

Framing the inquiry

- Establish the context
- Develop a 'big' compelling question
- Clarify intentions - understanding goals, skills and dispositions

Tuning In

- Elicit prior knowledge from learners
- Use of provocations
- Foster wonder, curiosities and passions

Finding out

- Gather new information
- Research skills
- Engage in shared experiences
- Stimulate curiosity

The Cycle of Inquiry

Sorting out

- Making meaning
- Revealing new thinking & deeper understanding
- Synthesising

Going further

- Opportunities to pursue questions and interests arising from the journey so far
- more independent investigations

Reflecting & acting

- Apply learning to other contexts
- Reflect on what & how they have learned
- Set future goals
- Assess final understanding

Framing the inquiry

- What is it we hope students will come to understand more deeply through this inquiry?
- What knowledge might they need to help them to move towards this understanding?
- What is it we hope students will be able to do more competently?

What learning dispositions will this inquiry help students practice and develop further?

- What do the learners want and need to learn and do?
- What do students reveal to us in initial conversations?
- What are the big ideas?
- Why is it worth doing this inquiry?
- How can we connect this with the lives of students?
- What do we know/ think/ believe about this topic?

Tuning in

- What are you wondering?
- When you see this (provocation) what does it make you think?
- What does this remind you of in your own life?
- What connections can you make?
- What do you already think/ feel/ know about this?
- What questions or puzzles do you have about this inquiry?
- What do we need to know or think more about?
- Why might this be worth learning about?
- How might we explore these wonderings and puzzles further?

Finding out

- What would be the best way to find out more?
- Who could we ask? How might we go about asking them?
- What is this information telling us?
- How does this connect to what you already know?
- How do we know if the information is reliable or not?
- How can we check this?
- Where has this information come from?
- How is this making you feel?
- What skills will we need to use?
- This makes me wonder about...
- I think we could/ should...
- How about we ask...
- Maybe we could search for...

Sorting out

- How is our thinking changing?
- What patterns are you seeing?
- What does this mean?
- How has our thinking been extended from what we already knew?
- What questions arise for you?
- What are you noticing?
- What questions have we answered? What next?
- What connections can we draw?
- How is this making a difference to us?
- How can we use what we are learning?
- I used to think... but now I think...
- I wasn't expecting to find out about...
- I can connect this with...
- This tells me that...

Going further

- 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 independent inquiry?
- What do you need?
- What do you need to do?
- I'm confused about...
- I still need to know/ do...

Reflecting & acting

- What can we say about this topic now that we couldn't say in the beginning?
- What do you think is the most important thing we have learned about? Why?
- What should we share with others? How?
- Where to next?
- What questions are we left with? Why?
- What have we learned about ourselves? about learning?
- I used to think... but now I think...
- Next time I need to...
- I have learned more about...
- I can use this when...
- I have improved at...