Links to the curriculum:

English Level 4:

Listening, Reading and Viewing
Students will integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Speaking, Writing and presenting
Students will Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.

Technology Level 4:

Planning for Practice
Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome.

Brief development
Justify the nature of an intended outcome in relation to the need or opportunity. Describe the key attributes identified in stakeholder feedback, which will inform the development of an outcome and its evaluation.

Outcome development and evaluation
Investigate a context to develop ideas for feasible outcomes. Undertake functional modelling that takes account of stakeholder feedback in order to select and develop the outcome that best addresses the key attributes. Incorporating stakeholder feedback, evaluate the outcome's fitness for purpose in terms of how well it addresses the need or opportunity.

Other curriculum links may vary according to the actions chosen when completing the action plan template.

Teacher Notes:
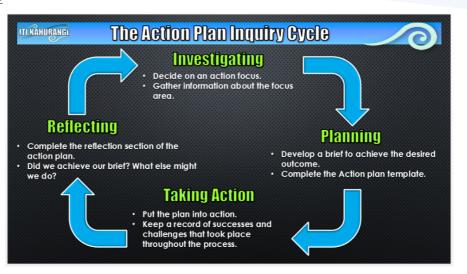
What are we doing now?

The purpose of this section of the unit is to select a course of action in response to the learning that has taken place during the course of the unit. Responses may include:

- A visit to a local marae.
- The creation of a playground feature or mural that outlines some of the cultural history of the area.
- Composing a song or dramatic presentation that shows what has been learnt.
- Planting trees or establishing a rongoa garden.
- Learning and performing a local waiata as a syndicate or whole school.
- Choreographing a new Jump Jam routine that relates to the learning.

Ideas for what to focus on for the action plan can be varied and cover a range of aspects of learning from the topic. Ideas for what to focus on for the action plan can be varied and cover a range of aspects of learning from the topic.

The Action Plan Inquiry Cycle:

This cycle outlines the process for teachers and students to carry out and reflect on an action plan. This is often not a linear process, but will require students to reflect on and make changes to refocus their plans as they encounter successes and challenges during their learning journey. The end product may vary from what was envisioned at the start of the action plan according to changes made to the plan.

The Action Plan Inquiry Cycle

Investigating
- Decide on an action focus.
- Gather information about the focus area.

Planning
- Develop a brief to achieve the desired outcome.
- Complete the Action plan template.

Taking Action
- Put the plan into action.
- Keep a record of successes and challenges that took place throughout the process.

Reflecting
- Complete the reflection section of the action plan.
- Did we achieve our brief? What else might we do?

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Selecting a course of action:

Teachers will start the process of selecting a course of action by brainstorming possible projects that the group will undertake in response to the unit.

For more information on the brainstorming process refer to:

http://www.mindtools.com/brainstm.html

The group will then discuss which potential actions are achievable, relate well to the learning and are attractive to the students. The group will then select their top three option and evaluate their appropriateness using either the PMI or Decision Making Matrix templates.

For information on the process of using PMI or Decision Making Matrix charts refer to:

http://www.rodineducation.com.au/downloads → *Critical thinking tools PDF* → *Pages 14 & 17-22*

After comparing and discussing their choices the group will then continue the inquiry process by surveying staff and students on the actions they wish to take. Staff and students will be asked for their opinions on the benefits and challenges of undertaking the desired project. If this process highlights some of aspects that have been overlooked then adjustments can be made while filling out the action plan template provided.

The final area that groups may need to investigate involves exploring the costs involved and any budget that may be allocated for the project. Students may find that they need to carry out some fundraising in order to complete their desired project. This should be included as part of the action plan.

Developing a brief:

A brief is a direct statement about the purpose and desired outcome of the undertaken project. The development of the brief is a process that may require revisiting and adjusting throughout the inquiry process.

The brief will take into consideration the stakeholders involved in the project, criteria that needs to be met and the steps required to reach the desired outcome.

At this stage groups should also consider how they will keep a record their actions to provide them with evidence of their achievement and to enable them to feedback to other groups.

Example of a brief:

Project: Sharing our Wairarapa Kōrero
Brief: Hold an event to share kōrero with the community about how some of our local rivers and mountains were named.
Criteria:

- *Gather information and create artwork relevant to the stories being shared.*
- *Organise the event where we can share our stories and the completed artwork.*
- *Display our artwork and stories around the school.*

Completing the Action Plan Template:

The Action Plan Template guides teachers and their students through the process of planning out how they will go about meeting their desired outcomes. The first section requires them to state their project and then prompts them to consider their findings from the investigative part of the inquiry cycle.

Groups are then required to list their brief which can be adjusted as required during the inquiry process.

The next section requires students to list their timeframe, budget and the area where the project will take place. Before prompting groups to break their action plan up into three stages. Each stage requires groups to reflect on the resources and assistance that will be needed.

The final task involved in the action plan is the reflection which is to be completed during the project and may involve making adjustments to some of the other sections or refocusing the action plan altogether as outlined in the action plan inquiry model.