BACKGROUND INFORMATION

The New Zealand Curriculum states: ***Our vision is for young people who will be creative, energetic and enterprising. To be confident, connected, actively involved and lifelong learners. "The New Zealand Curriculum Framework Vision, 2007"***

Each school has the mandate to interpret this according to the needs of the students and the school community.
Our school vision has guided us in our decision making around the Inquiry Learning process.

Empowering Learners for Life
TU MANA TU KAHA TU TANGATA

HNP decided to use the process of Inquiry Learning to capture the essence of the curriculum statement. We use Inquiry Learning as the basis of learning programmes across all of the curriculum areas. Inquiry Learning develops the skills of Inquiry as well as the school values and the key competencies.

RESILIENCE **Tū Tangata** We are the best we can be. We learn from our mistakes.	**RESPECT** **Whakaute** We treat others as we would like to be treated. We care for our school.	**RELATIONSHIPS** **Whakawhanaunga** We look after each other. We learn together. We make friends.	**RESPONSIBILITY** **Manawaroa** We have a go. We try new things. We don't give up.

There are many definitions of Inquiry Learning.
At HNP we have based our Inquiry process on Kath Murdoch's work:

"Inquiry Learning is an active, learner and learning centred approach, which aims to develop deep understanding - not surface coverage.
Inquiry Learning is an approach to teaching and learning that, in essence, involves students questioning and investigating issues of significance to build new understandings, meanings and knowledge.
Through inquiry learning, we seek to develop students' essential key competencies and equip them with a set of transferable skills and dispositions. These can be applied to a variety of settings ensuring that students continue to be active lifelong learners".
(Adapted from Kath Murdoch's inquiry definition 2011)

WHAT DOES INQUIRY LEARNING LOOK LIKE AT HNP?
As the result of professional development for and collaboration with staff over the past few years we have developed what Inquiry Learning looks like for our students and teachers. Through Inquiry Learning, the students develop skills across all curriculum learning areas.

Inquiry Teacher and Learner - this is what we expect of our teachers and our learners

The Inquiry Teacher	The Inquiry Learner
- provides learning experiences that cover all curriculum areas where possible. - explicitly teaches the skills of Inquiry - creates opportunities for questioning and exploration - caters for different learning styles - is a reflective and flexible planner - identifies and teaches through the key competencies and learning dispositions - provides students with opportunities to drive their own learning	**Drives their own learning through:** - taking risks - making connections with prior knowledge to new situations - self managing - effective communication - creativity and innovation - thinking - taking responsibility - having empathy - being reflective - working cooperatively and collaboratively

OUR HNP DESIGN and OVERVIEW

At HNP, we have designed our Inquiry Learning to suit the needs of our students across the Year groups. Each year, we make adaptations to our focus areas depending on the needs of the students at the specific year group.

Years 0-2 = Learning through Play establishes the foundations of the Inquiry Learning process, the school values and the key competencies.

Years 3-4 = Discovery Learning develops on from Learning through Play. Here the students have opportunities to develop more independence in their inquiries and further develop their skills.
This year our Year 3 students had an Environmental focus for their Inquiry. The Year 4's "Project Genius" - the students inquired into something they had a wondering or curiosity about.

Years 5-6 = Inquiry Learning develops the higher skills of Inquiry, allowing opportunities for the students to use all the skills they have learned. Examples of Inquiry Learning this year include The Science of Growing plants, Our Locality (Heretaunga), Power (Solar, wind, water), Student Volunteer Army, "Wonder projects" - a focus on rockets and propulsion after an interest in the rocket lab at Mahia.

THE INQUIRY LEARNING PROCESS

The Inquiry Learning process follows specific stages. At each stage the students learn specific skills which develop throughout the process. Whilst this is a sequential process, the students will move in and out of the stages as their learning determines the skills needed.
The table below shows the possible learning goals for the students, what the teacher specifically teaches and what the student learns within the Inquiry Learning process. The process and skills are adapted according to the year group of the students.

STAGES OF INQUIRY	POSSIBLE LEARNING GOALS	INQUIRY TEACHER The Inquiry Teacher teaches...	INQUIRY LEARNER The Inquiry Learner...
TUNING IN	Getting started by asking good questions Choosing issues/problems for inquiry	Different types of questions. How to ask questions. How to match the questions to issues, concepts and problems. How to selecting questions for research	Asks questions. Knows that there are different types of questions. Chooses the right type of questions.
	Finding the right resources	Investigate different types of resources, identifying the benefits and disadvantages of each.	Knows where to find the resources Knows how to use the resources Can talk about the benefits and disadvantages of the resources.
	Making and sticking to a plan	How to create an action plan How to use an action plan to ensure all tasks have been completed - on time	Creates an action plan for their inquiry Manages their time
	Finding relevant information	Skimming and scanning skills	Skim and scan information

	Taking notes Keeping good records Choosing the right data sources	Note-taking - keywords Plagiarism Copyright Different data sources available - visual, electronic, paper-based etc A variety of recording techniques Graphic organisers	Take notes using keywords Write the information in their own words Chooses the data source that suits their inquiry
FINDING OUT	Finding and recording information	How to take notes using keywords, lists or pictures How to use keywords to expand on notes Different ways of recording notes both digitally and non digital. How to search for information on the internet. How to use a range of graphic organisers and why one is better than another based on its purpose. How to ensure the information is relevant to the question. Triangulation of information to ensure it is accurate. How to check students have all the information they need to answer their questions. The difference between fact or opinion	• Note-taking • Note expansion • Using search engines (selecting appropriate search engine, narrowing search) • Methods for recording information, for example, graphic organisers • Selecting graphic organisers by purpose, for example comparing, grouping, sequencing, evaluating. • Evaluating information sources (websites, paper-based, credentials of information providers) • Checking validity, point of view, missing information, facts and opinions
	Designing research tools	Investigate different ways of collecting data both digitally and non-digital.	Designing data collection techniques, for example, interview questions
	Creating Bibliographies	How to create a bibliography Create a list of references that are in alphabetical order Why we need reference lists	Preparing bibliographies
	Summarising information	How to summarise information Use keywords to change information using your own words	Summarising information
	Synthesising information	How to synthesise information.	Synthesising information
SORTING OUT	Selecting key ideas Sorting and showing information Choosing appropriate presentation types	Identifying relevant information Identifying information that is irrelevant Combine relevant information from a range of sources to create new understanding or ideas	Summarising information Identifying main ideas/issues/themes Selecting appropriate text type and format for the purpose and audience for the presentation of information (live, paper-based and/or electronic Expanding notes Using graphic organisers to sort and present information (paper-based and digital technology) Using technology to sort and present information

			(introduction to specific programs, features of effective programs and products) Creating effective presentations (different/specific types, for example oral, written, creative, technological)
	Organising quantitative data	Model different ways of organising and displaying data using both digitally and non-digitally	Organising quantitative data (meaning and examples of quantitative data, purposes and types of tables, graphs, diagrams) Graphic organisers
	Synthesising qualitative data	Model the use both digital and non digital ways of synthesising data. Create statement based on specific data	Synthesising qualitative data (meaning and examples of qualitative data, purpose and reliability) Graphic organisers
	Managing time	Co construct action plans Use action plans to track tasks Use action plans to keep on task and to know next steps.	Time Management
REFLECTION AND TAKING ACTION	Reflecting on the learning process	Co construct templates that encourage reflection. Timetable specific times for reflection. Model ongoing reflection both verbal and written	Strategies to reflect on personal learning
	Making accurate self-assessments	Co construct success criteria. Model how to give constructive feedback/forward using the success criteria as a guide Experiment with different ways or recording self-assessment. Model next steps based on self assessment	Conducting self-assessment (what to consider, what to assess, ways of recording, etc) Developing success criteria
	Making connections between ideas Pulling everything together		Strategies to make connections (linking cause and effect, problem and solution, similarities and differences, connecting ideas with findings) Visually organisation of synthesised information
	Giving honest and effective feedback	Model how to give constructive feedback/forward to pairs as well as self assessment using the success criteria as a guide. Model how to respond to feedback appropriately	Giving and receiving feedback (characteristics of effective feedback, appropriate responses to feedback)
	Taking action Sharing and reporting	Model the best way of sharing new learning both digitally and non digitally What is most effective way of sharing based on the audience	Choosing how to use or act on data (considering actions and effects) Types and purposes for action (to inform others, to teach others, to act in the community - personal or public) Making action plans (types of planning approaches and evaluating options) Graphic organisers

TEACHING KEY COMPETENCIES

The key competencies are used by people to live, learn, work and contribute as active members of their communities. The competencies draw on knowledge, attitudes and values in ways that lead to action. They are not separate or stand alone. They are the key to learning in every learning area. *"The New Zealand Curriculum, 2007"*

At HNP, the key competencies
- are actively embedded in all of our learning for students and teachers
- reflect life long learning
- develop a healthy sense of identity for all
- foster adaptability and an ability to respond to changing situations
- empower learners for life
- require deliberate acts of teaching, learning and practise

Teachers have taken each of the five key competencies and identified the skills that our students need to learn, practise and develop during their time at HNP.

RELATING TO OTHERS

LISTENING	TAKING ROLES	SHARING	NEGOTIATING
We… - learn and use active listening skills - ask learning questions - respond appropriately	We… - take turns - try new roles - support others in different roles - work together to achieve expectations	We… - contribute to discussions - respond to others' ideas appropriately - express our own viewpoints - collaborate in groups - encourage others to participate - interact in local and global communities	We… - respect others - show tolerance - give reasons for our views - show self control - debate - compromise - reach agreement - resolve conflict - have confidence in our own ideas and beliefs

MANAGING SELF

BEING ORGANISED	PHYSICAL WELLBEING	MANAGING LEARNING	EMOTIONAL WELLBEING
We... • are ready for learning • look after our own property • listen to and follow directions • manage our time • prioritise tasks	We manage our... • food and nutrition • fitness • relaxation and rest • personal safety • hygiene • minor first aid and medical needs	We... • set goals • understand what we are learning and why • give and accept feedback and feed-forward • persist in completing tasks • remain open to continuous learning • take learning risks • reflect on our own learning • ask appropriate questions to extend and enrich our learning • strive for accuracy and excellence	We... • develop self control and resilience • have a "can do" attitude • respond appropriately to emotional situations • be honest • trust ourselves and others • accept and learn from our mistakes • accept that confusion is part of learning

PARTICIPATING AND CONTRIBUTING

KNOWLEDGE	SKILLS	USING THE SKILLS	SUSTAINABLE ACTIONS
We... • bring our own values to our learning • use prior knowledge • transfer knowledge • show a sense of belonging • contribute from our own experiences	We... • listen • apply questioning skills • use social skills • speak appropriately • value similarities and differences • show citizenship • be effective decision makers	We... • confidently communicate in a range of settings • respond in appropriate ways • engage in and transfer new learning • make good use of experts and resources • practise higher order thinking and questioning skills	We... • are active participants • continue meaningful action • strive for personal excellence • show perseverance • apply new knowledge to new settings • initiate and sustain our learning

LANGUAGE, SYMBOLS AND TEXT

REPRESENTATION	COMMUNICATION	EXPERIENCES	INTERPRETATION
We... • understand and use symbols • learn and follow rules • use specialised language • represent information appropriately	We... • listen actively • question for meaning • use and respond to verbal and non-verbal cues • explain, discuss and debate • present information in a variety of ways	We... • learn and follow social, cultural and sporting conventions • apply social, cultural and sporting skills • are e-learners • use information technologies • react appropriately in a new setting	We... • respond to visual information • analyse, validate, critique and interpret information • show evidence of learning • build on previous learning • adapt to and use new ideas

THINKING

UNDERSTANDING INFORMATION DEVELOPING UNDERSTANDING	TRANSFORMING INFORMATION SHAPING ACTIONS	GENERATING NEW IDEAS CONSTRUCTING KNOWLEDGE
We… - RECALL - recall information we know - SUMMARISE - put the information into our own format - SYMBOLISE - represent the information in some form eg words, numbers, music, movement, pictures - CATEGORISE - put the information into groups using graphic organisers - SHIFT PERSPECTIVE - understand what the world is like through another perspective	We… - ANALYSE - break information into parts - APPLY - take information from one context and use in another - INDUCE - generalise by finding a rule based on many examples - DEDUCE - make conclusions based on a rule - PROCESS - compute information to reach a solution - PROCESS - use reasoning and judgement to make an estimation	We… - BRAINSTORM - generate many new ideas - SYNTHESISE - combine information to create a new element of learning - PREDICT - make guesses guided by prior knowledge, inducing and deducing from all available information - EVALUATE - measure information against a standard eg one's own values - QUESTION - generate a wide variety of questions

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