11, 12, Tell and Delve

A conceptual framework for the explicit, coherent, incremental and cyclic development of the skills associated with researching, problem solving and critical thinking for ECE

T&D

Extent of Young Children's Autonomy

	Modelled Research	Scaffolded Research	Open Research
	Educator initiates and models, children clarify and follow.	Educator provides the structure, children operate independently within this scaffolding.	Children initiate, educators ensure safety and do-ability.
1,2, what do I do? (Curious) How can I start? What knowledge do I need? How will I develop understanding?			
3,4, find and explore (Determined) Where will I find information that I need? Will I talk to someone, find information from a book, do an experiment or go online? Are there other places where I could look?			
5,6, judge the bits (Discerning) Have I picked out the information that I need? Have I identified information that helps me answer the question? Is my information appropriate? What information can I trust?			
7,8, lay them straight (Harmonising) Have I organised my information so that I can make sense of it? Have I organized myself or my team? Am I on time? What is my plan?			
9, 10, see the trend (Creative) Have I put the information together in a way that makes sense? Can I see any patterns in the information?			
11, 12, tell and delve (Constructive) Have I completed cycles of D&D to test my own answers? How will I communicate my digging and delving to an audience so that they understand them? Have I thought about not hurting others when I dig and delve?			

Facets of Delving