

DISPOSITIONS

WHY DO DISPOSITIONS MATTER IN THE INQUIRY FRAMEWORK? WHAT IS THEIR ROLE?

Dispositions are key to the success of any approach to inquiry learning because they impact our engagement and exploration.

Dispositions go across grade levels and subject areas. They are the habits of mind we want to purposefully develop in students. Dispositions are bigger than the inquiry itself - they are not task specific. Process is key.

We value the person as well as the learning.

Dispositions frame the characteristics of strong learners. These attitudes and attributes are separate from achievement. As teachers and as adult learners, it is important to model these dispositions, and to celebrate growth as it occurs.

In the table below, you will see 6 dispositions that are important. There are other associated dispositions that you and your students may want to emphasize.

DISPOSITIONS		
I AM	WHAT MIGHT THIS LOOK LIKE IN A STUDENT?	HOW MIGHT WE ENCOURAGE THESE DISPOSITIONS IN STUDENTS?
CURIOUS	<ul style="list-style-type: none"> • Display interest in how things work • Desire to find out more • Ask questions • Be an observer 	<ul style="list-style-type: none"> • Provide opportunities and provocation • Model effective questioning • Model visible thinking strategies
REFLECTIVE	<ul style="list-style-type: none"> • Learn from past experiences • Receive and act on feedback • Pause to think about progress and plan • Self talk to problem solve • Look critically at work and identify areas for improvement 	<ul style="list-style-type: none"> • Refer to intended goals • Provide guiding questions • Involve students in planning • Provide feedback and opportunities to revise • Mini conferences and coaching
A FLEXIBLE THINKER	<ul style="list-style-type: none"> • Applying a growth mindset • Recognizing when a question or process is not working and being able to follow a new pathway • Able to suspend judgment • Being open to new ideas 	<ul style="list-style-type: none"> • Model strategies to explore multiple perspectives • Provide opportunities to share thinking and build on others' ideas • Practice strategies to suspend judgment and try new ideas
RESILIENT	<ul style="list-style-type: none"> • Accept critical feedback • View challenging situations as opportunities 	<ul style="list-style-type: none"> • Value process over product • Teach how to pivot when process is not working
CREATIVE	<ul style="list-style-type: none"> • Apply strategies to generate ideas • Engage in ongoing reflection as part of the creative process 	<ul style="list-style-type: none"> • Provide a framework for generating and refining ideas • Model the use of reflection during the creative process
COLLABORATIVE	<ul style="list-style-type: none"> • Demonstrate respectful behaviors • Use communication strategies effectively • Contribute to a collaborative goal 	<ul style="list-style-type: none"> • Provide opportunities for collaborative inquiry • Model the norms of collaboration

For the full performance indicators document, go to: <https://bit.ly/42suwWN>



To read more of the research on Inquiry referenced in the HKIS model scan this qr code



INQUIRY LEARNING AT HKIS

OUR MISSION

Dedicating our minds to inquiry, our hearts to compassion, and our lives to service and global understanding

An American-style education grounded in the Christian faith and respecting the spiritual lives of all



OUR VISION

HKIS will be a leading place of learning that inspires a socially engaged community of collaborative, creative, and resilient learners dedicated to realizing their full potential.



AT HKIS, WE BELIEVE :

Developing an inquiry stance means that we nurture curiosity and encourage questioning, and at the same time, we seek to understand the perspectives and needs of others. We engage in inquiry through reflective processes, making connections and continually growing both investigative skills and dispositions.

WE COMMIT TO:

Authentically engaging with the challenges of our world, exploring our place in that world, and improving our communities and the lives of others.

APPLYING THE HKIS INQUIRY FRAMEWORK

CONNECT

Connection starts with the learning goals and their associated enduring understandings and essential questions.

EUs & EQs anchor the learning. We connect back to them throughout the learning process. Throughout an inquiry, we are constantly looking for the patterns, themes, similarities, and differences that emerge through our learning.

Prompts for Teachers:

- How does this connect to what we/you already know?
- How might you scaffold a student's journey to enable them to make sense of the big picture?
- What thinking is helpful in processing new information?

Prompts for Students:

- How might this information or learning connect to what I already know?
- How does this learning connect to my community and the world around me?
- What connections can I make to other disciplines?
- What do I know now? Might I need to find out more? How would I know?
- In my learning, what patterns are emerging?

REFLECT

Pausing to synthesize helps to create understanding and make meaning. Reflection is integral because it supports and informs every stage of the inquiry cycle.

When we reflect, we:

- Approach each stage with intentionality and clear purpose
- Deepen understanding & enhance critical thinking skills
- Make meaning of experiences and the information gathered
- Consider held assumptions and biases
- Consider the limitations and relevance of the information gathered

Prompts for Teachers:

- How might I explicitly model and teach students how to self-reflect, self-assess, and use feedback?
- How might I empower students to communicate about their own process of learning?
- What is the role of ethics in any inquiry process?

Prompts for Students:

- What have I learned that is relevant to my questions?
- How has my thinking changed?
- What are my next steps?
- What challenges have I faced and what have I learned from the experience?
- How might my learning and actions impact me, my life, and the lives of others?
- How might my learning and actions inform others' work?
- How am I growing as a human being?

ENGAGE

ENGAGE focuses on leveraging and celebrating student interests and curiosity. It activates a student's existing mental schema (*thinking, knowledge, and understanding*). "Engage" is the springboard for ongoing exploration.

Prompts for Teachers:

- What are the learning goals?
- How might I build intrigue? What provocation might be effective (E.g. phenomenon; issue; challenge)?
- What connections might students relate to?
- What pathways might help develop understanding?
- What tools will help me support students in building a base for exploration?

Prompts for Students:

- What am I curious about?
- What questions will frame my exploration?
- What do I already know that will help me?
- What goal will I set for myself?

EXPLORE

EXPLORE nurtures curiosity through investigations, research, play or other learning experiences. New learning might prompt the refinement of initial questions or the development of new questions. Exploring is driven by the questions students create and refine. This stage is where we hear 'aha!' and 'I need to know more'.

Prompts for Teachers:

- What are the learning goals?
- How might I put the student in the driving seat? What tools might I need to help scaffold their processes?

Prompts for Students:

- What information is relevant to my questions?
- What resources are available to me?
- Are my questions still effective, or do I need to ask new questions?
- Do I need to go back and find new information?

APPLY

APPLY focuses on transferring knowledge, understanding, and skills to respond to new contexts, challenges and experiences. Students may share new understandings in a variety of ways and make contributions to their community exhibiting qualities of global citizenship.

Prompts for Teachers:

- What are the learning goals?
- To what extent is the student ready to construct a robust product in response to their question and/or intended outcome?

Prompts for Students:

- How might my learning apply in new contexts?
- Do I have enough information, or do I need to investigate further?
- What will I do with what I have found out? Am I able to achieve the outcome I originally designed?

An inquiry process is not linear; the puzzle-piece concept illustrates the idea that pieces can go in any order.

In any inquiry, you might move back and forth, until you have reached the moment where you have chosen to stop. Even at the 'apply' stage, you may encounter new information that impacts a decision. Sometimes you might choose to investigate an identified learning goal. Sometimes, you are simply following a 'wondering'. Both approaches involve inquiry.