L2L & Teaching for Effective Learning

Exploring the SA Teaching for Effective Learning Compass
Create safe conditions for rigorous learning

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SETTING THE CONTEXT

Historical - 1981 -> present
maturing understanding re learning and effective pedagogy

National Context - Melbourne Declaration on Educational Goals for Young Australians - Dec 08
National Curriculum Framework

States
QLD - Productive Pedagogies
TAS - Teaching Learning and Assessment Principles
VIC - POLT Principles of Learning & Teaching
NSW - Quality Teaching Framework
SETTING THE CONTEXT

South Australia

DIAF - DECS Improvement & Accountability Framework

SA Teaching for Effective Learning Compass
L2L approach to Professional Learning

a mutually informing relationship

Teacher’s knowledge from practice

‘Expert’ & research referenced
### 2009 South Australian Teaching for Effective Learning Framework

**Learning for effective teaching – Teaching for effective learning**

<table>
<thead>
<tr>
<th>Domains of action</th>
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<tbody>
<tr>
<td><strong>Leaders create learning opportunities with staff</strong></td>
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<tr>
<td>understand how self and others learn the teacher’s understanding of current learning theories and themselves as learners informs learning design</td>
<td>develop deep pedagogical and content knowledge the teacher builds curriculum, pedagogical and disciplinary knowledge</td>
<td>participate in professional learning communities and networks the teacher participates in critically reflective inquiry to develop their teaching</td>
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<td><strong>Teachers create learning opportunities with students</strong></td>
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<td>Create safe conditions for rigorous learning</td>
<td>Develop expert learners</td>
<td>Personalise and connect learning</td>
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<tr>
<td>discuss educational purpose and policy the teacher contributes to educational dialogue and debate which shapes policy and informs practice</td>
<td>plan and organise for teaching and learning the teacher creates an orderly and informed environment for focussed learning</td>
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Teaching for effective learning

Create safe conditions for rigorous learning

develop democratic relationships
the teacher shares power with students recognising it as a fundamental condition for learning

build a community of learners
the teacher creates a culture where everyone inspires and encourages each others’ learning

negotiate learning
the teacher responds to students’ changing needs and involves them in deciding the direction of the curriculum

support and challenge students to achieve high standards
the teacher has high expectations and guides each student to achieve their personal best
### 2009 South Australian Teaching for Effective Learning Framework

#### Learning for effective teaching

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#### Teaching for effective learning

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#### Why the SA ‘Compass’?

**To provide:**
- a common vocabulary for SA teachers for talking about their core work
- a starting point for ongoing refinement of pedagogy as core work – for leaders working with teachers and teachers working with students
- the basis for self-reflection/evaluation tools that can be used at the level of individual teacher, faculty group and whole school

#### How was it developed?

- Task Force of teachers and leaders from across South Australia and all levels of schooling identified the characteristics of effective teaching and learning to establish broad domains of teacher action and relevant pedagogy
- extensive consultation with teachers/leaders/academics/policy makers
- academic literature review of effective approaches to teaching and learning and current thinking about pedagogy across Australia
- worldwide Academic Reference Group consultation

#### Is it rigorous?

The framework draws on the extensive international research into classroom pedagogy and the Queensland School Reform Longitudinal Study (1998–2000), the NSW Quality Teaching Framework and the SA Learning to Learn research with UniSA and noted academics with pedagogy expertise.
### Draft South Australian Teaching for Effective Learning Compass

#### Learning for teaching – Teaching for learning

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#### Domains of action

**Create safe conditions for rigorous learning**
- Developing democratic relationships
- Building a community of learners
- Negotiating learning
- Supporting and challenging students to be successful

**Develop expert learners**
- Teaching students how to learn
- Fostering deep understanding
- Exploring the construction of knowledge
- Promoting dialogue as a means of learning

**Personalise and connect learning**
- Building on learners’ understandings
- Connecting learning to student lives and aspirations
- Applying and assessing learning in authentic contexts
- Communicating learning in multiple modes

#### Pedagogical elements

- The teacher acknowledges shared power as a fundamental condition for learning
- The teacher involves students in understanding how to manage themselves and support each other as learners
- The teacher responds to students’ changing needs and involves students in deciding the direction of the curriculum
- The teacher explicitly challenges students and helps them to achieve high standards
MASLOW’S THEORY OF SELF ACTUALISATION

**KEY IDEAS:**

**Hierarchy of needs** - as each need is satisfied the next higher level in the emotional hierarchy dominates conscious functioning

**Self Actualisation** - fulfilling the inner drive to express one’s being

**Personal** - esteem

**Emotional** - love, acceptance

**Physical & Physiological Survival** - food, shelter, physical safety
ERIKSON’S STAGES OF DEVELOPMENT OF DRIVES

KEY IDEAS:

‘Epigenesis’ - predetermined developmental sequence; special time for emergence and progressive integration within the whole

- emergence depends on successful completion previous phase
- environmental forces exercise greatest effect earliest stages

8 Stages

Infancy: trust vs mistrust
Early childhood: autonomy vs shame. doubt
Pre-School: initiative vs guilt
Childhood: industry, competency vs inferiority
Adolescence: identity vs identity confusion
Young adulthood: intimacy vs isolation
Mid adulthood: generativity vs stagnation
Elderhood: integrity vs despair
Vygotsky’s Zone of Proximal Development
Vygotsky’s Zone of Proximal Development

Difficulty of task

Level of skill

Anxiety!

Zone of proximal development

Boredom