

Elaborate



Teachers challenge students to move from surface to deep learning, building student ability to transfer and generalise their learning. They support students to be reflective, questioning and self-monitoring learners.

Continuum of practice

Each continuum level of teacher proficiency assumes proficiency at the previous level.

GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
<ul style="list-style-type: none"> Teachers demonstrate knowledge and understanding of the Victorian Curriculum Capabilities across Learning Areas Teachers demonstrate knowledge and understanding of surface and deep learning Teachers develop students' critical, creative and higher order thinking skills Teachers demonstrate knowledge and understanding of effective questioning to engage students in higher order thinking Teachers allow students to share and reflect on their ideas with their peers Teachers monitor student understanding and provide appropriate feedback referenced against assessment criteria 	<ul style="list-style-type: none"> Teachers enrich and deepen learning programs through integrating the Victorian Curriculum Capabilities across Learning Areas Teachers provide examples of concepts in similar contexts to assist students to apply their learning Teachers support students to form theories, find patterns and make connections in their learning Teachers design investigations of current issues that require students to compare and contrast different perspectives Teachers use questioning to probe student thinking and prompt them to justify their responses Teachers monitor student understanding, provide feedback and adapt instruction based on group needs 	<ul style="list-style-type: none"> Teachers support colleagues to identify learning connections across a range of content areas and real-life contexts Teachers support colleagues to design learning programs that are intellectually challenging, developmental and scaffolded to meet students' needs Teachers support colleagues to develop conversation protocols that support all students to make meaningful contributions Teachers support colleagues to deliver challenging activities that involve student choice, discipline rich inquiry, problem solving and collaboration Teachers implement strategies that support students to share their learning, support and challenge each other Teachers monitor student progress, intervene to address individual needs and provide feedback to enable students to improve their learning 	<ul style="list-style-type: none"> Teachers lead processes to monitor and evaluate the integration of the Victorian Curriculum Capabilities across Learning Areas Teachers lead colleagues to design, implement and monitor learning programs that explicitly build deep levels of thinking and application Teachers lead colleagues to support students to use evidence and challenge assumptions when extending their learning to new contexts Teachers lead initiatives to advance students' independence in learning and prepare them to undertake self-directed inquiry Teachers lead processes to empower students to take action to develop innovative solutions that address local and global issues Teachers lead processes that use formal and informal assessment, student feedback and teacher collaboration for evaluation and planning, ensuring all students are engaged, challenged and progressing in learning.

Resources

- Alliance for Excellent Education. *Deeper Learning Toolkits*. <https://all4ed.org/deeper-learning-toolkits/>
- Are You Making a Difference? (ruMAD?) Website. Engaging young people in leading and learning. <http://afairerworld.org/makingadifference/>
- DeWitt, P. (2016). What Are the Best Strategies for Surface to Deep Learning? *Education Week*. http://blogs.edweek.org/edweek/finding_common_ground/2016/08/what_are_the_best_strategies_for%20surface_to_deep_learning.html
- Fullan, M. & Langworthy, M. (2014). Chapter 3: The new pedagogies – Deep learning tasks. In *A rich seam: How new pedagogies find deep learning*. London: Pearson.
- Global2. Information about social media and how to use it for good. Teachers and students in Victorian Government and Catholic schools are invited to set up their class and student spaces, create blogs and digital portfolios. <http://global2.vic.edu.au/>
- Global Education. Website rich in projects, information and teaching resources to assist schools in developing global citizenship. <http://www.globaleducation.edu.au/>
- iEARN. Website describes more than 100 active global projects. <https://iearn.org/collaboration>
- Marzano, R. J. (2017). Chapter 4: Conducting, practising and deepening lessons. *The new art and science of teaching*. Cheltenham, Victoria: Hawker Brownlow Education.
- Getting Smart. <http://www.gettingsmart.com/2017/09/educating-for-global-competence-6-reasons-7-competencies-8-strategies-9-innovations/>

This domain is demonstrated when students:

- consolidate their learning through opportunities that engage and re-engage them with new content over a period of time
- use feedback from teachers and peers to monitor and self-regulate their learning

This domain is demonstrated when the teacher:

- uses challenging activities that involve discipline rich inquiry, problem solving, collaboration and student choice
- designs open-ended learning experiences for students to investigate complex problems
- models and develops students' critical, creative and higher order thinking skills
- supports students to form theories, find patterns and make connections in their learning
- encourages students to share their learning and challenge each other
- avoids asking questions that are closed-ended, focused on information recall or have one 'right' answer
- provides students with targeted feedback that challenges students to reflect on and refine their understanding at various points in a learning sequence

Illustration of practice

PRIMARY – WHOLE-SCHOOL APPROACH

Teachers at a primary school wanted to engage students in **deep learning** tasks to further develop their **metacognitive skills** and their **critical and creative thinking** capabilities. Teachers collaborated to reflect on current practices across the school and identified the need to further develop students' autonomy, self-reflection and self-regulation skills, as a whole-school priority.

Teachers collectively reviewed and reflected on the High Impact Teaching Strategies and the Victorian Curriculum Capability of **Critical and Creative Thinking**. They worked together and with students to develop learning programs that integrated a wide variety of learning activities and various forms of assessments to support students to acquire and **transfer** learning to real-life situations like Market Day activities. During the project, teachers monitored student learning and shared their reflections to continuously modify their teaching practice.

The physical space and flexible learning environment at the school encouraged varied, rich learning experiences. The co-designed learning programs fostered **student-driven, open-ended** and **stimulating** learning experiences through which students investigated complex problems, worked individually and in groups, and selected the means and media for creating their own learning artefacts to demonstrating learning progress. Students taught each other and their teachers at staff meetings. They actively participated in community advisory forums and led planning for whole-school events.

Student feedback and assessment data showed that the collaborative approach to planning and delivering learning programs helped develop a **shared language** among teachers and students. Student reflection activities helped build students' **critical and creative thinking**, and **metacognitive skills**, enabling students to provide each other with constructive feedback and progress learning. Teachers set the next challenge as improving consistency of **student-driven pedagogical practice** across the school.

Sample performance and development goals

PROFICIENT

By the end of this planning cycle, I want to have further developed my students' independent inquiry and metacognitive skills.

To achieve this goal, I will learn more about preparing students for conducting independent inquiry, using different learning strategies, reflecting on learning and assessing the final product.

To learn how to do this, I will collaborate with colleagues in a PLC, reviewing Practice Principles 1 and 5, HITS 9 (Metacognitive Strategies), and working through the resource section for the Elaborate domain in the Pedagogical Model resource. In a PLC, and in collaboration with students, I will develop a learning program that incorporates a variety of teaching strategies and assessments. I will incorporate ICT into the program to enhance the flexibility of the learning process.

I will know I have achieved my goal when:

- my learning programs specify steps that students will take to develop their independent inquiry and metacognitive skills
- co-designed assessment tasks (including self-assessment) list explicit criteria
- peer observations indicate that students are actively engaged in the learning process, able to regulate their own learning, and confident to seek and provide feedback to each other
- students self-assess accurately, using assessment rubrics
- students select appropriate learning strategies from a wide repertoire, articulate next steps in their learning, and reflect on other aspects of their learning process through reflection journal entries.

LEAD

By the end of this planning cycle, I want to have helped teachers in my school advance students' independence in learning and prepare them to undertake self-directed inquiry.

To achieve this goal, I will work with colleagues who have similar aspirations in a PLC.

To learn how to do this, I will facilitate PLC meetings to reflect on current practice, work through Practice Principles 1 and 5, and the accompanying Guided Teacher Self-Reflection Activities. We will focus on HITS 9 (Metacognitive Strategies) and the resource section for the Elaborate domain in the Pedagogical Model resource to develop shared understanding of the issues. As a PLC, and in collaboration with students, we will develop learning programs that incorporate a variety of teaching strategies and assessments. Teachers will incorporate ICT into their learning programs to enhance the flexibility of the learning process.

I will know I have achieved my goal when:

- teachers in our PLC co-develop learning programs that incorporate detailed assessment rubrics, which students can use to navigate their own learning
- peer observations indicate that students are actively engaged in learning, able to regulate their own learning, and confident to seek and provide feedback to each other
- students self-assess accurately, using detailed co-designed assessment rubrics
- students select appropriate learning strategies from a wide repertoire, articulate next steps in their learning and reflect on the learning process in reflection journals
- teachers feel capable and empowered to design independent inquiry units in the future.