

LPS INQUIRY BASED LEARNING MODEL

Preschool Professors (Preschool) – Modelled

Preschool Professors is the first opportunity students will have to experience learning through inquiry. It is here that they are provided with objects or items of interest, and use these to formulate discussion with the Preschool Teacher and their peers. Over the school year, students are encouraged to bring their own objects or items of interest, and build the interest and conversation around these, becoming a 'Professor' of their own interest.

Show and Teach (Transition – Year 2) – Modelled and Scaffolded

Formulated to replace the traditional 'Show and Tell' program, Show and Teach is about developing independent skills to present on their own general topic of interest, moving away from reporting on an object. Show and Teach is designed to give students ownership over the content of weekly speaking and listening tasks. Explicit modelling of how to identify a topic of interest, research in this area and present to a group should be shared by the classroom teacher. In the beginning term/s, Teachers may choose to guide student choices of topics, however, this should be relinquished by teachers by mid-year. Students are encouraged to explore any topics of interest of them and present in a range of digital and traditional methods.

Genius Hour (Year 3 – 4) – Scaffolded and Independent

During Genius Hour, students identify a topic or problem they are passionate about and form a deep, open-ended inquiry question to research, answer or solve. Students take a systematic approach to the formulation of their inquiry question and research. Towards the end of their Genius Hour project, students present or create a final product that communicates their findings and/or solution. Genius Hour presentations can take a variety of written, spoken or visual forms, such as a multi-modal presentation, a book, a script, a movie or a speech; through cooking, building or performing a community service (amongst other ideas). To conclude a Genius Hour project, students reflect on their experience of the Genius Hour process. They may even form new questions that could be answered in subsequent Genius Hour projects.

Passion Projects (Year 5 – 6) – Independent

Passion Projects are the final stage in the inquiry learning model at Larrakeyah Primary School. Passion Projects a brilliant opportunity to let students develop their own personalised learning styles. These tasks offer students the chance to take ownership of their learning and work within a timeline to meet deadlines all the while spending a term doing something they have a real passion about. Regardless of whether they are high achievers or struggle academically, Passion Projects are designed to transform their attitude to learning once they realise what they can achieve through this project. Teachers provide students baseline information and assessment rubrics, and contribute their own input along the time line (about 3 times in total) to ensure students are staying on task and are offered guidance where necessary. Students select a task or skill in which they want to learn something new, and then research and complete the task within the time frame outlined. Students keep an online diary of their learning journey outlining their successes and failures, and then teach a family member or friend their task or skill to show them what they have learnt. Students put together a presentation outlining their learning journey including videos, photos and feedback from family members or friends. They are peer assessed in accordance with the assessment rubric.