

# INQUIRY LEARNING POLICY

## PURPOSE:

Inquiry Learning puts the student at the centre of an active learning process, with the teacher facilitating that learning. It promotes skill development and nurtures the development of good habits of mind. It offers teachers the opportunity to explore the elements of the Principles of Learning and Teaching (PoLT).

Inquiry Learning provides students with skills to develop contextual understandings in a variety of contexts. It is not so much seeking 'correct' answers, but rather seeking appropriate resolutions to their questions. Well-designed activities and interactions are set in a conceptual context to help students build on their previous knowledge and skills.

Through inquiry learning, students develop a greater understanding of the world in which they live, learn, communicate and work.

## GOALS:

- 2.1 For students to be immersed in their learning through practical and realistic situations.
- 2.2 For students to view themselves as learners in the process of learning and to willingly engage in an exploration process.
- 2.3 For students to raise questions, propose explanations and use observations.
- 2.4 For Middle Years students to plan and carry out learning activities and to critique their learning practices.
- 2.5 For students to develop the skills to become life long learners.
- 2.6 To ensure essential resources are provided for students particularly in the Discipline-based Learning, Physical, Personal & Social Learning and Interdisciplinary Learning domains as re defined through AusVELS and the Australian National Curriculum.

For students to take 'action' based on their learning

For students to develop an understanding of their role as a learner and take ownership over the inquiry process

## **GUIDELINES:**

- 3.1 Essential questions, which reflect AusVELS and Australian National Curriculum frameworks and are considerate of students' prior knowledge and interests and form the focus of learning. These questions guide teacher planning and student learning and promote thinking in a broader context.
- 3.2 A whole school approach to a common understanding and practice utilising Inquiry strategies and approaches will form the basis of revision of current units of work and the development of new learning experiences ( as guided by AusVELS and the Australian National Curriculum).
- 3.2 Planning is influenced by current research and underpinned by an agreed instructional model devised by the College Curriculum Team.
- 3.3 Technology and resources are prepared to support the learner.

## **IMPLEMENTATION:**

- 4.1 Teacher teams will plan a unit of work incorporating the e5 inquiry approach. Teams will record Inquiry Planning using unit and project development schedules.
- 4.2 The overarching focus of the topic will be identified by the Essential Question and concept based learning developed through consultation with the teaching team and the whole class. Teams will develop a needs based budget to resource inquiry programs.
- 4.3 Units of work, Project Based Learning, SS21 and Investigations and Action Based Learning throughout the year will address the domains appropriate to the AusVELS and Australian National Curriculum. Each learning focus will include a major focus with at least one minor focus.
- 4.4 Teachers will plan for each learner to be actively engaged in the learning process. Needs-based learning opportunities will be provided to cater for the identified needs and learning styles of each student.
- 4.5 Teachers' daily, weekly, monthly, and yearly facilitation plans will focus on setting content learning in a conceptual framework. They will stress skill development and model and nurture the development of habits of mind.
- 4.6 Teaching strategies will include individual tasks, pair and small group work, with students encouraged to share their experiences and develop

cooperative learning and communication skills. Teachers will integrate Inquiry Units throughout the curriculum to support the development of Literacy and Numeracy knowledge and skills.

- 4.7 Students will express themselves through methods such as journals, drawing, reports, graphing, add in models, oral presentations, letter writing, practical tasks, e.g.: visiting local agencies and utilising ICT resources.
- 4.8 Student assessment and self-evaluation will be an ongoing part of the facilitation of the learning process. Assessment will be rigorous and will be based on criteria established by the team / partnership. Students will be provided with feedback about their Inquiry.
- 4.9 Students will have the opportunity to take part in different forms of Inquiry Learning, including Shared Inquiry and Personal Inquiry.

|                    |
|--------------------|
| <b>EVALUATION:</b> |
|--------------------|

This policy to be reviewed as part of the school's two year review cycle, individually, in teams and with the community in 2017 or more often if necessary due to changes in regulations or circumstances

The Annual Program Budget review will provide recommendations which may be used to affect policy change in the future.