**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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