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<th>DATE</th>
<th>GOALS</th>
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| Phase 1 November-December 2013 Initial contact with school | **The researchers will:**  
- establish a research partnership with the proposed school and key science education staff  
- co-develop the research and ethics proposals with the partner school  
- introduce the project to the school’s wider teaching staff | **Preliminary meeting held with the proposed partner school and key science education staff and a research partnership established**  
- Membership of the school’s Science Development Group determined  
- Research and ethics proposals completed and approved by mid-December 2013.  
- First staff meeting for December 2013 and workshop session for January 2014 co-planned by the SDG and researchers  
- Staff informed and aware of the intent and nature of the research project for 2014 and beyond via staff meeting in early December 2013. |
| Phase 1 Mid-Late January 2014 Teacher only day | **The teachers with the support of the SDG and researchers will:**  
- review and share information re the existing school science education programmes with a focus on 21st thinking skills and inquiry learning in science  
- determine goals for future science education programmes and the professional learning needs of teachers  
- identify relevant science education resources such as the MoE website, the Science Learning Hub and the Primary Connections programme  
- explore the 5Es approach to inquiry-based learning in science | **Self review data gathered**  
- An agreed understanding of scientific inquiry and a framework for inquiry learning in science (including key components and/or indicators of inquiry learning in science) that will be used to inform all future phases of the study  
- Programme goals and teachers’ professional learning needs established  
- Relevant science education resources identified and located  
- Primary Connections resources reviewed by teaching staff |
| Phase 2 February 2014 Staff meeting workshop session | **The teachers with the support of the SDG and researchers will:**  
- evaluate the potential use of the 5Es approach to inquiry-based learning in the school’s science education programme | **Findings of the Primary Connections reviews shared by teaching staff**  
- Decision re the potential use of the 5Es approach in the school’s science education programme made |
| Phase 3 Late March 2014 ½ day staff workshop | **The researchers will:**  
- introduce teachers to Content Representation (CoRe) design as a curriculum planning and professional learning tool  
- The teachers with the support of the SDG and researchers will:  
- create a CoRe for inquiry learning in science using an agreed upon context(s) from the Science Learning Hub (SLH) | **CoRe for inquiry learning in science based on a SLH context(s) are produced** |
| Phase 4 April –June | **The teachers with the support of the SDG and the researchers will:**  
- plan and teach a science mini-unit using the CoRe an inquiry-learning approach and the SLH resource  
- engage in reflexive thinking throughout the teaching and keep a reflective journal | **A science mini-unit(s) is planned and taught in classrooms**  
- Reflexive data on practice experiences gathered by teachers |
| Phase 5 June 2014 Focus Group meetings | **The teachers with the support of the SDG and the researchers will:**  
- evaluate the first trial including the process and outcomes | **Focus group interviews held with teaching teams to evaluate the first trial to date** |

**Table 2: Timeline, goals and milestones of the Getting to the CoRe of the Matter study**

**The Science Development Group works over three terms to:**
- Review existing teacher documentation/implementation practices using data collected in Phase 1 to inform future phases of the development.
- Develop a revised school implementation plan proposal for teacher consideration in Phase 5 and the final draft plan for 2015.
- Evaluate the use of CoRe design as an ongoing tool for curriculum design and teachers’ professional learning, and resources such as Ministry of Education sites, Building Science Concepts Series, the Primary Connections programme, and the Science Learning Hub.