

# Teacher and student questions during a journey of inquiry....

Phase (not strictly linear) and purposes	What might students be doing/saying?	What might teachers be doing/saying?
<p><b>Framing up the inquiry....</b></p> <ul style="list-style-type: none"> <li>- establishing the context and compelling question</li> <li>- making links with system/school curriculum</li> <li>- identifying understanding goals</li> <li>- identifying key skills and dispositions</li> <li>- identifying possible indicators of understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing with the teacher and each other their views on what the inquiry should entail.</li> <li>- <i>We think we should learn more about...</i></li> <li>- <i>We would like to.../not like to...</i></li> <li>- <i>We are interested in...</i></li> <li>- <i>How about we....</i></li> </ul>	<p>What do these students want and need to learn and do?</p> <p>What are the students revealing to us in these initial conversations?</p> <p>What is important to learn about this?</p> <p>What are the big ideas?</p> <p>Why is this worth doing? Is this worth doing?</p> <p>How can we connect this with our students' lives?</p> <p>What do we know/think/believe about this?</p>
<p><b>Tuning in</b></p> <ul style="list-style-type: none"> <li>- Gathering data about students' existing thinking, knowledge, feeling and understanding....</li> <li>- Helping students make connections with the key concept/s</li> <li>- Providing purpose, big picture and authenticity</li> <li>- Motivating, exciting, engaging....</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Right now I'm thinking...</i></li> <li>- <i>This reminds me of...</i></li> <li>- <i>I think it works like this...</i></li> <li>- <i>My theory is...</i></li> <li>- <i>I would answer the question this way...</i></li> <li>- <i>I'm wondering (why/what/who/when/where/how)</i></li> <li>- <i>I'm learning about this because</i></li> </ul> <p>Students are typically making their thinking visible in a range of ways, - through play or more structured tasks - they are producing evidence of their early theories, possibly beginning to ask questions, they are becoming more aware of how this inquiry links with their lives and what they will be learning more about and learning to do...</p>	<p>What are you wondering?</p> <p>When you see this (image/question/word/object)...what does it make you think about?</p> <p>What does this remind you of in your own life?</p> <p>What connections can you make?</p> <p>I wonder what you are thinking about this?</p> <p>What do we already think/feel/know about this?</p> <p>What do we need to know or think more about?</p> <p>Why might this be worth learning about?</p> <p>Let's figure out what we already think about this...</p> <p>Let's see what we can work out first....</p> <p>What's interesting about this?</p> <p>What do we need to get better at doing as learners?</p>
<p><b>Finding out</b></p> <ul style="list-style-type: none"> <li>- Gathering new information to address the compelling question</li> <li>- Developing the research skills that are required</li> </ul>	<p><i>I think we could/should</i></p> <p><i>Maybe should search for</i></p> <p><i>How about we ask...</i></p> <p><i>I found out</i></p> <p><i>Oh - now I know...</i></p> <p><i>This makes me wonder about...</i></p>	<p>What would be the best way to find out more?</p> <p>Who could we ask? What could we do?</p> <p>What would be the best way to remember what we find out?</p>

<ul style="list-style-type: none"> <li>- Learning HOW to organize and manage the process of finding out</li> <li>- Having some shared experiences that will allow us to talk and share our thinking with others</li> <li>- Stimulating curiosity through new experiences and information</li> <li>- Learning how to record information gathered in efficient ways</li> </ul>	<p>Typically, students at this phase are involved in the process of planning for and researching new information. What they do depends on the manner in which they will be finding out - they may be experimenting, surveying, searching the web, watching clips, emailing or skyping experts, asking their parents or others, making phone calls, reading texts, viewing images, listening to podcasts, stories, speakers, examining artworks, working through a 'trial and error process. They are also recording what they are finding so they can refer back to it when they take their thinking deeper. They may also add to their wonderings – or wonder for the first time.....</p>	<p>What is this telling us?  How is this connecting to what we already knew?  How do we know whether this is reliable information?  How can we check this?  Where has this information come from?  How is this making us feel?  What skills will we need to use?</p>
<p><b>Sorting out</b></p> <ul style="list-style-type: none"> <li>- Comprehending -Making meaning of the information gathered</li> <li>- Revealing new thinking and deeper understanding</li> <li>- Answering questions</li> <li>- Reviewing/revising early thinking – synthesizing</li> <li>- Interpreting the information and communicating with others</li> </ul>	<p><i>I used to think but now I think</i>  <i>I can answer some of my questions</i>  <i>I wasn't expecting to find out that....</i>  <i>I can connect this with....</i>  <i>I have learned that</i>  <i>This means/I think this means</i>  <i>'This tells me that...</i>  <i>Now I'm wondering</i>  <i>I'm learning how to</i></p> <p>In this phase students are typically sharing their discoveries. They are using math, art, language, organizers, drama, dance. music etc to process and respond to the information they have. They are talking, responding, sharing and processing. They are revealing new and deeper understanding about the concept. New questions may emerge as a result of this processing of information...</p>	<p>How is our thinking changing?  What patters are you seeing?  What does this mean?  What questions does this make you want to ask?  What are you noticing?  What questions have we answered? Now what?  What's the best way to explain this to others?  What connections are we making?  How is this making a difference to us?  How are we using what we are learning?</p>

<p><b>Going further</b></p> <ul style="list-style-type: none"> <li>- Opportunities for students to pursue questions and interests arising from the journey so far</li> <li>- Learners to work more independently on their investigations</li> </ul>	<p><i>I want to find out more about... Why/who/what/where/when/how Can we/I.... I think I should/could... I'm confused about I still need to know/do</i></p> <p>Typically students are working on projects/investigations that are more independent. They are designing all or some of their own inquiry journeys.</p>	<p>What are YOU most interested in finding out about now? How could you take this further? How might you go about this investigation? What new questions do you have? Is there something you think you could DO with this information? How can you achieve that? What personal learning goals can you set during this task? What do you need? What do you need to do?</p> <p>(Going further involves many of the previous questions but used on a more 1-1 basis rather than whole class)</p>
<p><b>Reflecting and acting</b></p> <p>(THESE 'PHASES" ARE ACTIVATED THROUGHOUT THE CYCLE)</p> <ul style="list-style-type: none"> <li>- to help students apply their learning to other contexts - to put the learning to use</li> <li>- to enable the students to reflect on what and how they have learned and set goals for the future</li> </ul> <p>to assess final understanding and growth in skills</p>	<p><i>I used to think but now I think I can use this when... I /we should I/we have learned to I have learned more about... Next time I need to I wish I had I have got better at Next time I/we should</i></p> <p>Typically students are engaged in tasks that put their learning into "action" in some way. This might be individual or collaborative. It might be the end of the inquiry or during it. Students are also reviewing, revising and reflecting both on what and how they have learned. They are involved in TASKS that provide a closure to the inquiry but are also mindful that new questions have arisen and further investigation is possible. Importantly, students are sharing their awareness of HOW they are learning – what they are learning about learning itself as they explore the question.</p>	<p>So what? What can we say now that we couldn't say then? What do we think is the most important thing we have learned about/to do? What have we noticed about our thinking along the way? What is in our tool kit as a result of this investigation? What should we share with others? How? How has this changed us? Now what? What questions are we left with? What have we learned about ourselves? About learning?</p>

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