

INQUIRY-BASED LEARNING POLICY

Rationale:

Our Inquiry-Based learning Program encompasses various elements of the Australian curriculum: Science/Technology, History, Geography and Economics.

Inquiry-Based Learning involves students focusing on self/teacher-directed questions about a unit of work and having time to investigate the answers.

Students will develop research skills and problem solving skills using the Inquiry-Based Learning approach to become independent learners. Our students, as powerful learners, must be actively engaged in the process of investigating, processing, organising, synthesising, refining, applying and extending their knowledge within a unit of work.

This approach allows students input into curriculum construction by giving them the opportunity to express their interests or the learning directions that they would like to take with their teachers. It also encourages self-regulation through student goal setting and reflection and gives teachers a clear direction in areas they need to assist their students in attaining these goals. This encourages a more personalised approach to learning for our students.

We believe that learning in the curriculum areas of Disciplined-Based Learning; Interdisciplinary Learning; and Physical, Personal and Social Learning provide students with knowledge, skills and behaviours to achieve a degree of autonomy in developing and maintaining life-long learning. As such, all Discipline-Based subjects incorporate, as appropriate, Interdisciplinary Learning and Physical, Personal and Social Learning.

Aims:

1. The school will make links to the local and wider community when planning and implementing units of work across the school.
2. The Inquiry-Based Learning process is a collaborative one in which both students and teachers work together, negotiating aspects of topics covered.
3. Inquiry-Based Learning involves the integration of the AusVELS standards and domains, primarily focusing on Science and Humanities.

Implementation:

1. The school will appoint an Inquiry-Based Learning leader who will coordinate the development of Inquiry-Based Learning across our school.
2. All teachers will use the skills identified in AusVELS and the school's two-year Scope and Sequence planner to scaffold individual learning and develop deeper understandings with a focus on developing high-level cognitive thinking skills.
3. All teachers are required to work with their respective professional learning teams, to contribute to the development and implementation of a sequential Inquiry-Based Learning course for all students and to implement student-based lessons using agreed planning templates, assessment tools and lesson structures
4. Student progress in Inquiry-Based Learning subjects will be reported in half and end of year academic reports.
5. A Home Learning project (Year 1 to Year 6) will usually link to the Inquiry topic being studied that term and will allow the students to use the learning and knowledge gained in school to allow self-directed study at home.
6. Professional Learning Teams will oversee the budget and resources related to the Inquiry-Based Learning undertaken in their team.
7. Planning documents for Inquiry-Based Learning will have key understandings and skills identified in line with AusVELS and will be consistent across year levels at the school.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

October, 2014