

When undertaking an **inquiry-based project** our students use the school's **inquiry learning process**.

Our students' learning is enhanced and deepened as they explore the future-focused concepts of **sustainability** (toitu), **creativity** (auahatanga), **global connections** (hononga aowhanui) and **citizenship** (raraunga) in multiple contexts during their time at our school.

The school's **inquiry learning process** involves the students moving through the following phases:

<i>Phase</i>	<i>During this phase the students:</i>	<i>In a nutshell, the inquiry process involves:</i>
<ul style="list-style-type: none"> • Tuning in 	<ul style="list-style-type: none"> • engage in and gather prior knowledge • select questions for inquiry 	<ul style="list-style-type: none"> • planned, direct and vicarious experiences that provide opportunities for students to pose questions and gather information
<ul style="list-style-type: none"> • Finding out 	<ul style="list-style-type: none"> • gather new information to address the compelling question • develop the research skills that are required • learn how to organise and manage the process of finding out • learn how to record information gathered in efficient ways 	
<ul style="list-style-type: none"> • Sorting out 	<ul style="list-style-type: none"> • comprehend – make meaning of the information gathered • reveal new thinking and deeper understanding • answer questions • review and revise early thinking • organise, analyse and organise the information gathered 	<ul style="list-style-type: none"> • activities that help students organise new information and use skills in a way that assist them to form concepts and generalisations about their world
<ul style="list-style-type: none"> • Going further 	<ul style="list-style-type: none"> • take the opportunity to pursue questions and interests arising from the journey so far 	<ul style="list-style-type: none"> • opportunities for students to demonstrate what they have learnt
<ul style="list-style-type: none"> • Drawing conclusions 	<ul style="list-style-type: none"> • identify avenues for action and application of findings 	
<ul style="list-style-type: none"> • Taking action 	<ul style="list-style-type: none"> • reflect on what was learned • apply their learning to other contexts - to put the learning to use • assess final understanding and growth in skills 	<ul style="list-style-type: none"> • applying the knowledge, skills and values to other contexts