

CORE Principles Guiding the Inquiry Teacher's Practice

Adapted from: Murdoch, Kath. *Power of Inquiry*. Northcote, Australia, Seastar Education, 2015.

<u>Core Principle</u>	<u>Evidence</u>
Ownership: Learning is an active process of construction (not reproduction) and is enhanced when each learner has a voice in, and can make real choices about their learning.	
Interest: Providing opportunities for learners to identify and explore their own interests, beliefs and questions promotes deeper engagement.	
Reflection: Learners benefit from continual reflection on and through the learning process. Self-knowledge and metacognition enhance learning and build self-efficacy.	
Purpose: Learning should be guided by real purposes and situated in authentic contexts.	
Prior Learning: Learning is more powerful when the learner can make connections between the new and the known- where there is recognition of their prior knowledge.	
Transfer: Learning is powerful and useful when we can transfer it to, and make connections with, other contexts. It is important to know how learning connects to a bigger picture.	
Collaboration: Cooperation, interaction and mutual respect enhance opportunities for learning. We learn from and with others.	
Resilience: Emotional resilience, a positive self-image and a "growth mindset" help the learner set and work toward challenging goals and learn from mistakes.	
Time: Deeper learning requires adequate time for investigation, processing and creating and communicating learning. In inquiry, less is more.	
Feedback: The learner should be given continual and specific support, guidance and feedback to take their understanding and skills further.	
Environment: Learning environments (physical and emotional) should promote care, curiosity, flexibility, and independence.	
Openness: Learning should be approached with openness, flexibility and curiosity.	
Joy: Learning- even when challenging and difficult- should be invigorating and joyous and feed the desire to do and learn more.	