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Aspiration

Community

Empowerment

Inclusivity



anglianlearning.org

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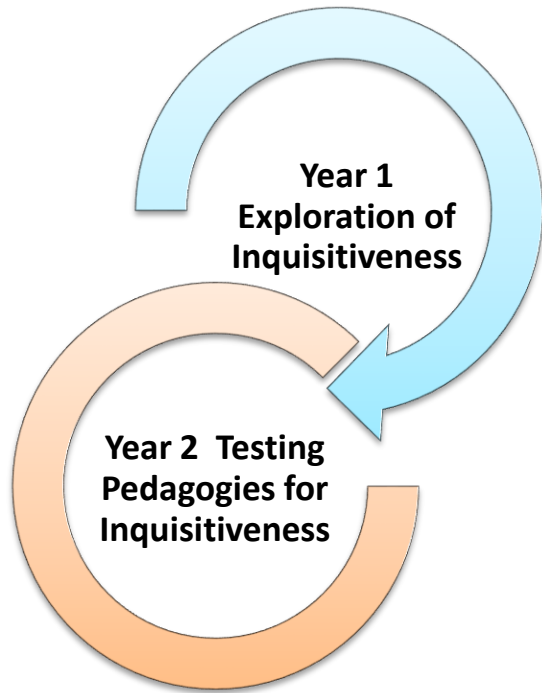


ANGLIAN LEARNING

Why did we decide this line of inquiry?

- We are focusing in particular on developing “inquisitiveness”
- Resonated with existing school priorities and areas of interest
- Wide application in different contexts
- Focuses on classroom practice that can supplement and strengthen existing curriculum approaches
- We believe that creativity is valuable per se, but can it also improve other outcomes?





Sub research question

What pedagogies can be used in the classroom to foster inquisitiveness?

Projects

Action Research Projects from last year were upscaled in some cases across whole key stages and in others to whole departments

Pedagogical approaches included:

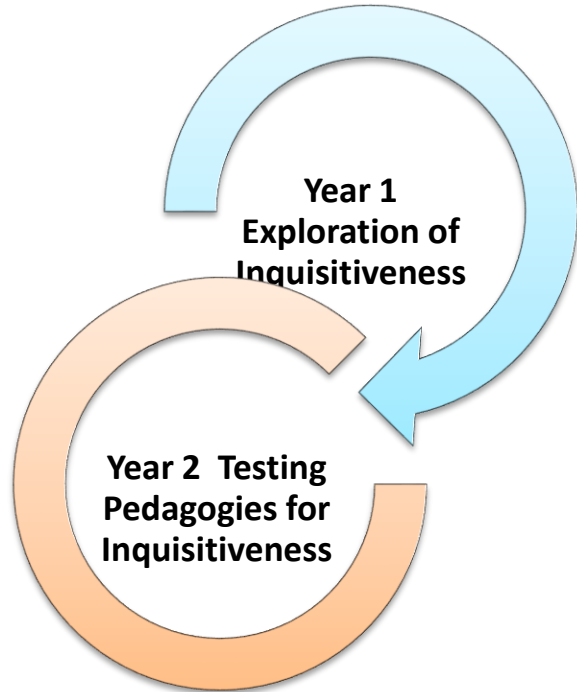
Exploring and Investigating through project- based learning

Mantel of the Expert

Wicked questions

Using oracy to aid inquisitiveness

Wondering and questioning



It was clear that to foster inquisitiveness in the classroom was multidimensional and the following factors emerged as being important.

1) Student attributes

Students perceived that:

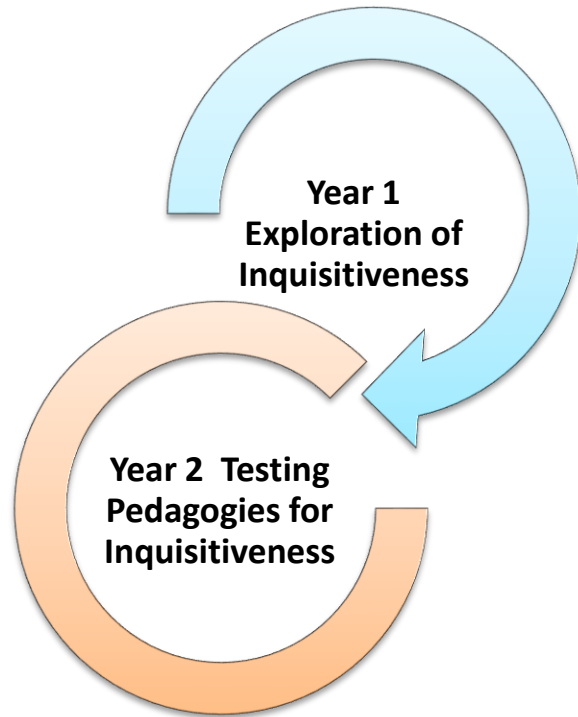
- having autonomy over projects made them successful
- they were more inquisitive when there was student led learning
- inquisitiveness was a skill that could be learned
- collaboration helps them to be more inquisitive
- project based learning helped them acquire knowledge that they could apply to other settings, e.g. exams
- students identified that challenge helped them to be inquisitive

2) Classroom Culture

Students perceived that elements of their classroom impacted their inquisitiveness:

- relationship between student and teacher
- seating plans

“If the teacher makes it look like he wants to do it. If the teacher’s just sat there, you’re just gonna be bored, you want the teacher to be interested.”



3) Teacher attributes

Students perceived that:

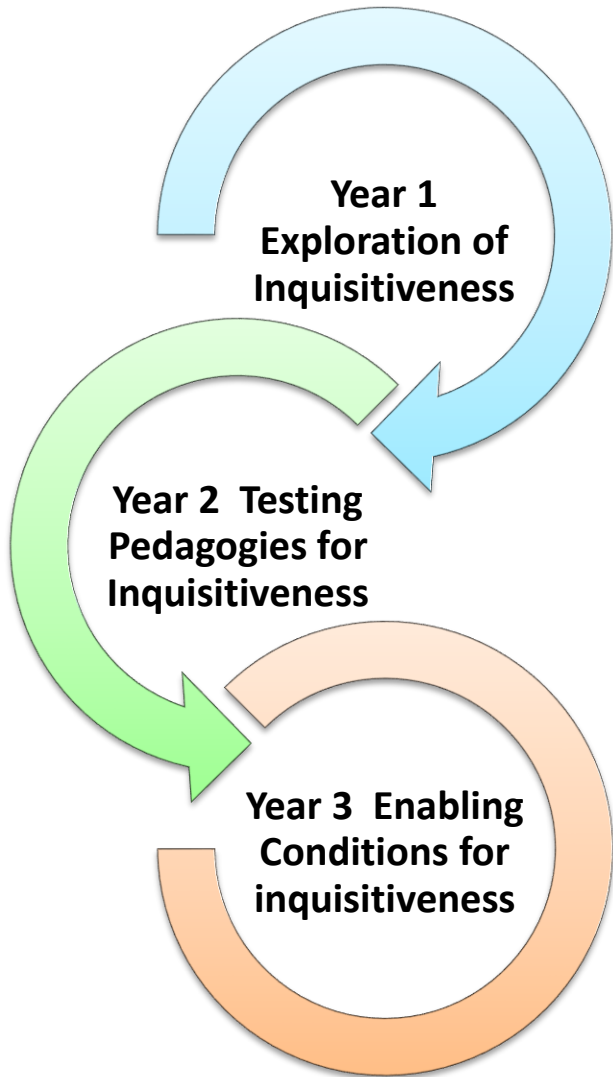
- a teacher’s own inquisitiveness impacted their inquisitiveness
- the dynamics between students and teacher affected their desire to be inquisitive in lessons
- Project-based learning helped students to be more inquisitive and curious in their learning

4) Whole School Ethos

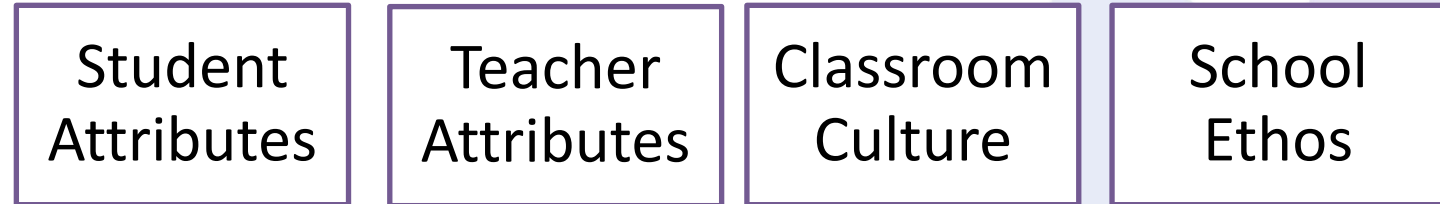
There seemed to be a correlation between inquisitive values and whole school values.

For example, in a primary school where collaboration was a ‘key attribute’ students were able to articulate how this helped them to be more inquisitive.

“Some lessons are set out quite boringly. They just talk for ages and then set us some book work and they don’t really set you any challenges. If we’re not challenged then we’re not learning anything, we’re not progressing.”



Sub research question: What are the conditions for inquisitiveness?



Plans to create conditions for inquisitiveness in the classroom

- Upscaling our 'action research' to whole school
- Primary School projects
- Training sessions across the Trust – teaching lead posts advertised
- Toolkit of pedagogies
- Teaching skills required for inquisitiveness and creativity. For example, working with Educational Consultant to create dialogic teaching cards for inquisitiveness and collaboration