

# Inquiry

What is it?

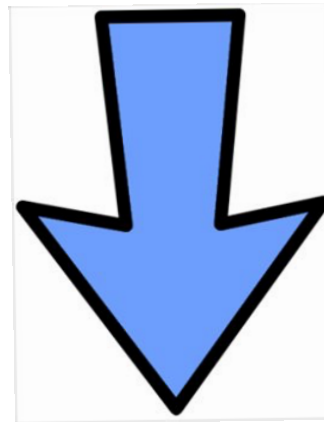


# Traditional

Repeat and remember



Listen to me



1 answer

# CONSTRUCTIVIST THEORY

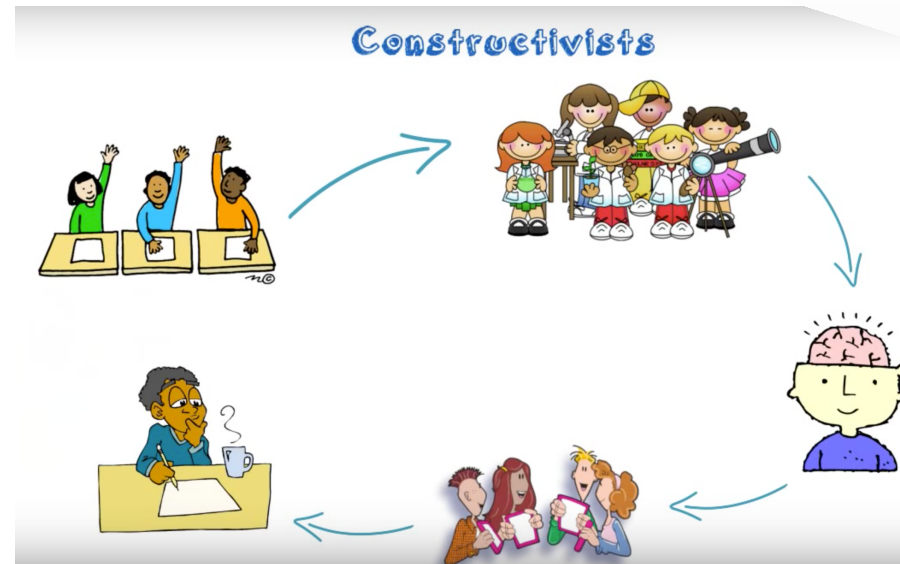
Not Teacher Directed

STUDENTS ARE LEARNING THE SKILLS TO  
SYNTHESISE, INTERPRET & EVALUATE

## Inquiry-based learning

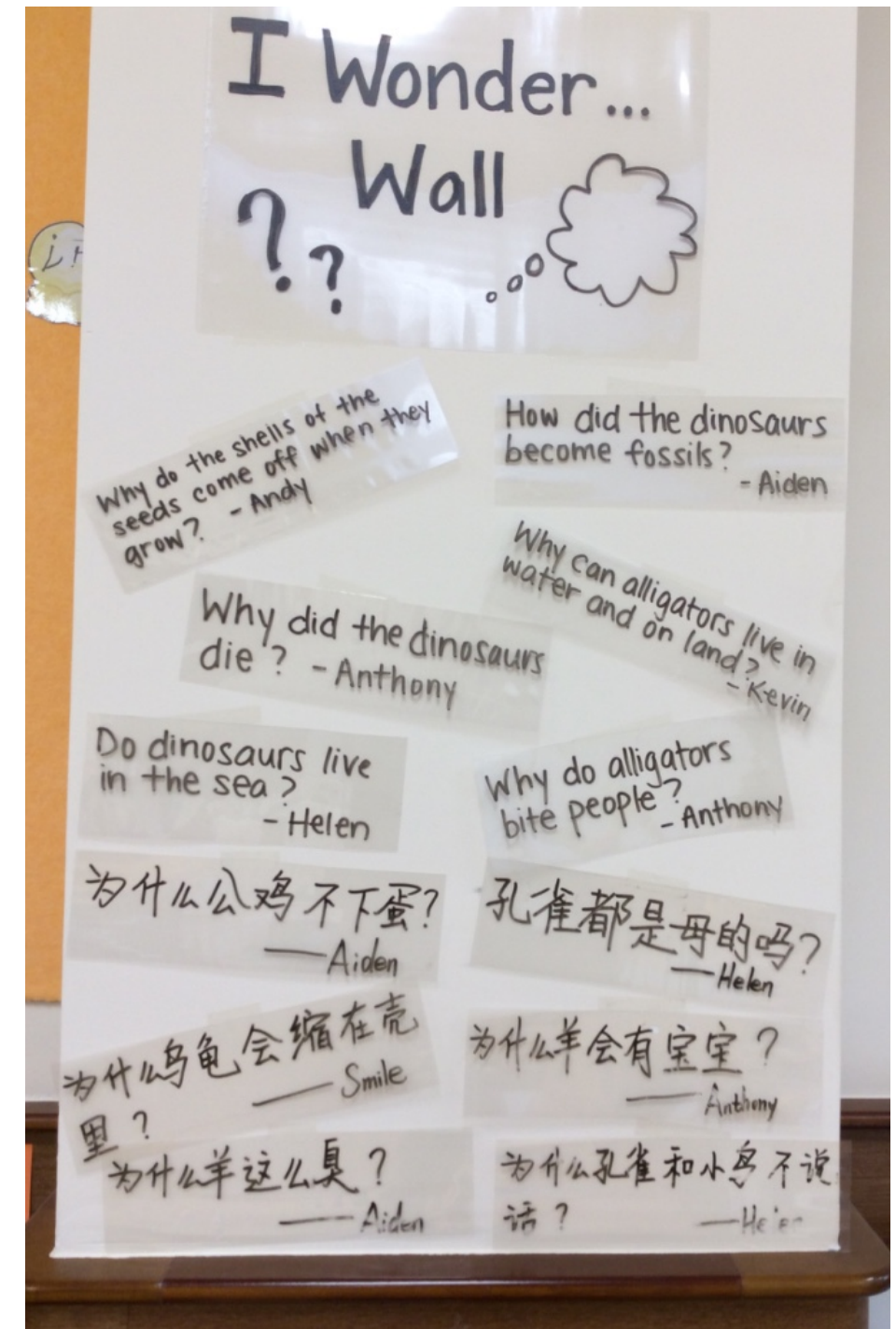
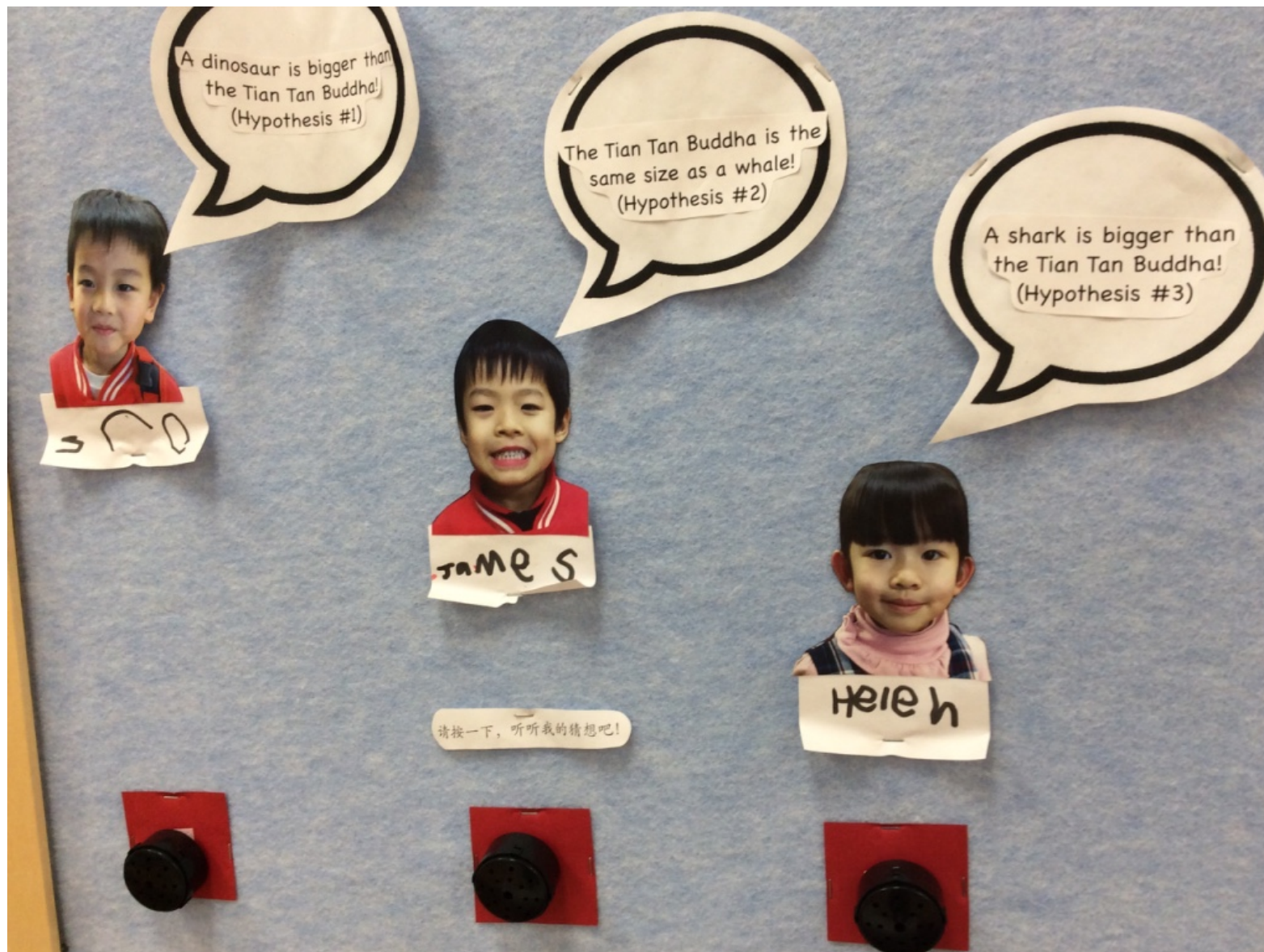
**Builds on natural curiosity**

Helps us figure out the world and our place in it





# Valuing Children's Questions and Ideas

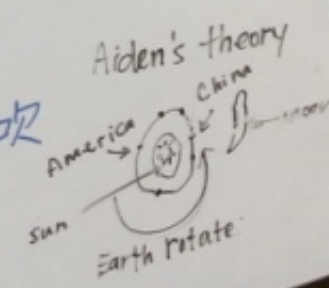
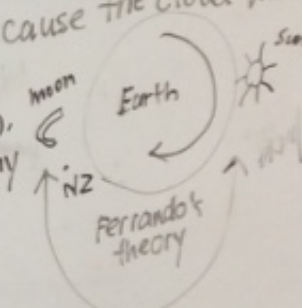


And using these to drive our planning....



# What do you think makes day and night?

- the sun is hidden behind the moon - Aiden
- in the daytime, the moon is sleeping - everyone
- in the night time, the sun is sleeping - everyone
- the sun comes out in the morning first, it is not possible that the sun hides behind the moon - Helen
- the sun is in the space, when the moon moves around the earth then it is night time. If we are night, the sun and moon are close together, but I don't know why.
- America is daytime. America is behind the sun. - Aiden, Pascal
- the sun is on one side of the Earth (day time in SZ), the moon is on the other side of the Earth (night time in NZ)
- the sun, moon and Earth will turn/flip so the moon will be on the SZ side and the sun will be on NZ side. - Ferrando
- the sun will disappear at night and the moon will come out because the cloud will blow the sun away - Tim
- the wind will blow the sun up (day time) and the moon down, the wind will blow the moon up (night) and the sun down. - Helen, Anthony
- the Earth is constantly moving - Zeon



彩虹. 风. 雨. 云. 地球转动吹







# Communication

- Discussed 'schemes' - group  
Share findings, Discuss ideas,  
Work individually and with others,  
Listen and Share  
Teachers listen and help make connections  
- Guess each others opinions  
- We discussed ours



# Initial Engagement

Notice, Wonder, Play  
Raise questions about objects and events  
Teachers observe and listen  
- All children explained their ideas  
- Accommodation + assimilation



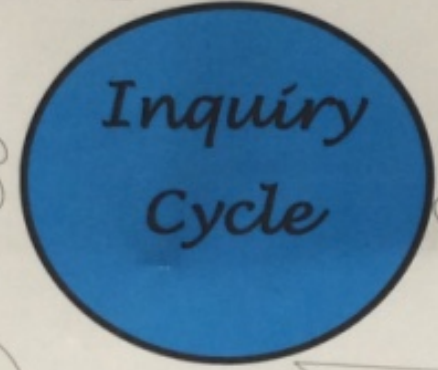
# Exploration

Explore, Observe, Question  
Teachers facilitate, Ask open-ended questions, Encourage observation and talk  
- Knowledge from reading  
- Resources/areas  
- Peers



# Investigation

Plan, Use observations, Reflect, Gather, Compare, Sort, Classify, Order, Interpret, Observe and Describe, Draw conclusions  
Teachers provide resources, question strategically, model  
- Read notes  
- Google  
- Materials  
- yes/no  
- knowledge of the scheme



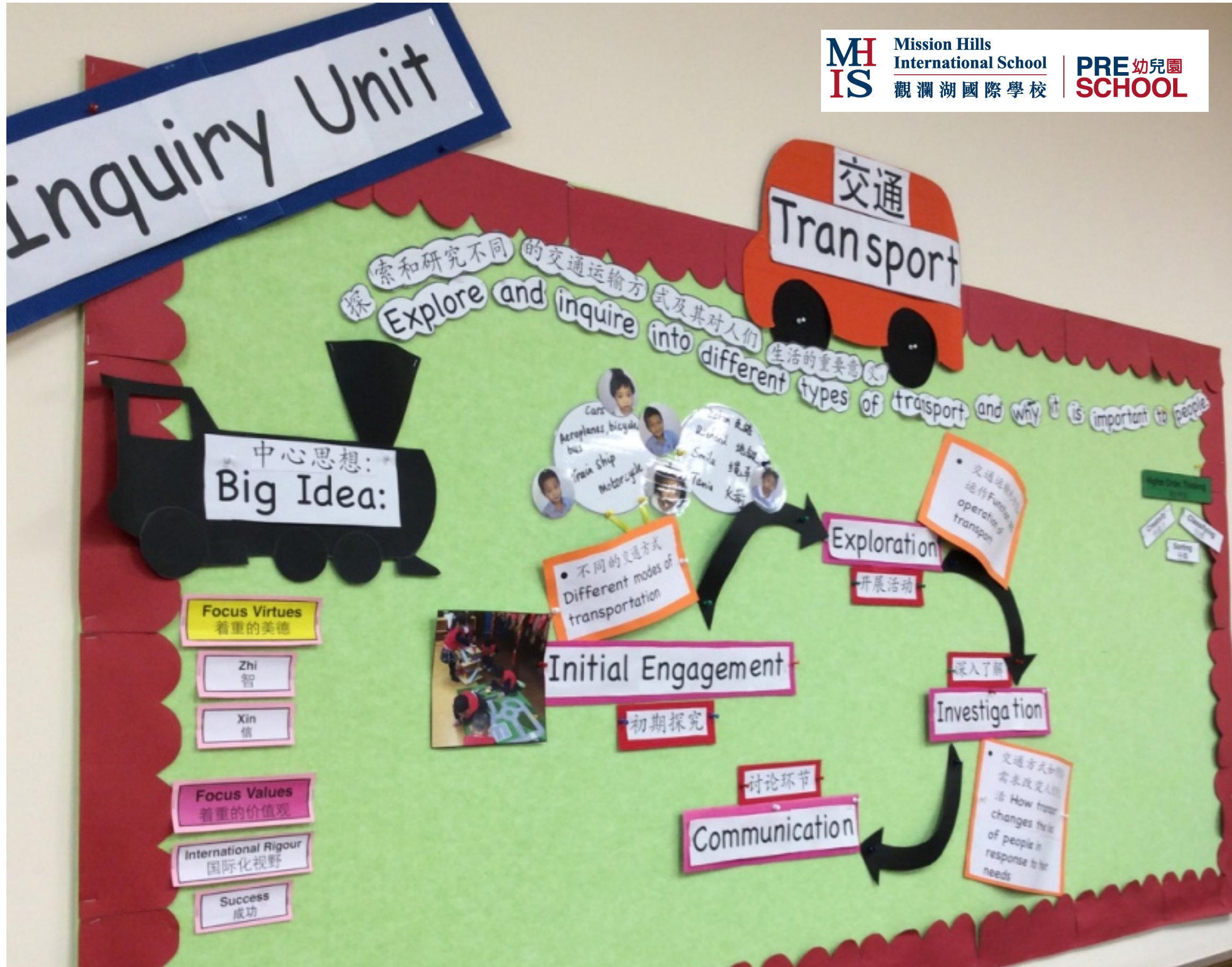


## Pre School Inquiry Unit Planner

Grade: K3	Quarter: 1/2/3/4 2	Unit Start date: 21 Feb	Unit End date: 22 April
Teachers: Justine, Xiaotian, Tina			
<b>Inquiry Unit Title: Windows to the world</b>  <b>Big idea:</b> Inquiry into different places around the world offer varied cultural experiences and opportunities.  1. What are the different elements of culture? 2. Features of different places around the world. 3. Identify and compare the different opportunities in the world.		<b>Curriculum Focuses and planned connection:</b> <ul style="list-style-type: none"><li>Personal and social Development</li></ul>	
<b>Reflection:</b>		<b>Reflection:</b>	
<b>Focus Values and planned connection:</b> <ul style="list-style-type: none"><li>Mutual respect</li><li>Internationally minded</li><li>Service</li></ul>		<b>Focus Virtue(s) and planned connection:</b> <ul style="list-style-type: none"><li>Yi</li><li>Zhi</li></ul>	
<b>Reflection:</b>		<b>Reflection (and addition to wall charts):</b>	
<b>Focus HOTS and planned connection:</b> <ul style="list-style-type: none"><li>Understanding: Compare, contrast, discuss, describe</li><li>Applying: Illustrate, interpret</li><li>Analysing: Distinguish, categorise, explain, investigate, differentiate</li><li>Evaluating: Evaluate, select</li><li>Creating: Imagine, create, hypothesise</li></ul>		<b>Focus Tech Integration/ Digital HOTS and planned connection:</b> <ul style="list-style-type: none"><li>Google earth</li><li>2 Create a Story: Draw picture where they have been in China or the world and create and narrate their own story on the class Ipads.</li></ul>	
<b>Reflection (and additions to wall charts):</b>		<b>Reflection (and addition to wall charts):</b>	
<b>Initial assessment:</b> Google earth: Small group discussions Whole class-thinking maps “What do you think culture means?”			

Initial Engagement	Exploration
<p><b>Provocations:</b> Reflection on holiday news (First)</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Where did you go on holiday?</li> <li>What did you do?</li> <li>What was interesting/exciting about your holiday?</li> <li>How was your holiday different to your daily life?</li> </ul>	<p><b>Provocations: (second week)</b> Let parents come in and give a show and tell about their hometown in China. e.g weather, special food, special tradition</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Where are you from?</li> <li>Can you describe your hometown?</li> <li>What special foods, traditions, clothes did you wear in your hometown?</li> <li>Are you proud of your hometown?</li> </ul> <p><b>Provocations: (fifth week)</b> Teacher Anna and Teacher Theresa and Teacher Justine to come and give a show and tell about their country they are from.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Where are you from?</li> <li>Is your country big or small?</li> <li>How is the weather?</li> <li>What special foods, traditions, clothes do you wear in your country.</li> <li>What is different about your country and my country</li> </ul>
Communication	Investigation
<p><b>Provocations: (eighth and ninth week)</b> Provocation will be based on the outcome of the investigation process.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Focus on service- giving back to the community</li> </ul>	<p><b>Provocations: (third and fourth week)</b> Let us look at the map of China, identify where we you have been in China.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What cities have you visited in China?</li> <li>What other cities would you like to visit in China?</li> <li>What is China well known for?</li> <li>What special foods, traditions, clothes, houses and weather?</li> </ul> <p><b>Provocations: (sixth week seventh week)</b> Display world map and talk about what we see, where we are situated on the world map and identify countries they would like to know more about.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Where is China on the world map?</li> <li>What do you see on the world map?</li> <li>What country would you like to know more about?</li> <li>Compare how different cultures live, compare poor and rich places in a country.</li> <li>What is culture?</li> <li>What opportunities are available to you in that country?</li> </ul>





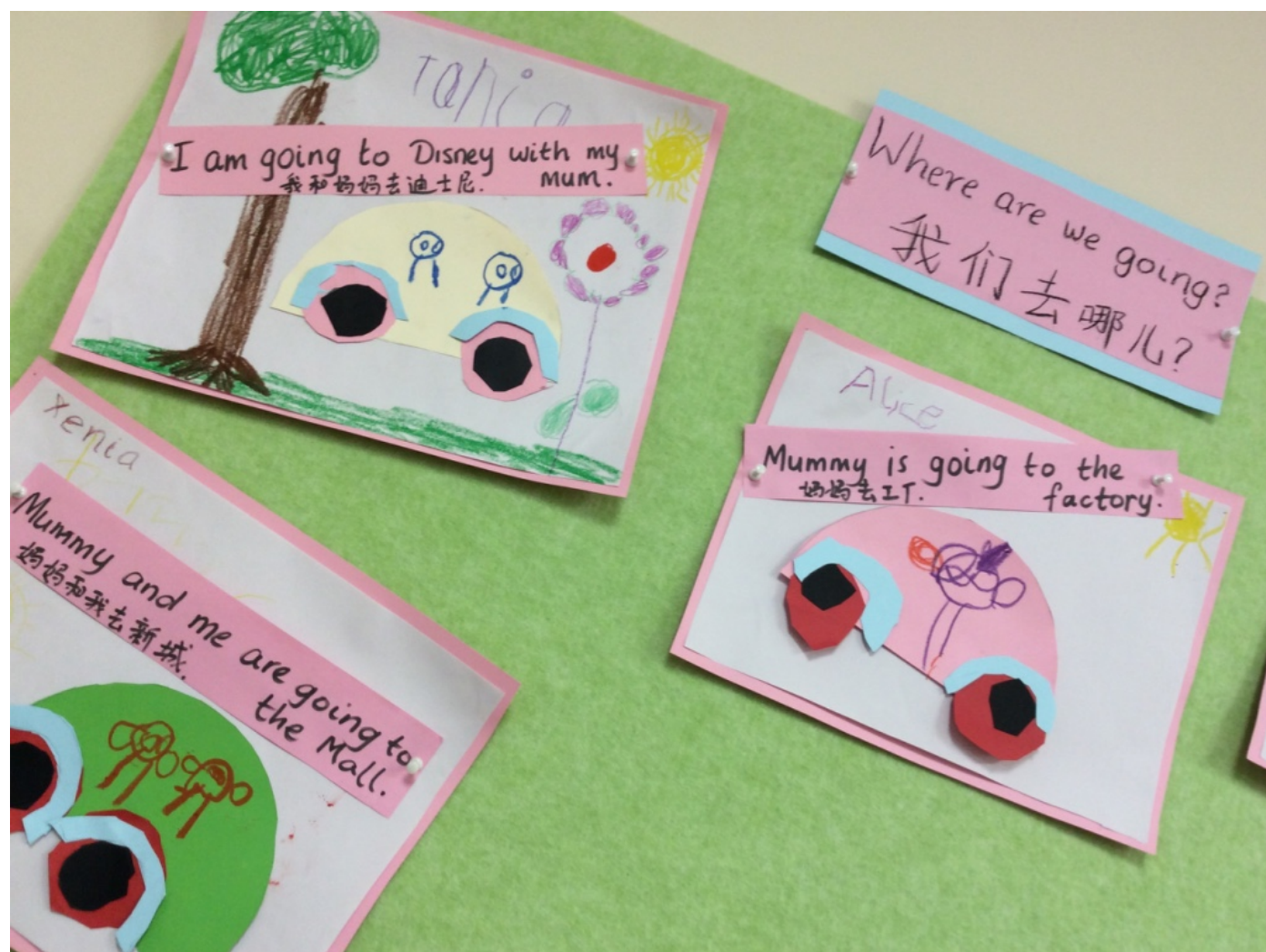


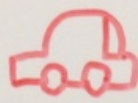
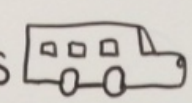
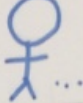
# Initial Engagement





# Exploration



Car 	School Bus 	Walk 
Elisa	Harper	Teacher Sophie
Marcus	Thomas	Teacher Apple
Qiqi	Joy	(2)
Kathy	Neil	
Alan	Zoe	
Cherry	AKali	
Kelly	(6)	
Jerry.L		
Nicholas		
Cathy.L		
Dora		
Teacher Leigh		
(12)		



# Investigation





# Communication



# Forms of Inquiry?

