

Inquiry Based Learning in Early Ed. Part 2

Facilitated by Rachael Peterson

INTENDED OUTCOMES Teachers will...

- DESCRIBE the roles of teacher and student in the inquiry cycle.
- ANALYZE current teaching practices and plan for implementation of the inquiry learning cycle.

"...He brought them to the man to see what he would name them; and whatever the man called each living creature, that was its name."

-Genesis 2:19b

AGENDA			
Time	What	Why	How (Materials)
5 min.	Opening <ul style="list-style-type: none"> • Welcome • Purpose • Comforts 	<i>To transition our hearts and minds into the learning space. To partner with God in our teaching.</i>	<ul style="list-style-type: none"> • Participant Agenda • Note-taking page
20 min.	Elements of an Inquiry-Based Classroom <ul style="list-style-type: none"> • History • Defining Inquiry-Based Learning • Ages and Stages of inquiry 	<i>To discover the principles of an inquiry-based classroom. To identify strengths of students based on their age and stage.</i>	<ul style="list-style-type: none"> • Note-taking page
30 min.	Teacher and Student Inquiry Cycles <ul style="list-style-type: none"> • Teacher Inquiry Cycle • Student roles in the Inquiry Cycle 	<i>To discover roles of the teacher and student. To partner with students in the inquiry cycle.</i>	<ul style="list-style-type: none"> • Note-taking page • Example classroom video
5 min.	Closing <ul style="list-style-type: none"> • Reflecting on learning • Feedback 	<i>To address questions regarding our time together. To reflect on learning, and to close out well.</i>	<ul style="list-style-type: none"> • Feedback Form

1 - 2 years

3 - 4 years

5 - 7 years

