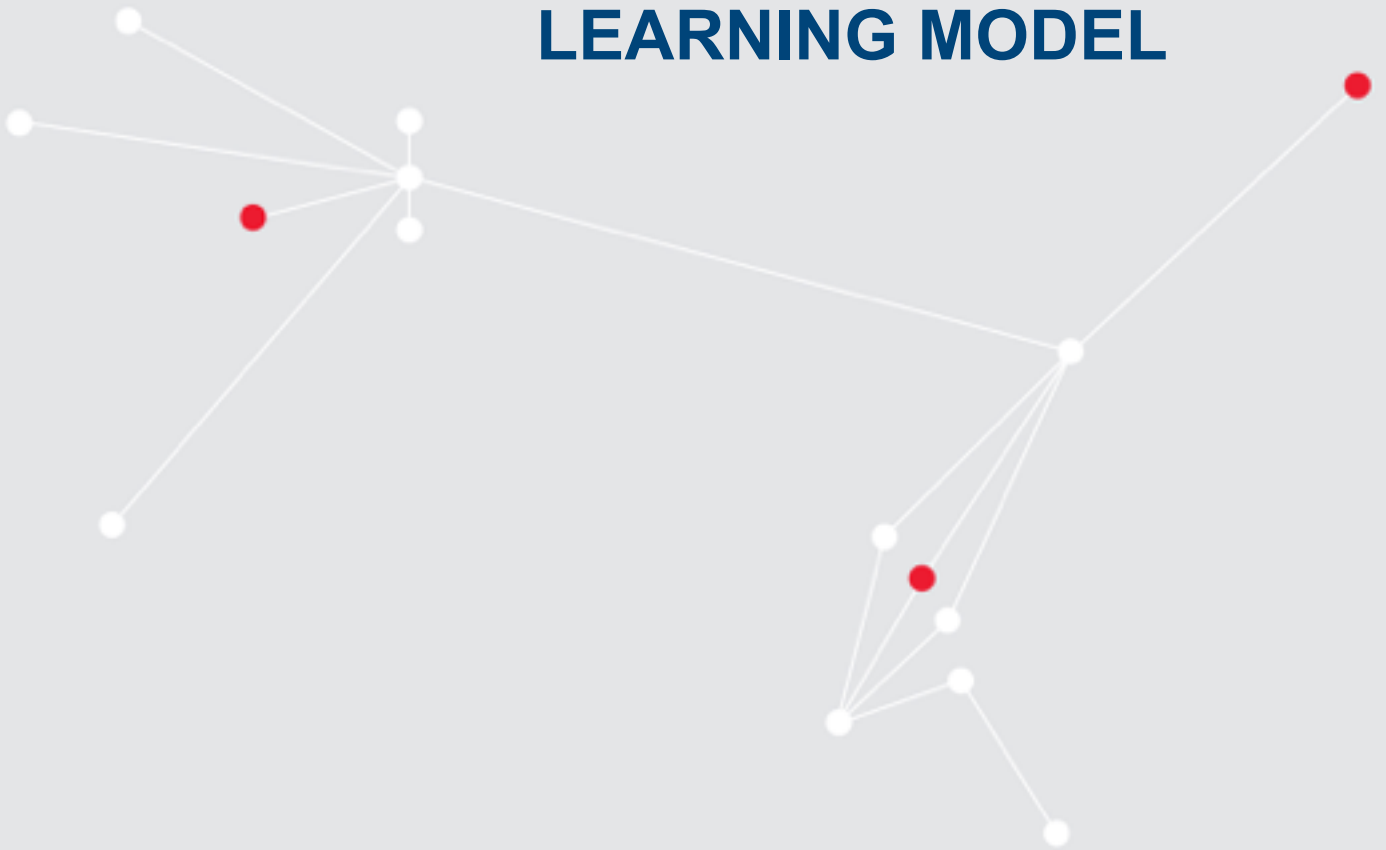


INQUIRY TEACHING AND LEARNING MODEL

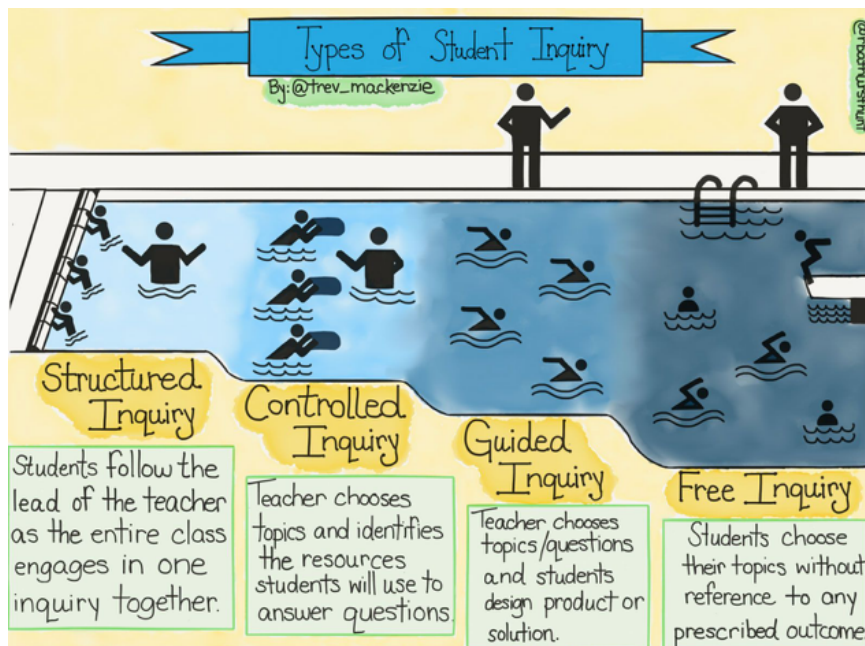


Rationale

Inquiry based approaches to teaching and learning at Eltham High School encourage students to make connections in their learning across a range of disciplines and develop both broader learning dispositions as well as specific research and investigation skills. The focus of inquiry is dually on understanding learning processes as well as content. The school recognises that an inquiry based approach to learning nurtures students' passions and interests and empowers them to make choices in their own learning. It aims to foster curiosity and a life long love of learning through exposing students to real, open ended problems that enable deep learning. Through engaging with inquiry based approaches students develop an ability to:

- Ask good questions.
- Develop persistence, motivation and self regulation.
- Encouraging risk taking and resilience.
- Critically consider the value and impact of information.
- Reflect on their own thinking and learning process.
- Develop an understanding of the research process.
- Building a real world context for learning.

Progression of Inquiry Teaching and Learning

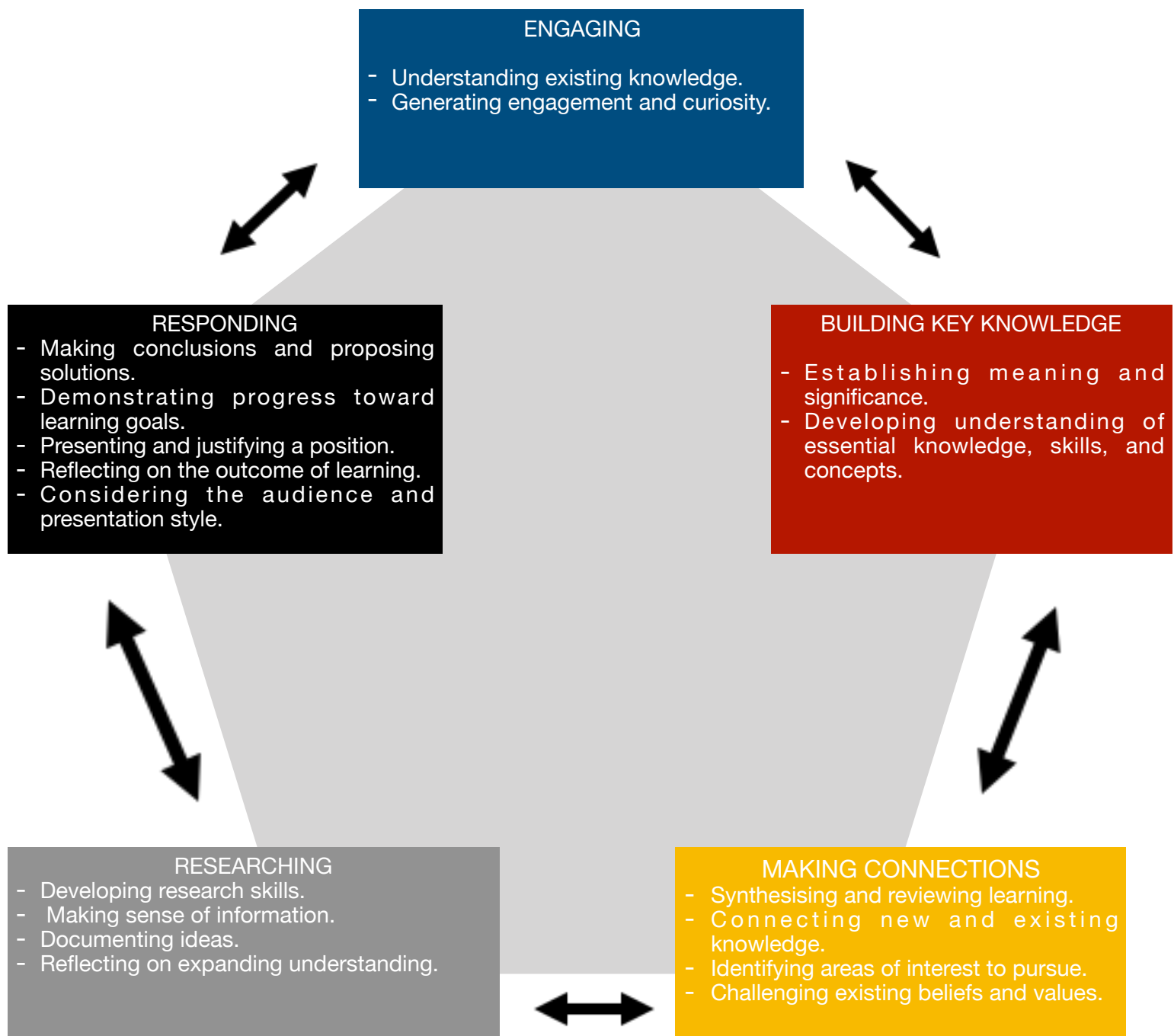


As students move through inquiry at Eltham High School they are given increasing levels of responsibility for their own learning and inquiry process. This moves from highly structured and guided approaches to greater student direction. Teachers select the most appropriate entry point in this progression to support student learning. Regardless of the structure, the teacher is a central aspect of guiding student learning using a combination of inquiry pedagogy and direct instruction. This is designed to provide students with the knowledge and skills they need to be successful in their inquiry learning. At all levels the curriculum knowledge generated within student inquiry is as important as the development of research skills and both work together to deliver learning outcomes on intellectually rigorous topics.

School Inquiry Model

The Eltham High School Inquiry Model is a cyclical model that provides a structured approach to teaching and learning across the school. It is premised on existing best practice research in education, particularly from Kath Murdoch. This model has developed over a sustained period of time at EHS and has undergone revision in 2018 to create a more common language and simplified process for staff and students.

Below are two representations of the model. The cyclical model provides an overview of the key stages and most effective way to visualise the process. The additional elaboration table below sets out further information regarding the purpose and focus of each stage.



Model Elaboration

ENGAGING

PURPOSE

- To understand what students already know, think and can do.
- To provide students with opportunities to engage with the topic.
- To help plan future learning and differentiation.

THIS MIGHT LOOK LIKE

- Artefact or gallery walks.
- Watching thought provoking clips.
- Mind mapping.
- Completing reflection tools.
- Brainstorming.
- Generating KWL charts.
- Excursions/Incursions.
- Guest speakers.
- Image analysis.

BUILDING KEY KNOWLEDGE

PURPOSE

- To continue building students' curiosity and knowledge.
- To establish meaning and significance.
- To develop students' understanding of essential concepts, skills, and knowledge.

THIS MIGHT LOOK LIKE

- Direct instruction of core content/skills.
- Note taking.
- Short research tasks.
- Guest speakers.
- Excursions/Incursions.
- Jigsaw activities.
- Think, pair, share.
- Experiments.
- Image analysis.

MAKING CONNECTIONS

PURPOSE

- To synthesise/review new learning.
- To connect new learning to existing knowledge; upcoming tasks; significance of the topic.
- To encourage students to begin applying and transferring knowledge.
- To identify areas of interest/questions to pursue.
- To challenge existing beliefs, ideas, values.
-

THIS MIGHT LOOK LIKE

- Introducing and unpacking assessment/criteria.
- Creating collages.
- Critical thinking activities regarding information for example:
 - pro con tables
 - fishbone
 - solution trees
 - argument analysis
 - thinking hats analysis
- Using graphic organisers to sort and categorise information for example:
 - Cornell notes
 - KWL charts
 - Text-Think-Connect
 - Reading Connections
 - Summary Organiser
- Graphing information and perspectives.
- Study groups.

RESEARCHING

PURPOSE

- To develop research skills.
- To make sense of information.
- To document development of ideas.
- To reflect on how knowledge and skill have expanded.

THIS MIGHT LOOK LIKE

- Defining the question/topic/issue/problem at a smaller scale.
- Note taking and researching from:
 - books
 - internet
 - interviews
 - visual source analysis
 - original data collection (surveys, focus groups)
- Reflecting on validity and reliability of information.
- Individual or group project work.
- Creating annotated bibliographies and research logs.
- Understanding relevance of information.

RESPONDING

PURPOSE

- To assist students to make conclusions and propose solutions.
- To assess and demonstrate students' progress towards learning goals.
- To encourage reflection.
- To support students to consider the impact of audience and relevant presentation modes.
- To support students to present and justify a case/position.

THIS MIGHT LOOK LIKE

- Essays.
- Debates.
- Games.
- Concept maps.
- Posters.
- Digital presentations.
- Videos/advertisements/radio segments.
- Models/dioramas.
- Oral presentations.
- Drama/music performances.
- Artworks.
- Exhibitions.
- Research reports.

Skill Progression

The purpose of this skill progression is to outline the development of student knowledge and skills within the inquiry cycle. This skill progression is developmental so that for example, those skills that are required in Year 7 need to be mastered before the next stage in Year 8.