

A basic overview of the Integrated Inquiry planning model (Kath Murdoch) 2007.

(Note: PHASES ARE BROADLY SEQUENTIAL. MOVEMENT BETWEEN THE PHASES IS EXPECTED)

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| Selection of ‘topic’ or broad focus for an inquiry | Importantly, the focus for the unit should be selected with a ‘big picture’ in mind. School and state curriculum documents may assist. Foci will often be modified through negotiation with students or in conjunction with events or issues arising in the local or global community. | <i>Ideally, these conversations are carried out by a team of teachers prior to the inquiry, and revisited throughout the inquiry. Documentation should be reshaped as the inquiry unfolds.</i> |
| Generative question/s | What’s the inquiry really about? What is the key idea? What big question/s will we explore? This question has generative potential - it is open and often provocative. (Imagine this question on your classroom wall) In some cases, students help devise the question. The question may be framed as a problem, a provocation, a wondering.... | <i>The ‘frame’ of the inquiry must be informed by students. This planning should be displayed and made transparent to students.</i> |
| Understandings, Skills and values | What do we want students to understand more deeply by the end of the inquiry? What is important to know about this? (Link to big ideas) What key skills, strategies, qualities and values will be enriched through this inquiry? Link skills to generic areas: thinking, communication, self-management, social, ICTs. | |
| Tuning in (to students, not just the topic!) | Engagement and gathering prior knowledge , pre assessment, questions for inquiry, goal setting. Sometimes, students will require some early immersion or ‘front loading’ in the topic if little is known/experienced. Some questions may emerge from students at this stage. What theories do we have? How do we already understand this? Ask students: how could we find out more about this? | <i>Use these to refine initial plans. Keep samples to help students self-assess. Spend time watching and listening. What are your students showing you? Where to now?</i> |

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| Finding out | Experiences and texts that add to knowledge base – emphasis on gathering data first hand and in a range of ways (usually shared experiences)... linked to understanding goals. Data gathering through engaging with experts, surveys, interviews, film, experiments, observations, field work... | <i>Involve students in deciding how you might find out more. Keep building banks of student questions</i> |
| Sorting out | Organising, analysing and communicating the information gathered using a range of learning areas – eg: through maths, arts, English, drama, music, technology, etc. Reflective thinking work - revising original theories and propositions. Reviewing the big question...What meaning can we make of this data? What are we learning? | <i>Students will be synthesizing their learning and beginning to make connections. Keep reviewing questions and initial thinking.</i> |
| Going Further (independent inquiry) | Raising or revisiting questions. Opportunity for students to pursue questions or issues/interests of their own or in small groups. These questions may be picked up from earlier in the inquiry or have emerged from the shared inquiry. | <i>The emphasis here is on choice and differentiation.</i> |
| Drawing Conclusions | Stating understandings – what do we think and know now? How do we feel? High level thinking about the topic. Identifying avenues for action and application. Generalising (should be done throughout) | <i>These phases are most often woven throughout the unit. Explicit connections must be articulated. Action may be shared or individual.</i> |
| Reflecting and Acting | Now what? Taking action. Reflecting on the unit –what how and why learning has come about? What did I learn about this topic? What did I learn about myself? What should I do now? (Reflect all the way through) | |