Explore

Teachers present challenging tasks to support students in generating and investigating questions, gathering relevant information and developing ideas. They help students expand their perspectives and preconceptions, understand learning tasks and prepare to navigate their own learning.

Continuum of practice

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

GRADUATE	PROFICIENT	HIGHLY ACCOMPLISHED	LEAD
• Teachers demonstrate knowledge and understanding of strategies to identify students' prior knowledge • Teachers establish routines and provide a schedule to support time management • Teachers demonstrate knowledge of a variety of teaching strategies and resources to accommodate the range of abilities and interests • Teachers implement strategies for using ICT to expand learning opportunities for students • Teachers use guiding questions to assist students to select relevant information • Teachers ask students to explain their understanding of key concepts and ideas to identify misconceptions • Teachers support specific groups of students (ATSI students, students learning English as an Additional Language, and students with additional needs) with appropriate resources to tailor, support and modify learning goals	• Teachers ensure the learning program is relevant to students' needs, interests and abilities. • Teachers plan and deliver structured lessons, monitor learning, adapt routines and adjust time allocated to maximise student learning opportunities and understanding • Teachers use a range of teaching strategies that leverage and develop different skills and abilities • Teachers assist students to choose appropriate resources and processes to collect information for their learning program • Teachers use effective teaching strategies to integrate ICT into learning programs in ways that make selected content relevant and meaningful • Teachers use a range of question types to engage students and stimulate further investigation • Teachers support students to identify and explore real world issues and problems	• Teachers model and share strategies for reinforcing routines, scaffolding new learning, and using smooth transitions to optimise time on task and classroom climate • Teachers prompt students to select tools and strategies appropriate for documenting and evaluating the information they have collected • Teachers explain reasons for using particular strategies to help students organise information and encourage students to reflect on which strategies are most effective for them • Teachers model high-level knowledge and skills and work with colleagues to use current ICT in ways that improve their practice and make content relevant and meaningful • Teachers share strategies that encourage students to share their learning, teach, question and challenge each other • Teachers support colleagues to integrate learning areas and capabilities, and support students to identify learning connections across a range of contexts • Teachers empower students to make decisions based on the knowledge of how they learn	• Teachers initiate and lead colleagues to implement strategies that support students to exercise authentic agency, question and form conclusions about the value of their learning • Teachers model and share strategies that challenge misconceptions through using specific tasks and questions to extend student thinking • Teachers lead and support colleagues to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students • Teachers initiate and lead processes that enable students to negotiate assessment methods and criteria matched to their learning goals • Teachers use evidence to monitor and evaluate the impact of different lesson structures • Teachers initiate and lead processes where teachers and students collaborate in learning partnerships in and beyond the school

Resources

- Alber, R. (2014). *6 Scaffolding strategies to use with your students.* Edutopia, George Lucas Educational Foundation. https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber
- Chin, C., & Osborne, J. (2008). Students' questions: A potential resource for teaching and learning science. *Journal Studies in Science Education, 44*(1). http://www.tandfonline.com/doi/full/10.1080/03057260701828101
- Eberly Centre Teaching Excellence & Educational Innovation. (2016). *How to Assess Students' Prior Knowledge.* Carnegie Mellon University.
- McCarthy, J. (2015). *Fostering student questions: Strategies for inquiry-based learning.* Edutopia, George Lucas Educational Foundation.
- Vincent, T. (2014). *Investigating Authentic Questions.* Blog post. https://learninginhand.com/blog/investigating
- Yale Centre for Teaching and Learning. *Building upon students' prior knowledge and skills.* https://ctl.yale.edu/StudentsPriorKnowledge
- Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, grades K-12: Implementing the practices that work best to accelerate student learning.* Thousand Oaks, California: Corwin.

This domain is demonstrated when students:

- can articulate their learning goals and success criteria
- know the lesson routine and confidently negotiate the sequence of steps and activities
- feel confident to ask questions and explore ideas

This domain is demonstrated when the teacher:

- articulates clear lesson structures
- makes explicit connections between learning goals, activities and assessment tasks
- supports all students to achieve their learning goals
- assesses students' prior knowledge and challenges misconceptions
- differentiates and scaffolds learning to build students' knowledge and skills, and assists students to expand their perspectives

Illustration of practice

PRIMARY – HUMANITIES, ENGLISH

At a primary school, Grade 5-6 teachers wanted to further develop students' **independence** in learning. To achieve their goal, teachers designed a unit that allowed students to **explore** real world issues, to generate and **investigate** questions, gather relevant information and **develop** ideas. The unit focused on the concept of consumer choices and their impact on local and global communities. The chocolate industry was the target of investigation. Starting with students' **current knowledge** and interests, teachers and students worked together to establish **learning goals** and develop detailed **assessment rubrics**.

During the exploration stage, students worked in groups and conducted online research to investigate similarities and differences between fair trade and free trade practices in chocolate production, and the impacts of these practices. Teachers provided ongoing **feedback** to students, supporting them to define issues, compare and contrast information, and **elaborate** and **evaluate** their findings.

Students chose companies that were not practising free trade or were not active enough in the fair trade movement. They wrote to those companies, endeavouring to convince them to improve their practices. Teachers used the Structure of the Observed Learning Outcome (SOLO) map to **evaluate** students' learning progress as they moved from gathering facts to **generating ideas**, reflecting on their learning and creating arguments.

Students improved their skills in **independent investigation** through online research, class discussions, group work, simulations and visits from guest speakers. Student feedback indicated that working on a real-life problem increased their **engagement** and motivation on task. The **collaborative** set up of the unit helped students manage their own learning process as they worked toward set goals, and improved their **communication** and **critical thinking skills**. Students valued the support they received from peers and believed working in teams enhanced the learning process.

Sample performance and development goals

GRADUATE

By the end of this planning cycle, I want to have developed a variety of strategies to assess students' prior learning and to have used this knowledge to set skill-appropriate learning goals for students.

To achieve this goal, I will need to learn more about strategies to assess students' prior learning and translate that information into setting new learning goals.

To learn how to do this, I will collaborate with my mentor and engage with Practice Principles 1, 4 and 6, focusing on co-designing curriculum, aspirational goals and assessments with students based on their abilities and interests. I will work through HITS 1 (Setting Goals) and resources for the Explore domain listed in the Pedagogical Model resource.

I will know I have achieved my goal when:

- my planning documents outline the steps I will take to review previous lessons, assess students' current knowledge and skills, signpost new content, and explain learning activities
- feedback from students, received via surveys and interviews, indicates they understand learning goals and feel engaged in developing these goals
- feedback received from peer observations indicates improved student engagement in learning tasks
- student learning outcomes in my class improve.

LEAD

By the end of this planning cycle, I want to have helped colleagues in our PLC to improve student ability to explore ideas, examine biases, question each other's points of view, and share their learning.

To achieve this goal, I will lead colleagues through a collaborative project that supports teachers to create an authentic task focused on real-world problems, incorporating opportunities to examine multiple points of view.

To learn how to do this, I will review HITS 5 and 6 (Collaborative Learning, Multiple Exposures), and work with teachers to identify opportunities for differentiating instruction and using ICT in their classrooms. Throughout the project, I will observe classrooms, provide tailored feedback to teachers, and support them to observe each other's work.

I will know I have achieved my goal when:

- teachers in the PLC have collaborated regularly to develop and deliver learning programs
- student feedback indicates that students feel confident to ask questions, hypothesise and speculate
- student learning outcomes improve across classrooms
- feedback received from peer observations indicates that students speak freely in classrooms, explore ideas, examine biases, question each other's points of view, and share their learning
- teachers in the PLC report increased confidence in leading students on complex collaborative projects.