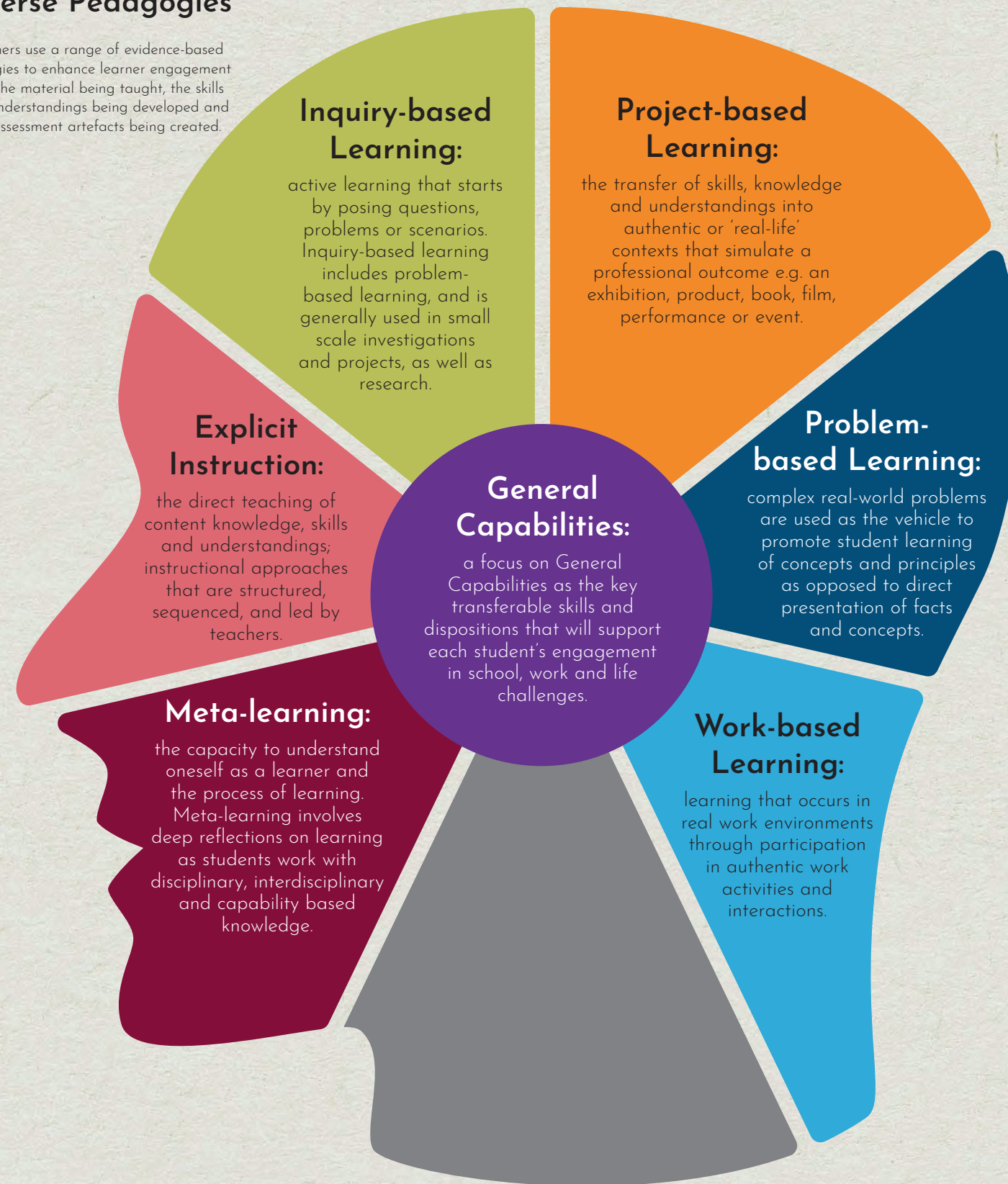


Years 9 to 12 Teaching and Learning Framework

CONSULTATION DRAFT

Diverse Pedagogies

Teachers use a range of evidence-based strategies to enhance learner engagement with the material being taught, the skills and understandings being developed and the assessment artefacts being created.



"...pedagogies of the future hinge on the development of a framework for teaching - a kind of teaching toolkit - which enables teachers to use their professional knowledge by selecting approaches appropriate to the students in their care, the topic or program, and the context. Such a framework should not be imposed or set in stone, but refined and improved through practice, research and professional conversations." Professor Alan Reid

CUSTOMISATION



Teachers as Designers

Teachers are given the flexibility to design innovative learning experiences and assessment artefacts including rich tasks, trans-disciplinary investigations, inquiry-based projects, problem based scenarios and independent studies.



Learning as The Project

Students demonstrate skills and knowledge by applying their understandings through authentic, real world learning projects. Applied learning environments allow students to be engaged, challenged, safe to take risks and supported to learn.



Deep Learning

Promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time. Connecting concepts between subjects and learning areas in trans-disciplinary contexts.

PERSONALISATION



Strengths-based Approach

A strengths-based approach supports student growth with regular intervals to review, reflect and respond to feedback as they shape decisions and work towards their goals and aspirations.



Multiple Modes of Thinking

A multi-dimensional curriculum exposes students to a range of learning challenges, enabling a range of transferable thinking strategies and encouraging them to develop their talents and creative potential across a range of subject areas.



Learning Styles

Teaching and learning strategies are inclusive of learning styles (visual, auditory, kinaesthetic) to enhance individual understanding and help students realise their personal objectives.



Being Explicit

Connecting new material to past learning and assisting students to see the continuity in their learning over time - demonstrating explicitly what students are to do, discussing this with students, and then questioning and checking that learning is occurring.



Experiential Learning

Learning through doing where the learner is an active participant in the educational process, with the content, idea or concept being pursued highly relevant to the learner.



Learning Goals

Setting high expectations for each student's progress and ambitious targets for improving classroom performances. Providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.

LOCALISATION



Scheduling

Teaching patterns reflect the intensity of the material being learned e.g. large blocks of time for sustained inquiry, short, regular blocks of time for accelerated skill acquisition.



Extending learning

Enabling students to reach beyond their current level of performance or understanding. Providing students with opportunities to extend their abilities in an areas, or areas, of particular strength or capacity.



Blended learning

Education programs that combine educational materials in the form of online digital media with traditional classroom methods.

This Framework is to be considered in conjunction with the Years 9 to 12 Curriculum Framework and the draft Years 9 to 12 Assessment Framework.