

EXPLORE					
Capability					
Prompts Inquiry	What the Teacher Does	Structures Inquiry	What the Teacher Does	Maintain session Momentum	What the Teacher Does
The teacher uses a range of question types and encourages students to share their prior experiences to involve students in the inquiry. Teachers ask students to explain their understanding of key concepts and ideas to identify misconceptions (Level 1)	<ul style="list-style-type: none"> <li>Open ended questions</li> <li>Closed questions</li> <li>SCAMPER technique</li> <li>Divergent Questioning</li> <li>Recall- Inference</li> <li>Sharing via- inside-outside circle; 1-2-4; Give one get one</li> </ul>	The teacher selects resources relevant to the inquiry and presents examples of information in an organised format. Teacher uses guiding questions to assist students to select relevant information. (Level 1)	<ul style="list-style-type: none"> <li>Teacher identifies resources and strategies relevant to the inquiry.</li> <li>Teacher brainstorms a set of relevant questions to guide students in selecting information.</li> </ul>	The teacher contributes to a productive learning environment, presenting an outline for the session, informing students of the time frame for tasks. They refer to class rules to manage student behaviour. (Level 1)	<ul style="list-style-type: none"> <li>Teacher has established class norms (school values)</li> <li>Norms unpacked. Norms become default position</li> <li>Norms used via teacher questioning</li> <li>Timeline for tasks made explicit.</li> </ul>
The teacher uses questions to stimulate further investigation into the inquiry. Teachers broaden students' experiences by making links with the learning focus and real world applications. The teacher observes and listens to student interactions and responds to any misconceptions (Level 2)	<ul style="list-style-type: none"> <li>Use of student generated questions to further student inquiry</li> <li>To connect with real world and learning focus, students are involved in going on excursions and conducting surveys etc...</li> <li>Teacher journal to observe student interactions (identifying misconceptions)- assessment as learning- use of video and audio recording</li> </ul>	Teachers present additional resources and provide tools to record information in response to student need. (level 2)	<ul style="list-style-type: none"> <li>Teacher display different graphic organisers around the classroom</li> <li>Teacher explicitly teaches a range of strategies and how these are used to organise information-</li> <li>The Big 6 Problem Solving Process <a href="http://www.big6.com/2001/11/19/a-big6%e2%84%a2-skills-overview/">http://www.big6.com/2001/11/19/a-big6%e2%84%a2-skills-overview/</a></li> </ul>	The teacher continuously monitors the students and intervenes when required to maintain student engagement in the inquiry. They provide a structure for the session, establishing routines and providing a schedule to support time management. (Level 2)	<ul style="list-style-type: none"> <li>Teacher identifies and conducts targeted teaching sessions- student generated too</li> <li>Outline of requirements for the session are made clear. Student created checklists</li> <li>Teacher models a range of time management strategies</li> <li>Students are taught cooperative learning skills- social and task skills</li> </ul>
The teacher provides experiences to draw out students misconceptions and frames questions to challenge students' ideas. (Level 3)	<ul style="list-style-type: none"> <li>Use a range of experiences and questions to challenge misconceptions... guest speakers etc</li> <li>Brainstorm a list of possible experiences</li> <li>Student generated questions</li> <li>Structured controversy</li> </ul>	Strategies are taught for students to choose resources applicable to the inquiry, as well as processes to collect and select relevant information. The teacher explains reasons for the use of particular strategies to help students organise information.(Level 3)	<ul style="list-style-type: none"> <li>Teacher provides examples of 'when' and 'why' different strategies are used to collect and select relevant information.</li> <li>Modelling</li> <li>Role Play</li> </ul>	The teacher adapts routines and adjusts time allocated to maximise student learning opportunities and understanding. Teacher reinforces shared norms and expected behaviours to maintain session momentum. (Level 3)	<ul style="list-style-type: none"> <li>Teachers negotiate timelines and session focus with students displayed.</li> <li>Teachers support students to reflect upon their learning experiences using class norms: use of cognitive organisers; PCU/ SWOT analysis <a href="http://www.dalbsoutss.eq.edu.au/documents/thinking_continuum1.pdf">http://www.dalbsoutss.eq.edu.au/documents/thinking_continuum1.pdf</a></li> </ul>
The teacher introduces new perspectives, extending the inquiry and students to reflect on their understandings The teacher challenges misconceptions through the use of specific tasks and questions to extend student thinking. (Level 4)	<ul style="list-style-type: none"> <li>Use of Socratic questioning</li> <li>Use of cooperative learning activities and strategies when questioning students- expert jigsaw, 3-2-1, 1-2-4</li> <li>Refer to master list of cooperative strategies</li> </ul>	Teacher prompt students to select tools and strategies appropriate for documenting the collected information. They teach students processes to evaluate the quality of information.(Level 4)	<ul style="list-style-type: none"> <li>Teacher prompts students to identify and justify which strategies and tools are best suited for organising information.</li> <li>One on one coaching/conferencing</li> <li>Small needs based clinic groups</li> <li>Optional clinic groups</li> </ul>	The teacher attends to student's verbal and non-verbal cues, responds to individual behaviour and supports learning accordingly. Teacher provides strategies to enable students to manage their time effectively. (Level 4)	<ul style="list-style-type: none"> <li>Explicit feedback, matched to clear guidelines (class norms).</li> <li>Teacher supports student to reflect upon how effectively they managed their learning time (using modelled time management strategies) and set future time management goals</li> </ul>