




OVERVIEW OF AN INQUIRY JOURNEY

PHASE AND INTENTION	TYPICAL TEACHER AND STUDENT ACTIVITY
 Framing the inquiry <ul style="list-style-type: none"> establishing a worthwhile context and compelling question identifying conceptual underpinnings making links with the system/school curriculum identifying understanding goals identifying key skills and dispositions identifying possible indicators of understanding 	<p>Teachers gather initial student ideas, questions and suggestions. Here, teachers are in the initial design phase, framing up possibilities and clarifying the big picture. They refer to curriculum standards, whole-school guidelines and other elements that inform their programming. Students share, with the teacher and each other, their views on what the inquiry may entail.</p> <p>Depending on their readiness and on the context for inquiry, students may sometimes attend, or provide advice to, planning meetings. Teachers at this stage are in dialogue about the higher purpose of the inquiry. They need to be able to see the horizon at a conceptual level, even if the journey towards it remains unknown.</p>
 Tuning in <ul style="list-style-type: none"> provoking interest, curiosity, tension or uncertainty gathering data about students' existing thinking, knowledge, feeling and understanding helping students make connections with the key concept/s providing purpose, the big picture and authenticity motivating, exciting, engaging 	<p>In this phase of an inquiry, the teacher is essentially tuning in to the students' thinking (and so too are the students tuning in to their <i>own</i> thinking). The teacher takes a very active role as inquirer, with student thinking being the focus of their inquiry. Students are typically making their thinking visible in a range of ways, through play and structured tasks. They are producing evidence of their early theories, possibly beginning to ask questions and becoming more aware of how this inquiry links with their lives and what they will be learning more about and learning to do. Increasingly, students are able to identify and share their early ideas confidently and in a range of ways. They are aware that their ideas are tentative and are likely to change through the course of the inquiry. Depending on the nature of the inquiry itself, this may be a time when students are challenged with a project or task that they will be working towards or a problem they will be addressing. Importantly, the information teachers are gathering at this stage helps inform subsequent planning.</p>
 Finding out <ul style="list-style-type: none"> gathering new information to address the compelling question developing the required research skills learning how to organize and manage the process of finding out having some shared experiences that will allow us to talk and share our thinking with others stimulating curiosity through new experiences and information learning how to efficiently record information gathered 	<p>Typically, students at this phase are involved in the process of planning for and researching new information. What they do depends on the manner in which they will be finding out. They may be experimenting, surveying, searching the web, watching clips, emailing or Skyping experts, asking their parents or others, making phone calls, reading texts, viewing images, listening to podcasts, stories or speakers, examining artworks or working through a trial and error process. They are also recording what they are finding so they can refer back to it when they take their thinking deeper. They may also add to their wonderings or wonder for the first time:</p> <p><i>I think we could/should...</i> <i>Maybe we should search for...</i> <i>How about we ask...</i> <i>I found out...</i> <i>Oh, now I know...</i> <i>This makes me wonder about...</i></p>

OVERVIEW OF AN INQUIRY JOURNEY (CONT'D)

PHASE AND INTENTION

TYPICAL TEACHER AND STUDENT ACTIVITY



Sorting out

- comprehending – making meaning of the information gathered
- revealing new thinking and deeper understanding
- answering questions
- reviewing/revising early thinking and synthesizing
- interpreting the information and communicating with others

This is a critical phase in the assessment of understanding. In this phase students are typically analyzing and sharing their discoveries. They may use math, art, language, graphic organizers, drama, dance, music etc. to process and respond to the information they have. They are talking, responding, sharing and processing. They are revealing a new and deeper understanding of the concept and noticing patterns and trends. New questions may emerge as a result of this processing of information.

Verbal evidence

I used to think... but now I think...
I can answer some of my questions
I wasn't expecting to find out that...
I can connect this with...
I have learned that...
This means/I think this means...
This tells me that...
Now I'm wondering...
I'm learning how to...

Other evidence

art works
written pieces
digital products
graphic organizers



Going further

- opportunities for students to pursue questions and interests arising from the journey so far
- learners work more independently on investigations

This phase typically involves teachers releasing more responsibility to students. They may be working on projects/investigations that are more independent and focused on aspects of the inquiry they need to find out more about or have become most interested in. Students are also applying some of the skills they have been learning in the shared inquiry to a more personalized context.

I want to find out more about...
Why/who/what/where/when/how...?
Can we/I...?
I think I should/could...
I'm confused about...
I still need to know/do...