



Integrated Curriculum

POLICY

Rationale/Preamble:

The purpose of Integrated Curriculum is to provide experiences which will enhance students' perception of themselves as part of the wider world. The units of work that are developed will be according to Victorian Essential Learnings (VELS) and the Craigieburn South Primary School Throughlines (See attachment). The students' natural curiosity will be developed by encouraging an Inquiry Approach to learning, enhancing skills needed to investigate and communicate information in an independent and self disciplined way. A positive attitude towards learning is to be encouraged so that each student achieves personal success.

Purpose:

The Integrated Curriculum will enable students to confidently and competently develop and justify views about issues related to the world around them. They will address all understandings as detailed in the Throughlines, in a positive and secure environment.

Implementation:

- Integrated Curriculum will be taught by combining the Victorian Essential Learnings' strands of Physical, Personal and Social Learning, Disciplined Based Learning and Interdisciplinary Learning in a holistic manner. Domains will be included as appropriate to addressing the Throughlines. The program will be developed to ensure that all areas of each level of VELS is studied over a two year period.
- Integrated Curriculum will be planned using the Inquiry Model Planner. The Inquiry Model Planner consists of:
 - Understandings: What do we hope the students will understand about their world by the end of this unit? What is important and relevant for these students? What concepts may be emphasised?
 - Tuning In/Finding Out: How can we engage students in this topic? How can we assess their prior knowledge? How can we involve them in negotiating the direction of the unit?
 - Focus Questions: based on understandings
 - Shared Experiences: How can we help to focus the students' investigation? What will enable students to gather new information about the topic?
 - Sorting Out: How can students sort out the experiences using different intelligences and skills?
 - Going Further
 - Reflection and Action: How can we empower students to act on what they have learned?
 - Student Assessment: How can we observe development of the understandings?
- When planning Integrated Curriculum Units of Work, teachers will document their planning using the Integrated Curriculum Planner.
- Teachers may use a variety of organisational approaches to tap into the students preferred learning styles and to provide activities across a wider range of thinking skills.
- Thinking skills will be explicitly taught and planned for using the Whole School Thinking Tools Plan. Thinking Tools will be utilised in Integrated Curriculum topics to demonstrate student's learning.

Assessment:

- Assessment in Integrated Curriculum using VELS will be ongoing – checklists, anecdotal notes, tests
- Progression points and rubrics will be used.

This policy was ratified by School Council in 2008

This policy will be reviewed in 2011