A MODEL FOR DESIGNING A JOURNEY OF INQUIRY

What are the **big ideas** underpinning this inquiry?
What conceptual understandings do we want students to develop?

What **compelling question/s** might drive this inquiry?

What do WE understand about this?
What biases do we bring to this inquiry? What might we need to do to inform ourselves about this?

What contexts /problems/issues might offer an **authentic** context or purpose for this inquiry?

Tune In
Establish purpose and relevance
Provoke curiosity and wonder
Access and document prior knowledge, existing theories and ideas
Formulate questions
Consider ways to find out

Reflect and act
Consider ways to apply/use/share learning
Make connections back to big ideas
Evaluate the process
Consider unanswered questions
What next? What now?

Find out
Use a range of resources & methods to gather information (read, view, interview, survey, experiment, observe…)
Aim to connect with people, places & objects to broaden understanding
Critically assess the value of the information gathered
Document information gathered in a range of ways

Growing the skills and dispositions to:
RESEARCH
COLLABORATE
COMMUNICATE
THINK
SELF MANAGE

What **tools/ strategies/routines** can we introduce or refine in this inquiry?

How might we use this inquiry to connect the curriculum?
What learning areas can we **meaningfully integrate?**

Go further
Use new questions as the basis for extended inquiry
Establish personal pathways of interest
Share new learnings with others

Sort Out
Make sense of the information gathered
Analyse, organise, compare, contrast, sift and sort
Reflect, respond and express new thinking
Revisit questions, refine and add new ones

How will we offer students **choice**?
How will we ensure they have a **voice** in the planning of this learning journey?

How will we **collaborate** to design this inquiry?
How will we use evidence of students' thinking to **continually inform** our planning?

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