

Inquiry Teaching and Learning Model

Launch

What can it look like?

- Share the Learning Intention and Success Criteria and these are displayed and referred to throughout the lesson.
- Explicit teaching of the skills and strategies to establish and test a hypothesis.
- Codeveloped anchor charts are displayed in the learning space to support learning.
- Exposure to relevant vocabulary.

Independent / Collaborative Learning

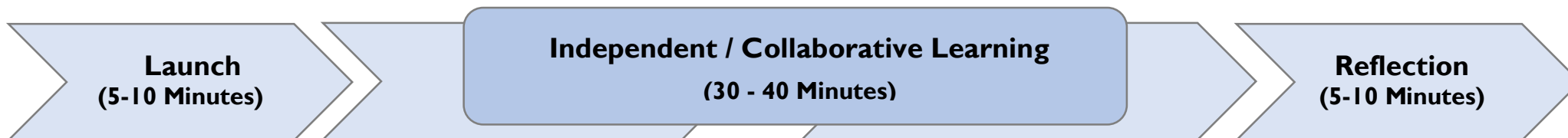
What can it look like?

- The teacher facilitates and supports the learning process.
- Students independently or in small groups practise or apply the focus of the launch lesson and/or their specific learning goals.
- Learning tasks and or goals are differentiated and/or open ended to support learning needs.
- Students utilise a variety of resources within the classroom.

Reflection

What can it look like?

- Opportunity to self-assess against the Success Criteria and identify direction for future learning.
- Students articulate what they have learnt and the strategies/processes they used.
- Evaluation of initial hypothesis.
- Recognition and celebration student learning.
- Reflection strategies vary from lesson to lesson e.g. partner, individual, journal/diary entry, thinking routines etc.



Givens

- Students engage in minimum of one Inquiry lesson each week.
- Opportunities are made to link Inquiry Learning to other curriculum areas.
- The whole school explores the same Big Idea and Enduring Understandings at the same time.
- The content of the inquiry is guided by the Essential Questions and student input.
- Student's prior knowledge is established at the start of each Inquiry.
- Student agency is ensured by their contribution to:
 - What they want to learn
 - How they want to learn it
 - How they will show their learning
- Thinking routines are explicitly taught through Inquiry Learning.

The Enduring Understandings

- Who we are
- Where we are in time and place
- How we express ourselves
- How we organise ourselves
- How the world works
- Sharing the planet

School Values

Trust
Respect
Clear & High Expectations
Responsibility
Knowledge, Discovery, Insight

Cross Curricular Priorities

- Aboriginal and Torres Strait Islander's History and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

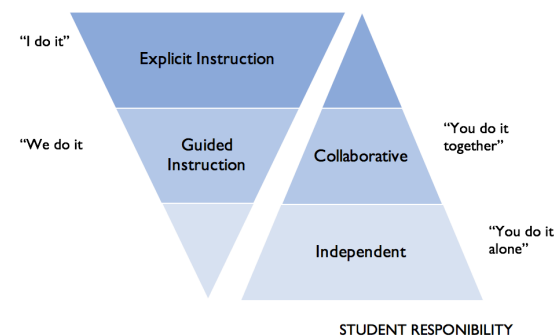
Capabilities

- Personal and Social
- Critical and Creative Thinking
- Intercultural
- Ethical

Formative Assessment and Feedback

Examples: teacher questioning, observation notes during turn and talk tasks, conferencing and goal setting, anecdotal notes, work samples, photographing and filming, rubrics etc.

TEACHER RESPONSIBILITY



At CNPS all staff acknowledge the importance of student voice and agency within their learning. Students are provided with opportunities to contribute to what they learn, how they learn and how they demonstrate their learning.

