

PROGRAM OF INQUIRY: CHECKLIST

LEARNING HAPPENDS WHEN WE ASK THE RIGHT QUESTIONS, NOT SET OUT TO FIND THE 'RIGHT' ANSWERS!

"Hi, I'm excited that you are eager to make your school more student-centric and are looking forward to try out the Program of Inquiry process for yourself! I hope you found value in and enjoyed going through the pack and resources so far.

I invite you to use this quick at a glance checklist as a reference to ensure that you do not miss out on any of the key ingredients! It's really very simple to execute, and here are some things that I keep in mind during the process. Feel free to innovate, translate and implement the way you want. And I would love to know how you have done it. Do share your experience".

- Nandini Parekh

BEFORE

- Before implementing the POI, get together with your co-teachers with whom you are **planning** the inquiry to review and build a **common understanding** of:
 - importance of **nurturing curiosity** in students;
 - designing **learning experiences** that are drawn from the **academic content** for the grade;
 - why POI is most effective when **driven by questions** and not answers;
 - how learning does not happen in isolation and is a **trans-disciplinary** idea; and
 - **revisiting** the process to understand the **relevance** of POI and why it is of **value** to the child.

**This helps to bring all experienced and new teachers on the same page.*

- Make a **Mind Map** for the Inquiry to organize your thoughts and spotlight **key aspects** of the POI such as:
 - Purpose
 - Learning Objectives
 - Key Concepts to be covered
 - Key Guided Inquiries (GI) and Performance of Understanding (POU)
 - Languages of Learning (LOL) that can be included
 - Resources required
 - **Other processes** that can be included to **enhance** experiences/parent partnership/building of deeper understanding/conducting ongoing assessments etc.

- Documentation to be done
- Teacher Preparedness.
- Share the plan with your mentor for a review to ensure that you have **considered all factors**.
- **Prepare your classroom/learning space** and keep all the resources ready to introduce the concept.

DURING

- Hook the students with an **experience or authentic material** to build their curiosity.
- **Co-create the learning or Understanding Goals** using the **KWL chart** by asking the students to share what they **Know**, **Want to know** and ultimately **Learn**.
- Plan your Guided Inquiries such that they are aligned to the **learning objectives** and also what children are **curious** about.
- Plan for Performance of Understanding at regular intervals to ensure that you are able to do an **ongoing assessment** of the **pace of learning** in the class. This helps in planning **timely repair** of any **misconceptions or gaps in understanding** amongst the students.
- Include **different languages of learning** for GI and POU so that the **preferred learning styles** of students can be addressed.
- Once the Understanding Goals are achieved, plan the **Culmination of the inquiry** with the students. Help students to present the **outcomes of the inquiry** and **milestones of the learning journey** through any preferred language of learning. Usually, the parents of the grade are invited as an audience but it can be presented to any other group of people also such as senior students, teacher team or some experts that students would like to invite.
- **Document** the process of learning through photographs, work evidence, feedbacks, etc.

AFTER

- While **implementing the POI**, take time through the process to review and reflect at the following stages:
 - Post every session, take the time to **reflect** on what worked, what could have been better and how can the ensuing sessions be **enhanced** with these **insights**.
 - Post culmination of inquiry, **review the Mind Map** to reflect on what went well and what can be done better the next time.
 - Review the **student assessments** to understand if the learning objectives and conceptual understanding is achieved.
 - On culmination, reflect as a team on what **went well**, what were the **challenges** and what **insights** did you garner about the group of children in your grade.

SOME IMPORTANT TIPS

- **Focus** on building the **understanding** and not just learning the concepts.
- **Co-create** the **learning goals** with the students, so that they take **ownership** of the process.
- Have a plan for the inquiry but remember to keep it **nimble and flexible**. Be open to add to the plan any **valuable suggestions/area of curiosity** from the students.
- **Document** the process and **share** it with all stakeholders to make visible the **learning journey**.
- **Teacher preparedness** before and during the inquiry is the key to keep the **tightness in the delivery** of the program.