



Authentic Enquiry is planned, constructed and enacted in accordance with these principles:

A. It is reflexive

1. on its process
2. requires and stimulates critical and higher-order thinking
3. involves different forms of knowing
4. scaffolds and is scaffolded by learning power
5. learner reflecting on self as learner
6. learning guide reflecting on self and role
7. moves between self-assessment and public assessment
8. The practice models the principles

B. It is rigorous in integrating and assessing outcomes

1. impacts on knowledge and performance
2. assessment in context, not as determinant of process
3. produces evidence to build confidence in its efficacy
4. criteria for assessing process and outcome negotiated and explicit throughout
5. outcomes (also) assessed by publication/demonstration to community

C. It is in community

1. It is collaborative and conversational

- a. recognising the power of language in the construction of knowledge
- b. co-constructing learning and knowledge
- c. creating (in preparation)
a community of understanding and openness to change
- d. It is generative

2. It is Integrative

- a. relating/uniting disparate elements
- b. integrating the personal with the public and diverse world views and perspectives
- c. moves between the particular and the general
- d. connected to community identity, experience, understanding and purpose

D. It is person-centred/personal

1. driven by choice
2. about what matters to me
3. connected to my identity, experience, understanding and purpose
4. opening space for change
5. the learner is a person-in-relation
6. It is contextual
7. acknowledges the whole person

E. It is about Stories

1. uncovering and valuing narratives
2. enquiry as narrative
3. learner as author
4. learning guide as co-author
5. knowledge construction as narrative
6. using story to scaffold identity and agency