



# Inquiry Policy

## Rationale:

Designing curriculum in an integrated manner provides a holistic approach to learning and teaching. Students are taught in a way that reflects real world learning, where disciplines merge and interact with one another. Designing authentic and purposeful units of learning provides opportunities to link deep thinking with the acquisition of knowledge and skills and inspires further investigations.

## Aims:

St Kevin's Inquiry process builds on our exploration of the approaches of Karen Green (Mappen) and Lane Clark, as well as the Pedagogy of Encounter (Catholic Education Office Melbourne). Our focus on Inquiry aims to encourage students to:

- develop ideas and knowledge about the world in a meaningful and relevant way
- develop skills and strategies to engage as active, life-long learners in a changing world
- take action in the real world as a result of their learning
- engage in dialogue and investigations to explore different perspectives and determine personal viewpoints

## Implementation:

- All levels plan for the implementation of the Victorian Curriculum over a planned two year cycle
- Each term, staff teams collaboratively plan units to include effective teaching of the Victorian Curriculum
- Units make logical connections across curriculum areas and capabilities, and include Religious Education outcomes where there is a natural link
- Ongoing assessment of student learning is measured against the Victorian Curriculum domains and capabilities
- Inquiry learning planners reflect St Kevin's structure for Inquiry learning and progressively include Religious Education where natural links are made
- The teaching plan:
  - ascertains prior knowledge in order to plan for new learning
  - provides immersion activities to activate a framework for investigation
  - generates genuine curiosity, wonderment and questioning
  - allows for student voice and questions
  - uses a social context for most aspects of learning
  - plans for reflection, metacognition and depth of thought
  - values the process and dispositions of learning
  - encourages learning to lead to future action

Reviewed by SDC: July 2018	Reviewed by Staff: July 2018	Ratified by Ed Board: July 2018 (or TBA)	Next review: July 2022
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Evaluation This policy will be reviewed as part of the school's four-year review.

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