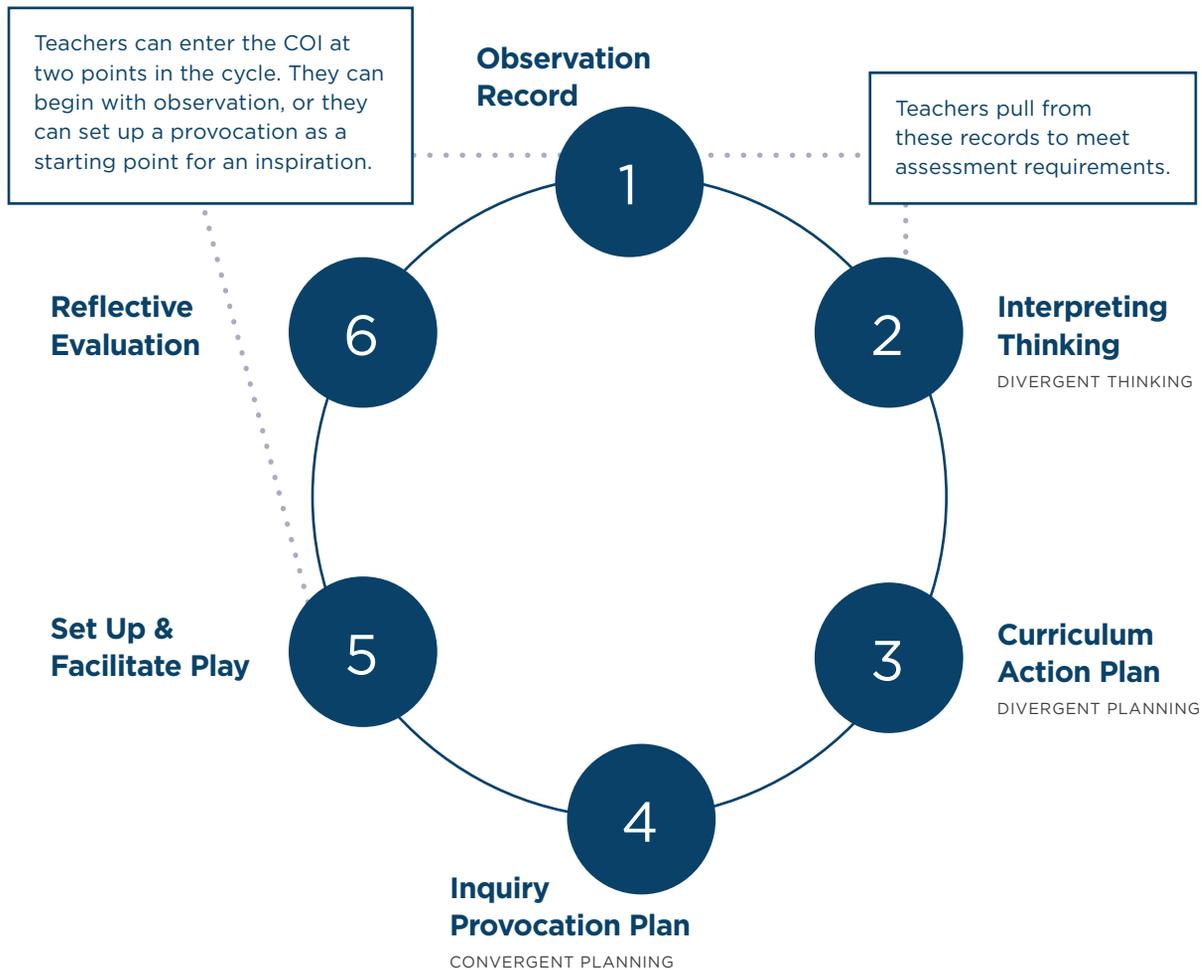


The Cycle of Inquiry Process



1. Observation Record: Teachers observe children’s play and record observations (written notes, including photos, or using video) of children engaged in this play, asking questions about play that can lead to long-term inquiry.

2. Interpreting Thinking: Teachers reflect on observation data. They speculate on the children’s minds—questioning what they know, what they are thinking, why they are doing things. Teachers consider play from the child’s perspective.

3. Curriculum Action Plan: Teachers reflect on their observations and interpretations of play. They develop questions to learn more about the children and questions they imagine the children have in mind, and they add to questions the children pose. If teachers can write down what they are wondering about when they want to act on their thinking by intervening with a provocation, they have probably formed a good action question.

4. Inquiry Provocation Plan: Teachers develop plans to drive the curriculum forward—questioning which aspects of their curriculum action plans to organize for designing experiences where children’s questions are just out of reach, their goals require a little something more to achieve, they are confounded somewhat, or their theories of the world are manifestly incomplete or unsatisfying. Children are drawn to explore in these settings when their interests are visible yet slightly challenged.

5. Set Up and Facilitate Play: Teachers facilitate in ways that allow children to do more and teachers to do less. They use observation records and photos or video to capture observations of the setup (provocation) and the children engaged in play.

6. Reflective Evaluation: Teachers reflect on their implementation of their intervention (provocation) to question children’s engagement, identify evidence of learning and standards met, and consider what worked or needs improvement regarding their facilitation and documentation strategies.