Inquiry Based Planning – The First Step to Inquiry Based Learning
Inquiry Based Planning – The First Step to Inquiry Based Learning

Goal: The session will explore the dispositions, skills and strategies to capture and plan for critical inquiries that support a child’s curiosity and learning.

Outcomes: Teachers will be able to…
- Explore and examine their values and dispositions.
- Identify research that supports fidelity in using inquiry based learning.
- Identify and plan for critical inquiries.
- Experience and explore using web-based planning format.
What questions do you have on this topic?
Think Pair Share

• What do I value most as a teacher of young children?

• What am I most curious about when I am observing children.

• I think children learn best when I ________________
  (fill in the blank)
Teacher As A Researcher

https://www.youtube.com/watch?v=yNNUVSj-zow

Implications for Inquiry Based Learning
What is Inquiry Based Learning

• Inquiry-based learning starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge.

What is Inquiry Based Learning (EBL) Centre for Excellence in Enquiry-Based Learning. University of Manchester. Retrieved October 2012
What is Inquiry Based Learning

The process is often assisted by a facilitator. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as research.

What is Inquiry Based Learning (EBL)Centre for Excellence in Enquiry-Based Learning. University of Manchester. Retrieved October 2012
What is Inquiry Based Learning

The inquiry-based instruction is principally very closely related to the development and practice of thinking skills.

What is Inquiry Based Learning

Inquiry-Based Planning is a reflective collaborative process that focuses on what the teachers need to know about children’s learning and development that will result in teachers planning intentional and appropriate responses and outcomes. (ASCDL definition group process)
“For to be a teacher does not mean simply to affirm that such a thing is so, or to deliver a lecture, etc. No, to be a teacher in the right sense is to be a learner. Instruction begins when you, the teacher, learn from the learner, put yourself in his place so that you may understand what he understands and in the way he understands it . . .” The Journals of Søren Kierkegaard,
Why Inquiry Based Learning Fidelity

...research has shown that instructional strategies that promote higher-level thinking, creativity, and even abstract understanding, such as talking about ideas or about future events, is associated with greater cognitive achievement by preschool-age children (e.g., Diamond et al., 2013; Mashburn et al., 2008).

Why Inquiry Based Learning Fidelity

...the potential to underestimate the cognitive abilities of young children persists in the preschool and kindergarten years. For example, children’s actual performance was six to eight times what was estimated by their own preschool teachers and other experts in consulting, teacher education, educational research, and educational development (Claessens et al., 2014; Van den Heuvel-Panhuizen, 1996).

Children’s interest in learning by doing is naturally suited to experimental inquiry related to science or other kinds of inquiry-based learning involving hypothesis and testing, especially in light of the implicit theories of living things and physical causality that children bring to such inquiry. (Samarapungavan et al., 2011).

Executive Functioning

WORKING MEMORY  INHIBITORY CONTROL  COGNITIVE FLEXIBILITY

http://developingchild.harvard.edu/science/key-concepts/executive-function/

How does Inquiry Based Learning support Executive Functioning?
Inquiry-Based Planning

Advantages:
- flexible & creative
- well-suited for collaboration
- works well with all age group
- validates experiences and knowledge of all children
- staff can stay focused on children’s learning & development

Challenges:
- overwhelmed at the amount of decisions concerning children’s learning and development.
- analysis paralysis
Inquiry Based Planning

1. Observe & Identify

2. Develop Question

Cycle of Teacher Inquiry

3. Reflect – Analyze & Interpret

4. Response – Take Action

Video Practice
Watch – Pair – Share

http://www.youtube.com/watch?v=tILrvPPydSs

Observe and Identity
Develop Question – Inquiry
Reflect
Create a Response
Critical Inquiry

The process of critical inquiry helps children in uncovering social injustices, examining social and political realities, and not accepting prevailing conditions unthinkingly and without question (Comber & Simpson 2001; Kincheloe 2005).

Developing Critical Inquiries
Read – Pair – Share

As some of my children headed for the bench under the shade of the tree to eat their snack, a few teachers admonished them not to sit on the playground benches—those were only for teachers. I watched in a state of disbelief, uncomfortable with how to respond to this demand. I was not aware of such a rule.

Develop Question – Critical Inquiry

“Critical inquiry as an approach to teaching gives children curricular space to explore inequities in their lives and hopefully find ways to create social change.” Candace R. Kuby

Planning Tools
What questions do you have on this topic?
Hand Out Reflection
Inquiry Based Planning

1. What is Inquiry Based Learning?
   - Inquiry-based learning starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge
   - The process is often assisted by a facilitator. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as research.
   - The inquiry-based instruction is principally very closely related to the development and practice of thinking skills.

2. How do are values impact the inquiry process?

3. Why Inquiry Based Learning?  Fidelity
   - Research has shown that instructional strategies that promote higher-level thinking, creativity, and even abstract understanding, such as talking about ideas or about future events, is associated with greater cognitive achievement by preschool-age children (e.g., Diamond et al., 2013; Mashburn et al., 2008).
   - The potential to underestimate the cognitive abilities of young children persists in the preschool and kindergarten years. For example, children’s actual performance was six to eight times what was estimated by their own preschool teachers and other experts in consulting, teacher education, educational research, and educational development (Claessens et al., 2014; Van den Heuvel-Panhuizen, 1996).
   - Children’s interest in learning by doing is naturally suited to experimental inquiry related to science or other kinds of inquiry-based learning involving hypothesis and testing, especially in light of the implicit theories of living things and physical causality that children bring to such inquiry. (Samarapungavan et al., 2011).

4. Reflection on Inquiry Based Planning Activities:

5. Why are critical skills on important?

6. Web planning:

Presented by Steven Erwin
serwin@kaplanco.com