**RECOMMENDATIONS**

Reframe the unit by replacing the HTAA ‘Modelled inquiry process’ model with an explicit inquiry model transferable across disciplines.  Suggested model: Guided Inquiry Design (Kuhlthau et al, 2012).

Embed the 8 phases of the ‘Guided Inquiry Design’ model to structure a unit overview and lesson planning sequence. The current 8 lessons will not become the 8 phases. Rather, lessons will be redesigned, merged or extended to become inquiry sessions that fit within the Guided Inquiry Design framework.

Expand opportunities for student autonomy: to pose their own questions, collect information, formulate explanations and select mode and approach to communicating finding. This might be achieved by facilitating connections to what is meaningful, relevant and important to students (‘third space’).

Collaborate within a flexible teaching team to guide and support students at different stages throughout the inquiry.

Provide reference to Bloom’s Taxonomy using a rubric in the unit redesign.

Resource the unit with meaningful, engaging and demanding sources. For example: National Library of Australia images, museum artefacts, multimedia.

Embed into lesson planning a variety of teaching and learning strategies, question stems and Bloom’s key verbs that reflect higher order thinking skills.

To move into the Transformative window expand critical perspectives when selecting questioning frameworks, and identify authentic audiences and modes for presentation of findings.

To move into the Expressive window foster choice and creativity in the expression of learning eg. Inquiry journals, inquiry charts.

Pose ‘Essential’ question to frame the inquiry process, stimulate curiosity and that invites the asking of more questions.

Retain the evaluative questioning frameworks already evident in the unit, and integrate more complex models.

Incorporate explicit generative and process questioning frameworks to the unit planning.

Update planning documents to reflect ACARA curriculum version 8.2.

Expand planning documents to include specific inquiry skills descriptor information, including elaborations and key glossary terms.