

# Inquiry Learning Policy



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 9802 0663 for support.

## Purpose

Inquiry Learning supports students to build upon prior experiences and use that learning to develop deeper knowledge, understandings, skills and values. Engaging students in learning based on an inquiry learning approach, will develop thinkers and learners that gain a variety of transferrable skills such as research, questioning, higher order thinking, collaboration and problem solving skills. Investigations are authentic and have a real purpose so that students are actively engaged in their learning.

## Guidelines

- To implement an agreed whole school approach to curriculum delivery using the inquiry learning model
- To provide a model that enables students to develop high level learning skills and respond to issues, questions and ideas in an authentic way
- To further develop student's learning outcomes, thinking skills, personal learning and interpersonal learning through organising their thoughts and understandings using the inquiry learning model.

## Implementation

- The Inquiry Learning investigations follow a two-year plan that is developed by teams to reflect the Victorian Curriculum and will have a focus on specific strands and domains while integrating other strands and domains into the investigation
- The Inquiry approach follows the process of tuning in, finding/sorting out, going further and taking action
- Investigations and classroom programs will support students to develop skills and knowledge that enables them to be successful learners. Investigations will be relevant to the student's current and future life
- Learning tasks will be 'rich', reflect the needs of students and involve 'real life' activities linked to each stage of the investigation
- Inquiry investigations encourage active and authentic involvement with the community and involve excursions, incursions, guest speakers so that student's understandings are enriched
- The integration of multimedia and ICT in learning activities during the investigation is integral
- The Inquiry Learning process acknowledges individual learning styles and will challenge students through incorporating higher order thinking processes
- Investigations will be drawn from a two-year scope and sequence planned and will be planned for and documented by level teams which will also includes generative

- questions, student consultation prior to and during the inquiry (student voice)
- Levels will include agreed formal and informal teacher, peer and student self-assessments to monitor student achievement against Victorian Curriculum standards
- Regular team reviewing, moderation and evaluation will occur to meet the ongoing and changing needs of the students.

## Resources

The policy is underpinned by the:

- a) Teaching and Learning Policy
- b) English Policy
- c) Mathematics Policy
- d) Humanities Policy
- e) Science Policy

## Evaluation

The Education Sub Committee and Weeden Heights staff will review the effectiveness of the school's Inquiry Learning Policy on a cyclical basis in accordance with Department of Education (DE) guidelines and priorities.

## Policy Review and Approval

Policy last reviewed	2023
Consultation	Principal Staff Education Sub Committee and School Council Newsletter item to the school community
Approved by	School Council
Next scheduled review date	2027 <i>Mandatory review cycle for this policy is 3 - 4 years.</i>