat, cool or mix them. The children learned about different materials, states of matter, physical and chemical changes. We have been thinking like scientists - asking questions and observing. The children enjoyed making playdough, ice, bread, oobleck, popcorn and constructing things from lego, blocks, etc. The children have written explanation texts about changes, light and different materials. A lot of our literacy has been linked to our inquiry this term. We have read lots of non-fiction and explanation texts.



Karaka:

This term our Inquiry on Change had a focus on food and farming - looking at where the food on our plates comes from. We had a Science focus to this learning and while learning about farming and animals, conducted a range of experiments. We learned about making observations and recording with experiments such as “The Rainbow Bridge” and “Dancing Raisins” and made models of the water cycle. However, for the children, the highlights of our experiments were making their own butter and ice-cream. To make some real connections to our learning in Week 7 we took a trip out to Battle Hill Farm in Pāuatahanui. We were able to see a range of different farm animals and had the chance to explore a working woolshed, learning more about the process of caring for animals. We also used the “House of Science” boxes that we are able to get into school. They have a box based on dairy farming and the children have enjoyed learning about monogastric and ruminant digestion



Ngaio:

This term we had a science focus, which was electricity and circuits. Activities included:

- Exploring conductors and insulators of electricity
- Electrical safety
- Creating and exploring circuits, including making switches
- Writing out scientific reports that include: question, hypothesis, resources, method, observations and drawing conclusions from what we have noticed
- Planning out fair science tests by changing one factor only (variable) and keeping all other factors the same (constant)
- Being safe with electricity

At the end of the inquiry we used our knowledge of the subject to create artefacts that used electricity to create an event, e.g. moving cars, dancing people, helicopters/drones.

**Rimu:**

Our social science focused on Social engagement, social responsibility, problem solving and how these change people's perspectives. This programme was integrated with reading where the theme of the week would be linked in both readings and inquiry lessons. After the students had the knowledge of the three focus points they then chose a historical event of their choice and answered open ended questions related to the social problems of the event.

Achievement Objectives:**Science**

Students will:

Levels 1&2:**Nature of Science**

Understanding about science

- Appreciate that scientists ask questions about our world that lead to investigations and that open-mindedness is important because there may be more than one explanation.

Investigating in science

- Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Communicating in science

- Build their language and develop their understanding of the many ways the natural world can be represented.

Participating and contributing

- Explore and act on issues and questions that link their science learning to their daily living.

Living World

Life processes

- Recognise that all living things have certain requirements so they can stay alive.

Ecology

- Recognise that living things are suited to their particular habitat.

Evolution

- Recognise that there are lots of different living things in the world and that they can be grouped in different ways

Material World

Properties and changes of matter

- Observe, describe, and compare physical and chemical properties of common materials and changes that occur when materials are mixed, heated, or cooled.
- Investigate the properties of materials

Level Three:

Nature of Science

Understanding about science

- Appreciate that science is a way of explaining the world and that science knowledge changes over time.
- Identify ways in which scientists work together and provide evidence to support their ideas. Investigating in science

- Build on prior experiences, working together to share and examine their own and others' knowledge.
- Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations.

Communicating in science

- Begin to use a range of scientific symbols, conventions, and vocabulary.
- Engage with a range of science texts and begin to question the purposes for which these texts are constructed.

Participating and contributing

- Use their growing science knowledge when considering issues of concern to them.
- Explore various aspects of an issue and make decisions about possible actions.

Physical World

Physical inquiry and physics concepts

- Explore, describe, and represent patterns and trends for everyday examples of physical phenomena, such as movement, forces, electricity and magnetism, light, sound, waves, and heat. For example, identify and describe the effect of forces (contact and non-contact) on the motion of objects; identify and describe everyday examples of sources of energy, forms of energy, and energy transformations.

Level Four:

Social Studies

- Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies.
- Understand that events have causes and effects.
- Understand how people participate individually and collectively in response to community challenges.

Term Four

“Journey”

Overview:

This term, Inquiry learning for the whole school has a focus on our Health curriculum. As part of this focus “Navigating the Journey: Sexuality Education” programme will be taught in classes. This is the current resource produced by New Zealand Family Planning and covers many areas.

At primary school children are likely to learn about:

- + the human body and it’s growth and development
- + friendships
- + different kinds of families
- + consent in a range of relevant contexts (eg, at the doctor, in the playground, online)
- + respect for themselves, each other, and people who are different from them.
- + puberty
- + body development and image
- + human reproduction
- + different types of relationships
- + risks and issues that can arise online and when using social media.

Teachers are guided by the resource and learning activities and experiences are differentiated and progressive. Learning the above areas in Year 1 looks very different to Year 8. The learning becomes more specific, and focussed on the needs of young people as they are ready for it and it becomes more pertinent to their age and stage.

Achievement Objectives:

Health & P.E.

Students will:

Level One:

A1 Personal growth and development

- Describe feelings and ask questions about their health, growth, development, and personal needs and wants.

A2 Regular physical activity

- Participate in creative and regular physical activities and identify enjoyable experiences.

A3 Safety management

- Describe and use safe practices in a range of contexts and identify people who can help.

A4 Personal identity

- Describe themselves in relation to a range of contexts.

Movement Concepts and Motor Skills

B2 Positive attitudes; B4 Challenges and social and cultural factors

- Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

Relationships with Other People

C1 Relationships

- Explore and share ideas about relationships with other people.

C2 Identity, sensitivity, and respect

- Demonstrate respect through sharing and cooperation in groups.

C3 Interpersonal skills

- Express their own ideas, needs, wants, and feelings clearly and listen to those of other people.

Healthy Communities and Environments

D2 Community resources

- Identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.

D3 Rights, responsibilities, and laws; D4 People and the environment

- Take individual and collective action to contribute to environments that can be enjoyed by all.

Level Two:

Personal Health and Physical Development

A1 Personal growth and development

- Describe their stages of growth and their development needs and demonstrate increasing responsibility for self-care.

A2 Regular physical activity

- Experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.

A3 Safety management

- Identify risk and use safe practices in a range of contexts.

A4 Personal identity

- Identify personal qualities that contribute to a sense of self-worth.

Movement Concepts and Motor Skills

B2 Positive attitudes

- Participate in and create a variety of games and activities and discuss the enjoyment that these activities can bring to them and others.

Relationships with Other People

C1 Relationships

- Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.

C2 Identity, sensitivity, and respect

- Describe how individuals and groups share characteristics and are also unique.

C3 Interpersonal skills

- Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.

Healthy Communities and Environments

D1 Societal attitudes and values

- Explore how people's attitudes, values, and actions contribute to healthy physical and social environments.

D2 Community resources

- Identify and use local community resources and explain how these contribute to a healthy community.

D3 Rights, responsibilities, and laws; D4 People and the environment

- Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

Level Three:

Personal Health and Physical Development

A1 Personal growth and development

- Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.

A3 Safety management

- Identify risks and their causes and describe safe practices to manage these.

A4 Personal identity

- Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth.

Movement Concepts and Motor Skills

B4 Challenges and social and cultural factors

- Participate in co-operative and competitive activities and describe how cooperation and competition can affect people's behaviour and the quality of the experience.

Relationships with Other People

C1 Relationships

- Identify and compare ways of establishing relationships and managing changing relationships.

C2 Identity, sensitivity, and respect

- Identify ways in which people discriminate and ways to act responsibly to support themselves and other people.

C3 Interpersonal skills

- Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.

Healthy Communities and Environments

D1 Societal attitudes and values

- Identify how health care and physical activity practices are influenced by community and environmental factors.

D2 Community resources

- Participate in communal events and describe how such events enhance the well-being of the community.

D3 Rights, responsibilities, and laws

- Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness.

D4 People and the environment

- Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.

Level Four:

Personal Health and Physical Development

A1 Personal growth and development

- Describe the characteristics of pubertal change and discuss positive adjustment strategies.

A3 Safety management

- Access and use information to make and action safe choices in a range of contexts.

A4 Personal identity

- Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.

Movement Concepts and Motor Skills

B4 Challenges and social and cultural factors

- Participate in and demonstrate an understanding of how social and cultural practices are expressed through movement.

Relationships with Other People

C1 Relationships

- Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.

C2 Identity, sensitivity, and respect

- Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.

C3 Interpersonal skills

- Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.

Healthy Communities and Environments

D1 Societal attitudes and values

- Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand.

D2 Community resources

- Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members.

D3 Rights, responsibilities, and laws; D4 People and the environment

- Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community.