

## RESOURCE 2—INQUIRY PROCESS AND CLASS DISCUSSION POINTS

School inquiry process	Committee inquiry process	Class discussion points (similarities between committee inquiry process and classroom/student inquiry process)
Questioning	<ul style="list-style-type: none"> <li>• <b>Referral</b>—the Legislative Assembly can ask a committee to look into an issue, or a committee can itself nominate to undertake an inquiry.</li> <li>• <b>Terms of reference</b>—sets out the scope of an inquiry and help the committee to stay focused on the issues that it is investigating. They also assist groups and individuals that wish to make a submission, or to appear before a committee at a public hearing, as part of the inquiry process.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All committee inquiries have ‘terms of reference’</b> which set out what the committee wishes to learn more about as part of the inquiry and what questions the committee wishes to answer.</li> <li>• <b>Students to discuss either in groups or as a class how they think that the topics/subjects that they learn about each day are decided</b> and what reasons there might be for deciding that certain topics or subjects are worthy areas of learning.</li> <li>• <b>Students should be able to identify that the teacher or school curriculum will sometimes decide what they will learn more about, while other times students themselves will come up with ideas that they wish to explore.</b> Learning topics are generally related to areas of knowledge that are useful to our participation in the community.</li> <li>• <b>Teacher to outline that the committee inquiry process is very similar.</b> A committee can be given a topic/subject by the Assembly to learn more about (where, for instance, the Assembly considers that a topic is important to the community) or a committee can decide on its own to undertake an inquiry (called a self-referred inquiry) where the members of the committee considers that it is important or useful. When a committee learns more about a topic/subject, it is able to give better advice to the Assembly about that topic/subject and help the Assembly do its job in making decisions.</li> </ul>

School inquiry process	Committee inquiry process	Class discussion points (similarities between committee inquiry process and classroom/student inquiry process)
Researching	<ul style="list-style-type: none"> <li>• <b>Publicity</b>—the committee will advertise the inquiry to ask for community input.</li> <li>• <b>Submissions</b>—Made by individuals, community organisations, peak bodies, special interest groups, representatives from government directorates, and academics and other subject matter experts.</li> <li>• <b>Research</b>—committee will look at government policy, legislation, reports and sometimes conduct site inspections for the inquiry issue.</li> <li>• <b>Public Hearings</b>—once submissions have been received a committee may hold one or more public hearings to gather further evidence. People who appear before a committee are called witnesses, although not everyone who makes a submission appears as a witness. To get further information the Committee members ask questions of the witnesses.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All committee inquiries have to gather information on the topic</b> to help answer the ‘terms of reference’ through the writing of a report and to help them make recommendations to the government that will improve the operation or outcomes for the topic.</li> <li>• <b>Students to discuss either in groups or as a class</b> where they think that the information on the subject can be found and what delivery methods the information may come in.</li> <li>• <b>Students should be able to identify that there can be a range of sources of information, both primary and secondary</b>, such as books, journals, newspapers, video or other multimedia and in person through interview.</li> <li>• <b>Teacher to outline that like students</b> committees use similar sources of information to research the subject of the inquiry. Each inquiry also calls for submissions which are received from a range of people, including the government, subject experts, community organisations and individuals. The committee will hear evidence from witnesses who appear before them to answer questions in public hearings.</li> </ul>
Analysing	<ul style="list-style-type: none"> <li>• <b>Private meetings</b>—Committees meet to discuss how they are going to answer the inquiry question. They will determine dates for public inquiries and identify people they wish to invite to question based on submissions received. They may also do site visits at relevant locations to look at the issue, including talking to people who use or work at the site.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>All committees have private meetings</b> to talk about information they have received and decide which people or groups they would like to question further through the public meeting process. After collecting information they will also analyse it to write a report based on what they have found that includes recommendations to the government.</li> </ul>

School inquiry process	Committee inquiry process	Class discussion points (similarities between committee inquiry process and classroom/student inquiry process)
		<ul style="list-style-type: none"> <li>• <b>Students to discuss either in groups or as a class</b> the information they have found, will it answer the question or will they need to find further information sources to help answer the inquiry.</li> <li>• <b>Students should be able to identify that information obtained</b> forms the basis for formulating the final answer to the inquiry question.</li> <li>• <b>Teacher to outline that like students, committees analyse the information they have, including submissions they receive from the community.</b> Committees will ask some of people who made submissions to appear before the committee at a public hearing. These people are called witnesses and members of the committee will ask them questions about the inquiry topic to gather further/more in depth evidence for the committees consideration.</li> </ul>
Evaluating and reflecting	<ul style="list-style-type: none"> <li>• Private meetings—the committee will reflect on all the information they have received and write a draft report, often known as a ‘chair’s draft’, which includes findings and recommendations, is prepared by the committee secretary in consultation with the chair. Once the chair has approved the draft report, it is circulated to other members, who may also suggest amendments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Committee members meet to</b> evaluate and reflect on the information they have received throughout the inquiry process. This information will be used to decide what recommendations they will make to the government with the aim of improving the operation or outcomes for the inquiry topic.</li> <li>• <b>Students to complete their answer to the inquiry question.</b> Students will need to evaluate and reflect on the information gathered to provide an answer and/or conclusion to the inquiry question Students use their conclusions to answer the inquiry question in the format required, such as report, speech, poster, etc.</li> <li>• <b>Students should be able to identify that</b></li> </ul>

School inquiry process	Committee inquiry process	Class discussion points (similarities between committee inquiry process and classroom/student inquiry process)
		<p>they need to complete the inquiry by providing an answer to the question in the desired format.</p> <ul style="list-style-type: none"> <li>• <b>Teacher to outline</b> that in the same way that students are required to hand in completed work answering the inquiry question to the teacher, committees are required to write a report which is presented to the Assembly.</li> </ul>
Communicating	<ul style="list-style-type: none"> <li>• <b>Report</b>—Committees table their final reports in the Assembly. The Assembly and the government will consider the findings and recommendations contained in a report, however, a committee has no power to enforce its recommendations</li> <li>• <b>Response</b>—the government has four months to respond to the report. The government response is also tabled in the Assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Committee members must agree on the report and its recommendations</b> before presenting it to the Assembly in the form of a written report. The government must respond to the report within a four month period.</li> <li>• <b>Students to present their report to the teacher/class</b> depending on the required end product which could be written work, a speech, oral presentation or video.</li> <li>• <b>Students should be able to identify that teacher and/or class feedback on their work is like the committee receiving a government response.</b></li> <li>• <b>Teacher to outline that like students, committees have to present their report to the Assembly once it is completed.</b> The committee will make a number of recommendations for the government to consider to improve the issue being considered. The government will look at each recommendation and present a response for the committee which states if they agree with, disagree with or will take note of each recommendation.</li> </ul>