

St. John the Baptist Parish School

Inquiry Learning Policy

Purpose

The inquiry approach to learning is based on the belief that students are powerful learners who must be actively engaged in the process of investigating, processing, organising, synthesising, refining and extending their knowledge within a topic. The inquiry approach makes learning relevant and purposeful, with ownership and responsibility for the learning process intrinsic.

Guidelines

Inquiry learning encompasses the Victorian Curriculum Learning Areas and Capabilities according to specific year levels and topics studied.

It includes:

- experiences that provide opportunities for students to pose questions and gather information.
- activities that help students organise new information and use skills in a way that assists them to form concepts and generalisations about their world
- opportunities for students to demonstrate what they have learnt and apply knowledge, skills and values to other contexts
- sequential development of key understandings, skills and behaviours.

Implementation

- Year levels will develop units of work in accordance with the school's Inquiry Learning scope and sequence, unit overviews and unit planning template.
- Authentic learning tasks will be documented under the inquiry learning process components of tuning in, finding out, sorting out, going further, reflection and taking action.
- A range of assessment will be implemented throughout the inquiry process. Victorian Curriculum assessment standards will be used to measure achievement in June and December.
- Resourcing and programs will be provided to maximise the learning opportunities of each student.
- Ongoing Professional Development will be provided to enhance Inquiry Learning teaching and learning.

Evaluation

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

