The Inquiry Cycle by Fathy Short



"So What?" What difference does this study make? What action will we take as individuals.

Connection

The why of a unit of inquiry and essence of central idea. Children relate to their life experiences and understandings.

Invitation

Children actively explore the central idea and lines of inquiry in a guided way, increasing their knowledge. Teachers document emerging theories and tensions.

Representation

valuation

Reflecting on what is

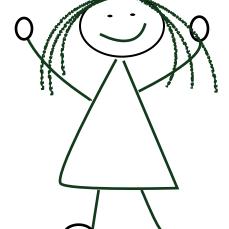
of value from learning

for ourselves and

the world.

Documenting the processes, ideas, theories, transformations, and understandings. Making them public.





Children identify puzzles, issues, and problems that become the basis of deeper investigations. Thinking is made visible.



Children reflect on their learning. They reconsider their actions and ideas through dialogue, written responses, etc. *****....



Teachers change the learning environment. Children pursue ideas in deep ways, discuss varied perspectives, and explore the complexity of issues.

Demonstration

Investigation work is supported by demonstrating skills and offering possibilities.



Adapted by Alison Camire from Kathy Short's Authoring Cycle, "Inquiry as a Stance on Curriculum", Taking the PYP Forward (2009)



Connection

- The 'why' of the unit (not the 'what')
- Students are immersed in engagements to explore their current understandings
- Getting at the essence of the central idea
- · Consider how the concepts and idea are already present and significant in children's lives

Invitation

- · Students go beyond their current understandings and expand their knowledge, experiences, and perspectives.
- Active exploration
- · Guided inquiry --> addresses lines of inquiry
- Start with what is closest and most relevant to students
- Documentation: Keep track of student's wonderings, ideas, questions.

Tension

- . We move from information and fact based questions to issues that students find compelling.
- Teacher guided inquiry gives way to student-driven inquiry.
- Think: What tensions have emerged through the Invitation that students want to pursue in greater depth

Investigation

- Problem-solving and in-depth investigation
- · Students work in partners or small groups to support each other through dialogue and research
- Teachers plan structures for supporting organization of investigations, but do not determine their focus

Demonstration

- · Responds to student needs
- · Offers students possibilities for what they might do, rather than modeling what they must do
- Often involves research strategies or tools

Revision

- · Students continuously reflect on and make sense of their learning
- Making connections between the ideas and their own thinking
- Creating a unity or vision of the understandings that guide their inquiry

Representation

- Learners pull together their learning and go public with what they have learned (need not be final)
- · Supports students in recognizing how much they have learned and what they still need to know.

valuation

- Reflecting on what is of value from our learning: for ourselves, for the world, and for future inquiries
- · Question: How does my learning reposition me in the world?

Action

- Question: "So What?"
- What difference does this study make in the broader context of the inquirer and the world?
- What are the new questions or tensions to pursue based on new understandings?