

Wonder



What is Wonder?

It is a place where you get to 'tune' into your mind, think and begin to trust its value. It's a place where you get to 'thrash' out ideas, thoughts, and passions that keep you on the path of curiosity. It is where you make your thinking visible and give your voice a place flourish.

It is where learning takes on meaning and you can enjoy discovering the incredible gift of being 'YOU'!

Whether you decide to start your learning journey with 'WONDER' or not, it doesn't matter. There are many benefits to creating your own lesson plans as this will give you ownership, responsibility, and a drive to succeed.



Work together with your teacher and create inspiring and innovative learning opportunities!

1. Getting Started



Your sense of wonder will develop from an initial, interesting idea. Now, your idea is like a seed planted in your mind. You can water it and help it grow through questioning, group work, and research.

Decide on a question that will drive your inquiry - this will be one big idea that the seed in your mind is related to. Start developing your initial wonderings by creating a graphic organiser that will show how your ideas could develop and progress through research.

At the beginning stages of the inquiry process, you will have to use questioning skills and language that shows you are thinking about your thinking.

- Do you ask questions that encourage deep and wide thinking?
- Are you exploring your wonderings further? What happens if you dig a little deeper?
- Have you shared your wonderings with your teacher and friends?
- How are you collecting and presenting your wonderings?

In order to complete this framework, you MUST look at the examples provided. These give you good examples of possible big ideas, and the language you should be using to get the most information out of these ideas!

2. Creating an Inclusive Community of Learners



A classroom community is a place where everyone feels safe and included, connections are formed, risks are taken and respect is at the heart of everything we do. A classroom community means that all ideas are valued and considered. It is a place for wonderings to be explored and nourished!

Think back to your seed - your big idea, question or wondering. We don't expect you to know how to do everything to tend to your idea, and that is why it's okay to ask your teacher and friends for some help! When everyone works together, your idea will grow even quicker. You'll get ideas you might not have thought from yourself, and knowledge from experts that you didn't know.

Check the examples section for this stage of the framework for a classroom community checklist. This means that your learning environment is the best possible place for inquiry learning and your Wonder project! You must do this before you go any further.

Tasks

- **Make a brainstorm of what community means to you.** What are some groups that you belong to? Who could you talk to in the community to get some information or inspiration about your idea?

This could be

- Teachers in your school
- Your friends
- Your family or whanau
- A librarian
- The local iwi
- A sports coach
- The RSA
- A local police officer

What you need to do

- **Think** about who might be able to help you with your topic
- **Find** someone who you can either interview and talk to who comes from your community, another country, town or city.
- **Ask** your teacher or friends to give you ideas about where to find these people



3. Expanding your Big Idea



Answer some of the following questions to expand your thinking.

If you decide to change your idea because it does not feel right, then that's fine and understandable. However, check-in with your teacher, they may inspire you to continue with your initial thoughts.

Part of inquiry learning is that learning can take a new and exciting direction in an instant! If everything we did was strictly planned, new ideas and wonderings would not present themselves.

- Why are you interested in this topic?
- What are five possibilities for investigation?
- Can you make a contribution to the community you live in with this idea? - What might this be?

Tasks

- **Present** your ideas in a graphic organiser. This gives your wonder project direction and can show you the next learning step.
- **Write** a reflection on the process so far. What has been challenging? What has surprised you? Has your investigation so far taken the direction you thought it would?

What you need to do

Answer these questions

- Why are you interested in this topic?
- What possibilities do you see you can develop with your idea?

- Present your ideas in a graphic organiser (Ask your teacher or use an online graphic organiser)



4. Directing your Learning



An important part of wondering is owning your ideas.

This is your own original idea that you are expanding, investigating and developing. When you self-direct your learning you can follow your interests and gather inspiration from a lot of different places.

Check the examples section for this framework to develop your understanding of **ownership** and **self-direction**. There are further instructions on this page.

Task

- **Make** a list under each of the following headings.
- **Write** at least three ideas under each heading.

Headings

- **Resources** - What are three different resources you can use to find out interesting, reliable information about your question?
- **Interviewees** - Think back to stage two for inspiration. Who are three different people you could interview about your question?
- **Sub-questions** - What are three different sub-questions that you could expand on? These should be very closely related to your big question and support your understanding of your main idea.
- **Presenting** - What are three different ways you could present your information to a group?

What you need to do

- **Find** at least three different resources about your topic
- **Find** at least one person you can interview or talk with about your topic
- **Think** about possible ways of presenting your work



5. Data gathering



Research your topic.

Keep a note of all the literature you read around your topic. This will help you keep track of your thoughts and also help you as you create your project.

Tasks

- **Gather** data on your topic
- **Re-read** your main question and sub-questions. Your sub-questions should assist you to answer the main question.
- **Read** through your data and highlight all the information that you think relates to your questions.
- **Organise** the highlighted data under the question it helps answer.
- **Write** a summary of the highlighted data for each question. **Go to the 'example' section** of this frame to get ideas - ask your teacher.
- **Keep** a reference to any quote or data you use that was not originally created by you. You need to be able to cite where you got the information from if it is not your own idea - ask your teacher to direct you here.

What you need to do

- **Spend time reading** through your resources and data
- **Highlight any information** from your resources which will help answer your questions
- **Write a summary** of your highlighted information



6. Present Your Learning

Congratulations!

Task

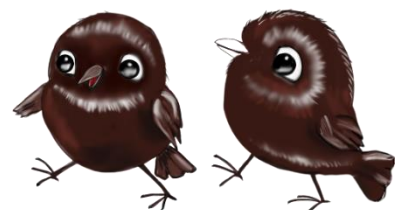
Think about the best way to present your Wonder project. This will be different for different people, so don't worry if your friend is presenting in a different way to you. It all depends on your ideas, resources, photos, materials and more.

How are you going to present your information?

- A Poster
- An Argument
- A PowerPoint
- A Video
- A Play
- A Model
- Other - You can be creative and original!

Things to think about

- What impact does my research inquiry have?
- How can I best present this for my particular audience?



Look at the example section about ways to structure your presentation.

What you need to do

- **Decide** on the best approach to present your work
- **Prepare** your presentation
- **Present** your work



Rubrics

Creating an Inclusive Community of Learners

Beginner

I am unsure what a classroom community looks like. I have not chatted to my teachers or peers about my initial wonderings, which means I am working as an individual rather than as a member of a team.

Novice

I am not yet sure what a classroom community may look like. I am not always chatting to my teachers and peers about my initial wonderings. This means I could be a little lost with what to do next.

Advanced

I am beginning to develop an understanding of what a classroom community may look like. I am sometimes chatting to my teachers and peers about my wonderings, but I am still working more as an individual rather than a member of a community.

Expert

I am beginning to develop an understanding of what a classroom community may look like. I am chatting with my teachers and peers to generate ideas and deeper thinking around my initial wonderings.

Data Gathering

Beginner

I have not undertaken meaningful research for my inquiry. I have not used any relevant resources to find out new information. Any data I have is quite disorganised.

Novice

I have started to do some research for my inquiry learning, but it may lack direction or purpose. I have used limited resources to find out information. Some of my data is unorganised.

Advanced

I have begun to undertake research for my inquiry learning. I have used some resources to gather data and evidence, and have started to organise this information in a way that works for me.

Expert

I have confidently undertaken research for my inquiry learning. I have used a range of relevant resources to gather a lot of data and evidence, and have organised this information in a simple yet effective way.

Directing Your Learning

Beginner

I have not made thought-provoking or relevant planning decisions.

Novice

I have some potential resources or sub-questions in mind, but they might not be very relevant to my inquiry. I am still learning how to take ownership of my learning.

Advanced

I am beginning to draft one or two potential resources, interviewees, sub-questions or ways I could present my inquiry. I am starting to take ownership of learning.

Expert

I have shown I have the skills to direct my learning by planning and drafting potential resources, interviewees, sub-questions and ways I could present my inquiry. This mean I am taking ownership of my work.

Expanding Your Big Idea

Beginner

I have not used a graphic organiser to expand on my wondering. This means that I do not know where my inquiry learning can take me.

Novice

I have not used a graphic organiser to its full potential. This means that the links and possibilities of my initial wonderings are not yet clear.

Advanced

I have begun to develop a graphic organiser to see some initial links between parts of my wonderings. I am developing some skills to see how my initial wondering can lead to other questions.

Expert

I have used a graphic organiser to see the links between my initial wondering and other possible ideas. I have thought deep and wide about how I can make my inquiry very interesting and relevant.

Getting Started

Beginner

I have not developed a thought-provoking question for my inquiry. I have not allowed room for further research or questions to develop.

Novice

I have developed a question, but it may not be open-ended or encourage deeper thinking. I may need to reword my question before I begin my inquiry.

Advanced

I have begun to develop an interesting question that has some potential to allow for deeper thinking.

Expert

I have developed an interesting, realistic, thought-provoking question that encourages deeper thinking and research.

Presenting Your Learning

Beginner

I have not brought my research and understandings together in a presentation. There are no clear links between my understanding, research and wonderings.

Novice

I have presented parts of my research and understandings, but the links between these are sometimes unclear.

Advanced

I have begun to bring most of my research and understandings together to present my inquiry in a clear and informative way.

Expert

I have not undertaken meaningful research for my inquiry. I have not used any relevant resources to find out new information. Any data I have is quite disorganised.

Reflections

Beginner

I have not made any meaningful reflections on my research inquiry. This means that I have little to no understanding of what worked well and what didn't.

Novice

I have made one or two reflections on my inquiry, but these are not clearly linked to the actual work I have produced.

Advanced

I have started to make some meaningful reflections on parts of my research inquiry. I am developing skills to view all parts of my inquiry, both the good and the not so good.

Expert

I have made meaningful, purposeful reflections on what worked well during my inquiry, and what I would change for next time. I have given a well-rounded view

Key Competency - Managing Self

Beginner

I was not a resourceful, reliable or resilient learner throughout my wondering project. I do not have any strategies for tackling challenges along the way. I sometimes had a bad attitude towards making plans and managing my project which sometimes affected the quality of my work. I did not set goals or high standards for myself to reach. I did not know when it was appropriate to lead, to follow and to work independently.

Novice

I showed some examples of being resourceful, reliable or resilient learner during some stages of my wondering project. I did not have many useful strategies for tackling challenges along the way. I sometimes had a positive attitude towards making plans and managing my project, but sometimes my attitude got in the way of the work I completed. I set some goals or standards for myself, but I did not always reach these. I did not always know when it was appropriate to lead, to follow and to work independently.

Advanced

I am beginning to become a resourceful, reliable and resilient learner, and I showed this during most stages of my wondering project. I am beginning to develop some strategies for tackling challenges along the way. I usually had a positive, can-do attitude towards making plans and managing my project, and was mostly motivated to reach the high standards or goals I had set for myself. I sometimes knew when it was appropriate to lead, to follow and to work independently.

Expert

I have shown that I am consistently a resourceful, reliable and resilient learner throughout all the stages of my wondering project. I had useful strategies for tackling challenges along the way. I always had a positive, can-do attitude towards making plans and managing my project, and was always motivated to reach the high standards or goals I had set for myself. I knew when it was appropriate to lead, to follow and to work independently.

Key Competency - Participating and Contributing

Beginner

I do not have a sense of belonging within a learning community. I do not know when to use communities to make connections and create opportunities that will support my wondering project. I did not use my communities to explore beyond my classroom and relate my learning to the real world. I do not understand my role and responsibility within my community. All of my learning serves to benefit me, rather than the people around me as well. I have not used the communities I belonged to explore beyond my classroom, which means I have not taken social action.

Novice

I have a developing sense of belonging within a learning community. I don't always know when to use communities to make connections and create opportunities that could support my wondering project. I do not fully understand my role and responsibility within my community. All of my learning serves to benefit me, rather than the people around me as well. I sometimes used my learning within the communities I belonged to to explore beyond my classroom.

Advanced

I have a developing sense of belonging within a learning community. I sometimes know when to use communities to make connections and create opportunities that could support my wondering project. I am starting to understand parts of my role and responsibility within my community. A lot of my learning still only benefits me. I started to use the communities I belonged to explore beyond my classroom and relate my learning to the real world. I understand some of the implications my learning had on the real world and started to tack social action.

Expert

I have a sense of belonging with a learning community. I know when to use communities to make connections and create opportunities that will support my wondering project. I understand my role and responsibility within my community, and work in a way that will not only benefit myself, but everyone around me. I made the most of the communities I belonged to to explore beyond my classroom and relate my learning to the real world. I understood the implications my learning had on the real world and took appropriate social action.

Key Competency - Relating to Others

Beginner

I have not effectively worked alongside my peers, teachers, family or community in a lot of different settings to come up with new approaches, ideas, and ways of thinking. I have not understood my role in the team, which meant I was not able to share ideas, listen to different points of view and negotiate when I needed to. I do not understand how my words an actions can affect others. I was not a cooperative and valuable member of team, because I did not know how when it was appropriate to compete and when it was appropriate to work together.

Novice

I have started to work alongside my peers, teachers, family or community in some different settings to come up with new approaches, ideas or ways of thinking, but I sometimes lacked the understanding of when to compete and when to cooperate. I sometimes understood my role in a team, and shared one or two ideas within this team. I am working on how to negotiate with people when I need to, which means I am still learning how my words and actions affected others. I was sometimes a cooperative and valuable member of a team.

Advanced

I have sometimes worked alongside my peers, teachers, family and community in some different settings to come up with some new approaches, ideas, and ways of thinking. I mostly understood my role in the team and shared some ideas and listened to different points of view. I am starting to negotiate with people when I need to. I had a developing awareness of how my words and actions affected others. I was mostly a cooperative and valuable member of a team, as I knew when it was right to compete and when it was right to work together.

Expert

I have worked alongside my peers, teachers, family and community in a lot of different settings to come up with new approaches, ideas and ways of thinking. I understood my role in the team and was able to share ideas, listen to different points of view and negotiate when I needed to. I had a strong awareness of how my words and actions affected others. I was a cooperative and valuable member of a team, as I knew when it was right to compete and when it was right to work together.