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.

Inquiry-based Learning:

active learning that starts by posing questions, problems or scenarios. Inquiry-based learning includes problembased learning, and is generally used in small scale investigations and projects, as well as research.

Explicit Instruction:

the direct teaching of content knowledge, skills and understandings; instructional approaches that are structured, sequenced, and led by teachers.

Meta-learning:

the capacity to understand oneself as a learner and the process of learning. Meta-learning involves deep reflections on learning as students work with disciplinary, interdisciplinary and capability based knowledge.

Project-based Learning:

the transfer of skills, knowledge and understandings into authentic or 'real-life' contexts that simulate a professional outcome e.g. an exhibition, product, book, film, performance or event.

based Learning: complex real-world problems **Capabilities:**

General

a focus on General

Capabilities as the key

transferable skills and

dispositions that will support

each student's engagement

in school, work and life

challenges.

are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts.

Problem-

Work-based Learning:

learning that occurs in real work environments through participation in authentic work activities and interactions.

"...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



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.

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 agals and aspirations



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.



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.

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.

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



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.

CUSTOMISATION



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.



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



LOCALISATION



Extending learning



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.

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.



Blended learning

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