



Unlocking Curiosity: Transforming Classrooms through Inquiry-Based Learning

王雅茵

Amber Yayin Wang

Department of English

National Taichung University of Education

23 May 2025

Outline

1

Inquiry-based Learning

2

Junior School at Barker College

3

Implications & Reflections

4

Conclusion & Questions

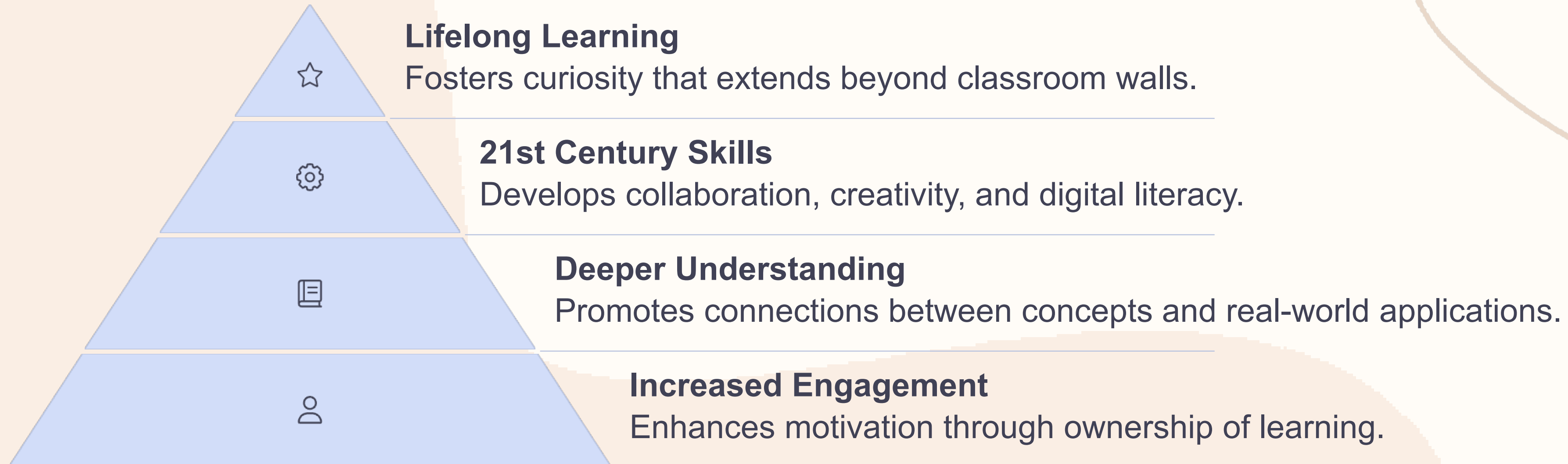


Inquiry-Based Learning

What if students' questions could drive every lesson? How would that transform learning?



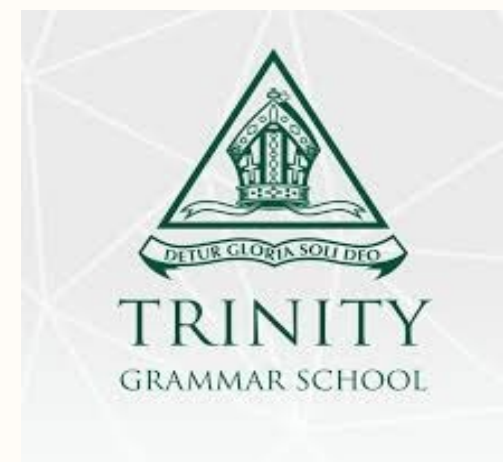
Benefits of Inquiry-Based Learning



Questions to Answer...

- What are the key elements for inquiry -based learning?
- How can we design an inquiry pathway that promotes in -depth student exploration?

Australian Primary Schools





Junior School at Barker College

Baker Junior School Programme of Inquiry

Pre-K

Kindy

Y1

Y2

Y3

Y4

Y5

Y6

The image displays a comprehensive grid of inquiry cards for the Baker Junior School Programme of Inquiry, organized by year level (Pre-K to Y6) and thematic area (Who We Are, Where We Are in Place and Time, How We Organise Ourselves, How We Express Ourselves, How The World Works, Sharing the Planet). Each card outlines the focus of inquiry, key concepts, and links to the Sustainable Development Goals (SDGs).

Who We Are

- Pre-K/Kindergarten:** Focuses on the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.
- Year 1:** Focuses on the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.
- Year 2:** Focuses on the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.
- Year 3:** Focuses on the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.
- Year 4:** Focuses on the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.
- Year 5:** Focuses on the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.
- Year 6:** Focuses on the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.

Where We Are in Place and Time

- Pre-K/Kindergarten:** Focuses on the orientation in place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- Year 1:** Focuses on the orientation in place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- Year 2:** Focuses on the orientation in place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- Year 3:** Focuses on the orientation in place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- Year 4:** Focuses on the orientation in place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- Year 5:** Focuses on the orientation in place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- Year 6:** Focuses on the orientation in place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How We Organise Ourselves

- Pre-K/Kindergarten:** Focuses on the interconnectedness of human-made systems and communities, the structure and function of organisations, societal decision making, economic activities and their impact on humankind and the environment.
- Year 1:** Focuses on the interconnectedness of human-made systems and communities, the structure and function of organisations, societal decision making, economic activities and their impact on humankind and the environment.
- Year 2:** Focuses on the interconnectedness of human-made systems and communities, the structure and function of organisations, societal decision making, economic activities and their impact on humankind and the environment.
- Year 3:** Focuses on the interconnectedness of human-made systems and communities, the structure and function of organisations, societal decision making, economic activities and their impact on humankind and the environment.
- Year 4:** Focuses on the interconnectedness of human-made systems and communities, the structure and function of organisations, societal decision making, economic activities and their impact on humankind and the environment.
- Year 5:** Focuses on the interconnectedness of human-made systems and communities, the structure and function of organisations, societal decision making, economic activities and their impact on humankind and the environment.
- Year 6:** Focuses on the interconnectedness of human-made systems and communities, the structure and function of organisations, societal decision making, economic activities and their impact on humankind and the environment.

How We Express Ourselves

- Pre-K/Kindergarten:** Focuses on the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.
- Year 1:** Focuses on the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.
- Year 2:** Focuses on the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.
- Year 3:** Focuses on the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.
- Year 4:** Focuses on the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.
- Year 5:** Focuses on the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.
- Year 6:** Focuses on the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.

How The World Works

- Pre-K/Kindergarten:** Focuses on the natural world and its laws, the interaction between the natural world (physical and biological) and human societies, how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and on the environment.
- Year 1:** Focuses on the natural world and its laws, the interaction between the natural world (physical and biological) and human societies, how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and on the environment.
- Year 2:** Focuses on the natural world and its laws, the interaction between the natural world (physical and biological) and human societies, how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and on the environment.
- Year 3:** Focuses on the natural world and its laws, the interaction between the natural world (physical and biological) and human societies, how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and on the environment.
- Year 4:** Focuses on the natural world and its laws, the interaction between the natural world (physical and biological) and human societies, how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and on the environment.
- Year 5:** Focuses on the natural world and its laws, the interaction between the natural world (physical and biological) and human societies, how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and on the environment.
- Year 6:** Focuses on the natural world and its laws, the interaction between the natural world (physical and biological) and human societies, how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and on the environment.

Sharing the Planet

- Pre-K/Kindergarten:** Focuses on rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities and the relationships within and between them, access to equal opportunities, peace and conflict resolution.
- Year 1:** Focuses on rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities and the relationships within and between them, access to equal opportunities, peace and conflict resolution.
- Year 2:** Focuses on rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities and the relationships within and between them, access to equal opportunities, peace and conflict resolution.
- Year 3:** Focuses on rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities and the relationships within and between them, access to equal opportunities, peace and conflict resolution.
- Year 4:** Focuses on rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities and the relationships within and between them, access to equal opportunities, peace and conflict resolution.
- Year 5:** Focuses on rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities and the relationships within and between them, access to equal opportunities, peace and conflict resolution.
- Year 6:** Focuses on rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities and the relationships within and between them, access to equal opportunities, peace and conflict resolution.

Pre-K: Sharing the Planet



Form

Native Animals



Connection

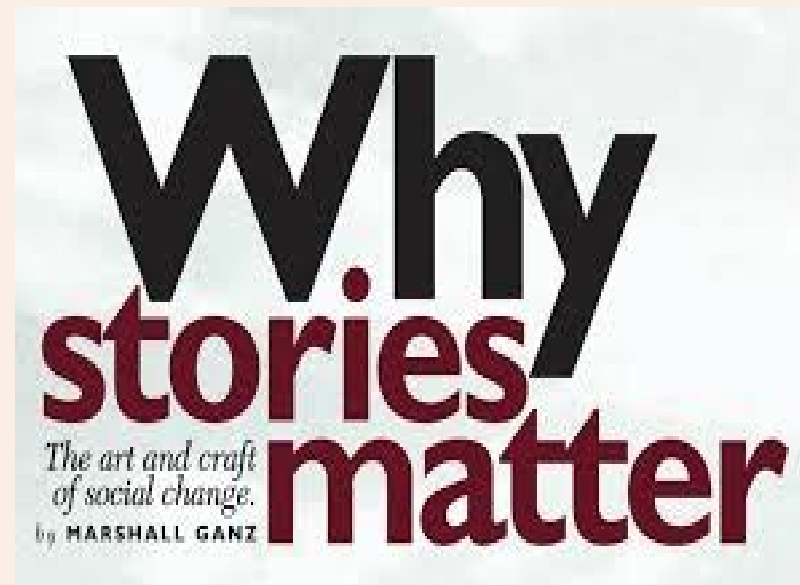
Reptile Park



Responsibility

Reflection

Kindy: How We Express Ourselves



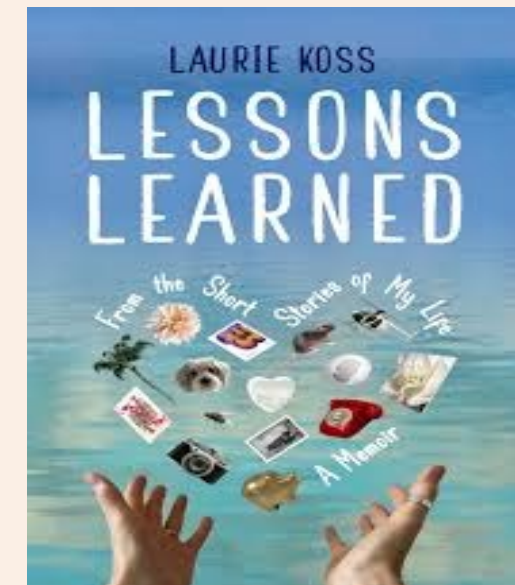
Function

Reason for Stories



Perspectives

Different Types of Stories



Responsibility

Lessons from Stories

Y1: Sharing the Planet



Connection

Impacts of our choices



Function

Ways we recycle



Responsibility

Our action

Language Learning and Teaching

Language provides an intellectual structure for conceptual and critical thinking within and beyond the Primary Years Program (PYP) transdisciplinary framework. All teachers are language teachers as all learning takes place through language. This is particularly evident in the early years where learning and teaching has a strong focus on language development.



Field Trip – Kimbriki Resource Recovery Centre

Y2: Where We Are In Place & Time



Form

Geography & Places of
Australia



Connect

People Are Connected to
Different Places



Perspective

Community, Beliefs, Events &
Sense of Self

Y2: How We Express Ourselves



Form

Types of Performing Arts



Perspective

Purposes & Interpretation



Connection

Performing Arts & Cultures

Y3 : How the World Works



Form

Solid, Liquid, Gases



Change

Ways Materials Be Changed



Causation

Prosperities and Use of
Materials

Y4: How We Express Ourselves



Form

Different Forms of Art



Perspective

How People Respond to Art



Connection

Our Creative Expression

Y5: How We Express Ourselves



Form

Language about Italian Food



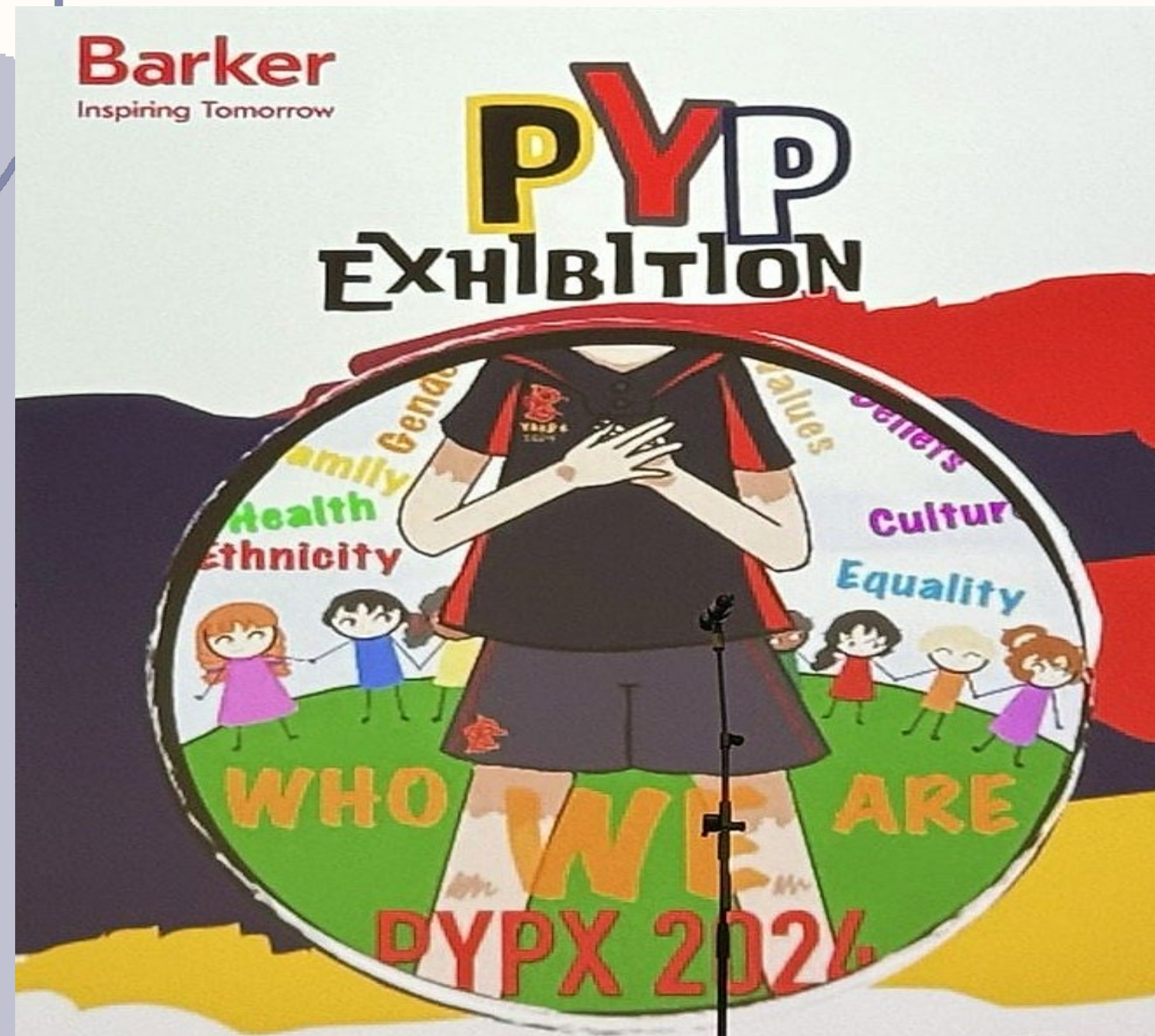
Perspective

Restaurant Culture



Function

Communication in Restaurant



Year 6

PYP Exhibition

Questions to Answer...

- What are the key elements for inquiry -based learning?
- How can we design an inquiry pathway that promotes in -depth student exploration?

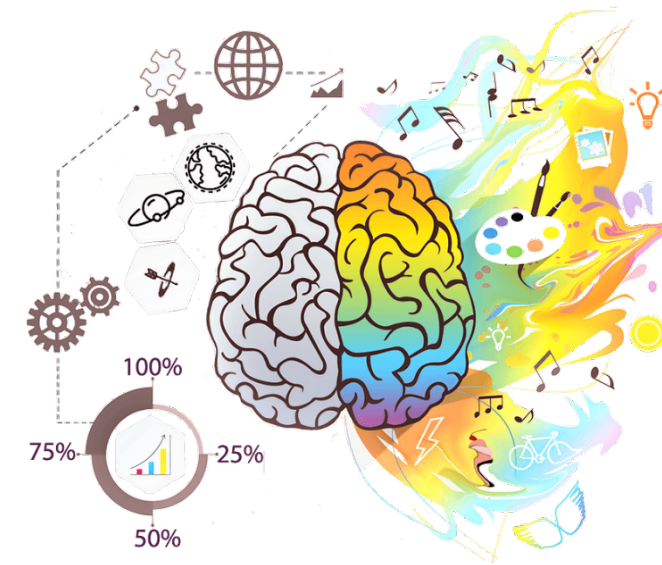
Key Elements



Student - Centered Questioning



Active Investigation & Exploration



Interdisciplinary Connections



Reflective Practices

Inquiry Classrooms



Central Idea

Questioning

Lines of Inquiry

Collaborative Learning

Transdisciplinary Themes

1	Who We Are
2	Where We Are in Time and Place
3	How We Organize Ourselves
4	How We Express Ourselves
5	How the World Works
6	Sharing the Planet

Seven Key Concepts

Key Concepts	Key Questions
Form	What is it like?
Function	How does it work?
Causation	Why is it as it is?
Change	How is it transforming
Connection	How is it linked to other learning?
Perspective	What are the points of view?
Responsibility	What are our obligations?

Baker Junior School Programme of Inquiry

Pre-K

Kindy

Y1

Y2

Y3

Y4

Y5

Y6

The image displays a comprehensive grid of inquiry cards for the Baker Junior School Programme of Inquiry, organized by year level (Pre-K to Y6) and thematic area (Who We Are, Where We Are in Place and Time, How We Organise Ourselves, How We Express Ourselves, How The World Works, Sharing the Planet).

Who We Are: This section explores the nature of the self, beliefs and values, personal, physical, mental, social and spiritual health, human relationships including families, friends, communities, and cultures, rights and responsibilities, what it means to be human.

Where We Are in Place and Time: This section explores the orientation in place and time, personal histories, homes and journeys, the discoveries, explorations and migrations of humankind, the relationship between the interconnectedness of individuals and civilizations, from local and global perspectives.

How We Organise Ourselves: This section explores the interconnectedness of human-made systems and communities, the structure and function of organisations, societal decision making, economic activities and their impact on humankind and the environment.

How We Express Ourselves: This section explores the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.

How The World Works: This section explores the natural world and its laws, the interaction between the natural world (physical and biological) and human societies, how humans use their understanding of scientific principles, the impact of scientific and technological advances on society and on the environment.

Sharing the Planet: This section explores rights and responsibilities in the struggle to share finite resources with other people and with other living things, communities and the relationships within and between them, access to equal opportunities, peace and conflict resolution.

The grid includes a central section for the **Sustainable Development Goals**, which are 17 global goals designed to be a blueprint for achieving a better world by 2030. The goals are:

1. NO POVERTY
2. ZERO HUNGER
3. GOOD HEALTH AND WELL-BEING
4. QUALITY EDUCATION
5. GENDER EQUALITY
6. CLEAN WATER AND SANITATION
7. AFFORDABLE AND CLEAN ENERGY
8. DECENT WORK AND ECONOMIC GROWTH
9. INDUSTRY, INNOVATION AND INFRASTRUCTURE
10. REDUCED INEQUALITIES
11. SUSTAINABLE CITIES AND COMMUNITIES
12. RESPONSIBLE CONSUMPTION AND PRODUCTION
13. CLIMATE ACTION
14. LIFE BELOW WATER
15. LIFE ON LAND
16. PEACE, JUSTICE AND STRONG INSTITUTIONS
17. PARTNERSHIPS FOR THE GOALS



Thank you!

Let's explore, inquire, stay curious.