

[CRITICAL] INQUIRY IN THE AUSTRALIAN CURRICULUM & LEA's CHRISTIAN STUDIES

SCIENCE	HISTORY	GEOGRAPHY	CIVICS AND CITIZENSHIP	CHRISTIAN STUDIES
<p>Science inquiry skills: http://www.australiancurriculum.edu.au/science/content-structure</p> <p>These involve:</p> <p>Explore, be curious and wonder</p> <p>Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.</p> <p>Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.</p> <p>Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.</p> <p>Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.</p> <p>Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.</p>	<p>The capacity to undertake historical inquiry including skills: (Aims and Rationale: AC) http://www.australiancurriculum.edu.au/humanities-and-social-sciences/history/rationale</p> <p>Ask relevant [historical] questions [and research]</p> <p>Critically analyse and use and interpret sources; Consider context;</p> <p>Respect and explain different perspectives (can debate and thinks about human values & current and future challenges); Develop and substantiate interpretations</p> <p>Communicate effectively [explanation]</p>	<p>The stages of a Geographic inquiry investigation are as follows: (reflect upon how ICT can enhance/transform thinking at each stage): (Organisation: AC) http://www.australiancurriculum.edu.au/humanities-and-social-sciences/geography/content-structure (this includes an investigation process)</p> <p>Observing, questioning and planning: Identifying an issue or problem and developing geographical questions to investigate the issue or find an answer to the problem.</p> <p>Collecting, recording, evaluating and representing: Collecting information from primary and/or secondary sources, recording the information, evaluating (information) for reliability and bias, and representing it in a variety of forms.</p> <p>Interpreting analysing and concluding: Making sense of information gathered by identifying order, diversity, trends, patterns, anomalies, generalisations and cause-and-effect relationships, using quantitative and qualitative methods appropriate to the type of inquiry and developing conclusions. It also involves interpreting the results of this analysis and developing conclusions.</p> <p>Communicating: Communicating the results of investigations using combinations of methods (written, oral, audio, graphical, visual and mapping) appropriate to the subject matter, purpose and audience.</p> <p>Reflecting and responding: Reflecting on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry; and proposing actions that consider environmental, economic and social factors.</p>	<p>Skills as listed in Civics & Citizenship Aims & Content overview (v. 7.2) http://www.australiancurriculum.edu.au/humanities-and-social-sciences/civics-and-citizenship/content-structure</p> <p>Questioning and research [to investigate contemporary civics and citizenship] involves students asking questions about the society in which they live. Students identify, locate and research a range of sources of information to investigate Australia's political and legal systems</p> <p>Analysis and Synthesis and Interpretation engages students in applying critical thinking skills and developing and accounting for different points of view. Problem solving and decision-making; involves students working collaboratively, negotiating and developing strategies to resolve issues, and planning for action.</p> <p>Communication and Reflection students present ideas, viewpoints and arguments based on evidence about civics and citizenship topics and issues using subject-specific language, and reflect on their cultural identity, motivations, values and behaviours.</p> <p>[to foster responsible participation in Australia's democracy]</p>	<p>The pedagogy of inquiry in Christian Studies adopts an eclectic approach and draws upon a number of inquiry processes. Overall, the process is learner-focussed with COLLABORATIVE & REFLECTIVE practices embedded throughout. [Please note: These inquiry stages are unpacked in different modules of EQUIP]</p> <p>What are the students' questions? What do they ponder and mull over? Are they being taught to frame deep questions? It is important to build a relationship with learners and to actively listen to their thinking. Do students know how to frame 'un-google-able' questions?</p> <p>Where is there room for authentic negotiation with students? What is most needed for the students' stages of learning and understanding? What are the CS Unit's Essential Questions? Decide on the 'space' for authentic negotiation. Explore appropriate CS learning statements and key ideas in the CSCF.</p> <p>Is inquiry recursive? How will tuning-in occur? What needs to be explored, collected, collated and recorded? The topic/key ideas emanate from/link to the significant questions</p> <p>In what ways will students analyse, interpret and evaluate the information/data/narratives/visuals they have assembled? This is the hermeneutic process that will include critical, caring and creative thinking, analysis and evaluation.</p> <p>How do students authentically share new learning and insights? How do they balance and synthesise their 'head, heart and hands' learning? Often reflection may find expression in the different phases of inquiry (formative assessment) or as part of the culminating assessment task (summative assessment).</p> <p>What are my/our culminating reflections and response? What action may be required? Reflecting and taking action are a key components of CS. This final challenge [that accompanies new learning] provides a window into 'knowing more' and/or making changes. It aligns with Thomas Nielsen's notion of the curriculum of giving, Luther's concept of vocation and LEA's values and ethos statements and Lutheran Education's service-learning.</p>
<p>ECONOMICS & BUSINESS</p> <p>Identify contemporary economic and Investigate these by collecting and information and data; Apply economic and business reas informed decisions; Reflect on, evaluate and commun</p>		<p>HPE: Critical Inquiry skills include: researching, analysi health and movement fields]. In doing so, students will: critic contextual factors that influence decision making, behaviours</p>		

INQUIRY PROCESS ACROSS THE AC: ASPIRE; ASK; ACQUIRE; ANALYSE; ARTICULATE; [ACTION WHERE APPROPRIATE]

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