



Programme of Inquiry Review Checklist

Developing and reviewing a programme of inquiry (POI) is an ongoing, collaborative process involving students and teachers.

A well-designed POI ensures that students experience a balance of

- subject-specific knowledge
- skills and conceptual understandings
- opportunities to develop the attributes of the IB learner profile
- opportunities to take action.

Schools are required to systematically review and refine the POI to look for opportunities to expand or adjust the scope of the central ideas to make them more substantial, interconnected, and aligned with the scope and sequence documents or the local and national curriculum.

Lines of Inquiry	Beginning	Developing	Consolidating	Established
Lines of inquiry define the scope for exploration of the central idea.			X	



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Central Ideas

Beginning

Developing

Consolidating

Established

The central ideas are statements that frame the transdisciplinary unit of inquiry and support students' conceptual understandings of the transdisciplinary themes within which they are situated.

They are underpinned by key and related concepts, which promote conceptual understandings.

They present an opportunity for students to construct their own conceptual understandings of the ideas and themes being explored.

They are globally significant and are relevant to students in all cultures and contexts.

They offer students opportunities to explore the commonalities of the human experience.

They are value-free.

They invite student inquiry and a range of student responses.

They engage students in thinking critically and creatively.

Key/Specified Concepts

Beginning

Developing

Consolidating

Established

The key/specified concepts are fully represented in the POI at each year/grade level.

They are used to explore each transdisciplinary theme.

They focus the direction of the inquiry and provide opportunities to make connections across, between, and beyond subjects.

They provide opportunities for students to revisit and develop their understanding of all key concepts.

They are balanced across the POI (no more than three per unit).

Criteria for designing and reviewing a programme of inquiry

Considerations for designing a school's programme of inquiry

Related/Other Concepts

Beginning

Developing

Consolidating

Established

The related/other concepts provide opportunities to make connections across, between and beyond subjects.

They deepen understanding of a key concept or a subject.

Lines of Inquiry

Beginning

Developing

Consolidating

Established

Lines of inquiry define the scope for exploration of the central idea.

They connect to aspects of the transdisciplinary theme being explored.

They support the development of conceptual understandings associated with the identified key and related concepts.

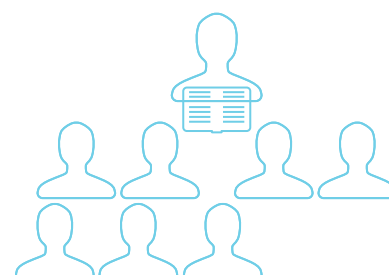
They offer opportunities to develop conceptual understandings through multiple perspectives.

They are distinct but remain connected to one another to support student understanding of the central idea.

They consist of three or four statements or phrases identified for each unit.

They are relevant to the age and experiences of the students.

They invite student-initiated inquiries.



Balance and articulation within the POI

	Beginning	Developing	Consolidating	Established
There is a purposeful and authentic balance of Primary Years Programme (PYP) subjects to support understanding of each transdisciplinary theme.				
All aspects of the descriptors of the transdisciplinary themes are explored at some point.				
The PYP subjects identified will support students' development of conceptual understandings of the central idea.				
The school has mapped the PYP and/or national/state/local subject-specific scope and sequences with its POI.				
More than two PYP subjects are authentically integrated into each transdisciplinary unit.				
The units throughout the POI challenge and extend students' understandings.				
Each unit of inquiry is collaboratively designed, facilitated, and reflected upon by the year/grade level and specialist teachers.				
Timeframes for units of inquiry are reviewed to ensure they are appropriate and fit for purpose.				

Transdisciplinarity

	Beginning	Developing	Consolidating	Established
Our central ideas are broad enough to invite inquiry from a range of subjects.				
Our central ideas and lines of inquiry address "learning that matters".				
We have created opportunities for innovation, imagination, creativity, problem-posing, and problem-solving through the lines of inquiry.				
We are mindful that state/national/local curriculum or scope and sequence outcomes are only an entry point—not the end possibility for learning.				
We have considered the connections across units of inquiry and transdisciplinary themes, for example, by connecting central ideas, lines of inquiry, and concepts across themes.				

Collaboration

Beginning

Developing

Consolidating

Established

Our POI provides opportunities for collaborative and relational learning.

All teachers are included in the collaborative planning process.

Every teacher understands the complete journey of the POI beyond their own year/grade level or subject.

We have thought about how to collaborate with students and the wider learning community to review and co-construct our POI.

Flexibility and time

Beginning

Developing

Consolidating

Established

We have thought about appropriate and flexible timeframes for the unit of inquiry.

Our POI is responsive and reflective—it looks back to previous learning, values the learning that's already happening, and looks forward to future learning.

Our POI represents an evolving, organic process, rather than a static "end product" displayed on the wall.

We have created space in our POI to build depth of conceptual understanding over time.

Concepts and conceptual understandings

Beginning

Developing

Consolidating

Established

We ensure that concepts, not content, drive our POI.

We ensure that learning and teaching develop through concepts rather than topics.

We have checked that our lines of inquiry go beyond subjects and topics to be more conceptual.

We look for opportunities to transform content into concepts that shape the units of Inquiry.

We look for conceptual connections across year/grade levels, not just across an academic year.

Student-centered

Beginning

Developing

Consolidating

Established

Our POI is an authentic reflection of the values of our school and its learning community.

Our POI inspires students and teachers.

Our POI reflects our beliefs about learning, the role of students, and the role of teachers.

The design of the POI starts with the students—their interests, theories, prior knowledge, and experiences.

We capture student voice in our POI.

We design the POI in a way that can be easily shared with and understood by students.



**Found This POI Checklist Helpful?
Discover How Qridi Core Supports
Your IB Program Management.**

- Write, edit and share your Units of Inquiry with your co-teachers and coordinator on a simple one-page digital planner.
- Fewer planning steps are needed as aligned and chosen concepts and outcomes automatically appear on the planner.
- Expanded field options include Resources, Learning Environment, Student Action, and more.
- Use the help buttons in each field for expert guidance.
- Dropdown menus for Differentiation, Concepts, Approaches to Learning, and Learner Profile aid planning.
- Colors indicate when aligned learning outcomes match what you have planned.



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