

DOMAIN	ISSUES	PROFESSIONAL QUESTIONS	TOOLS	RESOURCES	
Ways of working	Working with mascil resources	How do I navigate around the toolkit?			
		How do I use the toolkit with a face to face community?	PDA-1 Routes through the toolkit		
			PDA-2 Coordinating a professional learning community		
	How can the mascil resources be used?	PDB-1 Using the resources to meet professional needs	PDB-1 PowerPoint PDB-1 Handout 1: PD working cycle PDB-1 Handout 2: Curriculum needs analysis PDB-1 Handout 3: Establishing priorities		
	Working as a teacher group	How will we work as a teacher group?	PDC-1 Challenges	PDC-1 PowerPoint PDC-1 Handout: Aims and values	
			PDC-2 Collaborating	PDC-2 PowerPoint PDC-2 Handout 1: Collaborating 1 PDC-2 Handout 2: Collaborating 2	
		How will we organise our collaboration?	PDD-1: Group organisation		
		How can we inquire into our teaching?	PDE-1 The inquiry cycle	PDE-1 PowerPoint PDE-1 Handout 1: The inquiry cycle	
	World of work	M&S in the WoW	How is maths used in the WoW?	WA-1 Mathematics in the world of work	WA-1 PowerPoint WA-1 Handout: Mathematics in the world of work
			How is science used in the WoW?	WB-1 Science in the world of work	WB-1 PowerPoint WB-1 Handout: Science in the world of work
Connecting learning to the WoW		How do tasks bring the WoW into the classroom?	WC-1 Connecting tasks with the world of work	WC-1 PowerPoint WC-1 Handout 1: Emergency calls WC-1 Handout 2: Telecommunication WC-1 Handout 3: Entrance matting WC-1 Handout 4: Container logistics WC-1 Handout 5: Choc-chip mining WC-1 Video: Teacher discussion	
			WC-2 Using tasks that make connections to the world of work	WC-2 PowerPoint WC-2 Handout: Tasks in the classroom	
			WC-3 Designing tasks	WC-3 PowerPoint WC-3 Handout 1: Sample task 1 WC-3 Handout 2: Sample task 2	
		How should we use science tasks to connect to the WoW?	WD-1 Comparing tasks	WD-1 PowerPoint WD-1 Handout: Science tasks to bring the world of work into the classroom. WD-1 Sample tasks (3)	
			WD-2 Connecting tasks to the world of work	WD-2 PowerPoint WD-2 Handout: Science in the world of work - medical diagnosis and waste. WD-2 Sample tasks (2)	
			WD-3 Connecting to the world of the horticulture industry	WD-3 PowerPoint WD-3 Video: Practical work for learning horticulture	

				WD-3 Handout 1: Horticulture students' information sheet WD-3 Handout 2: Student responses to the horticulture task
		How should we use mathematics tasks to connect to the WoW?	WE-1 World of work tasks in mathematics	WE-1 PowerPoint WE-1 Handout 1: Student responses to tasks involving the world of work WE-1 Handout 2: Mathematics in the world of work - Insurance WE-1 Handout 3: Working in insurance: teacher notes WE-1 Handout 4: Mathematics in the world of work - Architecture WE-1 Handout 5: Working in architecture: teacher notes WE-1 Handout 6: Mathematics in the World of Work: Journalism WE-1 Handout 7: Working in journalism: teacher notes WE-1 Handout 8: Reflecting on the world of work classroom tasks WE-1 Video (for Architecture task) WE-1 Spreadsheet (for Insurance task)
		What can teachers do to encourage students to study STEM subjects?	WF-1 Science teachers and careers advice	WF-1 PowerPoint WF-1 Handout 1: Science teachers and careers advice WF-1 Handout 2: Science in the workplace- an introduction
			WF-2 Mathematics teachers and careers advice	WF-2 PowerPoint WF-2 Handout 1: Mathematics teachers and careers advice WF-2 Handout 2: Science in the workplace- an introduction
Inquiry learning	The inquiry classroom	What happens in an IBL classroom?	IA-1 Characterising an IBL classroom	IA-1 PowerPoint IA-1 Handout: Characterising an inquiry classroom
			IA-2 Observing an IBL lesson	IA-2 PowerPoint IA-2 Video: Building with waste plastic bottles IA-2 Handout: Observing an inquiry classroom
		Does IBL work?	IB-1 Exploring the benefits of IBL	IB-1 PowerPoint IB-1 Handout: Two approaches to teaching the corrosion of metals
			IB-2 Exploring evidence	IB-2 PowerPoint IB-2 Handout: Inquiry learning - evidence of 'what works' Paper: Inquiry-orientated instruction in science?
		What are the challenges to using IBL?	IC-1 Identifying and classifying barriers and dilemmas	IC-1 PowerPoint Paper: Reforming science teaching IC-1 Handout: Implementing IBL – barriers and dilemmas.
			IC-2 Assessing inquiry learning	IC-2 PowerPoint IC-2 Handout 1: Formative assessment and inquiry IC-2 Handout 2: Formative assessment of inquiry skills

		How do we support IBL?	ID-1 Classroom questioning discussion	ID-1 PowerPoint ID-1 Handout: Thinking about the questions we ask
			ID-2 Classroom questioning role play	ID-2 PowerPoint ID-2 Video: Questioning strategies
			ID-3 Planning for effective questioning	ID-3 PowerPoint ID-3 Handout 1: What kinds of questions promote inquiry-based learning? ID-3 Handout 2: Five principles for effective questioning. ID-3 Handout 3: Planning for effective questioning
			ID-4 Students working collaboratively	ID-4 PowerPoint ID-4 Handout 1: Questions to tackle in a group ID-4 Handout 2: Students working collaboratively ID-4 Handout 3: Students working collaboratively – further reading ID-4 Video: How many school teachers?
IBL in mathematics	What do inquiry tasks look like in mathematics?	IE-1 Exploring inquiry activity and tasks	IE-1 PowerPoint IE-1 Handout 1: Sample task 1 IE-2 Handout 2: Sample task 2	
		IE-2 Comparing structured and unstructured tasks	IE-2 Powerpoint IE-2 Handout: Structured and unstructured tasks – organising a tennis tournament	
		IE-3 Characteristics of problem-solving tasks in mathematics	IE-3 Handout 1: Mixing paint IE-3 Handout 2: Fencing IE-3 Handout 3: Magic V IE-3 Handout 4: Prism IE-3 Handout 5: Characteristics of problem solving tasks IE-3 Handout 6: Problem-solving skills IE-3 Problem-solving cards	
	How do we plan for IBL in mathematics?	IF-1 Planning for IBL in mathematics	IF-1 PowerPoint IF-1 Handout 1: Building a school with bottles in Honduras IF-1 Handout 2: Developing a lesson plan. IF-1 Handout 3: A sample lesson plan	
		IF-2 Observe and analyse a lesson	IF-2 PowerPoint IF-2 Video 1: Michelle’s lesson IF-2 Video 2: Judith’s lesson	
		IF-3 Advice for teaching problem-solving	IF-3 PowerPoint IF-3 Handout: Problem-solving advice	
	How does IBL relate to our mathematics curriculum?	IG-1 Opportunities for IBL in the curriculum	IG-1 PowerPoint IG-1 Handout: Purposes of learning mathematics	
		IG-2 IBL and values in mathematics	IG-2 PowerPoint	
	IBL in science	What do inquiry tasks look like in science?	IH-1 Exploring teachers’ values	IH-1 PowerPoint
IH-2 Exploring IBL tasks in science			IH-2 PowerPoint	
IH-3 Comparing approaches			IH-3 PowerPoint IH-3 Handout: Comparing approaches	

		How do we plan for IBL in science?	II-1 Planning for IBL - a focus on questioning	II-1 PowerPoint II-1 Handout: Planning for IBL in science – a focus on questioning.
			II-2 Planning for IBL - students generating questions	II-2 PowerPoint
		How does IBL relate to our science curriculum?	IJ-1 The potential of IBL to meet curricular demands	IJ-1 PowerPoint
			IJ-2 IBL, inquiry skills and the nature of science	IJ-2 PowerPoint
			IJ-3 The potential of IBL to promote key competencies	II-3 PowerPoint