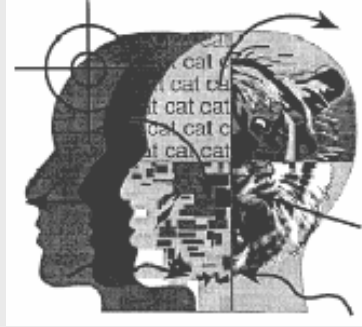


# L2L & Teaching for Effective Learning



***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***

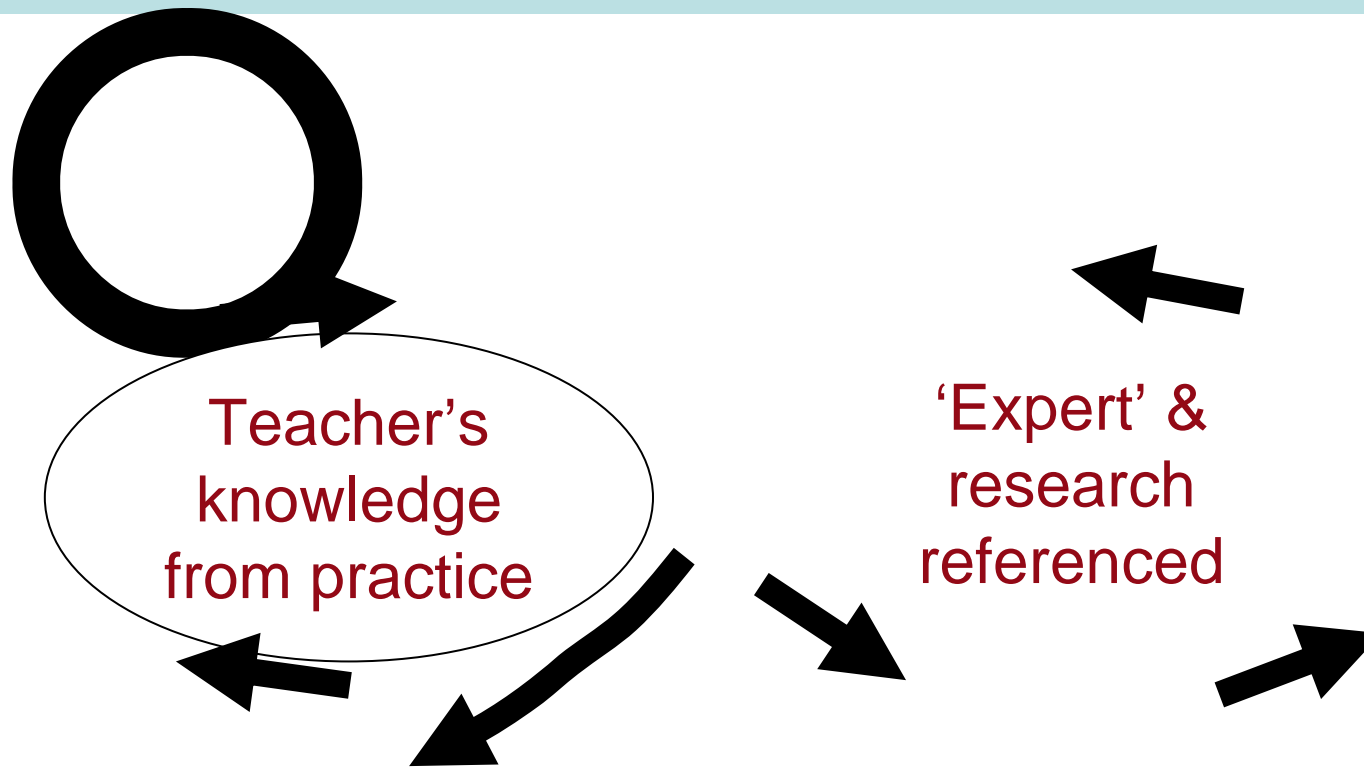
# SETTING THE CONTEXT

## South Australia

**DIAF - DECS Improvement & Accountability Framework**

**SA Teaching for Effective Learning Compass**

## L2L approach to Professional Learning □



*a mutually informing relationship*



Government of South Australia  
Department of Education and  
Children's Services

# SA Compass

South Australian Teaching for Effective Learning Framework



# 2009 South Australian Teaching for Effective Learning Framework

*Learning for effective teaching – Teaching for effective learning*

## Learning for effective teaching - leaders create learning opportunities with staff

Domains of action  
LfET

**understand how self and others learn**

*the teacher's understanding of current learning theories and themselves as learners informs learning design*

**develop deep pedagogical and content knowledge**

*the teacher builds curriculum, pedagogical and disciplinary knowledge*

**participate in professional learning communities and networks**

*the teacher participates in critically reflective inquiry to develop their teaching*

**engage with the community**

*the teacher interacts with communities to connect student learning*

**discuss educational purpose and policy**

*the teacher contributes to educational dialogue and debate which shapes policy and informs practice*

**plan and organise for teaching and learning**

*the teacher creates an orderly and informed environment for focussed learning*

Domains of action  
TfEL

## Teaching for effective learning – teachers create learning opportunities with students

**Create safe conditions for rigorous learning**

**Develop expert learners**

**Personalise and connect learning**

# Teaching for effective learning

Domains  
of action  
TfEL

## 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*

Pedagogical  
elements



# 2009 South Australian Teaching for Effective Learning Framework

*Learning for effective teaching – Teaching for effective learning*

Learning for effective teaching						
Domains of action LfET	understand how self and others learn	develop deep pedagogical and content knowledge	participate in professional learning communities and networks	engage with the community	discuss educational purpose and policy	plan and organise for teaching and learning
Teaching for effective learning						
Domains of action TfEL	Create safe conditions for rigorous learning		Develop expert learners		Personalise and connect learning	
Pedagogical elements	<ul style="list-style-type: none"> <li>develop democratic relationships</li> <li>build a community of learners</li> <li>negotiate learning</li> <li>support and challenge students to achieve high standards</li> </ul>		<ul style="list-style-type: none"> <li>teach students how to learn</li> <li>foster deep understanding and skilful action</li> <li>explore the construction of knowledge</li> <li>promote dialogue as a means of learning</li> </ul>		<ul style="list-style-type: none"> <li>build on learners' understandings</li> <li>connect learning to student lives and aspirations</li> <li>apply and assess learning in authentic contexts</li> <li>communicate learning in multiple modes</li> </ul>	

## 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

Learning for teaching					
Teacher learning	<ul style="list-style-type: none"> <li>understanding how self and others learn <i>the teacher develops understanding of current learning theories</i></li> </ul>	<ul style="list-style-type: none"> <li>developing deep content knowledge <i>the teacher builds curriculum and real world knowledge of teaching field(s)</i></li> </ul>	<ul style="list-style-type: none"> <li>participating in professional learning communities <i>the teacher participates in critically reflective inquiry to develop their teaching practice</i></li> </ul>	<ul style="list-style-type: none"> <li>engaging with the community <i>the teacher interacts with communities to connect student learning</i></li> </ul>	<ul style="list-style-type: none"> <li>discussing educational purpose and policy <i>the teacher contributes to educational debate which shapes policy and informs practice</i></li> </ul>
	Teaching for learning				
Domains of action	Create safe conditions for rigorous learning		Develop expert learners		Personalise and connect learning
	<ul style="list-style-type: none"> <li>developing democratic relationships <i>the teacher acknowledges shared power as a fundamental condition for learning</i></li> <li>building a community of learners <i>the teacher involves students in understanding how to manage themselves and support each other as learners</i></li> <li>negotiating learning <i>the teacher responds to students' changing needs and involves students in deciding the direction of the curriculum</i></li> <li>supporting and challenging students to be successful <i>the teacher explicitly challenges students and helps them to achieve high standards</i></li> </ul>		<ul style="list-style-type: none"> <li>teaching students how to learn <i>the teacher helps students develop metacognitive understandings, language and skills</i></li> <li>fostering deep understanding <i>the teacher helps students build conceptual knowledge around big ideas and make rich connections to their application in a range of contexts</i></li> <li>exploring the construction of knowledge <i>the teacher shows that knowledge is open to question, serves particular purposes and explores differences respectfully</i></li> <li>promoting dialogue as a means of learning <i>the teacher provides opportunities for students to learn through interaction and conversation with others</i></li> </ul>		<ul style="list-style-type: none"> <li>building on learners' understandings <i>the teacher establishes students' prior knowledge and cultural practices as a starting point for the curriculum</i></li> <li>connecting learning to student lives and aspirations <i>the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities</i></li> <li>applying and assessing learning in authentic contexts <i>the teacher structures the curriculum so that students apply their learning to real-life problems</i></li> <li>communicating learning in multiple modes <i>the teacher ensures that the curriculum incorporates rich and varied modes of making meaning, including new and old literacies</i></li> </ul>
Pedagogical elements					

# 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

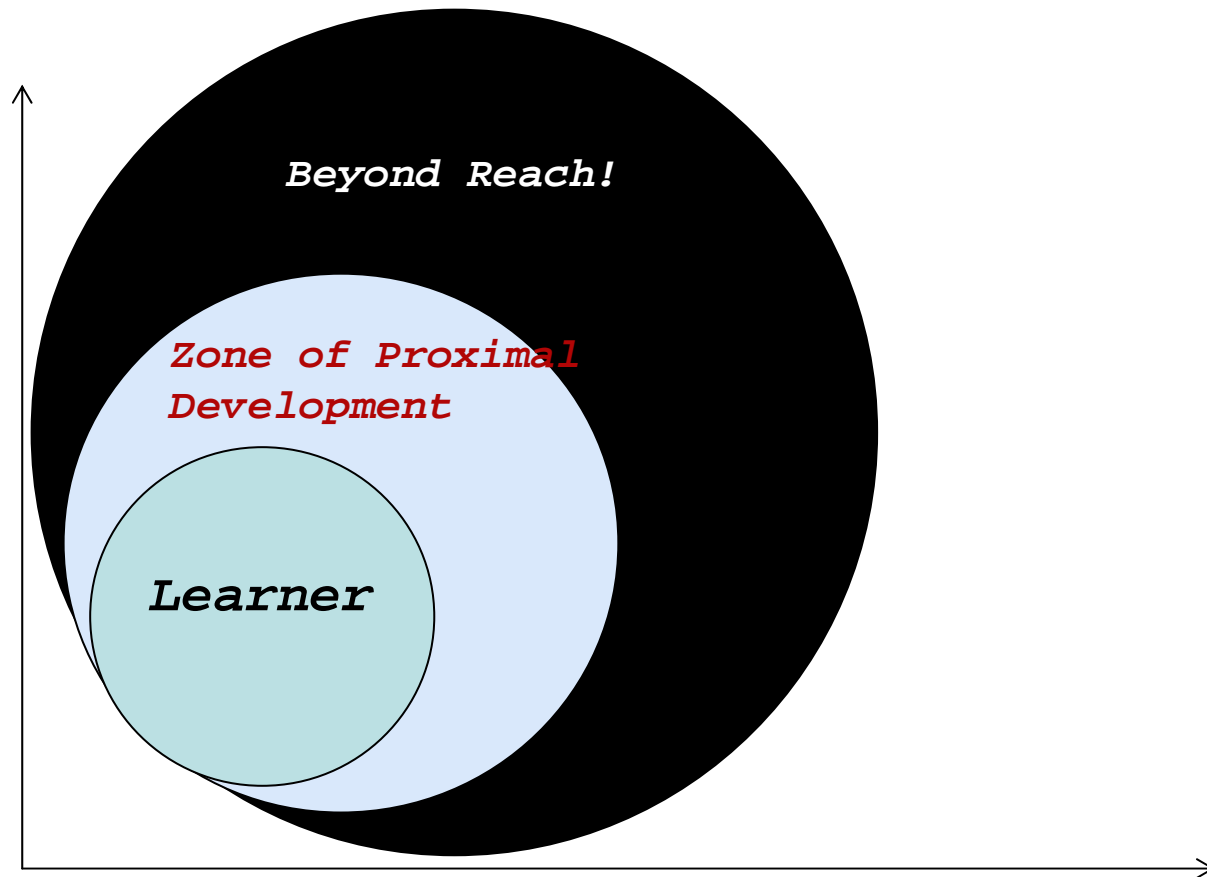
## KEY IDEAS:

- '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

