**A MODEL FOR DESIGNING A JOURNEY OF INQUIRY**

**Growing the skills and dispositions to:**
- RESEARCH
- COLLABORATE
- COMMUNICATE
- THINK
- SELF MANAGE

**Tune In**
- Establish purpose and relevance
- Provoke curiosity and wonder
- Access and document prior knowledge, existing theories and ideas
- Formulate questions
- Consider ways to find out

**Find out**
- Use a range of resources & methods to gather information (read, view, interview, survey, experiment, observe...)
- Aim to connect with people, places & objects to broaden understanding
- Critically assess the value of the information gathered
- Document information gathered in a range of ways

**Go further**
- Use new questions as the basis for extended inquiry
- Establish personal pathways of interest
- Share new learnings with others

**Sort Out**
- Make sense of the information gathered
- Analyse, organise, compare, contrast, sift and sort
- Reflect, respond and express new thinking
- Revisit questions, refine and add new ones

**Reflect and act**
- Consider ways to apply/use/share learning
- Make connections back to big ideas
- Evaluate the process
- Consider unanswered questions
- What next? What now?

**What are the big ideas underpinning this inquiry?**
- What conceptual understandings do we want students to develop?

**What compelling question/s might drive this inquiry?**
- What contexts/problems/issues might offer an authentic context or purpose for this inquiry?

**What do WE understand about this?**
- What biases do we bring to this inquiry? What might we need to do to inform ourselves about this?

**What contexts/problems/issues might offer an authentic context or purpose for this inquiry?**
- How might we use this inquiry to connect the curriculum?
- What learning areas can we meaningfully integrate?

**What tools/strategies/routines can we introduce or refine in this inquiry?**
- How will we collaborate to design this inquiry?
- How will we use evidence of students’ thinking to continually inform our planning?

**How will we offer students choice?**
- How will we ensure they have a voice in the planning of this learning journey?

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