

# WODONGA SOUTH PRIMARY SCHOOL

## INQUIRY LEARNING

### PURPOSE

Engaging students in learning based on Inquiry will develop independent thinkers and learners that will build a variety of transferrable skills such as research, questioning, higher order thinking, collaboration and problem solving that are essential life skills.

At Wodonga South Primary School we believe that student engagement is promoted when learning is authentic and has a real purpose for the learner.

### SCOPE

This policy applies to the integrated curriculum planned across Foundation to Year 6 and encompasses the Victorian Curriculum Learning Areas of Science, Technology, Civics and Citizenship, Economics and Business, Geography, History and aspects of the 4 Capabilities - Critical and Creative Thinking, Ethical, Intercultural and Personal and Social Capabilities.

Wodonga South Primary School provides a program that enables students to respond to big issues, ideas and questions and gain knowledge that will be acquired and applied in an authentic way.

### IMPLEMENTATION

The Inquiry focus follows a two year plan that is developed by teams to reflect the Victorian Curriculum learning outcomes.

- As a learning community we are committed to a **whole school Inquiry approach**.
- There are many aspects to Inquiry Learning. Inquiry Learning is promoted when learning programs allow students to make choices in their learning, manage their learning and do their own thinking. The **teachers' role** is to facilitate this type of learning to happen rather than delivering facts to students.
- The Inquiry approach follows a cycle of **tuning in, finding out, sorting out, going further and taking action**.
- **Integration of Victorian Curriculum Learning Areas and Capabilities**– various aspects of the curriculum are covered throughout the Inquiry as appropriate and mapped via our whole school component mapping document to ensure curriculum coverage from Foundation to Year 6.
- **Forward planning** of the unit is completed by teachers. Generative questions, tuning in, finding out and the culminating task are planned in advance with a high level of student consultation prior to and during the Inquiry. Focus areas chosen for the Inquiry need to be relevant to students' current and future lives and cover 'big ideas' that are real life issues.

- **Focus of learning** is outlined via understandings and generative questions. The “Going Further” aspect of the unit enables teachers to facilitate students to develop deeper inquiry and deeper understandings of aspects of the Inquiry that they would like to know more about.
- The inquiry approach will enable students to develop a **deeper understanding** of the area focused on in the Inquiry. This is achieved by learning more about particular aspects of the knowledge rather than having superficial knowledge of a broad range of aspects of the focus. The focus of the Inquiry is narrowed for this purpose.
- **Linking to the real world** via excursions, incursions and hands on activities are all vital to ensure students engagement in the Inquiry and **authenticity of the learning**.
- The Inquiry learning process acknowledges **individual learning styles**, preferences and intelligences within a learning community.
- The Inquiry will challenge students with new learning and incorporate **higher order thinking** that will develop a deeper understanding.
- **Assessment** of the learning of the Inquiry occurs via the culminating task and rubrics to establish success criteria. This task needs to be an authentic outcome that students are able to demonstrate what they have learnt. An assessment task that is something the students can do that will make an impact on their lives is essential. This learning needs to link back to the key understandings and generative questions that were identified at the commencement of the unit.

## REVIEW CYCLE

This policy was last updated in 2021 and is scheduled for review in 2024.