



Our Lady of the Way Catholic Primary School

Inquiry Policy

RATIONALE:

Inquiry learning is an active thinking and learning process that requires our students to:

- form questions that enable purposeful and worthwhile information gathering
- set goals for their own learning
- make plans for finding the information they need
- decide on the appropriate sources of information
- evaluate the information they gather
- use their data to form answers that build on and extend their prior knowledge and lead to
- deeper understanding

Students are both problem posers and problem solvers within inquiry learning. Our Inquiry Curriculum is based around concepts (big ideas) rather than topics.

GOALS:

- To use an inquiry process through all curriculum areas
- To design Inquiries that allow our students to develop skills, behaviours and understandings that equip them to be lifelong 21st Century learners

Our Inquiry Curriculum involves our students:

- asking questions, building on prior knowledge and making their own discoveries
- finding information from primary and other sources to answer questions and develop deep
- conceptual understandings
- making connections between ideas, learning areas and real life experiences
- reflecting on and taking action on their understandings

IMPLEMENTATION

The Victorian Curriculum will be used to facilitate the planning and evaluation of a sequential Foundation to Level 6 Inquiry program incorporating Science, The Humanities, The Technologies which are developed using the 4 Capabilities.

Our Lady of the Way Primary School has developed its own authentic Inquiry-based learning program which can be a student centred or an active learning approach that takes, as its starting point, the natural process of inquiry, building on this to develop information processing and problem-solving skills.

The focus is on 'how we know' rather than 'what we know', with students actively involved in the construction of their own knowledge through active involvement. There is a shift away from a content driven approach towards one that provides children with the skills and resources to discover knowledge for themselves. Children are posed a question and given the skills and resources to explore, investigate and search for answers. They plan and carry out their research, come to some conclusions and decide how they could make change happen. They convert information and data into useful knowledge. Ultimately, the importance of inquiry learning is that students become lifelong learners and learn how to continue learning.

The aims of an Inquiry Learning Approach are to:

- Nurture and develop the students' natural inquiring mind, helping them to become lifelong learners who continue to learn how to learn.
- Develop the students' ability to pose questions and plan, research, investigate and search for answers and solutions.
- Develop the skills needed to convert information and answers into useful knowledge that can be applied to new situations and prompt further learning.
- Provide students with different ways of viewing the world, communicating about it and successfully coping with the questions and issues of daily living.
- Develop an understanding that all knowledge changes over time as people challenge, shape and contribute to it.
- Demonstrate that there are often multiple perspectives for looking at, analysing and understanding things.
- Provide learning opportunities that are more relevant as concepts are learned in context and relate to existing knowledge and experiences.
- Develop thinking processes and strategies as sequentially developed in the Thinking Processes Domain of the Victorian Curriculum and in line with Our Lady of the Way's Inquiry Scope and Sequence.
- Provide rich learning opportunities that are relevant to the children and cross over all domains eg. English, Mathematics, Civics and Citizenship, Science, Health, Humanities, ICT, Creativity Design Technology and Art.
- Encourage students to become independent, resourceful and responsible learners

Core Expectations for Inquiry Teaching & Learning

- One inquiry unit is taught per term for each year level
- Parents will be notified of the Inquiry Big Idea prior to the start of the unit so that there are opportunities for parents to engage and offer expertise to support the Inquiry Learning
- Where possible, Specialist teachers will find opportunities to link Inquiry units to their subject areas
- The inquiry units alternate on a 2-year cycle and are designed to support the STEM areas of the curriculum, however additional resources and links to Victorian Curriculum
- Each unit will have a 'Big Idea' which summarises the key understanding or concept that students are expected to have understood by the end of the unit
- The Big Idea is written as a statement, not as a question
- Inquiry units are not given titles and as such titles of units should not be displayed in hallways or classrooms, but rather the Big Idea.
- Teachers will have an inquiry display in their room (or in another shared space with other colleagues) which displays the Big Idea, a 'Wonder Wall,' student work and shows a progression through the inquiry process.

OLW INQUIRY UNIT SCOPE & SEQUENCE

YEAR / LEVEL	Local & Global Communities (2019 Term 1)	Self and Wellbeing (2019 Term 2)	Exploring the Scientific World (2019 Term 4)	Exploring the Natural World (2019 Term 3)	
	<i>(History/ Civics & Citizenship/Geography)</i>	<i>Health/ Civics & Citizenship/Economics & Business)</i>	<i>(Biological Sciences)</i>	<i>(Earth & Space Sciences)</i>	
O D D	P	Fantastic Families	Marvelous Me	Staying Alive/ Growing Well	<u>Weather in My World</u>
	1	Who Am I?	How Do We Keep Our Bodies Healthy?	What Do Living Things Need to Survive?/ School Yard Safari	Up, Down and all Around
	2	Who Am I?	How Do We Keep Our Bodies Healthy?	Watch it Grow!	Water Works
	3	Our Place in History (1600-1770)	Growth Mindset	What Do Living Things Need to Survive?/ Feathers, Fur or Leaves?	Night and Day
	4	Our Place in History (1600-1770) <i>EUREKA STOCKADE</i>	Growth Mindset <i>Resilience, Rights & Respectful Relationships Level 3-4</i>	What Do Living Things Need to Survive?/ Among the Gum Trees	Beneath Our Feet
	5	Our Place in History (1800-1901) <i>EUREKA STOCKADE</i>	Habits of Mind <i>Resilience, Rights & Respectful Relationships Level 3-4</i>	Growth, Adaptation & Survival/Desert Survivors	Earth's Place in Space

	6	Our Place in History (1800-1901)	Habits of Mind <i>Resilience, Rights & Respectful Relationships Level 5-6</i>	Growth, Adaptation & Survival/Marvelous-Micro-organisms/Rising Salt	Many Physical Phenomena Change the Earth's Environment/ Solar System/ Creators and Destroyers
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YEAR / LEVEL	Local & Global Communities 2020 - Term 1		Self and Wellbeing 2020 - Term 3 (Child-Safety unit)		Exploring the Scientific World 2020 - Term 2		Exploring the Natural World 2020 - Term 4		
	<i>(History / Civics & Citizenship / Geography)</i>		<i>(Health / Civics & Citizenship / Economics & Business)</i>		<i>(Chemical Sciences)</i>		<i>(Physical Sciences / Technologies)</i>		
E V E N	P	My Story		From Paddock to Plate		Material & Properties		How Do Toys Work?	
	1	Our Community		Being a Better and Safer Me		Material World <u>Mixings Things together</u> (Year 1/2)		Simple Machines	
	2	Now and Then (Year 1/2)		Being a Better and Safer Me		Structures around the World (Year 2/3)		Simple Machines	
	3	How Communities and Australia Have Evolved (Year 2/3)		What Choices Can We Make to Help Our Wellbeing?		How Does Matter Change?		Force, Motion & Movement	
	4	From Colony to Suburbia 'Ancient Australia' (Year 3/4)		What Choices Can We Make to Help Our Wellbeing?		<u>Melting Moments</u> (Year 3/4)		Force, Motion & Movement	

	5	Our Place in History (1901-Present Day) 'WW1 The ANZACS and the Trenches' (Year 4/5)	Sporting Champions - Born or Made?	<u>Transfer of Heat</u> (Year 4/5)	Inventions Change the Way We Live
	6	Our Place in History (1901-Present Day) 'Post-Federation/ Australia & the Vietnam War' (Year 5/6)	Sporting Champions - Born or Made?	<u>What's the Matter?</u> (Year 5/6)	Inventions Change the Way We Live