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**co enquire** works with schools, colleges, partnerships and networks to explore and develop together the understanding and practice of enquiry-based learning.

**co enquire** works in partnership with those who wish to promote a culture of enquiry across their entire learning community – to fostering authentic learning experiences for teachers, support staff, students or parents. We support organisations to explore how to put the needs, questions and concerns of the learner at their heart.

**co enquire** seeks to work with the grain of government policy, taking advantage of those aspects which are supportive of learning communities and mediating those aspects which run counter to the principle.

**co enquire** encourages learners to be their own knowledge creators: young people develop an understanding of how knowledge is created and developed; teachers collaborate to develop their collective wisdom. Our learning communities draw on, but do not rely on, the products of other people's enquiry or creativity.

**co enquire** encourages learners to go beyond the confines of the standards agenda to see learning as an ambitious and creative endeavour. High quality enquiry learning encourages the development of personal qualities, cognitive and social skills that permit life-long, life-wide learning.

**co enquire** provides support which brings together the understandings, practices and tools associated with the major driving forces in modern education – forces that encourage dialogue about learning process and deep subject understanding. These include:

Personalised Learning, Emotional Intelligence, Thinking Skills, Collaborative Learning, Exploratory Talk, Learning Communities and Assessment for Learning

**co enquire** supports teachers with specific enquiry approaches such as P4C, SOLE, MoE and facilitation techniques such as Narrative Enquiry, Appreciative Inquiry, or Non-violent communication

**co enquire** offers a comprehensive and coherent range of support tailored to meet your community's particular needs, aspirations and budget. Whether it's an inspiring talk, a workshop that models tools and techniques or on-going consultancy and facilitation we can help.

**co enquire** recognises that transformation is substantially about professional learning of staff and we would argue that powerful learning environments cannot be created for students when they do not also exist for staff.

**co enquire** aims to encourage institutions to join local knowledge creating networks as they gain confidence. The long term aim is to support institutions to create positive learning environments for all.

# Developing enquiry based curriculum

## Development and support

Use the menu below to create a bespoke development or support package designed to meet your needs. This can be delivered through:

- Twilight or training days
- Leadership teams, teaching and learning groups or whole staff
- In school or off site events

	1 - 2 hour introduction	Half day training & support	Full day or ongoing development
What is enquiry?	•	•	•
A rationale for using enquiry	•	•	•
Facilitated discussion which models an enquiry approach	•	•	•
Examples of practical Enquiry Tools	•	•	•
Leadership of curriculum change		•	•
Video (using it for training and professional learning)		•	•
Teacher Enquiry – professional learning and modelling		•	•
Teacher coaching*			•
Facilitation of action research group into enquiry*			•
Facilitation and expert input on joint planning (subject and cross curricular)*			•

\*Engaging in a longer term reflective process can also feed into the M.Ed in Practitioner Enquiry at Newcastle University.

## Enquiry networks

Want to develop your school's Enquiry Based Curriculum in a collaborative learning network?

Adopt an enquiry approach to professional learning and take advantage of a range of expert input and practical support. Subscribe to a coenquire network.

Enquiry is both a curriculum approach and a means of professional learning and practice development.

### co enquire network

- Meets half termly for one year
- Expert speakers
- Practical tools
- Enquiry approach to professional learning
- £200 for a school subscription pays for one member of staff to attend each session



**David Leat** is the Executive Director of the Research Centre for Learning and Teaching (CfLaT) at Newcastle University and Professor of Curriculum Innovation. His research interests are in teaching thinking, metacognition, enquiry-based curriculum, coaching and collaborative professional development. He was recently worked on Open Futures, a skills and enquiry based programme run by the Helen Hamlyn Trust and a Knowledge Transfer Partnership project on assessing enquiry skills with Bedlingtonshire Community High School. He is the series editor for the 'Thinking Through ...' books and co-author of the award winning 'Thinking Through School'. Between 2001 and 2004 David worked in the Secondary Strategy where he wrote many modules, including Explaining, Big Concepts, Thinking Skills and Coaching.

**Rachel Lofthouse** has worked for 20 years in secondary schools and at Newcastle University, in the School of Education, Communication and Language Sciences (ECLS). She is a member of the Research Centre for Learning and Teaching, and has extensive experiences of facilitating and leading initial teacher education and post-graduate professional development. Her research and school-based consultancy focuses on teachers' professional learning (e.g. through models of coaching and mentoring and teachers' practitioner research) and innovative approaches to teaching and learning. She specialises in developing and understanding pedagogy based on enquiry and teaching thinking. She is co-author of *Developing Outstanding Teaching and Learning: Creating a culture of professional development to improve outcomes* (Julie McGrane and Rachel Lofthouse, Optimus Education, 2010)

**Julie McGrane** is Director of Leading Learning (Education) Ltd, a development and research consultancy committed to helping individuals and organisations develop and innovate by making learning their core business. Having been a teacher and network consultant for the National College for School Leadership, Julie's clients include individual schools, networks and organisations. Julie observes in schools in a wide variety of capacities and works with them as they innovate in the areas of curriculum, teaching and learning and professional learning. Julie is author of a variety of publications including *Engaging Parents Toolkit* (2008) *Developing Outstanding Teaching and Learning: Creating a culture of professional development to improve outcomes* (2010) and is a visiting fellow at the University of Newcastle upon Tyne.

**Anne de A'Echevarria** works as a freelance creative learning consultant and writer, co-directing her own consultancy, *Thinkwell*. She is a Visiting Fellow at Newcastle University. She has taught in secondary schools in the UK and France and on the PGCE course at Newcastle University before helping to establish *Thinking for Learning* in 2002, an educational research and development partnership between Northumberland LA and Newcastle University's *Centre for Learning and Teaching*.

She has worked with a wide range of organisations – primary and secondary schools, museum clusters, local authorities, health authorities, the BBC – any group that is interested in exploring how best to develop a culture of enquiry, creativity and creative learning.

Recent work includes:

- \*the use of story and story telling (Narrative Enquiry) as an enquiry method and agent of organisational change (TIN Arts and Newcastle Hospitals NHS Foundation Trust)
- \*the creation of short stories for and with young people that foster student enquiry into learning and curriculum change. Her narrative based Learning to Learn project, *Thinking Through School*, co-authored with David Leat, won the BESA Education Book of the Year award
- \*Exploring enquiry based pedagogies including 'Philosophy for Children' (accredited SAPERE trainer), Mantle of the Expert (authorised trainer), and Enquiring Minds with primary/secondary schools and museum clusters.
- \*Helping schools to author and implement their own enquiry-based curriculum frameworks through the facilitation of coaching programmes and school-based action research (Croydon and Lewisham LAs)
- \*Designing, modelling and supporting the development of cross-curricular Enquiry projects and enquiry tools (schools across the UK)

**Ian Patience** is co-director of Thinkwell. He is a SAPERE registered trainer in Philosophy for Children, an authorised trainer in Mantle of the Expert, an accredited Narrative Enquiry practitioner and an experienced Creative Agent and Practitioner in Creative Partnership's Enquiry and Change School programmes. Between 2002 and 2011 he worked as a consultant for Northumberland's 'Thinking for Learning' and 'NRAIS' projects, working with schools, colleges and training organisations to explore, develop and sustain enquiry-based teaching and learning methods. Ian has a reputation for facilitating enjoyable, interactive training days and workshops for schools and colleges that succeed in balancing the provision of practical classroom learning tools with an exploration of the values and principles that underpin their effective use.

Recent work includes: 'Creative Enquiry in Primary' with Gateshead, North Tyneside and Northumberland schools, 'Creative Enquiry in Secondary Science' with Newcastle LA and 'Thinking for Learning' with all tutors at Elmwood F.E. College, Fife.

Ian recently co-authored the best selling 'Teaching Thinking' Pocketbook with Anne de A'Echevarria.