

Inquiry [and the Australian Curriculum & CS]

PROFESSIONAL LEARNING WITH STAFF THE RUNNING SHEET

DEFINITION:

“Inquiry pedagogy is based around a set of teaching and learning strategies that involve student-centred research and investigation that encourages metacognitive thought processes, discussion and collaboration”.

LEARNING GOALS:

- to develop a common understanding of Inquiry
- to recognize where in the Australian Curriculum the Inquiry process is found
- to reflect of personal practice [strengths and weaknesses]
- **to build a whole of school strategy to ensure that the key skills of inquiry are taught effectively**

1. WHAT IS INQUIRY?

SG/BRAINSTORM/INVESTIGATE/DEFINE [SG/WG]

- BRAINSTORM: in small groups decide what you think the inquiry process is. Mention briefly [when &] how it best works in your classroom.
- READ the BROADSHEET titled “*In the Spotlight – Inquiry Based Learning*” to explore the AC more deeply (focus on Definition/Characteristics/Processes – if time refer to the readings too)
- Provide a 2 sentence DEFINITION

2. WHAT ARE THE COMMON KEY INQUIRY SKILLS ACROSS THE AUSTRALIAN CURRICULUM?

RESEARCH AC/ SG DISCUSSION/SUMMARY CHART/ACROSTIC [SG/WG]

- FURTHER INVESTIGATION: Is there more detail about inquiry [to be found] in different Australian Curriculum Learning areas:
 - a. see Hyperlinks on the BROADSHEET titled “*In the Spotlight – Inquiry Based Learning*” to explore the AC more deeply
- COMPARE: Compare the specific skills listed in each Learning Area (**include Christian Studies**, Science, Economics and Business and HPE) (see *TABULAR SUMMARY. Inquiry across the Learning Areas & CS*)
- SEARCH FOR COMMON ELEMENTS/SKILLS: List the most common skills. Compare with key skills listed on the AC Humanities and Social

Sciences web-page

<http://www.australiancurriculum.edu.au/humanities-and-social-sciences/key-skills>

- CREATE/DECIDE on an acrostic [or use an existing one] to summarise your learning about Inquiry (e.g. a catchy AC 5 or 6 such as *ASPIRE; ASK; ACQUIRE; ANALYSE; ARTICULATE; [ACTION WHERE APPROPRIATE]*)

3. WHAT KEY INQUIRY SKILLS DO WE ALREADY TEACH?

NARRATIVE/DATA COLLECTION [SG/I]

- NARRATIVE: Refer back to your stories about when and how Inquiry works in your classroom. Highlight how you teach the specific inquiry skills.
- RECORD what you could share and what you would like to learn next by completing the audit tool.

LEO INQUIRY SKILLS AUDIT

YEAR LEVEL: _____ NAME: _____

LIST THE AGREED AND COMMON INQUIRY SKILLS:

INQUIRY SKILL	WHERE DO I TEACH IT?	I WOULD BE HAPPY TO SHARE WITH OTHERS WHAT I DO... <small>Record how/when</small>	I WOULD LIKE TO WATCH OTHERS TEACH THIS SKILL. <small>Be specific about what you would like them to do... (e.g. different types of question sequences)</small>

4. BUILDING A WHOLE OF SCHOOL OVERVIEW

WG/CROSS YEAR LEVEL TEAMS

- NEGOTIATE an approach to effectively teaching the key skills of inquiry across the school (e.g. particular year foci or expert, cross-year level teams of teachers focusing on different skills)
- MAP [in teams according to agreed approach] to develop a strategy to teach the skill. Share plans and decide on a time-line of collaborative teacher modeling & learning
- REVIEW: Discuss how you will know if your plan is effective. Where will you search for evidence? Will it be in planning? Assessment? Will the students provide you with feedback?

LEO WHOLE OF SCHOOL – TEACHING THE KEY SKILLS OF INQUIRY

(Use a particular disciplinary tool)

	ASPIRE & ASK <small>(Question)</small>	ACQUIRE <small>(Research)</small>	ANALYSE <small>(Evaluate)</small>	ARTICULATE <small>(Communicate)</small>	ACTION
YEAR 1					
YEAR 2					
YEAR 3					
YEAR 4					
YEAR 5					
YEAR 6					
YEAR 7					
YEAR 8					
YEAR 9					
YEAR 10					