INQUIRY-BASED INTEGRATED CURRICULUM POLICY
St Brendan’s Somerville

RATIONALE
Implementation of the Victorian Essential Learning Standards (V.E.L.S.) across the school will provide all students with a sequential framework to guide their learning. An inquiry approach to an integrated curriculum is used to organise the teaching and learning at our school. This encourages students to access and process ideas in different ways and provides a meaningful connected learning experience.

PRINCIPLE
We believe that through inquiry based learning students become powerful and actively engaged learners.

PROCEDURAL GUIDELINES
• V.E.L.S. provides the framework for our Inquiry-based Integrated Curriculum
• prior knowledge and experience will be valued, explicit and built upon
• opportunities for students are provided to pose questions and gather information
• students are encouraged to form concepts and generalisations about their world
• opportunities are provided to apply knowledge and skills to new or different situations
• a balanced framework is developed to organise learning experiences, using the 5E teaching and learning model (Engage, Explore, Explain, Elaborate, Evaluate)
• opportunities are provided to be open-ended, cater for multiple intelligences and based on cooperative learning strategies
• independence, resourcefulness and adaptable learning are encouraged
• opportunities for students to reflect upon their learning is part of the process
• the use of learning technologies is strongly promoted
• a two year cycle with the same concepts taught across the whole school is used
• a strategic plan will incorporate an audit of curriculum areas against the V.E.L.S. to achieve consistencies
• professional development opportunities will be provided to cater for curriculum development in the school

EVALUATION
This policy will be reviewed as part of the school’s review cycle.

This policy was ratified by the School Advisory Council on March 1, 2010