

I. A.S.K. U

This scaffolding tool has been developed to be used as a

- Planning tool
- Reflection resource



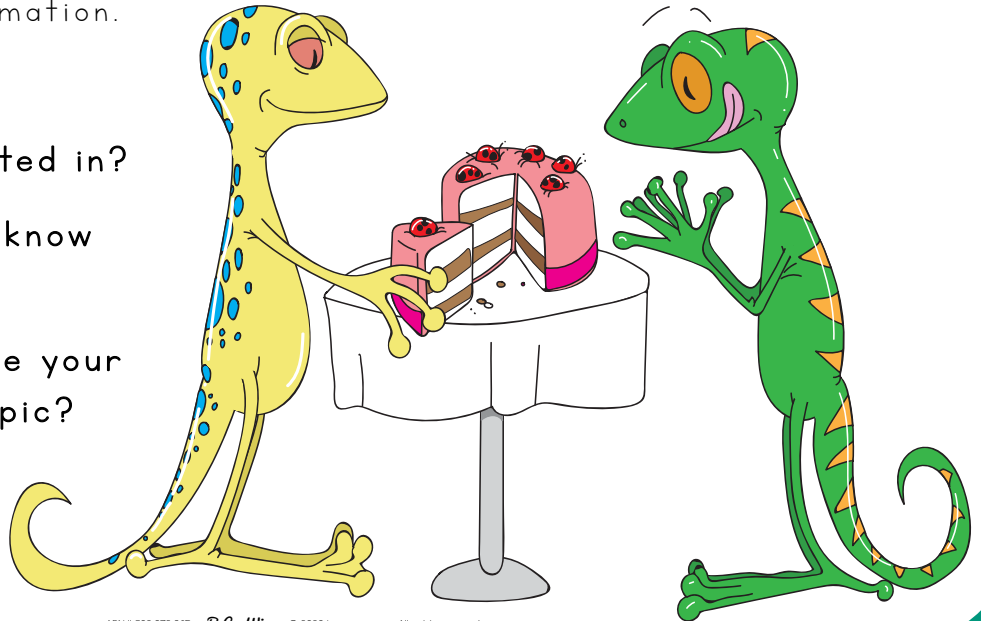
INTEREST

Supporting engagement with a topic through the connection of prior knowledge, interests and new information.

What are you interested in?

What do you already know about this topic?

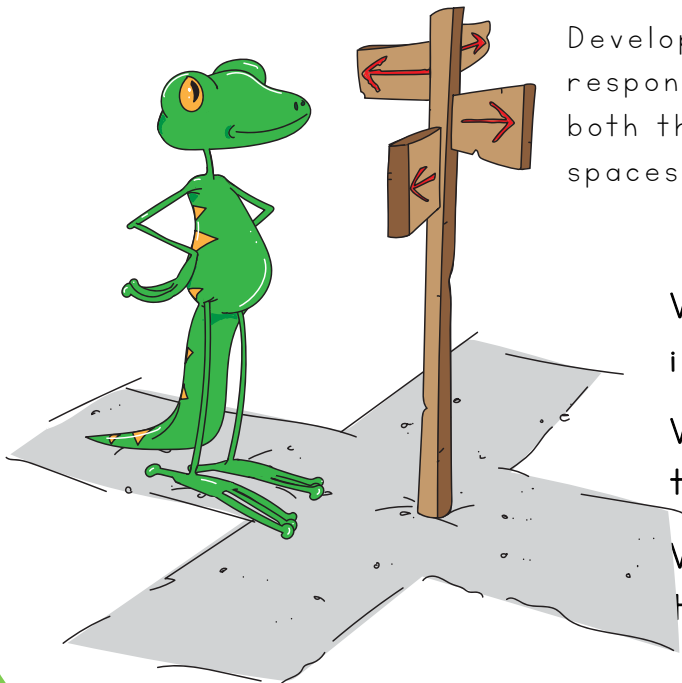
How could you combine your interests with this topic?



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AGENCY

Developing opportunities for learners to become response-abled by having voice and choice in both the learning engagement and learning spaces.



What do you think you can have a say in during learning?

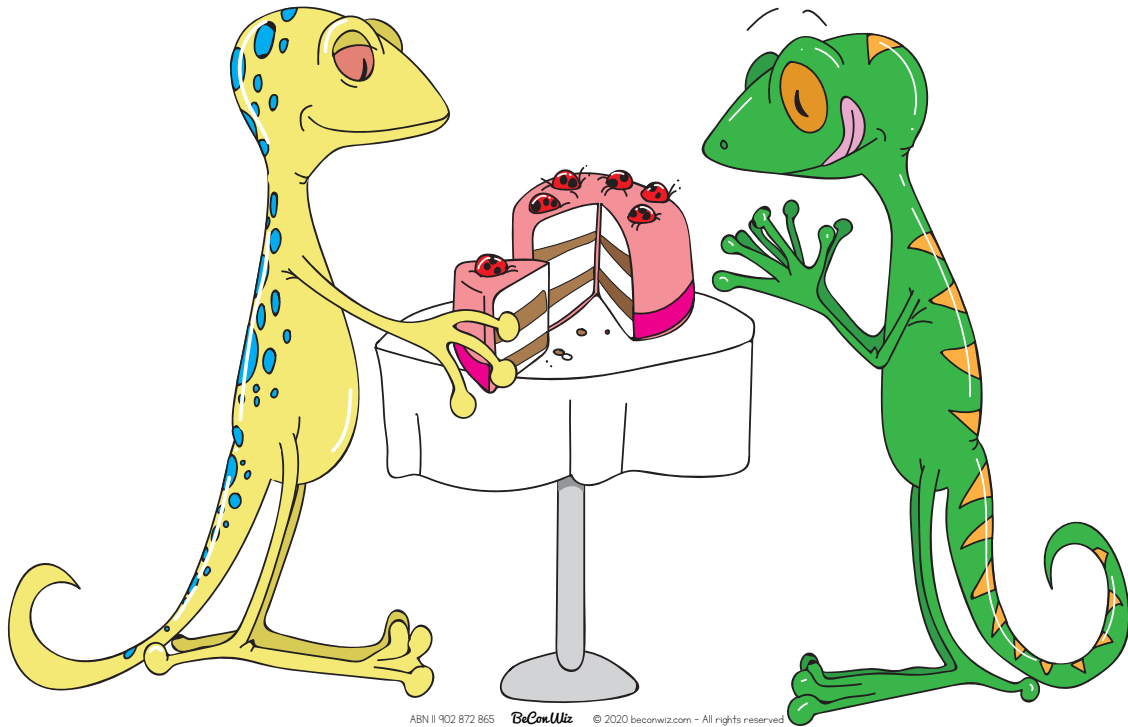
What choices would you like to be able to make during learning?

What limits might exist? Why do you think they exist?

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INTEREST



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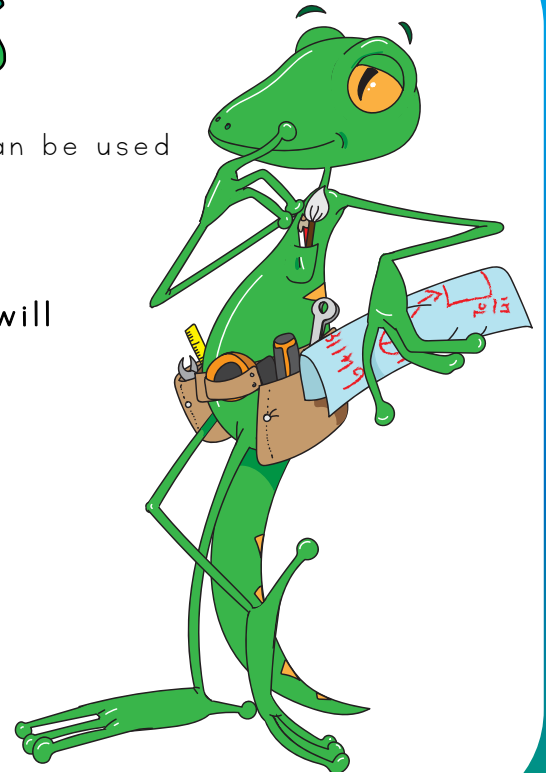
SKILLS

Developing skills, strategies and processes that can be used to explore or investigate learning topics.

What skills do you use now? What new skills will you need to develop?

What strategies do you use? How do you think these strategies might develop or change?

What do you need to do to learn about this topic?



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KNOWLEDGE

Continuing to build and expand knowledge related to an inquiry, discipline, topic or process.

What do you know about this topic?

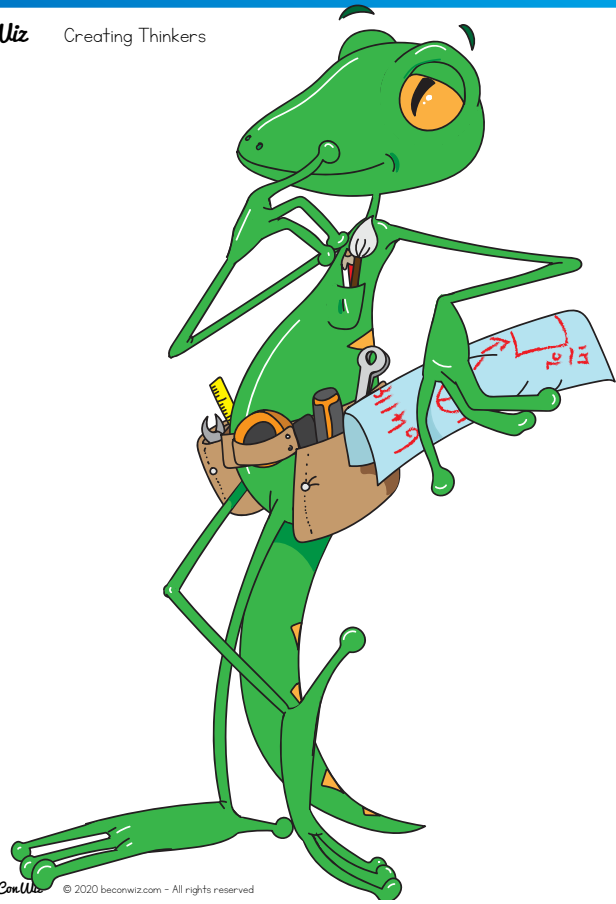
What do you think there is still to find out about this topic?

What knowledge do you have from other subjects that might help you?



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SKILLS

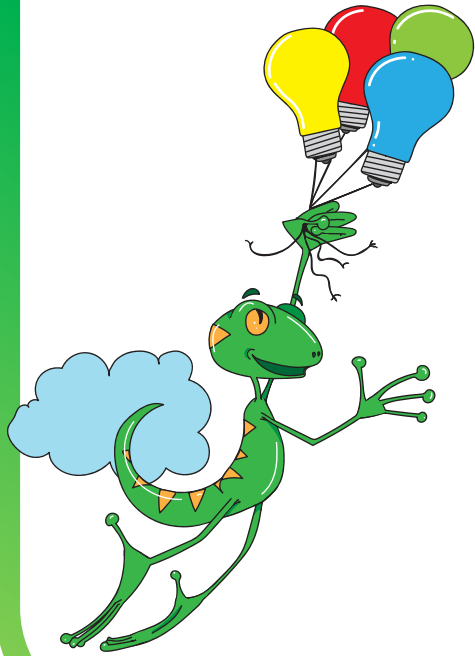


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KNOWLEDGE



UNDERSTANDINGS



Learners become meaning makers, developing understandings that are transportable across time, place and subject.

What are some important big ideas connected to your learning?

How might understanding these ideas help you?

What ideas can be found across time, place and subject?

ACTION

The ability to take the initiative, adapt and apply interests, skills, knowledge and understandings to new or existing situations.

How might you use this learning in the world around you?

What does this learning make possible for you?

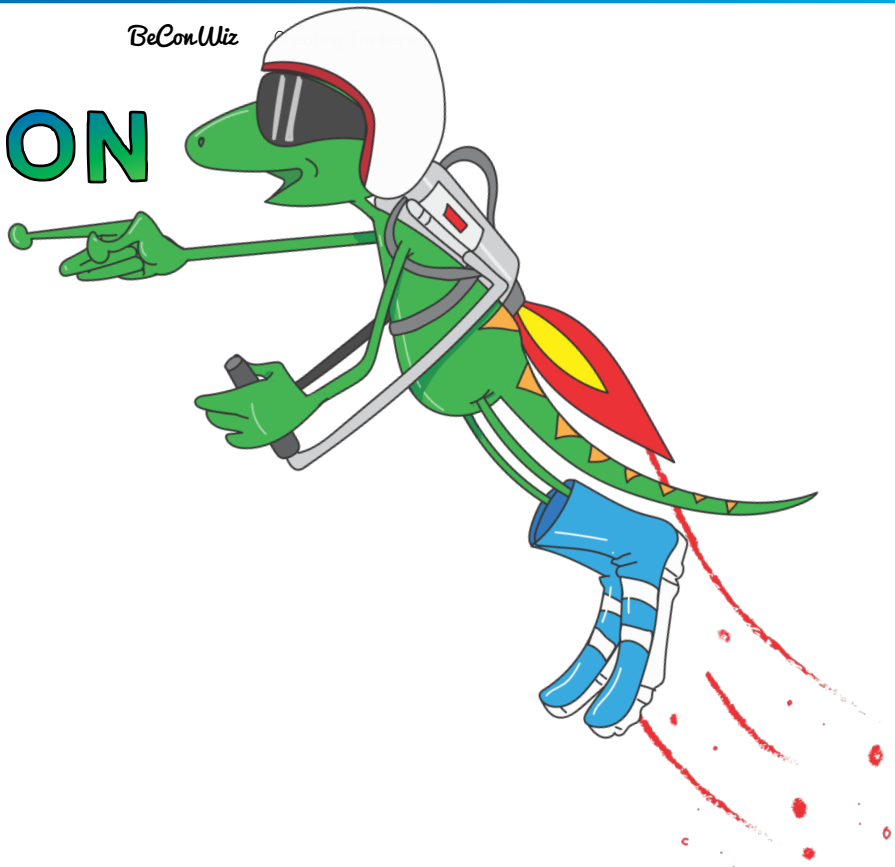


UNDERSTANDINGS



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ACTION



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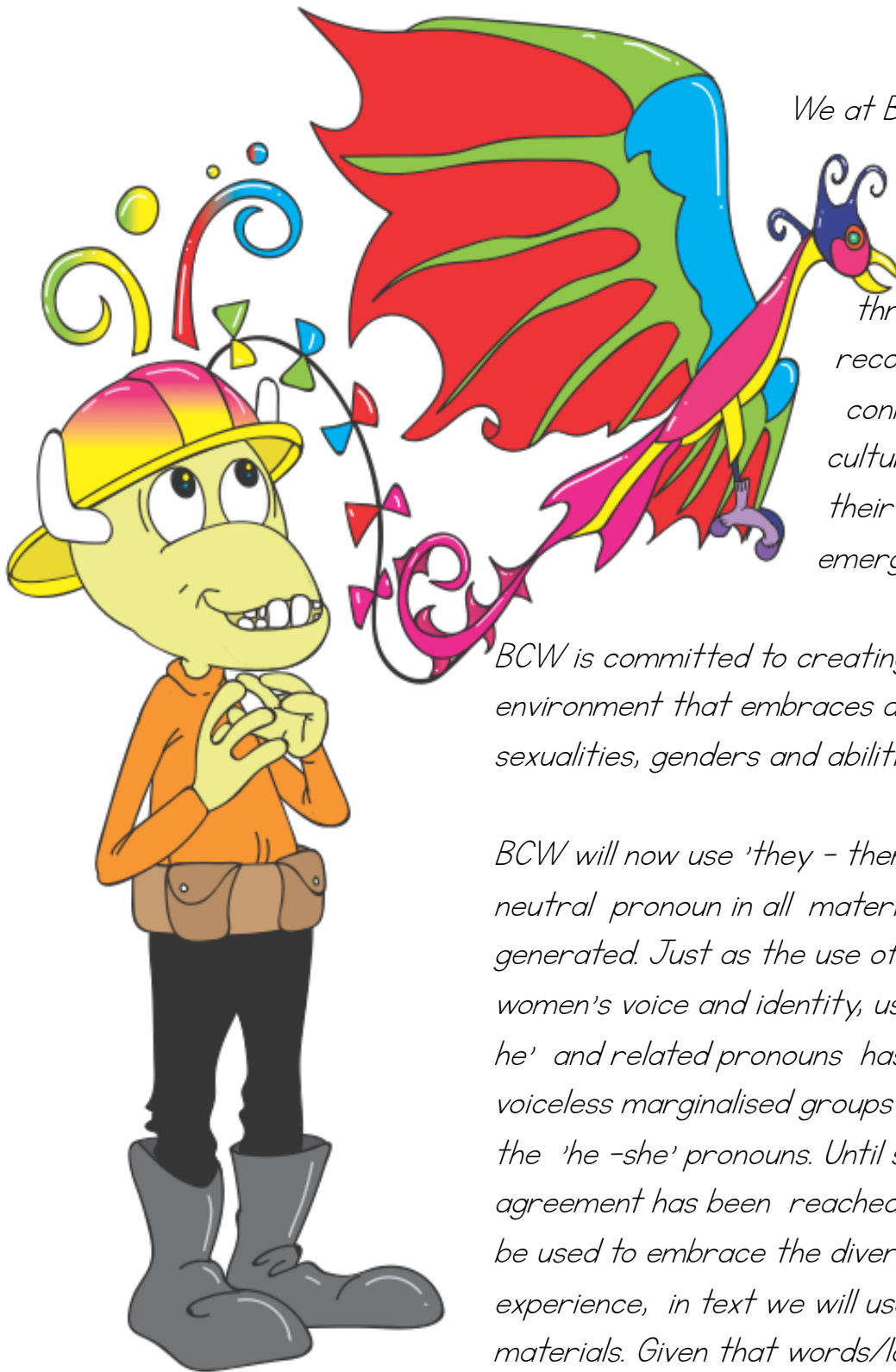
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Interest Agency Skills Knowledge Understanding



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BCW will now use 'they - themselves' as a singular, gender-neutral pronoun in all material and resources generated. Just as the use of 'he - man' disappeared women's voice and identity, use of the binary 'she - he' and related pronouns has disappeared and rendered voiceless marginalised groups that do not identify with the 'he -she' pronouns. Until some wider grammatical agreement has been reached about what pronouns will be used to embrace the diversity of gender experience, in text we will use 'they - themselves' in our materials. Given that words/language create reality, using language that is acknowledging and inclusive of all people who identify across a wide gender spectrum is an issue of power, politics, respect and visibility. "

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