



WHAT IS A UNIT OF INQUIRY?

DREAM • STRIVE • SUCCEED



Goals for Learning – The Big Picture

LEARNING OFFERING GOALS

1

Put student learning first

2

Enable students to get to their university, college or workplace of choice

3

Deliver positive and personalized student learning experiences

4

Prepare and support students for a rapidly changing, global future

Academic Achievement

- Attend a school focused on continuous improvement of student learning achieved by embedding our *Learning First* framework.

Future Pathways

- Receive personalised guidance from age 11
- Develop a portfolio of interests, skills, and competencies
- Achieve career readiness through exposure to a range of different universities, jobs & careers.

EAL & Multilingualism

- Develop 1+ world language (alongside home language)
- Have opportunities to interact socially and academically in English
- Integrate multilingualism across all aspects of learning and teaching.

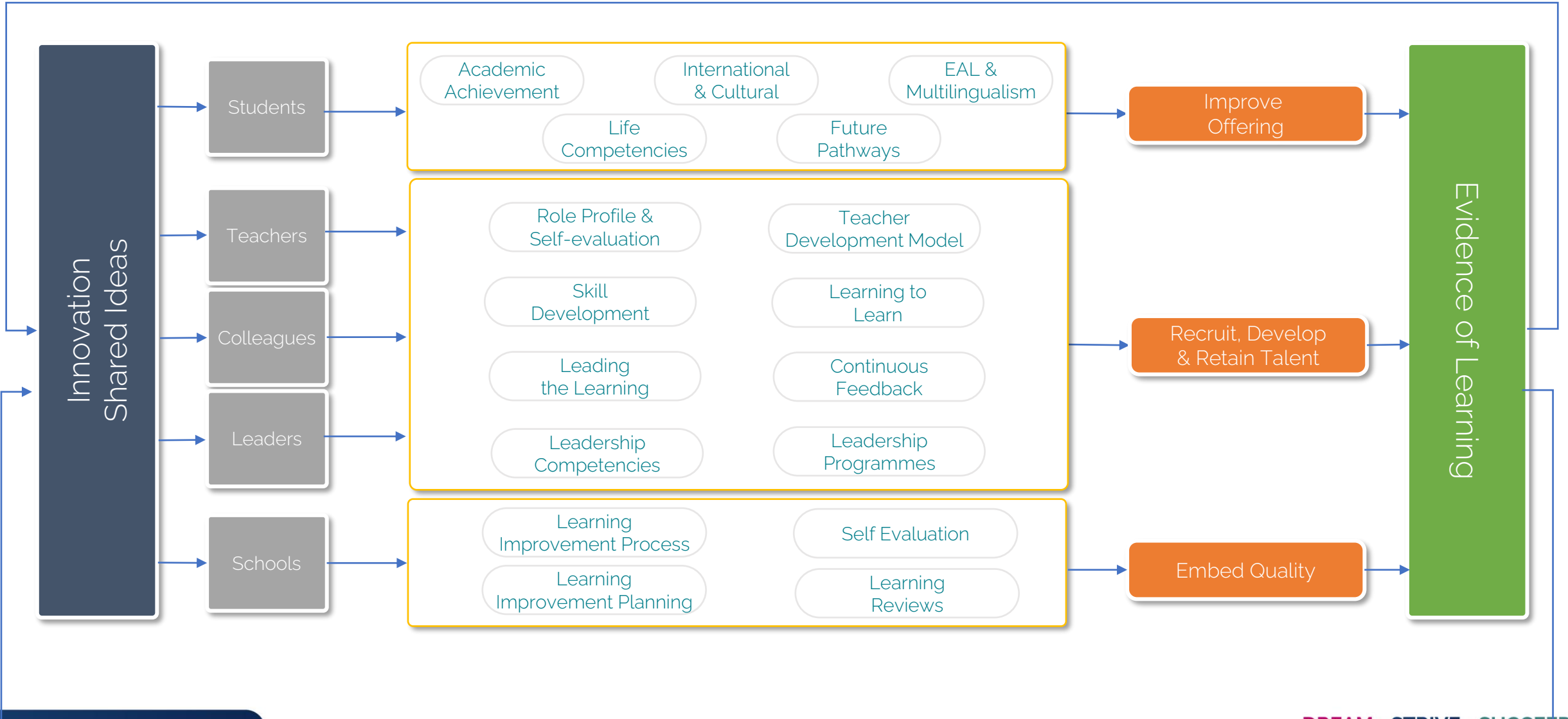
International & Cultural

- Be provided with authentic multi-cultural & multi-lingual opportunities in and beyond the classroom, and their own country.

Life Competences

- Have repeated experiences in and out of the classroom to practice skills needed a successful future.
- Create a personal development plan & receive coaching and mentoring to achieve it.

LEARNING. FIRST. FRAMEWORK

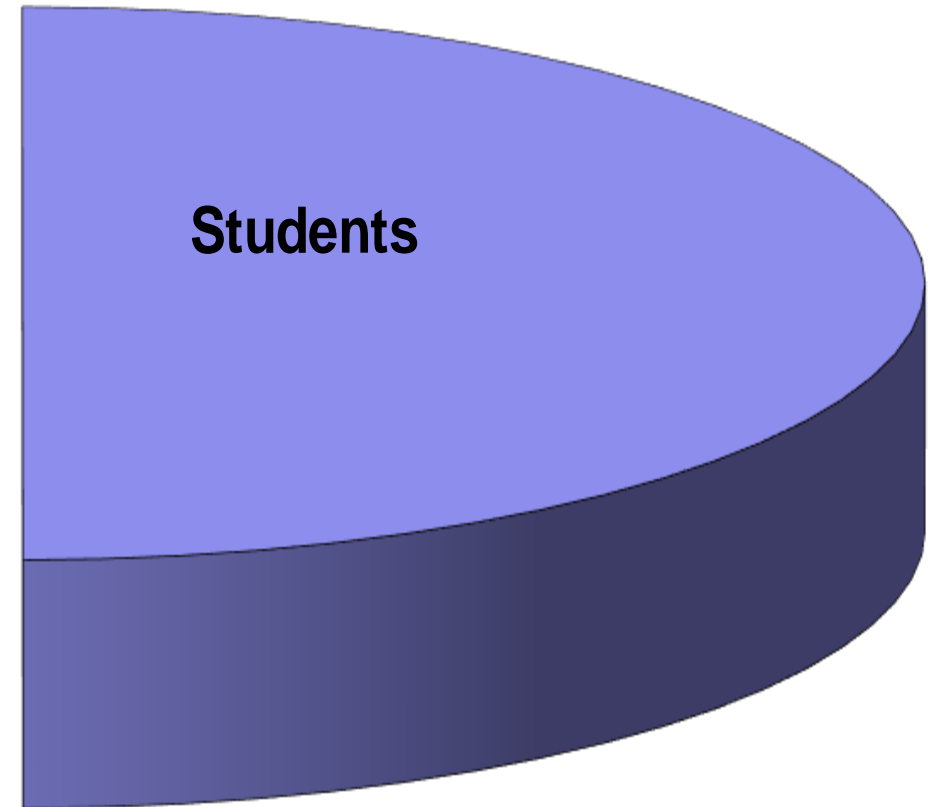
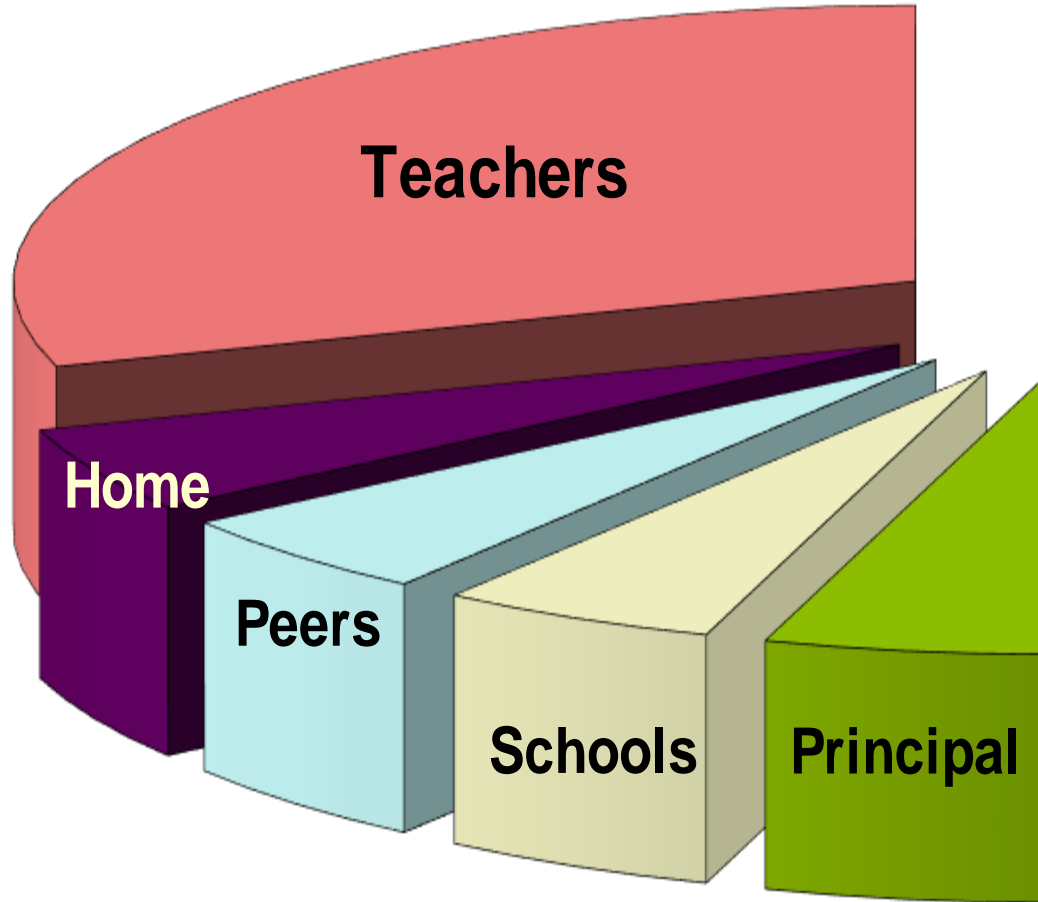




At **Westlink International School**,
we empower, inspire and educate students
to achieve their goals and shape the future by
becoming **critical thinkers** and **successful,**
responsible internationally minded citizens.

INTERNATIONAL BACCALAUREATE (IB) CONTINUUM SCHOOL

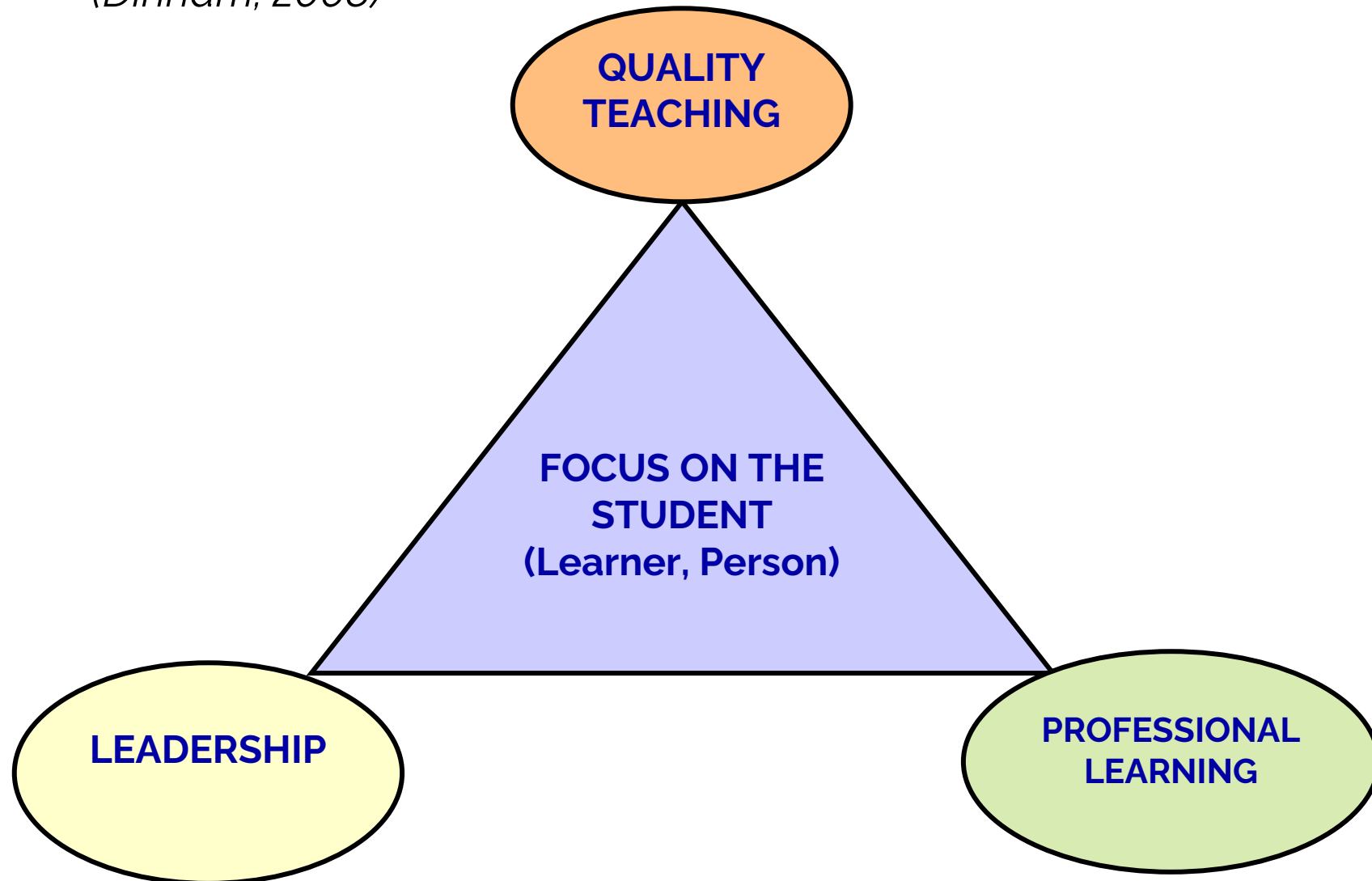
- **Primary Years Program (PYP)** **Intro – Grade 5**
- **Middle Years Program (MYP)** **Grades 6-10**
- **Diploma Program (DP)** **Grades 11-12**



- All the evidence that has been generated in the school effectiveness research community shows that classrooms are far more important than schools in determining how children perform at school (Muijs and Reynolds 2001)
- The effect of poor-quality teaching on student outcomes is debilitating and cumulative. ... The effects of quality teaching on educational outcomes are greater than those that arise from students' backgrounds. ... (Darling Hammond 2000)

Four Fundamentals of Student Success

(Dinham, 2008)



- Quality Feedback
- Understanding and building on students' prior cognitive ability
- Understanding the student
- Instructional quality - *Direct instruction and Individual work*
- Knowledge, skills and processes

- Students' disposition to learn
- Class Environment
- Challenge of Goals
- Peer tutoring
- Mastery learning / repetition (forgetting curve)

WHAT IS INQUIRY?

Students cannot possibly learn everything of value by the time they leave school, but we can instill in them the desire to keep questioning throughout their lives. (McTighe)

Inquiry implies involvement that leads to understanding.

Furthermore, involvement in learning (student agency) implies possessing skills and attitudes that permit you to seek resolutions to questions and issues while you construct new knowledge

- **Transdisciplinary Theme (more than 1 subject)**
- **Central idea – open ended**
- **Lines of Inquiry**
- **Key Concepts**
- **Content added last (history, geography, science, design)**

Who We Are	Where We Are in Time and Place	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing The Planet
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All IB PYP schools world wide must use these themes

| GRADE 1

How we organise ourselves

Central idea	Communication systems connect the global community.
Lines of Inquiry	<p>An Inquiry into:</p> <ul style="list-style-type: none"> • Ways to communicate (form) • How communication systems have changed (change) • The way communication systems affect individuals and communities (causation)
Key Concepts	Form, Change, Causation
Related Concepts	Communication, Networks
Learner Profile	Communicator, Reflective, Open-minded
Approaches to Learning	<p>Communication Skills: Interpreting</p> <p>Research Skills: Consuming & Processing</p>

| GRADE 3

How we organise ourselves

Central idea	Cities are interconnected and affect human daily lives.
Lines of Inquiry	<p>An Inquiry into:</p> <ul style="list-style-type: none"> •Lifestyles and attractions in different cities (form) •Factors that affect human daily lives (causation) •How cities are interconnected (connection)
Key Concepts	Form, Connection, Causation
Related Concepts	Matter, Properties, Scientific process
Approaches to Learning	<p>Thinking skills: metacognition, application in multiple contexts, Evaluation</p> <p>Research skills: Gathering and recording, Evaluating and communicating,</p>

- **Knowledge**
- **Processes**
- **Skills**
- **Performance of understanding**

Knowledge v Understanding

Knowledge

The facts

A body of coherent facts

Verifiable claims

Right or wrong

I know something to be true

I respond on cue with what I know

Understanding

The meaning of the facts

The “theory” that provides coherence and meaning to those facts

Fallible, in-process theories

A matter of degree or sophistication

I understand why it is, what makes it knowledge

I judge when to and when not to use what I know



- Can explain
- Can interpret
- Can apply
- Have perspective
- Can empathise
- Have self-knowledge

- **ASSESSMENT AS OR FOR LEARNING (FORMATIVE)**
- **ASSESSMENT OF LEARNING (SUMMATIVE)**

- Students learn about themselves as learners and become aware of how they learn
- Students become metacognitive
- Students reflect on their work on a regular basis, using self, peer or teacher
- Assessment *as* learning helps students to take more responsibility for their own learning and set appropriate goals.

- Provides information that is used in order to plan the next stage in learning.
- Helps teachers and students find out what the students already know and can do.
- Promotes learning by giving regular and frequent feedback.
- Helps learners improve knowledge and understanding by
 - fostering enthusiasm for learning,
 - encouraging reflection,
 - developing the capacity for self-assessment,
 - recognising the criteria for success.

- Aims to give teachers and students a clear insight into students' understanding.
- Is the culmination of the teaching and learning process,
- Gives the students opportunities to demonstrate what has been learned.
- Allows several elements to be assessed simultaneously
- Informs and improves student learning
- Measures understanding

QUESTIONS?