



LEARNING IN A MUSEUM SETTING

Museums are amazing places and spaces in which learners can make meaning and create connections to their life. Experiences within a museum create life long memories through the use of stories, play, objects and context.

ACROSS OUR MUSEUMS STUDENTS CAN 'LEARN FROM THE PAST TO ADAPT TO A BETTER FUTURE'

Nineteenth century Australians have many lessons to teach us about managing ourselves in a changing world, developing a better world and responding to opportunity. Students can think about how we interact with others, connect to culture, build communities, care for the environment and respond to technological developments. Our immersive museums are the perfect places in which to explore, question, compare, predict, imagine and debate.

Our Museums are filled with our tangible and intangible history to inform and guide our inquiries.

TANGIBLE HISTORY

Can be touched, real and actual

- Historical Buildings & Places
- Heritage Sites & Objects
- Cultural Objects & Collections
- Artefacts & Crafts
- Fine Art
- Cultural Landscapes
- Environment
- Archaeological Evidence
- Geological Evidence
- Palaeontological Remains
- Sacred & Spiritual Places
- Living Community Sites

INTANGIBLE HISTORY

Cannot be touched, exists through connection to something else

- Language
- Oral History
- Traditional Arts & Crafts
- Customs & Beliefs
- Indigenous Knowledge Systems
- Rituals & Living Traditions
- Cultural Performances
- Skills & Techniques
- Belief Systems – Values & Behaviours
- Industrial Design
- Identity
- Social Groupings: friendship – family

Connecting the past to the present supports learning across the Victorian Curriculum F-10 capabilities. Areas to explore include:

Critical & Creative Thinking

- Innovation & Enterprise
- Challenges: Environmental, Social, Economic
- Motivation & Adaptation

Intercultural

- Multi-culturalism
- Cultural Practice
- Cultural Diversity

Personal & Social

- Expression & Empathy
- Resilience
- Appreciation of Diversity
- Relationships

Ethical

- Principles & Debate
- Individual Values
- Societal: needs & norms
- Open-mindedness



'Fantastic opportunity for students to learn through real world experiences.'

Within our museums students can undertake inquiry focuses based on investigating and/or problem-solving. They can start with a range of scenarios, questions and problems to navigate and explore or students can design their own. Inquiry-based learning prioritises experiences that require critical and creative thinking so that students can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

Students learn key STEM and life skills through inquiry-based learning and the practice promotes:

Social interaction: students generate their own ideas and critique in group discussions to develop agency, ownership and engagement with their learning.

Exploration: students investigate, design, imagine and explore, therefore developing curiosity, resilience and optimism.

Argumentation and reasoning: creation of a safe and supportive environment for students to engage in discussion and debate, generate questions, formulate positions and make decisions.

Positive attitudes to risk taking: development of a healthy attitude to risk taking that encourages reflection, resilience and continual improvement.

Inquiry Questions to Explore

What can the history of Victoria's gold rushes teach us about our present and possible future?
 Does the past make us who we are today?
 Was life better in the past?
 Where is the past in the present?
 Were we more sustainable in the past?
 How do we see people adapt to the future through the past?

Was it harder for men or women on the goldfields?
 Were people more resilient in the 1850s than they are now?
 What creates a sense of belonging?
 How do we govern ourselves?
 What 1850's culture remains embedded in the 21st century?
 Were the good old days really that good?

How and why do people seek homes in new places?
 What's more precious than gold and has this changed from the 1850's to today?
 How has our culture changed over time?
 Why do people explore?
 Does technology change lives for the better?
 What is the greatest innovation of the 19th Century?

Whose history is it?
 How do we know if we weren't there?
 What should stay in the past?
 How does our intangible history connect to the future?
 How do we measure change?
 How can we create a better future?