

# Integrated-inquiry Planning Process

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## Role of the Facilitator:

- To engage all members of the team in discussion about the planning that is rigorous and student-focussed.
- To ask questions that requires the team to clarify purpose and relevance.
- To ensure that the planning moves along at a steady pace and the discussion remains relevant to the planning.
- To ensure each step of the planning process is considered.
- To facilitate equitable delegation of tasks in both the preparing for planning and follow up from planning- eg. gathering of resources, booking of incursions/excursions, scribing of planning.

## Resources needed for planning:

- Whole school curriculum plan (ie conceptual framework or Throughlines)
- Scope and sequence/yearly overview
- Planning template
- Victorian Curriculum
- Brainstorming paper and textas

## All team members will need to prepare and bring:

- Prior knowledge information gathered from students OR samples of student work or thinking tools and strategies used (dependent on what stage of the planning process you are in)
- Relevant resources and ideas

## Model for Inquiry

### Building- Investigating- Applying

This 3-step process involves the following stages:

<b>Building</b>	Teachers plan and sequence strategic learning experiences to engage the students with the topic and build foundational knowledge and skills that they will need to ask informed questions.
<b>Investigating</b>	Students investigate more deeply an aspect of the topic that they are particularly interested in. This investigation could individual, group or whole class. Teachers scaffold and support students with their learning during this process.
<b>Applying</b>	Teachers support students to make connections and articulate their learning. Students reflect on what they have learned about the topic and about themselves as learners. They apply and act on their learning in real life contexts.

***Planning should happen at regular intervals during the progress of the topic in order for teachers to respond to development of students' understandings and interests.***

## Flow of planning

Planning stages	Notes
1. Break open the content possibilities of the topic. (Use school based documents where possible)	What are the big ideas here? How might they relate to your students?
2. Select a topic or focus as a vehicle that will allow students to explore one or some of the big ideas in depth.	The topic should be relevant and engaging for your students. Topics should be open and allow for many possibilities.
3. Brainstorm the topic and record possible ideas and connections.	Record broad ideas not activities. Accept all ideas at this stage. <i>* Collect prior knowledge from students before continuing the planning</i>
4. Invite team members to share prior knowledge gathering they have done with the students by summarising what they have found out. Add to brainstorm.	What do students already know? What misconceptions or gaps in their knowledge are evident? What are the implications for planning?
5. Check in with the Victorian Curriculum. Identify the specific content descriptors and standards we are working towards across related Learning Areas. Add to brainstorm.	Begin to record relevant skills, dispositions and content on the planner.
6. Identify no more than 4 key concepts from your brainstorm. These will be used as lenses to focus your unit.	Concepts are big ideas, they are; timeless, universal, contain 1 or 2 words. Concepts can be macro (ie. Go across many different contexts eg. Change), or micro (ie. specific to one context or domain eg. Migration)
7. Use the concepts to develop understandings that will focus and clarify the intent of the unit. <i>(The understandings are a critical stage of unit planning and it is important to get this part right.)</i>	Understandings are statements of deep knowledge not facts. They need to embed 2 or more of the concepts. They are true, worth knowing, timeless and universal (ie avoid using pronouns). They are not shared with the students. Between 2 and 4 understandings per unit are ideal.
8. Create big questions that will lead children to explore the understandings	Questions are displayed for the students and should be in child friendly language. Between 3-6 questions is ideal.
9. Identify the knowledge, and subject specific vocabulary the students will need to support them in the unit.	The knowledge is the factual base that students will need to build higher order understandings. Vocab will need to be taught explicitly.
10. Discuss possible 'end points' of the unit. <i>This is intended to be a flexible based on how students respond during their learning.</i>	Where might this end up? How might students demonstrate their understanding or learning at the end of the unit? How might the students 'act on ' their learning?

<p>11. Plan the <b>Building</b> stage of the unit. What foundational knowledge and skills do the students need to be able to engage fully in the topic and work towards the understandings?</p>	<p>Consider</p> <ul style="list-style-type: none"> <li>• Assessment strategies you might incorporate from the start</li> <li>• Engaging students emotionally and cognitively in the topic through a variety of experiences</li> <li>• Providing opportunities to develop core knowledge, vocabulary and skills</li> <li>• Keeping it concise (broad brushstrokes not teach all)</li> <li>• What thinking tools and strategies will be used</li> </ul>
<p>12. Return to the planning at regular intervals to review and further plan as you move through the Investigating and Applying Stages.</p>	<p>Reflection questions to guide next step of the planning:</p> <ul style="list-style-type: none"> <li>• How are the students engaging with the topic?</li> <li>• How are they moving towards the understandings? How do we know? (What assessment strategies are we using?)</li> <li>• What are they interested in, what are they curious about?</li> <li>• Where are they in the process and what kinds of support do students need at this stage?</li> </ul>
<p>13. Complete a final reflection at the completion of the unit to inform future planning and to allow teachers to reflect on what they are doing as inquiry teachers that is successful.</p>	<p>How well did the students engage with the inquiry? Was it rigorous? (What was the deep learning- skills, dispositions and content?) Which strategies, resources and experiences were particularly successful? What you would change if you were to do this inquiry again? As inquiry teachers what do we need to be doing more of/less of?</p>