

Explain



Teachers explicitly teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They monitor student progress in learning and provide structured opportunities for practising new skills and developing agency.

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 across Learning Areas of developmental learning programs based on the Victorian Curriculum Capabilities Teachers explicitly teach new knowledge and skills Teachers explain links between new content and existing knowledge Teachers develop learning programs that support students to connect their learning with real-world contexts Teachers demonstrate knowledge and understanding of worked examples to introduce new knowledge and skills Teachers provide opportunities for students to develop explanations of the content and practise new skills and processes Teachers monitor students' understanding and adapt their teaching strategies when required Teachers support students to share and reflect on their ideas and structure activities in small groups 	<ul style="list-style-type: none"> Teachers collaboratively design learning programs that integrate the Victorian Curriculum Content Descriptions, and Achievement Standards for Learning Areas and Capabilities Teachers explain relationships between ideas and help students connect new and existing knowledge Teachers determine students' current levels of understanding and introduce new content accordingly Teachers regularly use worked examples to introduce new knowledge and skills, and to scaffold student learning Teachers draw out students' misconceptions and frame questions to challenge students' ideas Teachers continuously monitor students' learning and adapt routines to maximise student learning opportunities and understanding 	<ul style="list-style-type: none"> Teachers support colleagues to develop sequenced learning programs that are scaffolded to promote student independence in learning Teachers structure learning sequences to provide multiple opportunities for students to consolidate new knowledge and practise new skills Teachers support colleagues to monitor students' progress and adjust instruction to meet individual student needs Teachers model effective practice and support colleagues to develop individual learning strategies and assessment rubrics in collaboration with students Teachers explain reasons for using particular strategies and encourage students to reflect on which strategies are most effective for them Teachers support colleagues to develop and implement protocols for group work that build student understanding of how effective groups operate 	<ul style="list-style-type: none"> Teachers lead work in PLCs to design learning programs that integrate the Victorian Curriculum Content Descriptions, and Achievement Standards for Learning Areas and Capabilities Teachers lead initiatives to engage students in deconstructing learning tasks and assessment criteria, enabling them to assess their current knowledge, gain deeper understanding of new content, and monitor learning progress Teachers lead colleagues to design learning programs with multiple entry points, progression tracks and aspirational, individualised learning goals Teachers lead colleagues to determine students' level of understanding, and select and introduce content at individual point of need in response to student explanations Teachers initiate strategies and lead colleagues to consistently structure learning around differentiated group tasks that require students to work collaboratively

Resources

- AITSL video: Explicit instruction. <https://www.youtube.com/watch?v=t4zuYYLodRA>
- AITSL video: Well-sequenced mathematics teaching. <https://www.youtube.com/watch?v=gijBHH0Z8M0>
- AITSL video: Why do objects sink or float? <https://www.aitsl.edu.au/tools-resources/resource/why-do-objects-sink-or-float-illustration-of-practice>
- Fisher, D., & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom*, (2nd ed.). ASCD, Virginia, USA.
- Safer, N., & Fleischman, S. (2005). How schools improve. *Educational Leadership*, 62(5), 81-83.
- Getting the Big Idea: Concept-Based Teaching and Learning. Transforming Learning Environments through Global and STEM Education. (2013). <https://semiscoalition.org/wp-content/uploads/Getting-the-Big-Idea-Handout.pdf>
- Transforming Learning Environments through Global and STEM Education. (2013). *Getting the big idea: Concept-based teaching and learning*. Handout. Chapel Hill: University of North Carolina.

This domain is demonstrated when students:

- are engaged and on task because the worked example is pitched at the right level of challenge
- can move with confidence from worked examples to independent practice
- understand the process required to complete the task

This domain is demonstrated when the teacher:

- designs learning programs that are developmental and scaffolded to meet students' needs
- explains what students need to know and be able to do by the end of the lesson or unit
- uses worked examples to show students how to do something
- explains reasons for using particular strategies and encourages students to reflect on which strategies are most effective for them
- encourages all students to actively participate in class discussions
- gives students multiple opportunities to interact with and support each other in learning
- regularly monitors student understanding and adapts instruction to meet students' needs

Illustration of practice

MIDDLE/LATER YEARS - SPECIAL DEVELOPMENTAL SCHOOL

Leaders and teachers at a Special Developmental School create a **caring, safe and inclusive environment** that focuses on increasing student independence and confidence. To provide students with a variety of **structured opportunities to practise new skills**, a teacher of eight students, aged 13 to 17 years, decided to extend the existing industry activities and establish a café.

The café program connected to the curriculum through **applied** learning situations. At first, the teacher and educational support person **explicitly taught** and demonstrated behaviours while students watched and followed instructions. The teacher set clear expectations for student work and helped students **connect new and existing knowledge**. Students prepared food, waited on tables and cleaned up. Gradually, students gained more **independence** and progressed to new learning tasks of increased difficulty. When new students came into the group, the returning students trained them and **shared** their own thoughts and experiences. Teachers **monitored** learning process and provided tailored support based on students' specific needs. By the end of the first year, the students had become competent at using a coffee machine, sandwich press, milkshake machine, toaster and oven.

Students are now fully running the café program. They raised enough money to purchase tables and chairs, and to become a self-funded program. Students expanded their services from offering lunches to their **parents, carers and other students** to catering for birthday parties. Through this program, students' **confidence, engagement** in learning and communication with each other has improved. Building on these **positive experiences**, students ventured to write and publish their own books. .

Sample performance and development goals

GRADUATE

By the beginning of Term 1, I want to have created a draft English language learning program (Year 5), using the Victorian Curriculum F-10 and incorporating fit-for-purpose formative and summative assessments.

To achieve this goal, I will work with content and pedagogical resources such as the Victorian Curriculum F-10, Victorian Teaching and Learning Model, and Literacy and Numeracy Toolkit.

To learn how to do this I will work with my mentor to help me design units of work that build on students' expected knowledge at the beginning of Year 5. I will review the Victorian Curriculum Content Descriptions and Achievement Standards for English. I will work with Practice Principles 4 and 6 to ensure my thinking aligns with the expectations for excellence in teaching and learning. I will use my school's established lesson planning templates to plan my lessons and units, and will use the Pedagogical Model resource to enrich my learning program. I will work on HITS 8 (Feedback) to improve my skills in providing feedback to students through formative and summative assessments.

I will know I have achieved my goal when:

- my learning program documentation is completed and follows the approved format
- scope and sequence in my learning program is aligned with content of the Victorian Curriculum F-10
- assessment plans are clearly articulated in my learning program
- my learning program builds on Practice Principles and incorporates ideas from HITS and Pedagogical Model.

HIGHLY ACCOMPLISHED

By the end of this planning cycle, I want to have improved my skills in differentiating instruction and empowering students to contribute to the decisions about what and how they learn.

To achieve this goal, I will learn how to create authentic and meaningful learning opportunities for students that build on their needs, abilities and interests.

To learn how to do this, I will find out more about my students, their backgrounds, interests and needs. I will focus on Practice Principles 1, 2 and 9 which emphasise promoting student engagement in learning, creating supportive and collaborative learning environments, and enhancing student learning through collaboration with parents/carers. I will undertake Guided Teacher Self-Reflection Activities for Practice Principles 1, 2 and 9, use the Pedagogical Model resource and work with colleagues to investigate new ideas for differentiation in my classroom. I will work through the HITS 10 (Differentiated Teaching) to plan specific ways in which I can reach every student in my class.

I will know I have achieved my goal when:

- my learning program documentation clearly outlines plans for differentiated instruction, student participation in decision-making and ongoing monitoring of student learning
- student feedback collected through student surveys and interviews indicates that students feel engaged and empowered to influence what and how they learn in the classroom
- peer observation, teacher self-reflection, and student survey and interview data indicate that students' engagement, achievement and confidence in learning are improving.