

# SPOTLIGHT ON INQUIRY LEARNING @ BPS

## INQUIRY LEARNING

Inquiry learning at Beaumaris Primary School is an approach to teaching the Victorian Curriculum which encourages our students to engage with, and explore, the world around them. Learning through inquiry is multi-disciplinary and prioritises authentic problems that require critical and creative thinking to be explored in a deep and meaningful way. Students develop their ability to ask questions, design and investigate lines of inquiry, interpret evidence, form explanations and arguments, communicate findings and develop actions.

Inquiry learning may take various forms depending on the content, context, age and developmental stage of students, but the following characteristics are considered integral features:

- equal emphasis on **process** (researching, communicating, collaborating, planning, designing, etc.) and **content knowledge**
- genuine **curiosity** and **wonderment** (from students AND teachers)
- student **voice** is evident – student interests, questions and theories are valued
- students are provided with genuine **choices** over content of learning, process of learning and learning products
- **prior knowledge** is ascertained and built upon
- students actively **construct knowledge** through provocations, hands-on experiences, research, processing and communicating their understandings
- learning is **social** – students learn from each other and from others in the learning community
- learning occurs **across the disciplines** and is planned for by classroom and specialist teachers to facilitate broad connections
- **reflection** and **metacognition** (understanding of oneself as a thinker and learner) are valued and planned for

## INQUIRY TERMS UNPACKED

In learning conversations with your child, you may hear some of the following terms:

Big Question	Lines of Inquiry	Concepts	Inquiry Project
The overarching question of importance to inquire into. All teaching and learning works towards a deep understanding of this rich and compelling question.	Guiding questions that build understanding towards answering the 'big question'. The lines of inquiry are informed by the Victorian Curriculum learning outcomes.	A concept is a 'big idea' that helps students make sense of the world around them. Concepts are broad and transferable across subject disciplines. Learning through concepts promotes meaning and understanding, challenging students to engage with significant ideas. Examples of concepts: change, community, responsibility, culture, diversity.	A real world problem or challenge-based task where students are given the opportunity to demonstrate their understanding of the big question. Projects incorporate design thinking and often involve students taking action.

A strong and connected learning community is supportive to student success! We warmly invite parents, grandparents, family friends and community members who have knowledge or interest in any of the areas below, to speak with classroom teachers about how you can support our inquiry program.

<b>Prep</b> Geography How are we part of a community?	<b>Year 1</b> History How has family life changed over time?	<b>Year 2</b> Geography How has our environment and connection to place changed over time?	<b>Year 3</b> History How does the past affect the present?	<b>Year 4</b> Geography How does where we live affect how we live?	<b>Year 5 &amp; 6</b> Civics & Citizenship How can I be an active local, national and global citizen?
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