PRACTICE PRINCIPLES FOR EXCELLENCE IN TEACHING AND LEARNING

THE EDUCATION STATE

Vision for Learning

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

Positive climate for learning	**1. High expectations for every student promote intellectual engagement and self-awareness**
	2. A supportive and productive learning environment promotes inclusion and collaboration
	3. Student voice, agency and leadership empower students and build school pride
Excellence in teaching and learning	**4. Curriculum planning and implementation engages and challenges all students**
	5. Deep learning challenges students to construct and apply new knowledge
	6. Rigorous assessment practices and feedback inform teaching and learning
	7. Evidence-based strategies drive professional practice improvement
Community engagement in learning	**8. Global citizenship is fostered through real world contexts for learning**
	9. Partnerships with parents and carers enhance student learning

VICTORIA State Government

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Acknowledgments

The Department of Education and Training (the Department) acknowledges and pays respects to Elders and all Victorian Aboriginal communities. We honour and respect Traditional Owners, past and present, and value the rich culture and history of the First Peoples of this land.

The Department also acknowledges the expertise and commitment of teachers and school leaders in Victorian government schools who work to build teaching and learning excellence every day.

For the preparation of this resource we would like to acknowledge the advice and inspiration provided by Dr Julia Atkin, and valuable contributions from many of our principals and teachers.

The Practice Principles for Excellence in Teaching and Learning is a component of the Victorian Teaching and Learning Model.
The Practice Principles draw from the current evidence base, including the following Victorian frameworks and initiatives:

- Australian Professional Standards for Teachers
- Education State reform agenda
- Framework for Improving Student Outcomes
- New Pedagogies for Deep Learning Community of Practice
- Professional Learning Communities
- School Differentiation Model (School Strategic Plan, Annual Implementation Plan, Performance and Development Approach)
- Victorian Curriculum F-10
- Victorian Early Years Learning and Development Framework.

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Introduction

'It may seem obvious that getting to scale with powerful teaching and learning for all students requires having and sharing a vision of what that should look like. If after all, you don't agree on where you are trying to get, it is pretty challenging to get there.' [1]

In Victoria we are committed to building a world class education system and transforming Victoria into the Education State. This starts in the early years and relies on shared outcomes across sectors to support continuity of learning. It is this commitment towards achieving increased equity and excellence at a system level that frames our work as teachers and leaders, but we must draw our focus to what happens in every classroom and in every school to make the difference for all Victorian students.

The Victorian Teaching and Learning Model comprises 4 interrelated components through which excellence in teaching practice is articulated: an overarching Vision for Learning, Practice Principles, for excellence in teaching and learning, the Pedagogical Model which describes what effective teaching looks like in the classroom and helps teachers apply the Practice Principles, and the High Impact Teaching Strategies that outline 10 instructional practices that reliably increase student learning.

In our work as educators we must ask ourselves "how well are we achieving what we value and believe, and how well does our current situation match our vision for learning?"[2] From this understanding emerges our shared commitment and actions to improve student learning outcomes and teacher practice.

The Practice Principles outlined in this resource provide powerful evidence-based support for teaching practice. They draw from a substantial knowledge base about the 'fundamentals' that support and accelerate student learning, and, most importantly, they articulate a cohesive view of effective teaching and learning which integrates all the key aspects of teaching, including curriculum, pedagogy and assessment. The Practice Principles provide Victorian schools with the means to effectively deliver the Victorian Curriculum and to measure impact on learning through rigorous and authentic assessment.

For teachers and school leaders, linkages between the Practice Principles and the Framework for Improving Student Outcomes (FISO) will be clear. Focusing on three FISO priority areas – Excellence in teaching and learning, Positive climate for learning, and Community engagement in learning – teachers and school leaders can guide conversations with students, parents and school communities about our values and our beliefs about teaching and learning. These conversations will help to build consensus around our moral purpose and mobilise partnerships in ways that improve learning.

Working with the Practice Principles will deepen the professional conversations taking place in Victorian government schools, support the development of a shared language for teaching and learning and help us to articulate what teaching and learning excellence looks like. I encourage teachers and school leaders to draw on the Practice Principles to support the growth and development journey which is taking place in every school.

Working with the Practice Principles will deepen the professional conversations taking place in Victorian government schools, support the development of a shared language for teaching and learning and help us to articulate what teaching and learning excellence looks like.

Teachers working in the early years of primary school will also refer to the Victorian Early Years Learning and Development Framework (VEYLDF) Practice Principles, bringing coherence to our education system and ensuring continuity of learning across education settings and developmental stages.

[1] City, EA, Elmore, RF, Fiarman, SE, Teitel, L (2009). *Instructional rounds in education: a network approach to improving teaching and learning*, Harvard Education Press, Cambridge, Massachusetts, p. 173.
[2] Atkin, J. (1996). *Seminar Series. From Values and Beliefs about Learning to Principles and Practice*, Jolimont, Australia: Incorporated Association of Registered Teachers of Victoria, p.5.

Why a Vision for Learning and Practice Principles?

This resource introduces an ambitious Vision for Learning, and sets out clear and evidence-based Practice Principles for Excellence in Teaching and Learning.

A Vision for Learning helps teachers and school leaders to create a unified set of values and beliefs which drive the development of a high performance learning culture. It is framed by these fundamental questions:

Why are we here?

What do we stand for?

How do we achieve our goals?

When teachers can identify the values and beliefs at the centre of their practice, they have a frame of reference that helps them to evaluate their current practice. Mindsets change when teachers actively adjust their practice to ensure it is aligned with their core values and beliefs.

The Vision for Learning and the Practice Principles will help teachers and school leaders to consider:

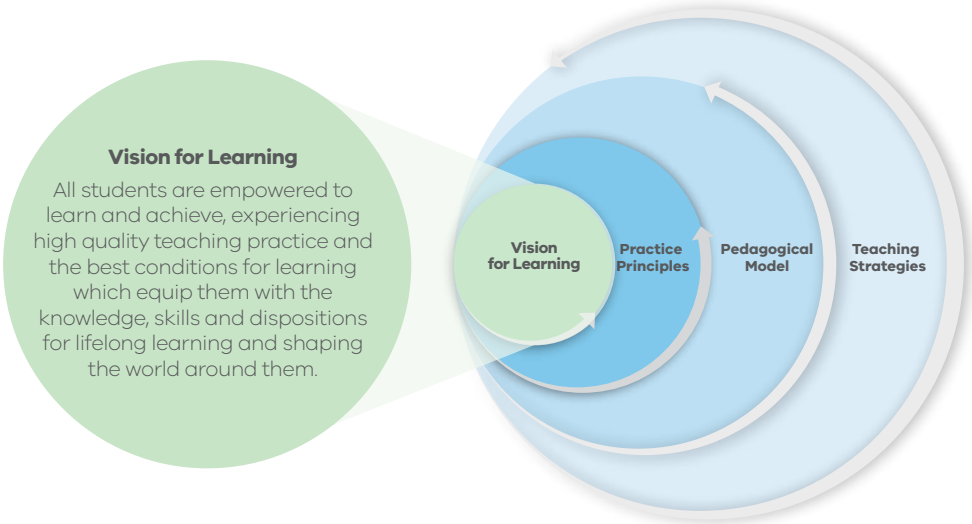
- what school communities and teachers value
- the beliefs about learning which underpin practice
- how current practice helps to achieve what is valued
- how new practices will help to achieve what we value.[3]

As indicated in the diagram below, teachers can anchor their practice in an articulated moral purpose and establish a holistic approach to teaching and learning drawing from:

- the Vision for Learning which creates the foundation for success and a narrative for change
- the Practice Principles for Excellence in Teaching and Learning, which unpack this Vision for Learning into a coherent delineation of practice excellence
- a pedagogical model which provides a holistic view of classroom practice and a reference point for the cohesive implementation of the Practice Principles
- teaching strategies such as those outlined in the Literacy and Numeracy Strategy and the High Impact Teaching Strategies (HITS).

PRACTICE PRINCIPLES FOR EXCELLENCE IN TEACHING AND LEARNING CONSISTS OF:

- the Vision for Learning
- 9 Practice Principles for Teaching and Learning
- a set of Diagnostic Tools (available online only)



[3] Atkin, J. (1996). *Seminar Series. From Values and Beliefs about Learning to Principles and Practice*, Jolimont, Australia: Incorporated Association of Registered Teachers of Victoria, p.5.

What is our Vision for Learning?

'All students are empowered to learn and achieve, to experience high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.'

In Victoria, our Vision for Learning articulates our aspirations and beliefs about teaching and learning. With students at its centre, the Vision outlines our aspiration for all students to achieve and grow as learners, and to generate their own course for lifelong learning. Students will be empowered to take ownership of their learning, to make purposeful contributions to their learning environments, and to tackle issues arising in the world around them.

The Vision for Learning also recognises the central role of teachers as they use expert knowledge, skills and dispositions as designers. They develop engaging and challenging learning programs and create the optimal conditions for student learning, including supporting parents as first educators and partners in education. Teachers model lifelong learning as they build reflection and deep levels of thinking into their practice and challenge themselves and their students to co-construct and apply new knowledge.

Victoria's Vision for Learning creates the narrative for change, and draws our focus to the values and beliefs at the heart of teaching and learning. For teachers and school leaders in Victorian schools it provides a starting point for a close analysis of school culture and professional practice.

What are the Practice Principles?

The Practice Principles for Excellence in Teaching and Learning provide a foundation for the conversations, collaborations and actions at the centre of teaching and learning. For most teachers the Practice Principles will be a familiar part of everyday practice, so the purpose of this resource is to bring them together to guide teacher reflections and conversations about what they teach, the way they teach, and how they think about teaching. Early years teachers will also draw on the VEYLDF Practice Principles for Children's Learning and Development which provide an evidenced based understanding of the science of early learning and development to guide teachers to know what children up to eight years of age need to thrive and the pedagogy that best supports this.

THE PRACTICE PRINCIPLES

There is a substantial body of knowledge about effective instructional practices and what works to improve student learning outcomes in schools. Drawing from this body of research nine Practice Principles have been identified for the Victorian context. These Practice Principles are signature pedagogies which 'make the difference', and research has explicitly linked them to improved student achievement and motivation.

The Practice Principles articulate how teachers can deliver the curriculum and engage students. They are designed to link directly to a school's documented teaching and learning program, which outlines what is to be taught, and the approach to assessment, which helps teachers determine student learning needs and how students can demonstrate their levels of understanding.

Each Principle is supported by a theory of action that describes how the work of teachers can generate improved student learning over time. It explains the specific changes that can be expected and creates a brief evidence-based synopsis.

ACTIONS

Each of the Principles is unpacked into three or four key Actions which provide more detail about the specific teacher practices which contribute to effective teaching and learning. Teachers will be able to reflect on their practice, gather evidence about their strengths and areas for improvement, and use the Actions to draft Performance and Development Plans (PDPs) and plan for classroom practice improvement.

INDICATORS

The Actions cascade into a set of Indicators which provide additional, and more granular detail about the Principle and what it looks like in practice. The Indicators can be used as a diagnostic tool for teacher self-reflection, for teacher observation and feedback, and as the basis for student feedback to teachers.

ENGAGEMENT ACTIVITIES

Two engagement activities for each of the nine Principles will support teachers, individually and in teams, to develop, reflect on, and gather evidence of their practice. An engagement activity is just that: something that prompts discussion and debate, and provides an exercise to use in classrooms, Professional Learning Communities or with students. Each engagement activity includes a stimulus and set of questions or tasks that, when applied, will deepen understanding of the Principle.

Teachers should not feel constrained by the questions but use them to promote rich conversations that challenge and extend professional thinking and practice. They can also be used collaboratively with students in the classroom, and form the basis for reflection and evidence gathering for improvement.

DIAGNOSTIC TOOLS

The Diagnostic Tools are designed to support collaborative practice improvement. They will help school leadership teams and teachers to:

- determine how effectively the Principles (one, several or all) are embedded in teacher practice across a school, in Professional Learning Communities, and in individual classes
- identify focus areas for peer observation and feedback, learning walks, and PDP goals
- determine the 'next step' which will help Professional Learning Communities and teachers to improve practice.

The diagnostic tools are available online from the Practice Principles page (see: http://www.education.vic.gov.au/practiceprinciples) on the on the Department's website.

Who are the Practice Principles for?

TEACHERS

This resource provides an opportunity for teachers to evaluate their practice with a focus on one or more of the Practice Principles and share reflections and new understandings about what works in classrooms with their colleagues. For teachers in the early years these discussions can also occur collaboratively with early childhood professionals using the VEYLDF Practice Principles to discuss evidence-based approaches to best practice.

All teachers will benefit from regularly engaging with the Practice Principles. Starting from the engagement activities and using the diagnostic tools, teachers can diagnose areas requiring attention and set improvement goals that address both student and personal development needs. Teachers can document these goals in their PDPs, draw links to the Australian Professional Standards for Teachers and demonstrate progression toward the achievement of their goals.

PROFESSIONAL LEARNING COMMUNITIES

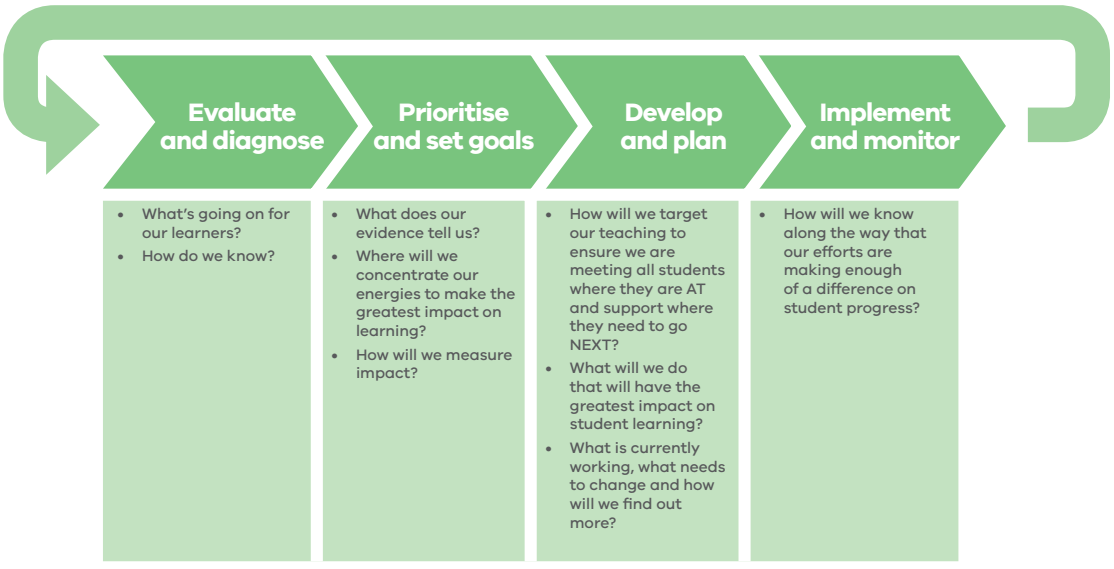
'Collaboration is a powerful way to deepen educator capacity, to increase the total value of the professional capital in the school, and to harness the power of the collective."[4]

By using the Practice Principles in parallel with the FISO Improvement Cycle as part of collaborative professional learning, teachers can maximise their impact on teacher and student learning. The Department's best practice approach to collaborative professional learning is exemplified in the Professional Learning Communities (PLC) initiative (to learn more about the initiative see: www.education.vic.gov.au/plc) however teachers will already be familiar with the process of working in professional learning teams. Effective teams will:

- collect evidence to gauge teaching and learning effectiveness
- identify a problem of practice
- engage with the resource to discuss strategies
- review teaching practice through observation and feedback.

High quality teaching and learning is deliberate work. Purposeful engagement with the Practice Principles in collaborative teams will help all teachers to develop new skills and strategies, and build student motivation and commitment to improve their own learning.

FOCUS AREAS FOR USING THE FISO IMPROVEMENT CYCLE TO SUPPORT TEACHING AND LEARNING



[4] Sharratt, L. & Plance, B. (2016). *Leading Collaborative Learning: Empowering Excellence*. Thousand Oaks, California: Corwin.

SCHOOL LEADERS

For school leaders the Vision for Learning and the Practice Principles provide an opportunity to bring coherence to whole school improvement efforts.

The Key Improvement Strategies and Actions documented in school Annual Implementation Plans will become more meaningful to teachers as they set PDP goals and use the Practice Principles to contribute to achieving improvement targets.

In addition, school leaders will be able to address four key leadership dimensions in the FISO Professional Leadership Priority using the Practice Principles:

- Vision, values and culture – where leaders promote a future focussed vision, a common purpose and values, and the commitment of teachers, parents and students to realise the potential of all students
- Building leadership teams - that empower and develop their staff, collectively and individually, at their point of need
- Instructional and shared leadership – where leaders are actively involved in discussions with teachers about instructional matters, including how instruction impacts on student achievement
- Strategic resource management – where leaders are equipped to determine what teaching expertise and resources are needed to achieve student learning goals and source and allocate them accordingly.

The Vision for Learning and the Practice Principles will support school improvement across the eight FISO Essential Elements for School Improvement:

1. Documented curriculum plan, assessment and shared pedagogical approaches
2. School-based professional learning program developed and implemented that supports the school's identified improvement strategies
3. School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan
4. Student voice, leadership and agency in own learning activated so that students have positive school experiences and can act as partners in school improvement
5. Whole school approach to health, wellbeing, inclusion and engagement
6. Moderation of common student assessment tasks
7. Data collection, analysis and evaluation of student learning growth over time
8. Explicit use of evidenced-based school improvement strategies and teacher professional practice activities.

For more information on the FISO Essential elements visit:

http://www.education.vic.gov.au/FISO

Feedback

The Department welcomes questions, comments and feedback on the Practice Principles. Your engagement and contribution will contribute to the ongoing development and improvement of our resources, including future versions of this publication. To contact the Department with regard to Practice Principles, contact: professional. practice@edumail. vic.gov.au

Practice Principles overview table

Vision for Learning

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

Positive climate for learning	**1. High expectations for every student promote intellectual engagement and self-awareness**
	2. A supportive and productive learning environment promotes inclusion and collaboration
	3. Student voice, agency and leadership empower students and build school pride
Excellence in teaching and learning	**4. Curriculum planning and implementation engages and challenges all students**
	5. Deep learning challenges students to construct and apply new knowledge
	6. Rigorous assessment practices and feedback inform teaching and learning
	7. Evidence-based strategies drive professional practice improvement
Community engagement in learning	**8. Global citizenship is fostered through real world contexts for learning**
	9. Partnerships with parents and carers enhance student learning

Action 1.1 Teachers convey high expectations of learning, effort and engagement for all students	**Action 1.2** Teachers co-design aspirational goals with students	**Action 1.3** Teachers scaffold and differentiate learning to enable students to achieve their goals	**Action 1.4** Teachers build student capacity to monitor and evaluate their own progress and achievement	14
Action 2.1 Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner	**Action 2.2** Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program	**Action 2.3** Teachers develop student capacity to collaborate	**Action 2.4** Teachers maintain an energised and focused learning environment	16
Action 3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn	**Action 3.2** Teachers co-design opportunities for students to exercise authentic agency in their own learning	**Action 3.3** Teachers co-design leadership opportunities	**Action 3.4** Teachers build school pride and connectedness	18
Action 4.1 Teachers place student needs at the centre of program planning and delivery	**Action 4.2** Teachers collaboratively design and implement a scope and sequence of learning	**Action 4.3** Teachers regularly review and update learning programs in line with school curriculum plans		20
Action 5.1 Teachers design learning programs to explicitly build deep levels of thinking and application	**Action 5.2** Teachers support students to explore the construction of knowledge	**Action 5.3** Teachers support students to be reflective, questioning and self-monitoring learners		22
Action 6.1 Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives	**Action 6.2** Teachers use assessment data to diagnose student learning needs and plan for learning	**Action 6.3** Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards	**Action 6.4** Teachers analyse student achievement data to improve their practice	24
Action 7.1 Teachers evaluate the impact of teaching on learning by analysing multiple sources of data	**Action 7.2** Teachers identify and target areas for professional learning	**Action 7.3** Teachers draw on current research and use an inquiry improvement cycle	**Action 7.4** Teachers challenge and support each other to improve practice	26
Action 8.1 Teachers support students to explore their role as global citizens	**Action 8.2** Teachers model and facilitate use of digital tools and resources to access, use and share learning	**Action 8.3** Teachers and students co-design learning that connects to real world contexts	**Action 8.4** Teachers and students collaborate in learning partnerships in and beyond the school	28
Action 9.1 Teachers establish open and sustained communications with parents/carers	**Action 9.2** Teachers seek and use parents'/carers' knowledge and feedback	**Action 9.3** Teachers facilitate parent/carer involvement in education within the classroom, school and beyond		30

1. High expectations for every student promote intellectual engagement and self-awareness

Theory of action

When teachers model and sustain high expectations as part of their regular classroom practice, students' intrinsic motivation to achieve is lifted and outcomes improve.

Actions and Indicators

Action 1.1

Teachers convey high expectations of learning, effort and engagement for all students

This is evident when the teacher:

- communicates high expectations about all aspects of school
- emphasises the quality of learning with the valuing of effort
- ensures all students understand the standards expected of them
- provides constructive feedback and challenges students to further their learning.

Action 1.2

Teachers co-design aspirational goals with students

This is evident when the teacher:

- builds students' confidence, optimism and self-belief
- supports students to identify strengths and areas for improvement
- supports specific groups of students (e.g. English as an additional language, disabilities and additional needs) with appropriate resources to tailor support and modify learning goals
- collaborates with students to identify appropriate goals to progress their learning.

Action 1.3

Teachers scaffold and differentiate learning to enable students to achieve their goals

This is evident when the teacher:

- determines prior knowledge to understand students' interests, aspirations and readiness for learning
- uses a range of teaching strategies that leverage and develop different skills and abilities to enable achievement of goals
- empowers students to make decisions about what and how they learn
- structures learning to support students to achieve challenging goals.

Action 1.4

Teachers build student capacity to monitor and evaluate their own progress and achievement

This is evident when the teacher:

- ensures assessment criteria are explicit
- provides a range of strategies, tools and rubrics to support student self-evaluation and self-assessment
- assists students to frame future learning goals based on strengths and areas for improvement.

Evidence base

- Donker, A.S., de Boer, H., Kostons, D., Dignath van Ewijk, C.C., & van der Werf, M.P.C. (2014). Effectiveness of learning strategy instruction on academic performance: A meta-analysis. *Educational Research Review*, vol. 11, pp. 1-26.
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- The power of high expectations: Closing the gap in your classroom – Chapter 2. Retrieved 22 September 2017 from: http://teachingasleadership.org/sites/default/files/Related-Readings/DCA_Ch2_2011.pdf

'Our role [as teachers] is not to enable students to reach their potential, or to meet their needs; our role is to find out what students can do, and make them exceed their potential and needs.'

- John Hattie, 2012

Engagement activities

Individual

Stimulus – 20 minutes

Read High Expectations for Every Child, one of the series of guides to the Practice Principles in the Victorian Early Years Learning and Development Framework.

http://www.education.vic.gov.au/Documents/childhood/providers/edcare/pracguidehighexpectations2017.pdf

Activity – approximately 45 minutes

1. Think about the students you work with and what ideas you have about their potential achievement. What is your understanding of students' prior skills and knowledge? Do you think these ideas affect your expectations and the learning opportunities you offer?
2. As you read through the case studies presented in the practice guide, consider:
   - the relevance of the issues presented in each situation to your school context
   - how you would respond to similar situations in your school
   - how you currently motivate and build student confidence and self-efficacy
   - how these ideas confirm and challenge your expectations.
3. Review an upcoming learning unit. Reflect on how you can explicitly include strategies that promote high expectations and empower students to further their learning.

Team based

Stimulus – 5 minutes

In your Professional Learning Community (PLC) meeting, watch the Australian Institute for Teaching and School Leadership's High Expectations video:

https://www.aitsl.edu.au/tools-resources/resource/high-expectations-illustration-of-practice

Activity – approximately one hour

1. After watching the video, refer to the Actions and Indicators. Take notes on the strengths of the teacher practice featured in this illustration of practice.
2. Reflect (individually or with your colleagues) on how this illustration of practice relates to your context. For instance:
   - How do you set goals for your students?
   - What percentage of success do you expect?
   - How do you scaffold the learning to ensure students can experience success and build self-confidence?
3. From your reflection, identify ways you can extend your use of high expectations to drive a culture of high achievement and collective efficacy in your classroom. Deepen your reflection by referring to the High Impact Teaching Strategies (HITS), particularly Setting Goals and Differentiated Teaching.

Links to the Australian Professional Standards for Teachers

- Know students and how they learn – 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Know the content and how to teach it – 2.1, 2.2, 2.3,2.4
- Plan for and implement effective teaching and learning – 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
- Create and maintain supportive and safe learning environments – 4.1, 4.2
- Assess, provide feedback and report on student learning – 5.2
- Engage professionally with colleagues, parents/carers and the community – 7.3

Tools and resources

- DET – Practice Principles – Diagnostic Tools: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- DET – FISO Continua of Practice for School Improvement: http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx
- DET – High Impact Teaching Strategies (HITS) Number 1 – Setting Goals: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- Australian Institute for Teaching and School Leadership – Reflect on your practice resource: https://www.aitsl.edu.au/teach/improve-practice/reflect-on-practice
- *The power of high expectations: Closing the gap in your classroom* – Chapter 2: https://pdf4pro.com/cdn/the-power-of-high-expectations-closing-the-gap-86cb9.pdf
- Marzano R.J. (2017). Communicating high expectations. In Marzano, R.J. *The new art and science of teaching*. Cheltenham, Australia: Hawker Brownlow Education.

2. A supportive and productive learning environment promotes inclusion and collaboration

Theory of action

When the teacher maintains a safe, supportive and inclusive learning environment, students will be motivated, collaborative and productive.

Actions and Indicators

Action 2.1

Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner

This is evident when the teacher:

- demonstrates genuine interest in, and values, all students
- co-designs, with the students, learning and behaviour norms and protocols
- engages in one-on-one conversations with students to build and enhance productive relationships
- uses a range of tools to receive regular student feedback on classroom climate.

Action 2.2

Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program

This is evident when the teacher:

- ensures the learning program is relevant to student needs, interests and learning goals
- ensures learning experiences explore and extend intercultural connections and awareness (Intercultural Capability, Victorian Curriculum F-10)
- co-designs learning plans with students and seeks input from parents/carers
- ensures targeted supports for individual students are in place and effective.

Action 2.3

Teachers develop student capacity to collaborate

This is evident when the teacher:

- develops team building skills which enable students to collaborate, negotiate and contribute to shared tasks (Personal and Social Capability, Victorian Curriculum F-10)
- supports specific groups of students (e.g. English as an additional language, disabilities and additional needs) with appropriate scaffolding and resourcing to effectively participate in collaboration activities
- enables students to share roles, responsibilities and ownership of outcomes
- provides opportunities for students to reflect on and evaluate the value of working together.

Action 2.4

Teachers maintain an energised and focused learning environment

This is evident when the teacher:

- provides learning intentions and success criteria to support student achievement of learning goals
- identifies and uses appropriately engaging resources
- ensures learning time is maximised and students are engaged and on task.

Evidence base

- Bill & Melinda Gates Foundation. (2013). *Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study*. Seattle: Bill & Melinda Gates Foundation. Retrieved 22 September 2017 from: http://www.edweek.org/media/17teach-met1.pdf
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'One of the first steps to communicating high expectations for all students is to help them feel valued and respected.'

- Robert Marzano, 2017

Engagement activities

Individual

Stimulus – 20 minutes

Visit the Student Wellbeing Hub and check the range of content and resources available: https://studentwellbeinghub.edu.au

For this Engagement Activity in particular, take 15 minutes to build a broad sense of the resources and learning modules in the Educators section.

Activity – approximately one hour

1. Referring to this Principle's Actions and Indicators, identify those tools, resources and learning modules in the Educators section that can assist you in your everyday practice, and in your professional development.
2. Compile a shortlist, then choose one resource to focus on. For example, you could:
   - take one of the learning modules
   - trial one of the classroom activities located in the 'Building Positive Relationships' section of Primary Classroom Resources: https://studentwellbeinghub.edu.au
3. Select an upcoming lesson/learning unit. Reflect on how you can implement the resource/learning you have just accessed to promote a supportive and productive environment.

Team based

Stimulus – 5 minutes

In your Professional Learning Community (PLC) meeting watch the AITSL video illustrating student engagement in the classroom:

https://www.aitsl.edu.au/tools-resources/resource/student-engagement-illustration-of-practice

Activity – approximately one hour

1. After watching the video, reflect on the following questions with your colleagues:
   - Which ideas and strategies featured in the video stand out as most helpful for engaging students?
   - How can you build a classroom environment that fosters support for all students?
   - Which strategies can you introduce to your classroom to enhance personal relationships with every student?
2. Think of three effective engagement strategies you have used in the past. Share your strategies with your colleagues.
3. Agree on one strategy, from your list or those in the video, to trial collectively and develop an implementation plan.
4. At your next PLC meeting, discuss the successes and challenges experienced in implementing the chosen strategy. Reflect on what you could improve on in the future.

Links to the Australian Professional Standards for Teachers

- Know students and how they learn – 1.2, 1.3, 1.4, 1.5, 1.6
- Know the content and how to teach it – 2.12.2, 2.3, 2.6
- Plan for and implement effective teaching and learning – 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
- Create and maintain supportive and safe learning environments – 4.1, 4.2, 4.3
- Assess, provide feedback and report on student learning – 5.1, 5.2, 5.4
- Engage professionally with colleagues, parents/carers and the community – 7.1, 7.2

Tools and resources

- DET – Practice Principles – Diagnostic Tools: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- DET – High Impact Teaching Strategies (HITS) Number 5 – Collaborative Learning, Number 10 – Differentiated Teaching: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- DET FUSE (Find Use Share Education) digital resources platform: http://fuse.education.vic.gov.au/
- DET – FISO Continua of Practice for School Improvement: http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx
- DET - VEYLDF Practice Guide and Video for "Equity and diversity": http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx
- Marzano R.J. (2017). Building relationships. In The new art and science of teaching, Cheltenham, Australia: Hawker Brownlow Education, pp. 89-95. See sample pages: http://files.hbe.com.au/samplepages/SOT2922.pdf
- Victorian Curriculum F-10. Victorian Curriculum F-10: http://victoriancurriculum.vcaa.vic.edu.au/

3. Student voice, agency and leadership empower students and build school pride

Theory of action

When students are empowered as learners and leaders, actively contributing to both their own education and to whole school initiatives, their self-efficacy is enhanced and they experience significant growth in motivation, wellbeing and achievement.

Actions and Indicators

Action 3.1

Teachers empower students to have a democratic voice in the running of the communities in which they learn

This is evident when the teacher:

- considers students' backgrounds, interests and needs to create authentic and meaningful learning opportunities
- involves students in curriculum planning and implementation
- empowers students to present their own ideas, opinions, knowledge and experience
- builds students' capacity to participate in whole school decision making.

Action 3.2

Teachers co-design opportunities for students to exercise authentic agency in their own learning

This is evident when the teacher:

- assists students to take ownership of their learning by identifying strategies that support them to attain learning goals
- assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks
- provides opportunities for students to reflect on the effectiveness of their learning and plan for future development
- enables students to negotiate assessment methods and criteria matched to their learning goals.

Action 3.3

Teachers co-design leadership opportunities

This is evident when the teacher:

- explicitly teaches leadership skills
- co-designs opportunities for students to initiate school events, and to engage in planning and facilitating them
- co-designs opportunities for students to build partnerships that connect learning within and beyond the school
- supports students to engage with the school community in different forums.

Action 3.4

Teachers build school pride and connectedness

This is evident when the teacher:

- promotes and celebrates individual student and school achievements
- builds connectedness with parents/carers and the broader community to strengthen social ties, care and support for students
- co-designs opportunities for students to share and exhibit the outcomes of their learning with the school community and beyond.

Evidence base

- Bill & Melinda Gates Foundation. (2013). Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study. Seattle: Bill & Melinda Gates Foundation. Retrieved 22 September 2017 from: http://www.edweek.org/media/17teach-met1.pdf
- Nagaoka, J., Farrington, C.A., Ehrlich, S.B., Heath, R.D., Johnson, D.W., Dickson, S., Turner, A.C., Mayo, A., & Hayes, K. (2015). *Foundations for young adult success: A developmental framework*. Chicago: University of Chicago, Consortium on Chicago School Research.
- Quaglia, R., & Corso, M. (2014). *Student voice: the instrument of change*. London: SAGE Publications Ltd., p.3.
- Roorda, D., Koomen, H., Split, J., & Oort, F. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, vol. 81, no. 4, pp. 493-529.
- Toshalis, E., & Nakkula, J. (2012). Motivation, engagement, and student voice. Students at the Centre Series. Boston: Jobs for the Future.
- You, S., Hong, S., & Ho, H. (2011). Longitudinal effects of perceived control on academic achievement. *The Journal of Educational Research*, vol. 104, no. 4, pp. 253-266.
- Warin, J. (2015). Identity capital: An application from a longitudinal ethnographic study of self-construction during the years of school. *British Journal of Sociology of Education*, vol. 36, no. 5, pp. 689-706.

'When students believe they are being heard and influencing decisions, schools become more relevant to students' lives and are more likely to be seen as serving their needs.'

- Russell Quaglia & Michael Corso, 2014

Engagement activities

Individual

Stimulus – 10 minutes

Watch the video about how a teacher supported students at Canterbury Primary School to develop the L6P Radio Station.

http://fuse.education.vic.gov.au/?8XSPGJ

Activity – 30 minutes

1. After watching the video, consider these questions:
   - What characteristics of the relationship between the students and teachers help to develop the teaching and learning?
   - How was student agency enabled through learning design?
   - In what ways can you make your teaching more student-centred?
   - How can you empower students to present their own ideas, opinions, knowledge and experiences through their work?
2. Review your learning unit plan to embed an authentic partnership opportunity that enables student agency and connects student learning within and beyond the school.
3. Use the High Impact Teaching Strategies (HITS) as an approach to support the development of student voice and agency in your school. Focus on Metacognitive Strategies and Collaborative Learning to guide your planning.

Team based

Stimulus – 10 minutes

At the beginning of a Professional Learning Community (PLC) meeting:

- read the account of the initiatives implemented at Dandenong High School: https://edugate.eduweb.vic.gov.au/sites/i/Pages/production.aspx#/app/news/detail/972/
- view the Buckley Park College video: https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=431608e0-3d00-41a4-ae2e-08e5ad4f5cc3&SearchScope=Secondary

Activity – one PLC meeting

1. Divide a sheet of paper into four quadrants, each representing one Action outlined in this Principle. Document your observations about the approaches adopted at the schools showcased in the stimulus.
2. Share your findings, and reflect on the strengths and challenges of these approaches in your school context.
3. Discuss what student voice and agency mean for your school, including ways you can support students to speak for themselves, or form their own action teams to engage with issues they are passionate about.
4. Establish a set of draft goals for developing student voice in your school and a process for student co-design and ratification.

Links to the Australian Professional Standards for Teachers

- Know students and how they learn – 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Plan for and implement effective teaching and learning – 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
- Create and maintain supportive and safe learning environments – 4.1, 4.2
- Assess, provide feedback and report on student learning – 5.2, 5.4, 5.5

Tools and resources

- DET – Practice Principles – Diagnostic Tools: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- DET – FISO Continua of Practice for School Improvement: http://www.education.vic.gov.au/Documents/school/principals/management/ContinuaForSchoolImprovement.docx
- DET – High Impact Teaching Strategies (HITS) Number 5 – Collaborative Learning, Number 9 - MetacognitiveStrategies: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- DET – Student Voice: http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/humanities/civics/Pages/studentvoice.aspx
- DET - VEYLDF Practice Principle Guides for "Assessment for Learning and Development" and "High Expectations for Every Child": https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldfproflearn.aspx
- 10 Expectations All Students Should Have of Their Schools: http://10x.bigpicture.org/
- VIC Student Representative Council and the Education State: https://www.vicsrc.org.au/
- VIC SRC – Teach the Teacher: http://teachtheteacher.org.au/
- Represent! SRC Resource kit for students and teachers: http://fusecontent.education.vic.gov.au/f1165f0d-d847-4e55-8ada-8a88a3765daf/src%20resource%20kit%20for%20web%20v2.pdf

4. Curriculum planning and implementation engages and challenges all students

Theory of action

When learning plans integrate the Victorian Curriculum, instructional practices and assessment strategies into coherent, sequential and contextually relevant programs, they can address the learning needs of all students.

Actions and Indicators

Action 4.1

Teachers place student needs at the centre of program planning and delivery

This is evident when the teacher:

- analyses a range of student data to design learning programs with multiple entry points
- selects and uses a range of resources, including digital tools, to enhance learning
- incorporates real life contexts and learning beyond the classroom
- includes students in curriculum planning.

Action 4.2

Teachers collaboratively design and implement a scope and sequence of learning

This is evident when the teacher:

- works in Professional Learning Communities (PLC) to design learning programs that integrate the Victorian Curriculum Content Descriptions, and Achievement Standards for Learning Areas and Capabilities
- designs learning programs that are developmental and scaffolded to meet students' needs
- implements assessment strategies that meet the Achievement Standards for Learning Areas and Capabilities.

Action 4.3

Teachers regularly review and update learning programs in line with school curriculum plans

This is evident when the teacher:

- works in a PLC to ensure learning programs (curriculum implementation, pedagogical practices and assessment strategies) are consistent across the school
- uses evidence to regularly monitor the effectiveness of the programs in meeting student learning needs and establishing challenging learning goals
- accesses contemporary research and resources to enrich teaching and learning programs, and to enhance student engagement.

Evidence base

- Coe, R., Aloisi, C., Higgins, S., & Major, L.E. (2014). *What makes great teaching? Review of the underpinning research*. London: The Sutton Trust. Retrieved 27 September 2017 from: http://dro.dur.ac.uk/13747/
- Education Endowment Foundation. (2015). T*eaching and Learning Toolkit – Australia*. Retrieved 27 September 2017 from: http://evidenceforlearning.org.au/
- Hattie, J. (2003). *Teachers make a difference: What is the research evidence?* Melbourne: Australian Council for Educational Research. Retrieved 27 September 2017 from: http://research.acer.edu.au/cgi/viewcontent.cgi?article=1003&context=research_conference_2003
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Milton Park, UK: Routledge.
- Lemov, D. (2015). T*each like a champion 2.0*. San Francisco, CA: Jossey-Bass, p. 84-85.
- Victorian Curriculum F-10. Retrieved 27 September 2017 from: http://victoriancurriculum.vcaa.vic.edu.au/

'What you teach is as important as how you teach it, and the better your teaching craft, the greater the benefits resulting from a choice of rigorous content.'

- Doug Lemov, 2015

Engagement activities

Individual

Stimulus – 10 minutes

1. Read the Practice Principle, Actions and corresponding Indicators on the previous page.
2. Watch the Australian Institute for Teaching and School Leadership (AITSL) illustration of practice video on Backward Design. Note your reflections on teacher practice as they relate to this Practice Principle, Actions and Indicators:

   https://www.aitsl.edu.au/tools-resources/resource/backward-design-illustration-of-practice

Activity – 20 minutes

1. Reflect (individually or with your colleagues) on how this illustration of practice relates to your context and practice. Your reflection could be prompted by the following questions:
   - what are the strengths of your current lesson planning? What are areas for improvement?
   - at what stage of development do you incorporate the Victorian Curriculum F-10 or (for early years) the VEYLDF into your unit or lesson planning?
   - how and when do you involve students and parents/carers in designing learning activities?
   - what mechanisms are in place to ensure your planning is done with rigour?
2. Following your reflection, refer to the Actions of this Principle and the VCAA Hints and Tips (http://curriculumplanning.vcaa.vic.edu.au/global/hints-and-tips) to identify ways you can improve the design of sequential learning programs.

Team based

Stimulus – 5 minutes

The Lesson Study model involves a small team of teachers examining their practice and improving their impact on student learning. Together, team members work through a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons.

In your Professional Learning Community (PLC), watch this video about the Lesson Study model and its impact on lesson planning:

https://www.youtube.com/watch?v=Vuf5ELANhkM

Activity – two PLC meetings, then ongoing

1. After watching the video, engage with your colleagues in discussion about existing lesson planning practices and the advantages of collaborative planning.
2. Referring to Cerbin and Kopp's Lesson Study Guide at https://www.uwlax.edu/sotl/lsp/guide/, examine how the Lesson Study model can assist you and your PLC to enhance the quality and effectiveness of curriculum design and implementation.
3. Now use the VCAA Curriculum Self-Assessment tool (http://curriculumplanning.vcaa.vic.edu.au/sat/self-assessment-tool), and the Lesson Study model, to plan and implement a unit of work.
4. At the end of the unit, watch the introductory video again and reflect on the impact the Lesson Study model had on your practice.

Links to the Australian Professional Standards for Teachers

- Know students and how they learn – 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Know the content and how to teach it – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
- Plan for and implement effective teaching and learning – 3.2
- Assess, provide feedback and report on student learning – 5.1, 5.4
- Engage in professional learning – 6.2, 6.3
- Engage professionally with colleagues, parents/carers and the community – 7.4

Tools and resources

- DET – Practice Principles – Diagnostic Tools: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- DET – FISO Continua of Practice for School Improvement: http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx
- DET – High Impact Teaching Strategies (HITS) Number 1 – Setting goals, Number 2 – Structuring Lessons, and Number 3 – Explicit Teaching: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- DET - VEYLDF Practice Guide for "Assessment for Learning and Development": http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx
- VCAA – Curriculum Planning Resource: http://curriculumplanning.vcaa.vic.edu.au/
- Marzano R.J. (2017). *The new art and science of teaching*. Cheltenham, Australia: Hawker Brownlow Education. See sample pages: http://files.hbe.com.au/samplepages/SOT2922.pdf
- Current professional learning opportunities, Bastow Institute for Educational Leadership https://www.bastow.vic.edu.au/professional-learning/browse
- DET FUSE (Find Use Share Education) digital resources platform: https://fuse.education.vic.gov.au/
- Cerbin, W., & Kopp, B. (2011). Lesson Study Guide. Retrieved 4 September 2017 from: http://www.uwlax.edu/sotl/lsp/guide
- Fullan, M., & Langworthy, M. (2014). The new pedagogies – Deep learning tasks. In *A rich seam: How new pedagogies find deep learning*, London: Pearson, pp. 21-29. Retrieved 17 September 2020 from: https://michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf

5. Deep learning challenges students to construct and apply new knowledge

Theory of action

When students are challenged to move from surface knowledge to deeper levels of understanding, they are more engaged and committed to extend and apply their learning.

Actions and Indicators

Action 5.1

Teachers design learning programs to explicitly build deep levels of thinking and application

This is evident when the teacher:

- sequences learning programs to include both surface and deep learning based on the Victorian Curriculum achievement standards
- designs open-ended learning experiences for students to investigate complex ideas
- models and develops students' critical, creative and higher order thinking skills.

Action 5.2

Teachers support students to explore the construction of knowledge

This is evident when the teacher:

- supports students to form theories, find patterns and make connections in their learning
- builds understanding of knowledge construction in different learning disciplines
- designs investigations of current issues for students to compare and contrast different perspectives
- develops students' capacity to critically analyse and use data and information for different purposes.

Action 5.3

Teachers support students to be reflective, questioning and self-monitoring learners

This is evident when the teacher:

- stimulates students to explore their own beliefs, assumptions and understandings
- prioritises time and resources for students to analyse and reflect on how they learn
- provides opportunities for students to share their learning, teach, question and challenge each other
- supports students to question and form conclusions about the value of the learning.

Evidence base

- Biggs J., & Collis, K. (1982). *Evaluating the quality of learning*: The SOLO taxonomy (structure of observed learning outcome). New York NY: Academic Press Inc.
- DET. (2011). VEYLDF Evidence paper: Integrated teaching and learning approaches. Retrieved 24 January 2018 from: http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx
- Fullan, M., & Langworthy, M. (2014). A rich seam: How new pedagogies find deep learning. London: Pearson, p. i. Retrieved 25 September 2017 from: https://michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf
- Fullan, M., & Quinn, J. (2016). *Coherence: The right drivers in action for schools, districts and systems*. Thousand Oaks, CA: Corwin Press.
- Hill, P., & Langworthy, M. (2014). *A strategic approach to the assessment of deep learning*. New Pedagogies for Deep Learning Whitepaper. Seattle, Washington: Collaborative Impact SPC.
- American Institute for Research. (2017). *Study of deeper learning: Opportunities and outcomes*. Retrieved 9 October 2017 from: http://www.air.org/project/study-deeper-learning-opportunities-and-outcomes

'Deep learning is more natural to the human condition because it more clearly connects with our core motivations: to directly and deeply engage in learning; and to do things that truly make a difference to our lives and the world.'

- Michael Fullan & Maria Langworthy, 2014

Engagement activities

Individual

Stimulus – 5 minutes

Watch the 'Above and Beyond' video:

https://youtu.be/7KMM387HNQk

Activity – approximately 1 to 2 hours

1. After watching the video, consider these questions:
   - what are the video's key messages and how do they relate to your school context?
   - which learning programs in your school include elements of deep learning?
   - how can you extend the use of open-ended learning experiences to help students investigate complex ideas?
   - how can collaborative learning enhance your students' ability to be reflective, questioning and self-monitoring learners?
2. Review your learning program to embed a deep learning opportunity that enables students to:
   - collaborate
   - create
   - communicate
   - critically analyse information.
3. Use the following resources as an approach to support the development of deep learning in your classroom:
   - High Impact Teaching Strategies (HITS) – focus on Metacognitive Strategies and Collaborative Learning: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
   - Victorian Curriculum F-10 – focus on the Capabilities to integrate the learning experience with the nominated Learning Area: http://victoriancurriculum.vcaa.vic.edu.au/overview/curriculum-design/learning-areas-and-capabilities

Team based

Stimulus – 15 minutes

In your Professional Learning Community (PLC), watch the video 'Rube Goldberg Challenge' from Brauer College. The video presents the implementation of a deep learning unit plan on forces:

http://fuse.education.vic.gov.au/Resource/ByPin?Pin=8N48CD&SearchScope=All

Activity – one PLC meeting

1. As you watch the video, take note of how this unit of work successfully embeds the Actions and Indicators of this Practice Principle, including:
   - curriculum integration
   - using open-ended learning experiences to investigate complex ideas
   - supporting students to form theories and make connections in their learning
   - providing opportunities for students to share their learning, teach, question and challenge each other
   - capturing evidence through film and gathering formative assessment.
2. After watching the video, share your observations and discuss:
   - the effect on teacher practice and student learning of capturing evidence through film and using formative assessment
   - what deep learning looks like in your school – share specific examples
   - your diagnosis of whether deep learning occurs in your practice or where it could
   - the evidence you have to support your diagnosis
   - the implications of creating deep learning tasks and how you would implement this model.
3. Use the outcomes of your discussion to:
   - investigate opportunities for collaboratively developing a deep learning unit plan
   - agree the next steps (with timelines, roles and responsibilities) for developing the unit.

Links to the Australian Professional Standards for Teachers

- Know students and how they learn – 1.2, 1.3, 1.5
- Know the content and how to teach it – 2.1. 2.3, 2.6
- Plan for and implement effective teaching and learning – 3.2, 3.3, 3.4
- Create and maintain supportive and safe learning environments – 4.1

Tools and resources

- DET – Practice Principles – Diagnostic Tools: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- VCAA Curriculum – Capabilities: http://victoriancurriculum.vcaa.vic.edu.au/overview/curriculum-design/learning-areas-and-capabilities
- DET – High Impact Teaching Strategies (HITS) Number 5 – Collaborative Learning, Number 9 – Metacognitive Strategies: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- DET - VEYLDF Practice Guide and Video for "Integrated teaching and learning approaches": http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx
- The Deeper Learning Toolkits: https://all4ed.org/deeper-learning-toolkits/
- Fullan, M., & Langworthy, M. (2014). The new pedagogies – Deep learning tasks. In *A rich seam: How new pedagogies find deep learning*, London: Pearson, pp. 21-29. Retrieved 11 September 2020 from: http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf

6. Rigorous assessment practices and feedback inform teaching and learning

Theory of action

When multiple forms of assessment and feedback inform teaching and learning practices, student engagement and achievement are enhanced.

Actions and Indicators

Action 6.1

Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives

This is evident when the teacher:

- collaboratively develops assessment strategies that measure progress of student learning against achievement standards
- integrates assessment strategies into the learning sequence
- engages students in developing explicit assessment criteria
- uses a range of formative and summative assessment strategies.

Action 6.2

Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning

This is evident when the teacher:

- works with colleagues to moderate and analyse multiple sources of assessment data
- uses a range of evidence to diagnose student learning
- embeds a range of assessment strategies within the learning program
- uses student self-assessment in the planning process.

Action 6.3

Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards

This is evident when the teacher:

- makes the assessment criteria explicit to students and parents/carers
- organises a variety of audiences to provide feedback, including peer feedback
- provides feedback to students that articulates progress as well as the next steps required to advance their learning
- supports students to self-evaluate, building the skills to monitor, review and reflect on their progress.

Action 6.4

Teachers analyse student achievement data to improve their practice

This is evident when the teacher:

- regularly collaborates with colleagues to moderate student work
- analyses student assessment data to identify areas of practice for improvement
- actively seeks student feedback about their teaching practice
- collaborates with colleagues to share knowledge and skills in identified areas for improvement.

Evidence base

- Masters, G.N. (2013). Reforming educational assessment: Imperatives, principles and challenges. *Australian Education Review*, vol. 57, p.3. Retrieved 23 September 2017 from: http://research.acer.edu.au/cgi/viewcontent.cgi?article=1021&context=aer
- OECD. (2013). *Synergies for better learning: An international perspective on evaluation and assessment*. OECD Reviews of Evaluation and Assessment in Education. Paris: OECD. Retrieved 23 September 2017 from: http://www.oecd.org/edu/school/Synergies%20for%20Better%20Learning_Summary.pdf
- Spiller, D. (2012). *Assessment matters: Self-assessment* and peer assessment. Hamilton, NZ: Teaching Development Unit, University of Waikato. Retrieved 11 September 2020 from: https://www.waikato.ac.nz/__data/assets/pdf_file/0008/352871/Assessment_-Feedback-to-Promote-Student-Learning.pdf
- Victorian Curriculum and Assessment Authority. (2013). *Report on the Assessment for Learning and Development Project 2012*. Melbourne: VCAA. Retrieved 23 September 2017 from: http://www.vcaa.vic.edu.au/Documents/earlyyears/ALDProjectReport2012.pdf
- Pendergrass, E. (2013). Differentiation: It starts with pre-assessment. *Educational Leadership*, vol. 71, p. 4. Alexandria, VA: ASCD. Retrieved 23 September 2017 from: http://www.ascd.org/publications/educational_leadership/dec13/vol71/num04/Differentiation@_It_Starts_with_Pre-Assessment.aspx

'Professionals use assessments to better understand the presenting situation or problem, to identify starting points for action, to decide on appropriate evidence-based interventions, to monitor progress, and to evaluate the effectiveness of the decisions they make.'

- Geoff Masters, 2013

Engagement activities

Individual

Stimulus – one hour

Review the following web page which describes the importance of creating and using rubrics:

https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-effective.aspx

Activity – approximately one unit of work

1. Reflect on the extent to which you have successfully used rubrics to set explicit and shared standards that empower students to reflect on their own learning.
2. Focusing on a unit you are currently teaching, or are about to introduce, identify a learning task that would most benefit from using a rubric to scaffold learning and make learning visible.
3. Drawing from the best practice presented in the web pages linked above, design a rubric for the learning task you have identified. Plan for implementation that includes:
    - presenting the learning goals and sharing the rubric with students and parent/carers
    - refining the criteria with student input, and/or modifying the rubric with individual student input, based on their learning goals
    - asking students to self-assess against the criteria
    - transparently assessing student performance against the rubric and providing feedback on how to progress to the next level of performance.
4. Following implementation:
    - seek student feedback on the effectiveness of the rubric
    - reflect on the impact of your planning and assessment strategies on student learning.

Team based

Stimulus – 20 minutes

In your Professional Learning Community (PLC), review the assessment principles on:

https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/insight-principle.aspx

Activity – two meetings

1. Review the Assessment Principles and reflect on how deeply they are integrated in the assessment culture and strategies at your school.
2. Share your views and reflections with your colleagues. Collectively identify areas of strength and weakness.
3. As a next step, review the online assessment tools available on the Insight Assessment Platform (https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/tools.aspx) and view David Wees' presentation of 56 assessment tools: https://docs.google.com/presentation/d/1nzhdnyMQmio5lNT75ITB45rHyLlSHEEHZlHTWJRqLmQ/pub?start=false&loop=false&delayms=3000#slide=id.p
4. With your colleagues, consider how you can use a range of assessment tools and strategies to assess and measure your students' learning progress, validate your data, and use this information to inform your practice.

Links to the Australian Professional Standards for Teachers

- Know students and how they learn – 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Know the content and how to teach it – 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
- Plan for and implement effective teaching and learning – 3.2
- Assess, provide feedback and report on student learning – 5.1, 5.4
- Engage in professional learning – 6.2, 6.3
- Engage professionally with colleagues, parents/carers and the community – 7.4

Tools and resources

- DET – Practice Principles – Diagnostic Tools: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- DET – FISO Continua of Practice for School Improvement: http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx
- DET – VEYLDF Practice Guide and Video for "Assessment for learning and development": http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx
- DET – High Impact Teaching Strategies (HITS) Number 8 – Feedback, and Number 2 – Structuring Lessons: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- DET - Assessment: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx
- Australian Institute for Teaching and School Leadership (AITSL) – Reflect on your practice resource: https://www.aitsl.edu.au/teach/improve-practice/reflect-on-practice
- Marzano R.J. (2017). Using assessments. In Marzano, R.J. *The new art and science of teaching*, pp. 21-27. Cheltenham, Australia: Hawker Brownlow Education. See sample pages: http://files.hbe.com.au/samplepages/SOT2922.pdf
- Masters, G.N. (2013). Reforming educational assessment: Imperatives, principles and challenges. Australian Education Review, vol. 57, p.3. Retrieved 23 September 2017 from: http://research.acer.edu.au/cgi/viewcontent.cgi?article=1021&context=aer
- VCAA Assessment for Learning Tool (VEYLDF): https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldf.aspx?Redire

7. Evidence-based strategies drive professional practice improvement

Theory of action

When teachers improve their knowledge and skills using evidence-based strategies, they are more precise and purposeful in their practice.

Actions and Indicators

Action 7.1

Teachers evaluate the impact of teaching on learning by analysing multiple sources of data

This is evident when the teacher:

- uses high quality, fit for purpose assessment tasks that reflect the full range of learning goals
- uses explicit criteria referenced against the achievement standards and learning goals
- makes consistent judgements validated by moderation in professional learning teams
- uses peer, student and parent/carer feedback.

Action 7.2

Teachers identify and target areas for professional learning

This is evident when the teacher:

- links student achievement data to their own practice improvement goals
- anchors their professional learning goals in Performance and Development Plans (PDP)
- works collaboratively with colleagues on shared development goals.

Action 7.3

Teachers draw on current research and use an inquiry improvement cycle

This is evident when the teacher:

- undertakes research to build knowledge and skills of evidence-based strategies
- plans and implements new practices using the Framework for Improving Student Outcomes (FISO) improvement cycle
- continuously monitors, self-assesses and reflects on changes to practice.

Action 7.4

Teachers challenge and support each other to improve practice

This is evident when the teacher:

- regularly undertakes peer observation and provides feedback on teaching practice
- collaborates with colleagues to trial and refine application of high impact teaching strategies
- seeks expert practitioner advice, coaching and mentoring.

Evidence base

- Australian Institute for Teaching and School Leadership (AITSL). (2014). Disciplined Collaboration in Professional Learning. Retrieved 22 September 2017 from: https://www.aitsl.edu.au/tools-resources/resource/disciplined-collaboration-in-professional-learning
- Archer, J., Cantrell, S., Holtzman, S., Joe, J., Tocci, C., & Wood, J. (2016). *Better feedback for better teaching: A practical guide to improving classroom observations*. Seattle: Bill & Melinda Gates Foundation.
- DET. (2011). VEYLDF Evidence paper: Reflective practice. Retrieved 11 September 2020 from: https://www.education.vic.gov.au/Documents/childhood/providers/edcare/evirefprac.pdf
- Hattie, J. (2016). Shifting away from distractions to improve Australia's schools. Jack Keating Memorial Lecture, Melbourne Graduate School of Education Dean's Lecture Series. Retrieved 22 September 2017 from: https://goodtogreatschools.org.au/wp-content/uploads/2017/05/John-Hattie-Jack-Keating-Memorial-Lecture-2016-transcript.pdf
- Hattie, J. (2009). Visible learning: *A synthesis of over 800 meta-analyses relating to achievement*. Milton Park, UK: Routledge, p.22.
- Jensen, B., Sonnemann, J., Roberts-Hull, K., & Hunter, A. (2016). Beyond PD: *Teacher professional learning in high-performing systems, Australian edition*. Washington, DC: National Center on Education and the Economy. Retrieved 11 September 2020 from: https://www.ncee.org/wp-content/uploads/2015/08/BeyondPDWeb.pdf

'The remarkable feature of the evidence is that the biggest effects on student learning occur when teachers become learners of their own teaching.'

- John Hattie, 2009

Engagement activities

Individual

Stimulus – 15 minutes

Watch the video of Professor John Hattie presenting findings reported in his book Visible Learning:

https://www.youtube.com/watch?v=3pD1DFTNQf4

Activity – two hours

1. After watching the video, reflect on the strategies you currently use in your everyday practice, the evidence behind them, and the known impact on student outcomes.
2. Access the High Impact Teaching Strategies (HITS) resource and review the ten HITS:
   https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
3. Using the Continua of Practice provided with each of the HITS, conduct a self-assessment of your practice to identify areas of strength and potential improvement.
4. Using your student assessment data and the results of your self-assessment, update your unit plans to enhance the use of one or more of the HITS.
5. As you implement the unit, review your progress against the HITS Continua of Practice. Use student data to monitor the impact on student learning.

Team based

Stimulus – 10 minutes

Visit the Professional Learning Communities (PLC) page on the Department's website. Familiarise yourself with the PLC approach:

http://www.education.vic.gov.au/plc

Activity – three team meetings

1. Working with your colleagues, either at a whole staff meeting or PLC meeting, share your views on how the use of a collaborative approach to professional learning and a focus on evidence based strategies can contribute to improved outcomes for students and teachers in your school.
2. Using the PLC Maturity Matrix (available from the PLC page linked above):
   - identify areas of strength and potential improvement for your school
   - identify one or more areas requiring attention where you and your colleagues can contribute to improving whole school practices
   - establish your own norms for effectively running your PLC.

Links to the Australian Professional Standards for Teachers

- Know students and how they learn – 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Know the content and how to teach it – 2.3, 2.5
- Plan for and implement effective teaching and learning – 3.6
- Assess, provide feedback and report on student learning – 5.1, 5.3, 5.4
- Engage in professional learning – 6.2, 6.3, 6.4
- Engage professionally with colleagues, parents/carers and the community– 7.1, 7.4

Tools and resources

- DET – Practice Principles – Diagnostic Tools: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- DET – FISO Continua of Practice for School Improvement: http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx
- DET – High Impact Teaching Strategies (HITS) Number 8 – Feedback, and Number 7 – Questioning: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- DET – FISO improvement cycle: http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/improvement-cycle.aspx
- DET - Peer observation: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/peerobservation.aspx
- DET – VEYLDF Practice Guide and Video for "Partnerships with Professionals": http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx
- DET – Professional Learning Communities: http://www.education.vic.gov.au/plc
- Evidence for Learning: *Teaching and Learning Toolkit* – Australia: http://evidenceforlearning.org.au/the-toolkit/full-toolkit/
- AITSL Professional Practice Resource – Reframing feedback to improve teaching and learning: Spotlight on feedback and assessment https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-feedback.pdf?sfvrsn=cb2eec3c_12
- Marzano R.J. (2017). Using assessments. In Marzano, R.J. The new art and science of teaching, Cheltenham, Australia: Hawker Brownlow Education, pp. 21-27.

8. Global citizenship is fostered through real world contexts for learning

Theory of action

When students are empowered to recognise themselves as global citizens, they are more likely to identify and understand a range of perspectives, develop solutions and take actions that have a genuine impact on self and others.

Actions and Indicators

Action 8.1

Teachers support students to explore their role as global citizens

This is evident when the teacher:

- actively supports students to identify and share their own stories, background and cultures
- acknowledges and integrates Indigenous cultural, historical and social perspectives in teaching and learning
- supports students to recognise their perspectives on issues
- creates opportunities for students to investigate and connect with community and action group endeavours.

Action 8.2

Teachers model and facilitate using digital tools and resources to access, use and share learning

This is evident when the teacher:

- models and facilitates technology use for investigation, problem solving and knowledge construction
- models and encourages technology use that fosters creativity and innovation
- models and supports technology use for communication
- uses technology to connect students to real world contexts and engage with authentic audiences.

Action 8.3

Teachers and students co-design learning that connects to real world contexts

This is evident when the teacher:

- integrates the learning areas and capabilities, and supports students to identify learning connections across a range of contexts
- supports students to identify and explore real world issues and problems
- empowers students to take action to develop innovative solutions that address local and global issues.

Action 8.4

Teachers and students collaborate in learning partnerships in and beyond the school

This is evident when the teacher:

- uses collaborative practices in the classroom
- supports and facilitates local and global student connections with peers and experts
- develops students' skills and confidence to seek and sustain partnerships for learning.

Evidence base

- Hayden, M. (2016). A review of curriculum in the UK: Internationalising in a changing context. *Curriculum Journal*, vol. 24, no. 1, pp. 8-26.
- Lindsay, J. (2016). *The global educator: Leveraging technology for collaborative learning and teaching*. Cheltenham, Australia: Hawker Brownlow Education.
- Lindsay, J., & Davis, V.A. (2012). *Flattening classrooms, engaging minds: Move to global collaboration one step at a time*. Toronto: Pearson.
- Otero, G. (2016). *Connecting school, family and community*: The power of positive relationships. Centre for Strategic Education Seminar series. East Melbourne.
- Joyce, B. Weil, M. Calhoun, E. (2014) *Models of teaching*. Pearson, p.9

'We need each other, we always have, but the price of failure to work with others near and far has become unsustainable. '

- Joyce, Weil & Calhoun, 2014

Engagement activities

Individual

Stimulus – 15 minutes

Watch ruMAD? in action: 8 Keys to MADness:

https://youtu.be/phQ7ZXnqXiw

Activity – one hour

1. As you watch the video, consider the following questions:
   - how does the initiative featured at the start of the video encourage students to become global citizens?
   - how do the 8 steps of the ruMAD? framework support collaboration, real world learning and the use of technology in the classroom?
   - identify the key ways in which this framework match the Actions and Indicators of this Principle?
   - to what extent does your practice already embed aspects of global citizenship?
2. After watching the video, review the resources available on the ruMAD? website: http://afairerworld.org/makingadifference/
3. As you review the resources, consider how you can use ruMAD resources to foster global citizenship in your classroom and address the Victorian Curriculum Capabilities, with a particular focus on Intercultural Capability: http://victoriancurriculum.vcaa.vic.edu.au/intercultural-capability/introduction/rationale-and-aims

Team based

Stimulus – 15 minutes

Watch two videos accessible via FUSE:

- Creating a mini-library for children in Malaysia – Grovedale West Primary School (5 minutes):
  http://fuse.education.vic.gov.au/?7G7NGB
- Young minds of the future: Ringwood North, Canterbury and Chatham Primary Schools students collaborating to invent solutions to problems of the future (7 minutes):
  http://fuse.education.vic.gov.au/?F9DHBJ

Activity – one Professional Learning Community (PLC) meeting

Review both videos and consider the benefits of partnerships and real world contexts in supporting learning that goes beyond the classroom.

In your PLC, consider how you can extend the learning experience of students through opportunities that:

- engage students in partnerships in real world contexts
- promote partnerships within and across schools
- integrate the Victorian Curriculum Capabilities into a learning design for an investigation.

Support your inquiry by accessing examples and case studies from FUSE that investigate learning experiences in which students:

- use technologies to communicate and engage with a community outside their school
- collaborate with others
- support their learning by engaging with parents/carers or other experts outside the school.

Links to the Australian Professional Standards for Teachers

- Know students and how they learn – 1.2, 1.3, 1.4, 1.5, 1.6
- Know the content and how to teach it – 2.1, 2.2, 2.4, 2.6
- Plan for and implement effective teaching and learning – 3.2, 3.3, 3.4, 3.6, 3.7
- Engage professionally with colleagues, parents/carers and the community – 7.1, 7.3, 7.4

Tools and resources

- DET – Practice Principles – Diagnostic Tools:
  https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- DET – FISO Continua of Practice for School Improvement:
  http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx
- DET – High Impact Teaching Strategies (HITS) Number 1 – Setting Goals, Number 4 – Worked Examples, and Number 5 – Collaborative Learning:
  https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- Internationalising Schooling Guide – pages 18-24 offer examples of how to use ICT to make connections offshore:
  https://www.education.vic.gov.au/Documents/school/principals/management/Internationalisingguide.pdf
- Global Education website is rich in projects, information and teaching resources to assist schools in developing global citizenship:
  http://www.globaleducation.edu.au/
- Education for Intercultural Understanding, UNESCO:
  http://unesdoc.unesco.org/images/0018/001890/189051E.pdf
- Are You Making a Difference? (ruMAD?) – Engaging young people in leading and learning: http://afairerworld.org/makingadifference/
- Global2– information about social media and how to use it for good:
  http://global2.vic.edu.au/
- iEARN website describes more than 100 active global projects:
  https://iearn.org/collaboration
- Educating for Global Competence: 6 Reasons, 7 Competencies, 8 Strategies, 9 Innovations:
  http://www.gettingsmart.com/2017/09/educating-for-global-competence-6-reasons-7-competencies-8-strategies-9-innovations/

9. Partnerships with parents and carers enhance student learning

Theory of action

When teachers recognise the role of parents and carers as first educators and engage them in school learning programs, students are more likely to experience an inclusive education within and beyond the classroom.

Actions and Indicators

Action 9.1

Teachers establish open and sustained communications with parents/carers

This is evident when the teacher:

- appreciates the uniqueness of each family and works to overcome potential challenges to establish and strengthen partnerships
- provides parents/carers with a range of communication channels to accommodate different needs
- provides regular updates on student progress, health and wellbeing, and information about school policies and practice
- makes regular contact with parents/carers to celebrate successes and identify concerns.

Action 9.2

Teachers seek and use parents'/carers' knowledge and feedback

This is evident when the teacher:

- values the unique perspectives that parents/carers bring, seeking insights on the strengths, abilities, interests and challenges of each student
- consults with parents/carers to develop learning plans to support student learning needs
- provides parents/carers with opportunities to present their expectations, understanding and perspectives on their child's education
- invites parents/carers to provide feedback on school policies and practices.

Action 9.3

Teachers facilitate parent/carer involvement in education within the classroom, school and beyond

This is evident when the teacher:

- actively engages parents/carers to establish aspirational student learning goals and plan learning programs
- supports parents/carers with information, strategies and resources to link school and home learning
- provides opportunities for parents/carers to contribute to school learning programs
- facilitates parental/carer participation in whole school improvement, governance and initiatives.

Evidence base

- Cox, D. (2005). Evidence-based interventions using home-school collaboration. *School Psychology Quarterly*, vol. 20, no. 4, pp. 473–497.
- DET. (2011). VEYLDF Evidence paper: Partnerships with families. Retrieved 24 January 2018 from: http://www.education.vic.gov.au/childhood/providers/edcare/Pages/profresource.aspx
- Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Laboratory.
- Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, vol. 47 no. 4, pp. 706–742.
- Kalb, G., & van Ours, J. (2013). Reading to Young Children: A Head-Start in Life? *Melbourne Institute Working Paper Series*, no. 17/13
- Redding, S., Langdon, J., Meyer, J., & Sheley, P. (2004). The effects of comprehensive parent engagement on student learning outcomes. Presented at the American Educational Research Association convention, San Diego, CA.
- Sheldon, S. B. (2007). Improving student attendance with school, family, and community partnerships. *The Journal of Educational Research*, vol. 100, no. pp. 5, 267–275.

'When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.'

- Henderson & Mapp, 2002

Engagement activities

Individual

Stimulus – 15 minutes

Watch the Australian Institute for Teaching and School Leadership's *Engaging a parental community* video:

https://www.aitsl.edu.au/tools-resources/resource/engaging-a-parental-community-illustration-of-practice

Activity – approximately 45 minutes

1. As you watch the video take notes on the practices used by the teachers in this video to engage parents.
2. After watching the video, refer to the Actions and Indicators and reflect on
   - the strengths of each practice
   - the practices you already use effectively
   - the practices that most closely relate to your context and would most benefit you and your students.
3. From your reflection, identify ways you can enhance your communication with and engagement of parents/carers, and plan for the inclusion of new strategies in your daily practice.

Team based

Stimulus – 15 minutes

In your Professional Learning Community (PLC) meeting, watch the Australian Institute for Teaching and School Leadership's *Engaging parents and carers* video:

https://www.aitsl.edu.au/tools-resources/resource/engaging-parents-and-carers-illustration-of-practice

Activity – approximately one hour

1. After watching the video, refer to the Actions and Indicators. Take notes on the strengths of the teacher practice featured in this illustration of practice.
2. Reflect (individually or with your colleagues) on how this illustration of practice relates to your context. For instance:
   - what are the set protocols for communicating with parents/carers?
   - are there any cultural factors and other challenges involved in effectively engaging parents/carers in your community (e.g. language barrier, computer access)?
   - how do you work with parents/carers to overcome these barriers?
3. From your reflection, identify ways you can enhance your communication and engagement of parents/carers in your community.

Links to the Australian Professional Standards for Teachers

- Know students and how they learn – 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
- Plan for and implement effective teaching and learning – 3.1, 3.2, 3.4, 3.5, 3.7
- Create and maintain supportive and safe learning environments – 4.1, 4.3, 4.4
- Assess, provide feedback and report on student learning – 5.1, 5.5
- Engage professionally with colleagues, parents/carers and the community – 7.1, 7.3

Tools and resources

- DET – Practice Principles – Diagnostic Tools: https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx
- DET – FISO Continua of Practice for School Improvement: http://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx
- DET – High Impact Teaching Strategies (HITS) Number 10 – Differentiated https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- DET - VEYLDF Practice Guide and video for "Partnerships with Families": https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldfproflearn.aspx
- Find useful information to help you develop successful partnerships with parents/carers in *Family – School Partnerships Framework* developed by the Australian Government Department of Education, Employment and Workplace Relations. http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf
- Department of Education and Training, Canberra – Parent Engagement in Learning: https://www.education.gov.au/parent-engagement-learning-0
- Parenting Resource Centre: http://www.parentingrc.org.au/
- Read about *Progressing Parent Engagement in the ACT* project conducted by Australian Research Alliance for Children and Youth (ARACY). Find helpful factsheets and other resources for teachers and parents at the bottom of the webpage: https://www.aracy.org.au/the-nest-in-action/education-capital-act
- Join a free Australian Parent Engagement Network (part of the Parent Engagement Project undertaken by ARACY) to communicate with educators, parents, policy-makers, community organisations and others interested in parent engagement in children's learning: https://www.aracy.org.au/the-nest-in-action/australian-parent-engagement-network

Appendix 1 - Principles aligned with Victorian and national frameworks and initiatives

Principles	FISO Priority	FISO Dimension	FISO Essential Elements	Education State Targets	VEYLDF Practice Principles	Australian Professional Standards
1. High expectations for every student promote intellectual engagement and self-awareness	Positive Climate for Learning	Intellectual engagement and self-awareness Setting expectations and promoting inclusion	Whole school approach to health, wellbeing, inclusion and engagement	Breaking the link	High expectations for every child	Know students and how they learn - 1.2, 1.3, 1.4, 1.5, 1.6 Know the content and how to teach it - 2.12.2, 2.3, 2.6 Plan for and implement effective teaching and learning - 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Create and maintain supportive and safe learning environments - 4.1, 4.2, 4.3 Assess, provide feedback and report on student learning - 5.1, 5.2, 5.4 Engage professionally with colleagues, parents/carers and the community - 7.1, 7.2
2. A supportive and productive learning environment promotes inclusion and collaboration		Setting expectations and promoting inclusion			Equity and diversity High expectations for every child Partnerships with families Partnerships with professionals	Know students and how they learn - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Know the content and how to teach it - 2.1, 2.2, 2.3,2.4 Plan for and implement effective teaching and learning - 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 Create and maintain supportive and safe learning environments - 4.1, 4.2 Assess, provide feedback and report on student learning - 5.2 Engage professionally with colleagues, parents/carers and the community - 7.3
3. Student voice, agency and leadership empower students and build school pride		Empowering students and building school pride	Student voice, leadership and agency in own learning activated so that students have positive school experiences and can act as partners in school improvement	Happy, healthy and resilient kids	Respectful relationships and responsive engagement High expectations for every child	Know students and how they learn - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Plan for and implement effective teaching and learning - 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 Create and maintain supportive and safe learning environments - 4.1, 4.2, Assess, provide feedback and report on student learning - 5.2, 5.4, 5.5
4. Curriculum planning and implementation engages and challenges all students	Excellence in Teaching & Learning	Setting expectations and promoting inclusion Curriculum planning & assessment	Documented curriculum plan, assessment and shared pedagogical approaches	Learning for life	Reflective practice Integrated teaching and learning approaches Assessment for learning and development Equity and diversity	Know students and how they learn - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Know the content and how to teach it - 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Plan for and implement effective teaching and learning - 3.2 Assess, provide feedback and report on student learning - 5.1, 5.4 Engage in professional learning - 6.2, 6.3 Engage professionally with colleagues, parents/carers and the community - 7.4

Principles	FISO Priority	FISO Dimension	FISO Essential Elements	Education State Targets	VEYLDF Practice Principles	Australian Professional Standards
5. Deep learning challenges students to construct and apply new knowledge	Excellence in Teaching & Learning	Curriculum planning & assessment	Documented curriculum plan, assessment and shared pedagogical approaches	Learning for life	Integrated teaching and learning approaches Respectful relationships and responsive engagement	Know students and how they learn - 1.2, 1.3, 1.5 Know the content and how to teach it - 2.1. 2.3, 2.6 Plan for and implement effective teaching and learning - 3.2, 3.3, 3.4 Create and maintain supportive and safe learning environments - 4.1
		Intellectual engagement and self-awareness				
6. Rigorous assessment practices and feedback inform teaching and learning		Evaluating impact on learning				Know students and how they learn - 1.3, 1.5, Know the content and how to teach it - 2.2, 2.3, Plan for and implement effective teaching and learning - 3.6 Assess, provide feedback and report on student learning - 5.1, 5.2, 5.3, 5.4, 5.5 Engage in professional learning - 6.2, 6.3, 6.4 Engage professionally with colleagues, parents/carers and the community - 7.4
7. Evidence-based strategies drive professional practice improvement		Evidence based high impact teaching strategies			Integrated teaching and learning approaches Respectful relationships and responsive engagement Partnerships with professionals	Know students and how they learn - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Know the content and how to teach it - 2.3, 2.5 Plan for and implement effective teaching and learning - 3.6 Assess, provide feedback and report on student learning - 5.1, 5.3, 5.4 Engage in professional learning - 6.2, 6.3, 6.4 Engage professionally with colleagues, parents/carers and the community - 7.1, 7.4
		Building practice excellence				
8. Global citizenship is fostered through real world contexts for learning	Community Engagement in Learning	Global citizenship	Whole school approach to health, wellbeing inclusion and engagement	Pride and confidence in our schools	Respectful relationships and responsive engagement Equity and diversity	Know students and how they learn - 1.2, 1.3, 1.4, 1.5, 1.6 Know the content and how to teach it - 2.1, 2.2, 2.4, 2.6 Plan for and implement effective teaching and learning - 3.2, 3.3, 3.4, 3.6, 3.7 Engage professionally with colleagues, parents/carers and the community - 7.1, 7.3, 7.4
		Building communities				
9. Partnerships with parents and carers enhance student learning		Parents and carers as partners			Partnerships with families Partnerships with professionals Equity and diversity	Know students and how they learn- 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 Plan for and implement effective teaching and learning - 3.1, 3.2, 3.4, 3.5, 3.7 Create and maintain supportive and safe learning environments - 4.1, 4.3, 4.4 Assess, provide feedback and report on student learning- 5.1, 5.5 Engage professionally with colleagues, parents/carers and the community - 7.1, 7.3

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