

Understanding our Inquiry Framework.

This document describes inquiry learning at Johnsonville School, and how children and their teachers work through our Inquiry model. The essential elements describe how and when Inquiry learning practices and pedagogy are used in school. Following on is a detailed description of each of four phases of our inquiry learning process.

Learning Through Inquiry – Essential Elements

Learning through Inquiry (LTI) happens throughout the day, week, year. It is not confined to particular subjects or times of the day.

Short or occasional topics and spontaneous learning events are equally relevant to LTI as longer topics or units.

LTI is an approach to teaching and learning that has 5 key elements.

1. Has no subject barriers. *LTI is cross-curricular.*
2. Begins with a context, whether planned, unplanned, intended or unintended.
3. Is capable of capturing and sustaining student interest and engagement. The teachers and/or students have roles in initiating inquiries. Students interest and engagement are far more important than who decide or choose the context.
4. Leads from the known to the unknown through questions that spark investigation with development of new skills, insights and understandings.
5. Develops knowledge through processes of finding, interpreting, and evaluating information, and sometimes leads to using or acting on what is discovered.

Phase	Across all phases	During this phase the students:	How we support learning (including questions)
<p>Make a start</p> <p>Think about it Talk about it Wonder about it Engage</p>	<p>Question and reflect</p> <p>Capture and harness curiosity as it arises</p> <p>Strengthen understand of inquiry learning processes through guided, self and peer reflection</p> <p>Deepen knowledge through prompting or posing questions.</p>	<ul style="list-style-type: none"> - Engage in and gather prior knowledge - Are immersed in the topic - Develop questions 	<ul style="list-style-type: none"> - What does this task require me to know and do? - What do I/we already know? - What do I/we want to know about this topic? - What questions will we try to answer? - What could an answer be?
<p>Find out</p> <p>Ask Search Investigate Gather info</p>		<ul style="list-style-type: none"> - Learn where and how to search or investigate for information or knowledge - Learn how to organise and manage the process of finding out - Gather information to address key questions - Learn how to record information gathered using a variety of methods 	<ul style="list-style-type: none"> - What kinds of resources might help? - Where do I/we find them? - How do we access sources of information? - How do I know if the information is valid? -
<p>Make Meaning</p> <p>Examine Understand Evaluate</p>		<ul style="list-style-type: none"> - Organise, analyse and critically consider information gathered. - Comprehend – make meaning of the information gathered - Reveal new thinking and deeper understanding - Answer questions - Review and revise early thinking 	<ul style="list-style-type: none"> - What information is relevant to my/our questions? - What parts support my/our answer(s)? - How does it relate to what else I/we know? - What parts do not support my/our answer(s)? - What is my new learning?
<p>Share</p> <p>Communicate Present Use</p>		<ul style="list-style-type: none"> - Share new learning - Identify avenues for action and application of findings - Use new learning - Make positive difference where applicable 	<ul style="list-style-type: none"> - Who is my/our audience? - What are my/our main point(s)? - What is important? - How does it connect? - How do I/we use media to express my message? - How can I use my/our new learning?

Our Model of Inquiry

