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

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

The Cycle of Inquiry

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

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...

adapted by Alice Vigors
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...

adapted by Alice Vigors
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...