### Integrated Inquiry Policy

**Rationale**

The Integrated Units of Inquiry is St. Elizabeth’s Parish School’s approach to organising the provision of learning and teaching in the Victorian Essential Learning Standards and throughout all Domains and Dimensions.

At St. Elizabeth’s, inquiry / integration based learning is seen as more than just an “approach” to learning, but rather as a model empowering students to learn independently through a process which mirrors real life thinking and learning. Within the context of comprehensive issue-based units of study, students are provided with opportunities to develop the skills of an autonomous, self regulated learner. Where thinking, risk-taking, self direction, independence, interdependence, inter/intra personal skills, technological skills, conceptual skills, artistic skills, experimentation, problem finding and solving, decision making, idea generation and idea action are effectively infused.

In a world with increasingly global economies and competition, students need to learn how to think critically and analytically and to apply their imagination to solve complex problems. Comprehensive, issue-based units of work, help students to identify problems, pose questions, research answers, report results, take action and create a stake in their learning.

- Inquiry learning does not begin with a statement, but with questions. Asking questions is at the heart of inquiry-based learning.
- The topic, problem to be studied and methods used to answer this problem are determined by the student and not the teacher.
- Students are more engaged in their learning when it is purposeful and relevant.
- Real life learning is not compartmentalised into subjects, so neither should the classroom.

**Principles**

Eight Integrated Inquiry Units are planned for and implemented over a two year period in all levels.

These Units are titled:

- I think, I feel, I am
- That’s Entertainment
- Around the World in 80 Days
- Bright Sparks
- Healthy Body, Healthy Mind
- Living Things
- Our Land Australia
- Australia in our World

The Victorian Essential Learning Standards are integrated into each of these Units as appropriate and where related to Understandings as determined in the planning process.

---

**Implementation**

The Integrated Units of Inquiry is St. Elizabeth’s Parish School’s approach to organising the provision of learning and teaching in the Victorian Essential Learning Standards and throughout all Domains and Dimensions.

At St. Elizabeth’s, inquiry / integration based learning is seen as more than just an “approach” to learning, but rather as a model empowering students to learn independently through a process which mirrors real life thinking and learning. Within the context of comprehensive issue-based units of study, students are provided with opportunities to develop the skills of an autonomous, self regulated learner. Where thinking, risk-taking, self direction, independence, interdependence, inter/intra personal skills, technological skills, conceptual skills, artistic skills, experimentation, problem finding and solving, decision making, idea generation and idea action are effectively infused.

In a world with increasingly global economies and competition, students need to learn how to think critically and analytically and to apply their imagination to solve complex problems. Comprehensive, issue-based units of work, help students to identify problems, pose questions, research answers, report results, take action and create a stake in their learning.

- Inquiry learning does not begin with a statement, but with questions. Asking questions is at the heart of inquiry-based learning.
- The topic, problem to be studied and methods used to answer this problem are determined by the student and not the teacher.
- Students are more engaged in their learning when it is purposeful and relevant.
- Real life learning is not compartmentalised into subjects, so neither should the classroom.

Eight Integrated Inquiry Units are planned for and implemented over a two year period in all levels.

These Units are titled:

- I think, I feel, I am
- That’s Entertainment
- Around the World in 80 Days
- Bright Sparks
- Healthy Body, Healthy Mind
- Living Things
- Our Land Australia
- Australia in our World

The Victorian Essential Learning Standards are integrated into each of these Units as appropriate and where related to Understandings as determined in the planning process.
The Victorian Essential Learning Standards, Domains and Dimensions are typically integrated as seen below. Integration of selected Domains and Dimensions may vary as the Inquiry Unit is facilitated depending on the context of the identified community action, also known as a “So What!” is decided upon by the students.

<table>
<thead>
<tr>
<th>Content Domains &amp; Dimensions</th>
<th>Skills Domains &amp; Dimensions</th>
<th>Assessing, sorting expressing reflecting and acting on understandings, skills and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is; what we will learn ABOUT</td>
<td>That is; we will LEARN TO and LEARN BY</td>
<td>That is; we will LEARN THROUGH…</td>
</tr>
<tr>
<td>The Humanities</td>
<td>Interpersonal Development</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Economics</td>
<td>Personal Learning</td>
<td>English</td>
</tr>
<tr>
<td>Geography</td>
<td>Communication</td>
<td>Mathematics</td>
</tr>
<tr>
<td>History</td>
<td>ICT</td>
<td>The Arts</td>
</tr>
<tr>
<td>Science</td>
<td>Thinking Processes</td>
<td>Design, Creativity &amp; Technology</td>
</tr>
<tr>
<td>Knowledge and understandings</td>
<td></td>
<td>Health &amp; PE</td>
</tr>
<tr>
<td>Health and PE</td>
<td></td>
<td>Movement &amp; Physical Activity</td>
</tr>
<tr>
<td>Knowledge and understandings</td>
<td></td>
<td>LOTE</td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge and understandings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Humanities
Economics
Geography
History
Science
Knowledge and understandings
Health and PE
Knowledge and understandings
Civics and Citizenship
Knowledge and understandings

Interpersonal Development
Personal Learning
Communication
ICT
Thinking Processes

Religious Education
English
Mathematics
The Arts
Design, Creativity & Technology
Health & PE
Movement & Physical Activity
LOTE

I Think, I feel, I Am!

Learn ABOUT
Science
Health & PE

Learn TO & Learn BY
Interpersonal Development
Personal Learning
Communication
ICT
Thinking Processes

Learn THROUGH
Religious Education
English
Mathematics
The Arts
LOTE
That’s Entertainment!

Learn ABOUT
- The Humanities
- Civics & Citizenship

Learn TO & Learn BY
- Interpersonal Development
- Personal Learning
- Communication
- ICT
- Thinking Processes

Learn THROUGH
- English
- Mathematics
- The Arts
- Movement & Physical Activity
- LOTE

Around the World in 80 Days!

Learn ABOUT
- The Humanities
- Civics & Citizenship

Learn TO & Learn BY
- Interpersonal Development
- Personal Learning
- Communication
- ICT
- Thinking Processes

Learn THROUGH
- English
- Mathematics
- The Arts
- LOTE
Bright Sparks!

Learn ABOUT
The Humanities
Science

Learn TO &
Learn BY
Interpersonal Development
Personal Learning
Communication
ICT
Thinking Processes

Learn THROUGH
English
Mathematics
The Arts
Design, Creativity & Technology
LOTE

Healthy Body, Healthy mind!

Learn ABOUT
Science
Health & PE

Learn TO &
Learn BY
Interpersonal Development
Personal Learning
Communication
ICT
Thinking Processes

Learn THROUGH
Religious Education
English
Mathematics
The Arts
Movement & Physical Activity
LOTE
Living Things!

- Learn ABOUT
  - The Humanities
  - Science
- Learn TO &
  - Interpersonal Development
  - Personal Learning
  - Communication
  - ICT
  - Thinking Processes
- Learn BY
- Learn THROUGH
  - Religious Education
  - English
  - Mathematics
  - The Arts
  - LOTE

Our Land Australia!

- Learn ABOUT
  - The Humanities
  - Civics & Citizenship
- Learn TO &
  - Interpersonal Development
  - Personal Learning
  - Communication
  - ICT
  - Thinking Processes
- Learn BY
- Learn THROUGH
  - English
  - Mathematics
  - The Arts
  - LOTE
  - LOTE
Units are unpacked and Essential Questions determined using an appropriate thinking tool. After a Essential Questions are determined, a process is undertaken which takes into account student interests, and needs of the school and wider community to identify a relevant “So What”. This is a question starting with the words “What if we could...” and prompts students to identify a purpose for their learning which ultimately results in them taking some action which will improve their own lives or the lives of others.

Inquiry units are facilitated using the following process;