


## KPS Inquiry Learning Model

**Stage One**—Purpose: The big ideas, central themes, key understandings clearly linked to our Big 3 Statements and covering all strands of the Health, Science, Social Science and Technology curriculum areas.

**Stage Two**—Teacher Directed (Planning) Wonderings Getting Hooked Discovering Asking the rich, action based questions. Sparking interest and developing a base knowledge of the topic. Locating and organising resources (for base knowledge & inquiry)

**Stage Three**—Our Inquiry Learning Playground; Teacher Directed and/or Student Directed

Our Inquiry Learning Playground - Teacher Directed and / or Student Directed	Learning Activities to do at each stage:
<p>1. <u>Getting Hooked</u> Develop questions, make predictions, hypothesise.</p> <p>2. <u>Knowledge Bomb</u> Becoming experts through planning, gathering, sorting and checking our information.</p> <p>3. <u>Construct/Create</u> Drawing conclusions about our questions and hypotheses.</p> <p>4. <u>Communicate</u> Sharing our deep learning with others.</p> <p>5. <u>Reflect</u> How effective has our learning been? Give and receive feedback and feedforward.</p> <p>Complete the Inquiry Process.</p> <p><u>Assessment Task</u> - Share learning with a friend, the teacher or the class.</p>	 <p><u>Getting Hooked</u> Introduce a scenario where a major problem or issue needs to be tackled. Ensure that the problem/issue is set in a real-life/authentic context. “We must help solve this problem because...” Stress the urgent nature and importance of the children’s learning showing how their input could make a difference. The children will also need to know who their information is for so they can incorporate their audience’s needs in their final presentation. An achievement rubric should be developed here (with the class) outlining all levels of achievement - the children can then set their own goals for this task.</p> <p><u>Knowledge Bomb</u> Introduce a range of resources where the children can explore and find relevant information. They will need to check that their information is true by finding another source of information which says the same thing. Encourage the use of a variety of information types—internet, specialised books, encyclopedias and real life experiences or visits from experts too. Keep the children focussed—they still have to find answers for the initial problem/issue and justify those.</p> <p><u>Construct/Create</u> Using thinking tools e.g. thinking hats, SOLO Taxonomy as well as the information gathered by the children, make a decision about the best course of action or best solution to the problem/issue. Key Question = Have we looked at this from all angles/perspectives? Does our solution suit everyone, most people or just our target audience? What new knowledge have I created by looking at this problem differently?</p> <p><u>Communicate</u> This decision needs to be presented in the best way for the targeted audience. What are their needs? What type of language should we use to get our message across? What media/technology can we use to give our presentation impact?</p> <p><u>Reflect</u> Did we achieve what we set out to do—according to the initial achievement rubric/according to our personal goals? Did we follow an accurate plan during our research? Did our initial plans change? Why? What parts of the Inquiry did we do well? What parts did we not do so well? What do we need to learn in order to make our Inquiry learning more effective/efficient next time?</p>

