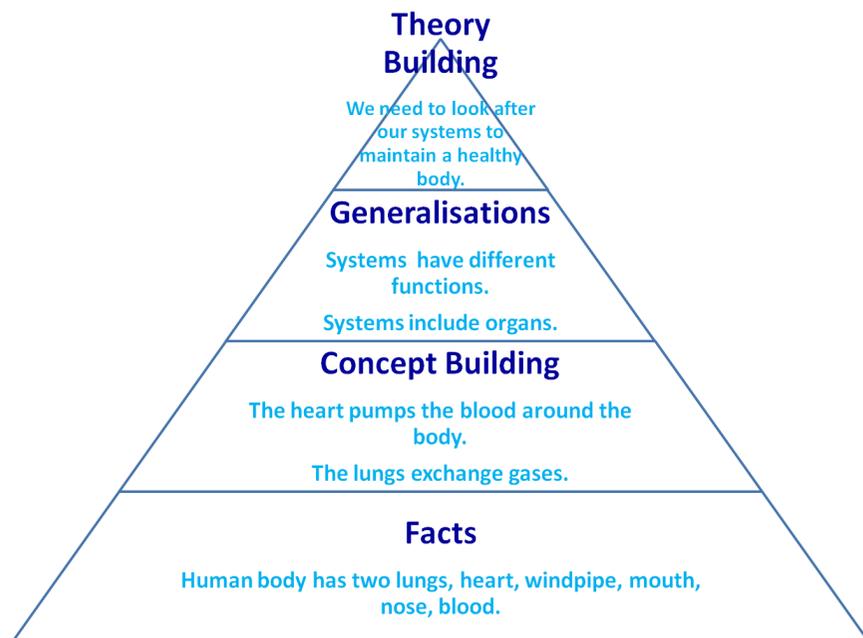


How does inquiry learning promote thinking skills?

The inquiry process provides students with opportunities to develop higher order thinking skills, such as analysis, synthesis and evaluation. Higher order thinking is essential in many aspects of learning. For example, to ensure successful problem solving, effective conflict resolutions, active citizenship, appropriate application of ideas to various situations and to facilitate lifelong learning. Learning is enhanced when learners are challenged and taken beyond their comfort zone.



What does the inquiry process look like in the classroom?

- Word banks
- Complex question displayed
- Inquiry questions displayed
- Stages of process labelled and added as covered
- Range of work reflecting process; brainstorming, rearranged into concept maps, note taking, drafts, finished products
- Activities annotated to explain context
- Using information for another purpose e.g written genre
- Students building on prior knowledge and activities
- Process based - using facts/concepts to develop theories and generalisations
- Range of graphic organisers
- Rooms in each level will be similar but do not have to be identical

The Inquiry Process

A guide for parents



Dear Parents,

This leaflet aims to give you guidance on the inquiry approach which is followed at TEMIS. The inquiry approach is used in schools throughout Canada and Australia, embedded within the UK curriculum and is the basis of the International Baccalaureate Primary Years Programme (IBPYP).

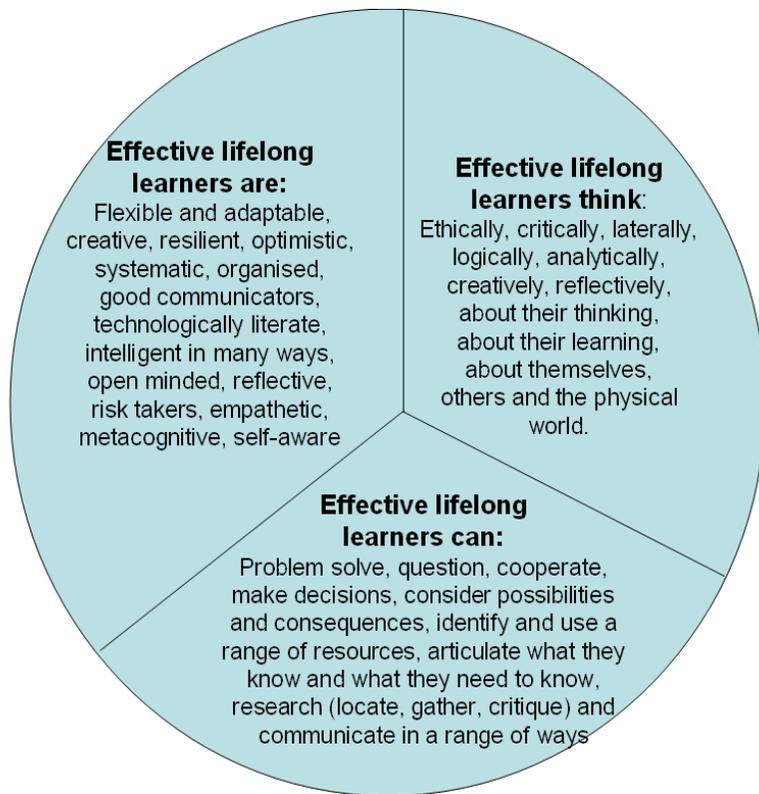
At TEMIS the process involved in children's learning is as important as the content children learn. This ensures that children will learn how to learn and equip them with the skills to be effective lifelong learners.

Should you have any questions, please don't hesitate to contact your child's teacher.

Suzanne Savage
Principal

Why is the inquiry process used at TEMIS?

We cannot teach children everything they need to know. In a world of rapidly changing information and technologies our role as educators must focus on equipping our students with the necessary skills and qualities to become independent and lifelong learners. As teachers our collective goal must be to provide opportunities for our students to develop these transferable skills so that they become proficient at selecting, applying and critiquing their learning across a range of contexts.



Murdoch, Kath. (2005). *Learning Links: Strategic teaching for the learner-centred classroom*. Curriculum Corporation, Australia.

These skills are not discipline specific and can be considered the province of all teachers working with any age group. Various policy documents around the UK, Australia and across the world have set out to describe what these skills and qualities are. While there are differences in the emphasis given, there is general agreement about many of the core skills and qualities.

What is the inquiry process?

Teachers plan to guide students on their journey of learning. Each inquiry unit is based around a complex question. This complex question is usually split into two or three contributing questions which will allow students to answer the complex question. Each contributing question will follow the inquiry process outlined below.

<u>Stage of Process</u>	<u>Purpose</u>	<u>Sample Activities</u>
Tuning In ↓	Engage & motivate Gather prior knowledge Stimulate the inquiry/ set the scene.	Brainstorming (oral and written) Children share personal experiences Writing initial definitions
Finding Out ↓	Collecting data and information from a variety of resources.	Using a range of printed, visual audio and digital texts. Guest Speakers Excursions
Sorting Out ↓	Collate and organise information. Communicate information found.	Groups report back orally Recording onto retrieval charts Critical analysis of information
Making Connections ↓	Drawing Conclusions about what they have learnt Connecting to own experiences.	View ideas from positions other than their own Students clarify their own attitudes and values. Identifying and solving 'real' problems
Going Further ↓	Searching for more information to extend and enrich understanding. Raising new questions Challenging assumptions	Make links between the understandings they have developed. Take action to improve a situation.
Reflecting & Acting	Reflection of the learning. Taking action	Group/class discussions Presentations Letter Writing Personal Action Self-evaluations Reflection on process