**Inquiring to Learn**

**IB Practice C3.2 Teaching and learning engages students as inquirers and thinkers.**

**IB Practice C3.3 Teaching and learning builds on what students know and can do.**

**PYP Practice: A.3c.** The school is committed to a constructivist; inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills.

**MYP Practice: C3.1a.** Teaching and learning at the school uses global contexts as contexts for inquiry.

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| **What do I typically do to engage students in inquiry-based learning experiences?** |
| The desired result of engaging students in inquiry-based learning experiences is that students actively construct meaning and new understanding of content within transdisciplinary themes/global contexts.  |
| **Student Evidence*** Students are actively involved in their own learning
* Students develop their own questions as they investigate
* Students communicate how their learning connects to the statement of inquiry (MYP) or central idea (PYP)
* Students explain the relationship between content and the global context (MYP)
* Students explain the relationship between content and the transdisciplinary theme (PYP)
* Students evaluate how the inquiry process helped build new understanding
* Students take action as a result of new learning
 | **Teacher Action*** Teachers plan authentic learning engagements that foster students’ curiosity
* Teachers plan learning experiences through a contextual lens
* Teachers engage in an inquiry cycle while planning instruction
* Teachers model behaviors of an inquirer
* Teachers intentionally teach the skills of inquiry
* Teachers facilitate an inquiry process
* Teachers provide resources and space for in-depth inquiry and student action
* Teachers incorporate students’ questions into learning experiences
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| **Possible alignment to Marzano learning map strategies** |
| * Establishing rules and procedures
* Recognizing adherence and lack of adherence to rules and procedures
* Use engagement strategies when students are not engaged
* Communicating high expectations for all students
* Organizing student to interact with content
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| **What do I typically do to engage students in learning experiences that are inquiry-based?** |
| Learn | Implement | Monitor | Impact |
| Understand the essential aspects of an inquiry-based classroom and the various forms of inquiry. | Engage students in learning experiences which utilize the inquiry cycle and associated skills. (teacher evidence) | Check for evidence of students’ engagement with the inquiry cycle and use/practice of associated skills. (student evidence) | Adapt techniques for using inquiry-based learning in your classroom with high frequency and fidelity. (student evidence) |

**Reflection**

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| **What do I typically do to engage students in learning experiences that are inquiry based?** | How did the use of inquiry-based learning engagements deepen student understanding within transdisciplinary themes/global contexts? | What next steps will support you in deepening this practice? |
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**Strategies to engage students in learning experiences that are inquiry based**

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