Student Teacher Inquiry Process

STAGES IN THE INQUIRY PROCESS	What the students say/think/ask	What teachers say/think/ask
BIG IDEA **HOOK, BIG PICTURE, IMMERSION, SPRINGBOARD, DECIDING DIRECTION, PURPOSE.** Experiential, news article, journal, story, scenario, issue, situation, images, video, recording artefacts, photos, wonderments, happenings, events, sparks. Observation as a springboard.	• I will participate, listen and contribute.	• How can we motivate/introduce this idea/issue to the children? (hook) • Which resources will best support the children in this inquiry? • I will model effective listening and questioning strategies. • What are we going to assess in this inquiry? (child/peers/teacher/parent)
PRIOR KNOWLEDGE Quiz, brainstorm – What do we know? Record of sharing, information, misinformation.	• What do I know about this? How do I know? • Which visual maps for thinking will we use to record our knowledge? • How can we share what we already know?	• What thinking maps can we use? • What visual maps will I need to introduce and teach? • What gaps in knowledge do my children have? • What direct acts of teaching do I need to plan?
QUESTION & FOCUS Open and closed questions, crafting of questions, undermining, rich, connected. Good questions are at the heart of good inquiry.	• What if? • I wonder why? • How does this work? • Who can I choose to talk to about this? • What do I want to know?	• How do I effectively teach open and closed questions? • How will I expose children to different questioning techniques? • How will I model how to form rich and connected questions? The right ones at the right time. • I am guiding/modelling the inquiry process.
RESEARCH	• How do I find this out?	• How can I support/scaffold the children's research?

FIND, SELECT, GATHER INFORMATION Brainstorm places to find information, teacher discuss how to form and locate key words.	• Does this information help with my inquiry? • How will I organise and record my findings and information? • I will identify key words to do with my/our topic. • I will explain my findings in my own words.	(note taking, paraphrasing, key words, skinny notes, writing up in own words, etc) • Take a brainstorming session – How to identify and use key words in research. • I am modelling and guiding the inquiry process.
ORGANISE AND INTERPRET Select or reject, summarise, generalise, and support new ideas with evidence. Make new connections – cause and effect. Conference with students on their presentation ideas.	• How can I demonstrate the new knowledge and inform others?	• How can I scaffold children to make connections with this new knowledge? • I am guiding and modelling the inquiry process.
SHARING Impact, communicate, share, what format, performances, plays, power points, displays, web pages, etc….	• How will I share my findings? • Who will I share these findings with?	• How will I manage and support their sharing?
LIFT OFF – REFLECT ON LEARNING Learning journals, further inquiry, implications and evaluation. Possible further inquiry – where to next?	• How did I go with my inquiry? • Reflect on the learning with my peers. (PMI chart or other reflection sheets) • Where to next? • I will reflect on my learning	• How effective has this inquiry been for the learners? • What has worked? • What hasn't? • Where to next? • How can we share this knowledge with others? (other classes, assembly, parents, community, etc)

PLANNING GUIDE

Big Idea (Topic):	**Big Idea**	Select from the following Visual/Thinking Maps.
	News article, journal, story, scenario, issue, situation, images, video, recording artefacts, photos,	
		Circle map
		Flow maps
Achievement Objectives:	wonderments, happenings, events, sparks.	Bubble Map (Venn diagram)
		Double Bubble Maps
	Observation as a springboard.	Brace
		KWL
		De Bono hats
	Prior Knowledge	T chart (looks like sounds like) Y chart
	To record what we think we know about the topic.	
Learning Intentions:	Quiz, brainstorm, record of sharing, information, misinformation, KWL, circle map.	Skinny and Fat notes
		PMI
		SWOT – strengths, weaknesses, opportunities and threats
		Brainstorm
Success Criteria:	**Question and Focus**	SOLO
	Open and closed questions, crafting of questions, rich, connected.	BLOOMS TAXONOMY
	Good questions are at the heart of good inquiry.	
Assessment :		
	Research	
Self:	Where will I find the information I need.	
Peer:	Brainstorm places to find information, teacher discuss how to form and locate key words.	
Teacher:		
	Teacher models how to form and use key words.	
	Interpret and Organise	
	Skimming and scanning for information.	
	Using contents pages, index and headings.	
	Select or reject.	
	Summarise or generalise.	
	Support with evidence.	
	Make new connections.	
	Cause and effect.	

	Visual Maps – (write what you are teaching and using). **Sharing** Before children begin presentations take time to talk to each one/group about purpose, audience and best format for presentation of ideas. Help children choose format. Conference with students on their presentation ideas. Discuss how to structure presentation. Discuss purpose and audience. **Lift Off-Reflect on Learning** Self-reflect and peer reflect. Where to next?	