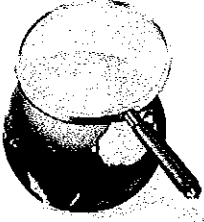
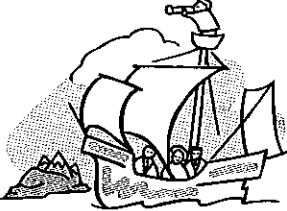
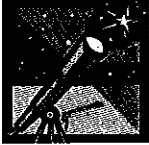
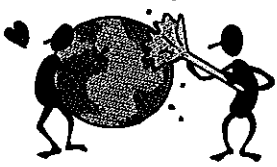
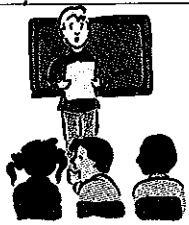


Inquiry Model	Verbs		Starters	Tool box
 <p><b>EXPLORE</b> <i>What do we expect to find?</i></p>	Read Collect Walk Observe/ View Touch Taste Smell Smell Find Chatter Predict Draw List	Experience Suggest Sift Experiment Check Collect Gather Plant Look up Challenge Listen Discuss	Set up a topic table Go to the beach	
 <p><b>Discover</b> <i>What do we want to find out?</i></p>	Chatter Unlearn Re learn Gather Experiment Survey Document Develop the vocabulary Skim and scan Research Key words Investigating Interviewing	Observing Note taking Investigating Identify Key words Discuss Clarify Dissect recognise Sketch Listen to experts Travel/trip Video Digital field trips		Venn diagram Y Chart Taking digital photos Mind Map W Chart Surfing the net Construction Video Conferencing Bus stopping Brainstorm
 <p><b>FOCUS</b> What do you want to find out?</p>	Categorise Map Questioning Deciding Selecting Ordering Predicting Filtering	Prioritising Eliminating Define Research Think Look Sort Talk		Venn Diagram Mind Map Fish diagram KWL Questioning
 <p><b>ORGANISE</b> <i>What will you do with the info?</i></p>	Collating Categorising Simplifying Sketching Graphing Editing Breaking down Paraphrasing Sorting /Sifting Classify Diagrams Diaramas	Conclude Explain Combine Discuss Ordering Reasoning Justify importance Mapping Graphs Construct		W Chart KWL Venn Diagram Circle Map Pooch Graphing P.M.I Decision Matrix Scamper Cause and effect Categorising W chart Mind mapping A-Z



## SHARE

How will I present what I have learnt?

Photo story  
Brochures  
Poetry  
Singing  
Dramatise  
Power point  
Dance  
Posters Booklets  
Pod cast  
Voice thread  
Cartoons  
Presentation skills

Video  
Link  
Sell  
Prove  
Promote  
Act  
Assembly  
BLOG  
Debate  
Draw  
Model making



## REFLECT

How did I best learn?  
What have we learnt?  
What can we do to change things?  
What is in place to make a change?  
What resources were best?  
Where to /now?

Buddy talk  
Self assess  
Peer assess  
Group assess  
Class assess  
Summarise  
Asses against Key comps  
Talk about learning  
Looking back and moving forward  
Journal

K.W.L  
Six hats - blue hat  
WHURL  
KWL  
P.M.I  
Smiley faces  
Continuum  
Counters - peer vote  
Rubrics 1-  
Survey

## Mellons Bay School

Key Competencies	Thinking	Using Language Symbols & Texts	Managing Self	Relating to Others	Participating & Contributing
	<ul style="list-style-type: none"> <li>Creative, critical, metacognitive, problem solver, reflective, curious, questioning, sense maker</li> </ul>	<ul style="list-style-type: none"> <li>Interpreter, communicator, writer, speaker, ICT user, artist, reader, researcher</li> </ul>	<ul style="list-style-type: none"> <li>Self-motivated, resourceful, reliable, enterprising, resilient, goal setter, capable, independent</li> </ul>	<ul style="list-style-type: none"> <li>Listener, collaborator, team player, negotiator, competitive, co-operative, shares ideas, receptive</li> </ul>	<ul style="list-style-type: none"> <li>Involved, confident, responsible, participant, contributor, adaptable, flexible, group member</li> </ul>
What are we already doing?	<ul style="list-style-type: none"> <li>Questioning focus</li> <li>Thinking organisers etc</li> <li>Reflection time</li> <li>Inquiry model</li> <li>Big Question</li> <li>Long term planning focus</li> <li>Wondering <i>what if</i></li> <li>Questioning</li> </ul>	<ul style="list-style-type: none"> <li>Modelling usage</li> <li>Part of routines &amp; experiences</li> <li>Literacy &amp; numeracy</li> <li>ICT presentations</li> <li>Information &amp; scientific literacy</li> <li>Web &amp; tools</li> <li>Long term planning focus</li> <li>Using language of - Inquiry model - ICT - Organisers</li> </ul>	<ul style="list-style-type: none"> <li>Realistic goal setting</li> <li>Modelling behaviour</li> <li>Rewards &amp; consequences</li> <li>Responsibilities, monitor etc</li> <li>Portfolio input</li> <li>Long term planning focus</li> <li>Peer &amp; self assessment</li> <li>Think, pair, share</li> <li>Portfolios</li> <li>Self monitoring</li> <li>Organising self</li> <li>Positive affirmation</li> <li>Class rules/ Treaty acknowledgement</li> </ul>	<ul style="list-style-type: none"> <li>Decision wheels</li> <li>Safe classrooms</li> <li>Culture development</li> <li>Group work</li> <li>Buzz groups</li> <li>Special activities</li> <li>School-wide focus times</li> <li>Community contact</li> <li>Long term planning focus</li> <li>Kia kaha</li> <li>Wheel of decision</li> <li>Stop think, go</li> <li>Buddy class</li> <li>Kid in the Bay</li> <li>Star of the week</li> </ul>	<ul style="list-style-type: none"> <li>Encouragement &amp; praise for students' efforts</li> <li>Buddy classes</li> <li>Community relationships</li> <li>Long term planning focus</li> <li>Providing opportunities</li> <li>Monitors</li> </ul>
What could we do to ensure the students are developing the key competency skills?	<ul style="list-style-type: none"> <li>Reflection</li> <li>Rubrics</li> <li>Ownership of learning</li> <li>Modelling of learning</li> <li>Vocabulary to scaffold</li> <li>Develop questioning</li> <li>Exploring new topics</li> <li>Metacognition</li> <li>School-wide focus</li> <li>Setting challenges</li> <li>Plan for coverage in</li> </ul>	<ul style="list-style-type: none"> <li>Blogs, wikis</li> <li>Visual language</li> <li>Variety of opportunities to present</li> <li>Scaffolding</li> <li>Building on knowledge</li> <li>Plan for coverage in long term plan</li> <li>K C display in the room with expectations</li> </ul>	<ul style="list-style-type: none"> <li>More goal setting</li> <li>Clear expectations/models</li> <li>Behaviour management programme</li> <li>Encourage initiative</li> <li>Provide opportunities</li> <li>Working alongside parents</li> <li>Intrinsic motivation</li> <li>Plan for coverage in long term plan</li> </ul>	<ul style="list-style-type: none"> <li>Consistency in behaviour management</li> <li>Mediation</li> <li>Learning to negotiate</li> <li>Appreciate others' ideas</li> <li>Whanau concept</li> <li>Exposed to more differences</li> <li>Plan for coverage in long term plan</li> <li>K C display in the</li> </ul>	<ul style="list-style-type: none"> <li>Online websites</li> <li>Actively involved in the community</li> <li>local</li> <li>national</li> <li>global</li> <li>Encourage participation</li> <li>Rights, roles &amp; responsibilities</li> </ul>

	<ul style="list-style-type: none"> <li>• long term plan</li> <li>• K C display in the room with expectations</li> <li>• Use the KC language in every day situations</li> <li>• Make time to deliberate teaching etc</li> </ul>	<ul style="list-style-type: none"> <li>• Use the KC language in every day situations</li> <li>• Make time to deliberate teaching etc</li> </ul>	<ul style="list-style-type: none"> <li>• K C display in the room with expectations</li> <li>• Use the KC language in every day situations</li> <li>• Make time to deliberate teaching etc</li> </ul>	<ul style="list-style-type: none"> <li>• room with expectations</li> <li>• Use the KC language in every day situations</li> <li>• Make time to deliberate teaching etc</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for coverage in long term plan</li> <li>• K C display in the room with expectations</li> <li>• Use the KC language in every day situations</li> <li>• Make time to deliberate teaching etc</li> </ul>
<p>How will we know the students are developing their Key Competency skills and using them?</p>	<ul style="list-style-type: none"> <li>• Selecting appropriate thinking tools</li> <li>• Using language</li> <li>• Able to ask good questions for the right occasion</li> <li>• Evident in self/peer assessment</li> <li>• Different levels of thinking apparent</li> <li>• Students can talk about KC's, discuss</li> <li>• Students are enthusiastic about KC's</li> <li>• Students understand KC language</li> </ul>	<ul style="list-style-type: none"> <li>• Articulation of language's symbols and text</li> <li>• Included in their own work</li> <li>• Confident use of a variety</li> <li>• Can justify choice</li> <li>• Students can talk about KC's, discuss</li> <li>• Students are enthusiastic about KC's</li> <li>• Students understand KC language</li> </ul>	<ul style="list-style-type: none"> <li>• Using language</li> <li>• Responsibilities successfully carried out</li> <li>• Discussion demonstrates understanding</li> <li>• Self motivation levels</li> <li>• Less adult input</li> <li>• Independent</li> <li>• Critical of own output</li> <li>• Improved consistency</li> <li>• Intrinsically motivated</li> <li>• Students can talk about KC's, discuss</li> <li>• Students are enthusiastic about KC's</li> <li>• Students understand KC language</li> </ul>	<ul style="list-style-type: none"> <li>• More class interaction</li> <li>• Positive group work</li> <li>• Students have new approaches, ideas and ways of thinking</li> <li>• Harmony</li> <li>• Less teacher management</li> <li>• Inclusive</li> <li>• Students can talk about KC's, discuss</li> <li>• Students are enthusiastic about KC's</li> <li>• Students understand KC language</li> </ul>	<ul style="list-style-type: none"> <li>• More roles</li> <li>• Seeing students involved</li> <li>• Students can talk about KC's, discuss</li> <li>• Students are enthusiastic about KC's</li> <li>• Students understand KC language</li> </ul>