



# Wonder Hub

WHERE CHILDREN FIND THEIR OWN ANSWERS

TWO WORDS SUM UP WHAT SCHOOLS SHOULD DO  
MORE OF TO IMPROVE - **CULTIVATE WONDERMENT.**

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## WONDER IS INNATE AND AN ESSENTIAL INGREDIENT TO THE INQUIRY LEARNING PROCESS.

Kath Murdoch (2015) states that all effective inquiry teachers make it their business to wonder and to invite and nurture wonder in their students. Wonder allows children to tap into their natural curiosities, creating a deep desire to learn. Educators intentionally provoke learning, sparking children to ask questions, seek answers and embark upon their own learning journey.

Learning is the core business undertaken at The Cathedral Junior School. We believe that learners learn best when they:

- ARE CONNECTED
- ARE ACKNOWLEDGED
- WONDER

## THE PRIMARY PURPOSE OF THE WONDER HUB IS TO INSPIRE WONDER.

At The Cathedral Junior School, we believe that the important attributes of growth mindset, creativity, problem solving, critical and reflective thinking, self-motivation and effective communication are nourished through children's engagement. Engagement goes hand in hand with wonder. When we wonder, we engage our thinking.

The Wonder Hub is a collaborative space that builds upon the traditional library services and incorporates museum based learning. It is purpose designed to evoke wonder. The Wonder Hub operates under a collective ownership notion and is a place where children's voices are heard and acknowledged. Student interests and ideas are used as springboards for intentionally scaffolded learning within the Hub. Staff use provocation to inspire, engage and provoke student learning. Learners are given time, space and encouragement to follow existing passions, spark new interests and above all else, learn new knowledge and skills in a meaningful context. Based on this understanding, the Wonder Hub environment is dynamic and constantly evolving, whilst remaining intentionally inviting, purposeful and clutter free.

The Wonder Hub aims to build connections in learning through fostering relationships with the wider community, giving learners the opportunity to learn from experts in their field. The parent body is actively encouraged to utilise



# WONDER HUB *Spaces*

Our Wonder Hub spaces have been named dependent on their purpose.

## COLLABORATORIUM

This is where learners collaborate with other learners, sharing and gaining knowledge; debating ideas; negotiating outcomes. Learners probe deeper into their learning and make curriculum links to their classroom. This is the space where Educational Research Projects and Investigations come to life. Learners make links to experts in fields of passion and are given time to explore areas of interest to depth.

## READORIUM

An inviting space to curl up with a favourite book or explore the shelves for texts to help with research. This is where learners will find the latest fiction and non-fiction publications. The extensive array of books caters for all interests. Children's self-published titles can also be found on the shelves.

## JIGORIUM

Where learners will find a vast array of 'thingamajigs'. Many tools are unknown to students or if they are known, how to use them may be the challenge. Scientific tools such as the Van De Graff Generator have not been seen by learners before and involve finding out more before exploring and critiquing. Learners are challenged to persist, explore and reach their Eureka moment.

## EPOCHORIUM

A hands on area full of artifacts from the past, premised by the belief that artifacts are important teaching tools. In this space, learners develop a capacity for careful, critical observation of their world through thinking about real objects. We believe that critical observation is important. The ability to see the world clearly and to ask deep probing questions of our world is an essential intellectual skill. When learners are asked, "what is this?" they are immediately engaged in higher order thinking. Artifacts fascinate, engage children in wonder and teach.

## CREATORIUM

Working to a design challenge, children use construction materials such as Lego to create their own design or work to a set of instructions to complete a collaborative project, such as the Sydney Opera House. Children learn to complete tasks by breaking the task down to smaller steps. Engineering principles are applied to ensure the structures built are sound. Mathematical understandings are applied as children sort, count and use patterning to create.

## INVENTORIUM

A large Maker Space area full of resources and tools to assist learners in extending their ideas from design brief to prototype to potential sale. This is also the space where humanitarian projects come to fruition, such as our Solar Buddies project where Cathedral children have provided a light source to children in developing countries without power. Projects in the Inventorium may be completed by individual students, small groups or even a whole school collaborative project such as building a life sized elephant from cardboard rolls.





## WHAT WILL BE SEEN

Students engaged in wondering and questioning.  
Students researching to answer questions.  
Backwards mapping to make links to the curriculum.

Drawing for a purpose.

- To practice skills.
- As an observation.
- As part of an investigation or ERP.
- To solve problems.
- To record thinking.

Colouring-in for a purpose.

- To illustrate a text.
- As an observation.
- As part of an investigation or ERP.

Engaging provocations.

Guiding Questions.

Open ended questions.

Space for children's own questions to be recorded, investigated and answered.

At times –

Blank tables and sparse environment to allow opportunity for student interests to arise

Students working alone.

Students working alongside other students

Students working alongside experts.

Students working alongside teaching staff.

Team approach.

Teachers and students learning together.

Rigour and accountability of learning.

Pride in learning, self, environment and others.

Experiences.

## WHAT WILL NOT BE SEEN

Staff members providing all of the answers for children  
Theme based activities.

Free Drawing without any purpose.

Colouring-in blackline masters or free colouring-in.

Generic black line masters.

Closed questions.

Teachers providing all of the information to students .

A “free for all”.

Harm to anyone or anything.

Activities.



**The Cathedral School**  
of St Anne & St James  
T O W N S V I L L E