



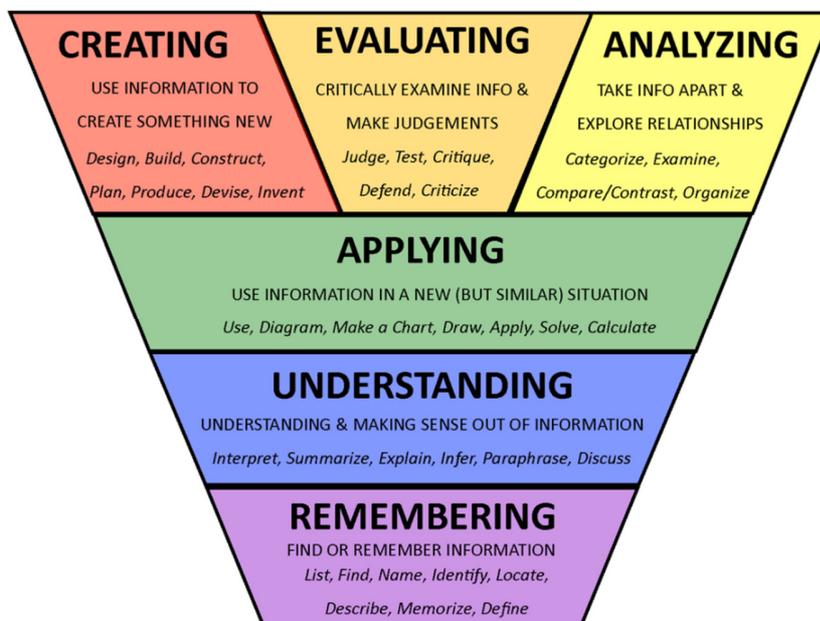
**Strathmore**  
PRIMARY SCHOOL No.4612

*Strive to Achieve*

## INQUIRY LEARNING POLICY

### RATIONALE

Inquiry Learning refers to both an approach towards teaching and learning as well as a specific learning program at Strathmore Primary School. The Inquiry Learning program is a structure for teaching and learning that gives students the opportunity to engage with all levels of thinking as described in Bloom's Revised Taxonomy (as depicted below). Through engaging with the higher levels of thinking, students have opportunities to learn transferable skills and knowledge, as they make connections in their learning. The emphasis of the Inquiry Learning approach places students at the centre of the learning process, where they are encouraged to self-direct their learning in response to a cognitively demanding task, involving a problem or scenario that requires critical and creative thinking to pose a solution.



As part of the process of responding to a cognitively demanding task, the model for Inquiry Learning engages students in the sequence of:

- *Tuning In and Finding Out*
- *Sorting Out and Deciding Directions*
- *Making Connections: Going Further and Making Conclusions*
- *Taking Action and Reflection*

The sequence of the Inquiry Learning model is linked to the levels of thinking in Bloom's Taxonomy. However, it is also possible for a learner to engage with the multiple levels of thinking simultaneously as well as at any stage of the Inquiry Learning process. Where appropriate, student learning may take the form of the Inquiry Learning process in other areas of the curriculum.

The Inquiry Learning program at Strathmore Primary School enables the effective coverage of the Victorian Curriculum in content areas outside of English and Mathematics and the specialist subjects offered at Strathmore Primary School being The Arts (Visual Art and Music), Italian Language and Physical Education. The content areas of the Victorian Curriculum covered by the Inquiry Learning program at Strathmore Primary School are:

- *Economics and Business*
- *Geography*
- *Health component of Physical Education*
- *Civics and Citizenship*
- *History*
- *Science*
- *Technologies*

Additionally, the Inquiry Learning program enables effective learning in the "General Capabilities" and "Cross-Curriculum Priorities" of the Australian Curriculum, these being:

General Capabilities in the Victorian Curriculum:

- *Critical and Creative Thinking*
- *Personal and Social Capability*
- *Ethical Understanding*
- *Intercultural Capability*

Cross-Curriculum Priorities of the Australian Curriculum:

- *Aboriginal and Torres Strait Islander Histories and Cultures*
- *Asia and Australia's Engagement with Asia*
- *Sustainability*

These aspects of the Victorian Curriculum relate to students making connections between the different aspects of their learning and being able to transfer knowledge, skills and thinking in new and challenging contexts whilst developing cultural, environmental and global awareness.

## AIM

Strathmore Primary School holds the following aims with regards to student learning through student participation in the Inquiry Learning program. Students will have opportunities to:

- Engage in higher levels of thinking in Bloom's Taxonomy, such as critical and creative thinking
- Develop ideas and knowledge about the world in a meaningful and relevant way
- Develop skills and strategies to engage as active, life-long learners and participation in an ever changing world
- Develop self-directed learning strategies and the values of resilience and persistence when engaging with challenging learning
- Engage with learning in the aforementioned content areas of the Victorian Curriculum and the General Capabilities and Cross-Curriculum Priorities
- Engage with innovative learning technologies
- Learn how to use a variety of hands-on tools and materials in a safe and purposeful manner
- Use a wide variety of learning resources, both in physical and digital formats, for purposes such as researching, experimenting, constructing, producing, creating and presenting
- Pose questions for their own investigations within an Inquiry Learning unit
- Exercise choice with regards to the mode of presentation of their work in an Inquiry Learning unit (as negotiated with a classroom teacher), and develop a wide variety presentation skills
- Take action in the real world as a result of their learning
- Develop research skills in a purposeful learning context
- Work individually, with a partner or in a small group
- Engage in self-reflection and self-assessment as well as giving and receiving constructive peer feedback
- Engage in conferencing about their work with teachers, in order to receive feedback and progress to the next stage of their learning
- Celebrate their achievements with the learning and school community (or parts thereof)

## IMPLEMENTATION

Strathmore Primary School will implement the Inquiry Learning Program according to the following guidelines:

- \* All teaching teams will plan an Inquiry Learning unit for each term of the school year, using the schools "Inquiry Learning Scope and Sequence" for the selection of overall topics
- \* Each semester, Inquiry Learning units will ensure coverage of the Victorian Curriculum areas as outlined in the policy rationale

- \* Inquiry Learning units will present students with a cognitively demanding task (or tasks), referred to as Rich Tasks, that drive the Inquiry Learning process within the unit
- \* Rich Tasks will provide opportunities for student self-reflection and self-assessment, peer-feedback and teacher feedback, choosing assessment methods that are appropriate and fitting to the task and context of student learning in the unit
- \* In the case where an opportunity for a valuable Inquiry Learning experience presents that is not covered in the Scope and Sequence, the school's Leadership Team will consider the merits of the unit being implemented in place of a unit in the Scope and Sequence, taking into account the need to balance the coverage of curriculum areas over a semester whilst also taking advantage of opportunities that arise to maximise student learning

## **EVALUATION**

This policy will be reviewed as part of the school's on-going review cycle. It is anticipated that the policy will be reviewed after four years of implementation, however, changes as deemed necessary by the school's leadership and/or changes in Departmental terminology may necessitate that the policy is reviewed at an earlier time.

**THIS POLICY WAS LAST RATIFIED BY SCHOOL COUNCIL ON ..... 21<sup>ST</sup> AUGUST, 2017**