# TEACHERS' COMPANION

LEARN AND THRIVE

## SECONDARY YEARS

Government of South Australia
Department for Education

Learning and teaching together – empowering South Australian learners

## Acknowledgement of Country

We acknowledge that the work undertaken to develop this companion took place on the traditional lands of South Australia's First Peoples and we respect their spiritual relationship with their country.

In delivering public education in South Australia, we acknowledge the importance of understanding Aboriginal knowledge, languages, cultures and voices which provide critical contributions and value across our workplaces, classrooms, partnerships and communities.

Note: The Department for Education uses the term 'Aboriginal' to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

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Produced by: Curriculum and Learning Division, Learning and Teaching
Department for Education, Government of South Australia

# Welcome to the South Australian Teachers' Companion

| | |
|---|---|
| Name | |
| Telephone | School |
| Address | |
| Email | |
| The traditional custodians of the land on which we learn and work are: | |

RECYCLABLE

**Don't forget to recycle me!** My pages can be placed in a kerbside recycle bin, but please be sure to remove my front and back covers plus binding first.

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## Share your feedback on the companion

Let us know what's working well and what could be improved

# Guide to your companion

## Welcome secondary years educators!

We hope you enjoy your companion.

Your companion is your personal notebook. The resources within are designed to support collaboration with colleagues. The 3 main foci for collaboration are:

- collaborate to engage with *Our strategy for public education in South Australia* (Department for Education 2023a) and to explore how the strategy brings coherence to the flow from the Early Years Learning Framework through to the SACE
- collaborate with colleagues to make impactful, incremental improvements to your teaching and learning plans
- collaborate to connect your current practices to research-informed guidance concerning feedback, metacognition and self-regulation, and clarifying and sharing success criteria with students.

Our strategy reflects a commitment to excellence and equity – a commitment to all students learning and thriving. Together with this focus on achievement is a commitment to nurturing the whole learner, with the SA Curriculum prototype describing knowledge, capabilities and dispositions – what learners will understand, do and be.

We look forward to hearing the stories of innovation from across South Australian public schools this year. **Let's be the best at getting better together!** We know South Australian teachers care about their students – we always have!

### Learning with and from each other

This is the first year that we have created a Teachers' Companion that is dedicated to the secondary years context, so we would love to receive your feedback to inform our thinking for the future. Please let us know what works and how the resource could be improved.

## Features of your companion

### QR codes

Your companion is full of QR codes that will connect you to additional information to bring ideas to life, including videos, websites, frameworks, resources and more.

The companion is available in digital and hard copy versions. When you see this symbol, an A3 digital version of the page/s is available to download.

### Companion icons

A range of icons are used to indicate the intended action or focus, including:

Chat with colleagues | Learner voice | Learning with and from each other | Partners in learning | Plan your action | Play a video | Reflection point

Resources | Digital download | Learning design focus | What it is | What it isn't

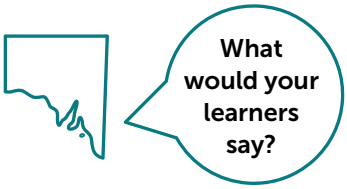
# The voices of our learners

## Our learners' voices inform our strategy

In 2022, the **SA Purpose of public education student consultation** captured the voices of over 1000 preschoolers and school students. They articulated their hopes and dreams for SA public education, describing what and how they want to learn to support them to thrive now and into the future.

The learners' voices from across South Australia included:

- preschool
- school
- students with disability
- children in care
- culturally and linguistically diverse backgrounds
- Aboriginal learners
- students in the justice system.




### Their 5 key insights

(Square Holes 2022)

Students desire more active learning and opportunities beyond the classroom

Students value collaboration and discussions with their peers

Students seek flexibility in learning connected to their world and passions

Students want to have agency in learning and the confidence to participate

Students crave belonging and curiosity

## Partnering with our learners to enact the areas of impact

In term 4 2023 and during 2024, the **CE Student forums** involved over 1200 learners from years 3 to 12 learning with and from each other, deepening their understanding of the areas of impact and taking action in their schools.

- Check out and use our **2024 Student forums resources** to support your students to learn about learning through dialogue, student-facilitated thinking challenges and student-designed resources.
- Subscribe to receive 2025 primary and secondary years forum updates.





2024 Student forums resources

Subscribe for 2025 forum updates

**When students believe their actions can make a difference, they become more confident, engaged and effective learners. Every student can develop their agency – but they must be supported by their teachers and learning community to do so.**
(Larsen-Freeman et al 2021)

# The aspirations of my learners

**What are the learning aspirations of your learners this year?**
**How do they learn effectively? What are their hopes for their future?**

The following examples provide a starting point to obtain valuable insights into your learners. When crafting your sentence starters/prompts, it is often useful to contextualise them so that students frame their responses within your class/learning area. Use these examples or choose a favourite process of your own.

**Revisit these activities throughout the year.**

### In home group, respond to a provocation

Watch the video 'How time travel will be invented'. Use the 'think, pair, share' process and ask learners: What are your hopes for the future? How might school help you achieve that?



How time travel will be invented (Google 2014)

### Future aspirations

Create an in-class task using your Learner Management System (LMS), using the sentence starters below:

- I think the topics in this class that will be most valuable for my future are...
- By the end of this term/semester/year, I hope I...
- One thing about my learning I want to improve this year is... because...

### Approaches to learning

Use a digital tool such as Mentimeter, Slido or Padlet to capture and share responses to:

- When I need to learn something new, the first thing I do is...
- If I get stuck in learning I usually...
- The environment that helps me learn most effectively is...

### Interests

After students have an understanding of what they will be learning in your class, use a 3-2-1 exit ticket.

In this class:

- 3 things I'm looking forward to the most...
- 2 things I'm least comfortable with are...
- 1 thing I would like to include...

## My learner insights

After reflecting on learner responses, record 5 insights that you want to hang onto this year:

1 _____

2 _____

3 _____

4 _____

5 _____

How might I incorporate these insights into the choices I make in my learning design?

**Learning is most powerful when students have a say in what and how they learn. It fosters engagement and allows them to develop a deeper understanding of their own learning processes.** (Claxton 2015)

# The choices we have made as a system

As a system, we have made 3 big choices to make the biggest difference for our learners. These choices will help us shape our system and school stories, and define what we are going after to support learners' achievement.

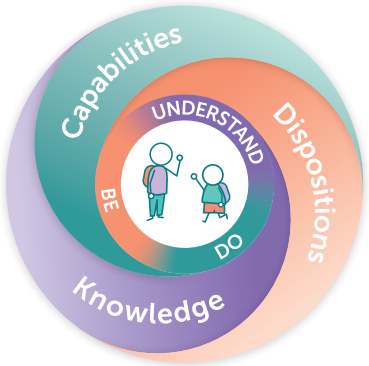
## 1 Purpose-driven, data-informed

The first big choice is to be a purpose-driven, data-informed education system. Being purpose-driven, we keep children and young people at the centre when we make decisions and deeply consider what improvement looks like as we work towards our purpose. Data informs us, learner outcomes define us.




## 2 Areas of impact

The second big choice is to define our areas of impact. We can do anything, but we can't do everything, so we have made choices as a system based on evidence about what makes the biggest difference to students' learning and lives. Because context matters, schools will identify their focus within these choices. As schools work on their focus area of impact/domain(s) they will open up opportunities to intentionally pursue other areas over time.




## 3 The SA Curriculum for public education

The third big choice is to ensure the curriculum aligns with our purpose and areas of impact. The SA Curriculum* will help guide teachers on what to focus on and emphasise as they intentionally design learning that develops dispositions, capabilities and knowledge to support our children and young people to learn and thrive.

* The SA Curriculum is an adaptation of the Australian Curriculum version 9.0.



**Find out more about each big choice from CE Martin Westwell**

Choice 1 Choice 2 Choice 3

# OUR STRATEGY FOR PUBLIC EDUCATION

Government of South Australia
Department for Education

## CHILDREN AND STUDENTS LEARNING AND THRIVING

### OUR PURPOSE

Public education is for every child and young person in every community across our state.

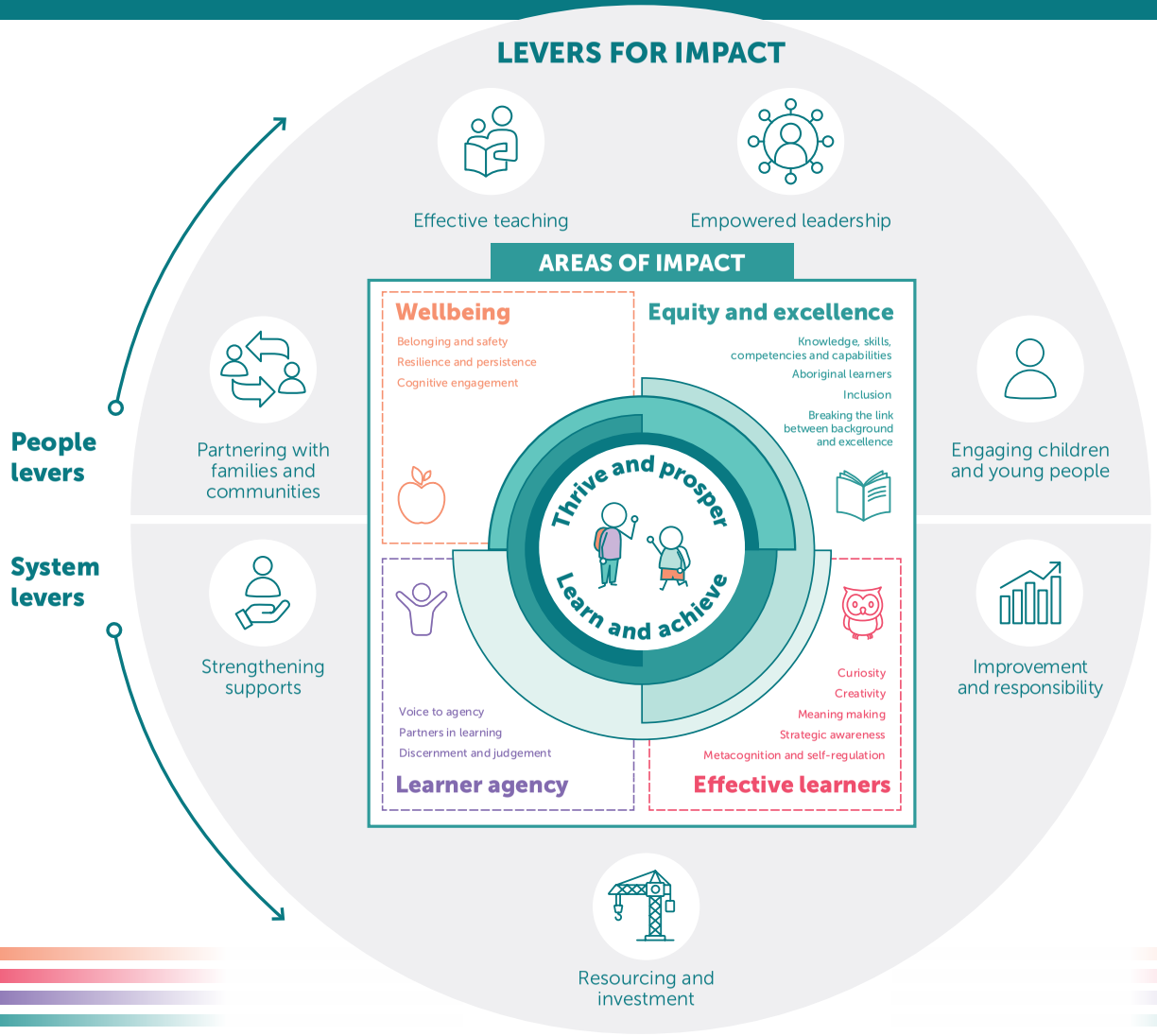
Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

Our preschools and schools are the heart of local communities. They are safe, inclusive, and collaborative – a place where every child and young person is encouraged to contribute, develops positive relationships, has a say in their learning, and where their needs, interests and cultures are recognised and supported.

We are relentless in our ambition for all children and young people to enter the world beyond the classroom ready to learn and to create opportunities to live a satisfying and fulfilling life of their choosing.

When our children and young people thrive so does South Australia.

LEARN AND THRIVE




MEASURING SUCCESS

We will use success measures aligned to our areas of impact to guide our understanding of how our public education strategy is tracking.

## GUIDING PRINCIPLES

| Collective responsibility | Learning system | Evaluate for impact | Tight and flexible | Trust and verify |
|---|---|---|---|---|

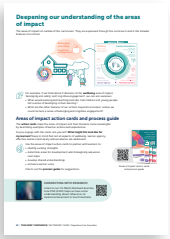
# NOTES

# Unpacking our strategy for public education

Pages 12 to 31 support us to think more deeply about the choices we have made to enact our strategy and how they strengthen our practice.



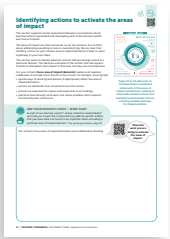
EDi: Engaging with our strategy for public education at your school or preschool (Department for Education 2023)



## Deepening our understanding of the areas of impact

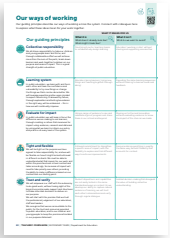
These pages promote thinking about:

- the relationship between the areas of impact and features of a school. The areas of impact flow through curriculum and can influence choices schools make beyond curriculum learning
- use of the areas of impact action cards
- factors correlating with high achievement for South Australian students, as highlighted by *PISA 2022* (De Bortoli et al 2024).



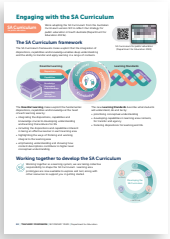
## Identifying actions to activate the areas of impact

Through describing a range of practical ideas, this section of the companion supports school-based conversations about the actions they might take to activate any given domain within the areas of impact.



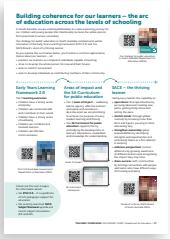
## Our ways of working

Take a deeper dive into our guiding principles, which describe how we make decisions and approach our work in ways that best use the levers to achieve our areas of impact.



## Engaging with the SA Curriculum

We're adapting the SA Curriculum from the Australian Curriculum version 9.0 to better support educators and students. Explore how the new SA Curriculum prototype reflects our strategy for public education.



## Building coherence for our learners – the arc of education across the levels of schooling

Explore how your work supports the whole of schooling learning journey for the children and young people we teach.



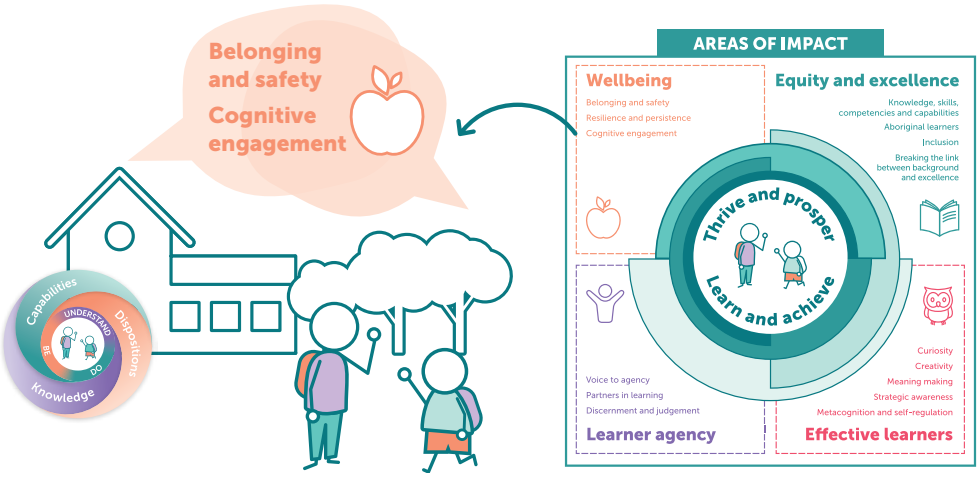
## Have you heard about EdChat?

### Our generative AI chatbot – custom-built for teaching and learning

The department created EdChat in partnership with Microsoft and continues to develop it alongside educators and students participating in the EdChat proof of concept. Find out more about this exciting innovation.

# Deepening our understanding of the areas of impact

The areas of impact sit outside of the curriculum. They are expressed through the curriculum and in the broader features of a school.




For example, if we think about 2 domains of the **wellbeing** area of impact, 'belonging and safety' and 'cognitive engagement', we can ask ourselves:

- What would learning and teaching look like if all children and young people felt a sense of belonging in their learning?
- What are the other features of our school, beyond curriculum, where we could nurture a sense of belonging and cognitive engagement?

## Areas of impact action cards and process guide

The **action cards** make the areas of impact and their domains more meaningful by describing examples of learner actions and experiences.

As you engage with the cards, ask yourself, **What might this look like for my learners?** Keep in mind that not all aspects of wellbeing, learner agency, effective learners and equity and excellence are addressed.

Use the areas of impact action cards to partner with learners to:

- identify existing strengths
- determine areas for development and strategically sequence next steps
- develop shared understandings
- enhance learner voice.

Check out the **process guide** for suggestions.




Areas of impact action cards and process guide



### CONNECTING WITH RESEARCH

Listen to our CE Martin Westwell describe how PISA (2022) helps us have some understanding about influences on student achievement in South Australia.

# Areas of impact – our school's choices

> **Context matters and educators know their students better than anyone else. We can do anything, but we can't do everything! Educators, working collaboratively, are best placed to use their professional judgement to make the choices about the area of impact/domain(s) that will make the biggest difference for the learning of their children and young people.**
> Martin Westwell, Chief Executive, Department for Education

## Connecting the areas of impact

Discuss your school's **focus area of impact/domain(s)** with colleagues and use this grid to organise and capture your thoughts. Start by recording your ideas about your area of impact/domain(s), then note the connections you can see to the other areas.

### Connection examples

**FOCUS** | We are working on helping students develop **strategic awareness** (knowing what to do when they don't know what to do), as we believe this will boost their confidence and ability to handle more complex tasks.

**CONNECTION** | We think this will improve learning (**excellence**) and explicitly teaching strategies to all students might particularly support our disadvantaged students (**equity**).

**FOCUS** | We want all students to feel they **belong** in their learning and be **cognitively engaged**, as we believe this will lead to better achievement.

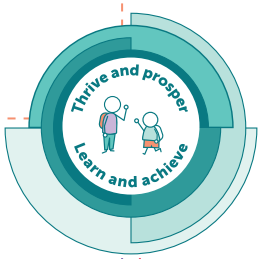
**CONNECTION** | We think a good first step is to ask for and respond to student feedback (**voice**) on how to make learning more engaging.

**CONNECTION** | All students should improve. We are seeking to close the achievement gap, ensuring both **equity and excellence**.

**AREAS OF IMPACT**

**Wellbeing**

**Equity and excellence**




**Learner agency**

**Effective learners**

# Identifying actions to activate the areas of impact

This section supports school-based and statewide conversations about practical actions associated with developing each of the domains within each area of impact.

The areas of impact are interconnected, as are the domains, but to think about addressing everything at once is overwhelming. We are clear that initiating a focus on your chosen area of impact/domain(s) is likely to open a pathway to your next steps.

This section seeks to identify educator actions that are strongly linked to a particular domain. The ideas are examples of the actions that will support schools to strengthen their impact in that area, but they are not exhaustive.

For your school's **focus area of impact/domain(s)**, leaders and teachers collaborate to activate it into the life of the school, for example, ensuring that:

- agreed ways of working and policies (if appropriate) reflect the area of impact/domain(s)
- actions are deliberate and consistent across the school
- actions are evaluated for impact and responded to accordingly
- practices flow through curriculum and where possible inform aspects of school beyond curriculum.




Pages 15 to 19 elaborate on the department's published statements of the areas of impact and domains, leading to observable student actions and example teacher/leader actions, creating possible pathways for implementation.

## ADD YOUR SCHOOL'S VOICE – WHAT ELSE?

As part of our learning system*, taking collective responsibility* we invite you to join the conversation by adding specific actions that you have tried and found to be impactful when activating a particular area of impact/domain. *Our guiding principles, page 22.

Our school's focus area of impact/domain(s) and collaborative thinking:

**Share the work you are doing to activate the areas of impact.**

# Wellbeing

Our learners feel safe, included, and valued. They have access to support, experiences, teaching, and resources to build their resilience and social and emotional skills to positively and confidently engage in learning.



**There are 2 arrows that connect to student achievement. Of course it's our curriculum, pedagogy and learning design but the other equally important arrow is learner wellbeing. We cannot let this become an either-or story in South Australia. It's a two-arrow story.**
Martin Westwell, Chief Executive, Department for Education

## Belonging and safety

Learners feel they belong, are culturally safe, and are free to experiment, to raise questions and learn without feeling threatened → **they are connected to their learning and the school community.**

This is developed, for example, when leaders and teachers:

- ensure that every student feels strongly connected to at least one adult in school
- consider and respond to the different perspectives and experiences students bring to the school community and learning, asking how do we ensure:
  - cultural safety?
  - the ideas being presented connect to students' lives and experiences?
- actively seek students' perspectives relating to safety and belonging and design responses with them
- partner early with the community, engaging families' sense of belonging to the school.

## Resilience and persistence

Learners have the capacity to cope with day-to-day challenges and persevere when faced with new or complex learning situations → **they know, because of their experiences rather than rhetoric, that they can learn and grow.**

This is developed, for example, when leaders and teachers:

- create experiences in curriculum and beyond that ensure all students experience the feeling of success that results *from effortful engagement*
- ensure students have an appreciation of the learning process and have models, such as the Learning Pit, to support them to talk about where they are in their 'grapple'
- ensure that students sometimes experience productive failure
- recognise and celebrate resilience and persistence through, for example:
  - displaying drafts through to the final product
  - using processes such as, 'I used to think... now I think...'.

## Cognitive engagement

Learners have the mental capability to engage actively in learning and feel stretched and challenged → **they 'flex' the skills and dispositions needed to actively engage in learning.**

This is developed, for example, when leaders and teachers:

- design learning that invites all students to 'step into the learning' – low floor, high/no ceiling in curriculum-related learning and broader school experiences
- design curriculum learning that creates a 'hook' to draw students in to 'hard thinking'
- are aware of 'who is doing the thinking' – learning happens when students 'think hard'
- actively seek students' feedback about their cognitive engagement and partner with students to explore approaches to improve engagement.

**WHAT ELSE?**

# Effective learners

Education must develop children and young people who can learn, not only when they are being taught. At preschool and school and throughout their lives, learners need to develop the skills to be effective learners so that they can make the most of future opportunities and respond to changes in their worlds.



**The world simply no longer cares how much our kids know, what the world cares about is what they can do with what they know.** (Tony Wagner in Whiteley and Dintersmith 2015)

**One of the things we know from cognitive science research is that inert knowledge, that is things that you memorise, spit back and never use does not stick. And about 90% of the things that you might take in, memorise, use on a test and never use again, disappear.** (Linda Darling-Hammond in Whiteley and Dintersmith 2015)

## Curiosity

Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced → **they question and think critically.**

This is developed, for example, when leaders and teachers:

- model being a curious learner in curriculum and beyond
- actively listen out for when students' questions present opportunities to move the learning forward – showing students that their questions are valuable and valued
- create and embed processes that value students' noticing and wondering within and beyond the curriculum
- design learning opportunities that invite exploration.

## Creativity

Learners think 'outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings → **they innovate and explore.**

This is developed, for example, when leaders and teachers:

- design learning opportunities within and beyond the classroom that have multiple solutions, present a dilemma, are a problem to solve, an opportunity to respond to, or a challenge with parameters that make the goal tricky
- commence learning opportunities by drawing on students' intuition
- create the time and space necessary for students to be creative
- embed processes for students to innovate aspects of learning and school life.

*Effective learners continued next page*

**WHAT ELSE?**

## Meaning making

Learners make connections between past information and/or experiences and new knowledge → **they actively construct understanding rather than passively absorb facts.**

This is developed, for example, when leaders and teachers:

- find out what the student brings to the learning and respond to that
- provides multiple modes and opportunities for students to learn a given idea
- use questions that drive meaning making, such as:
  - How are these [...] the same as each other?
  - How are these [...] different to each other?
  - What connections do you see between [...] and [...]?
  - Why is [...] an example of [...]?
  - How come?
  - Why is this not an example of [...]?
  - What does [...] remind you of/ make you think of/look like/ sound like?
  - I used to think... but now I think... so now I will...

## Strategic awareness

Learners know what to do when they don't know what to do → **they respond purposefully to challenges and opportunities.**

This is developed, for example, when leaders and teachers:

- intentionally teach specific learning area and generic 'stuck' strategies
- provide learning and assessment tasks that include non-routine and unfamiliar problems, then provide support and opportunities for students to select strategies and design approaches
- facilitate collaborative evaluation of students' approaches using different criteria, such as clarity, accuracy, transferability, etc
- ask themselves, 'Can this be reasoned, or is explicit instruction needed at this point in the learning?' Teaching is then a response to students not having been able to master the learning, rather than in case they were not able to.

## Metacognition and self-regulation

Learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment → **they pause, reflect and adjust their actions if needed.**

This is developed, for example, when leaders and teachers:

- intentionally teach students metacognitive strategies, including how to plan, monitor and evaluate learning
- model their own thinking
- use tasks that provide opportunities to 'grapple' (productively struggle)
- promote, develop and normalise metacognitive learning talk in the classroom
- explicitly teach students how to organise and effectively manage their learning.



# Learner agency

Our learners are empowered to develop a sense of identity and responsibility as they participate in their preschool and school community and are supported to play a role in shaping their learning experiences.



**It's not just about whether students make choices in their learning, it's about the quality of choices they make.**
Martin Westwell, Chief Executive, Department for Education

## Voice to agency

Learners have a say and 'own' what they learn and how they learn → **they activate the power to be 'owners of their own learning' – Dylan Wiliam.**

This is developed, for example, when leaders and teachers:

- engage students in reflective practice and shared identification of the next steps in learning
- provide students with choice that enables different approaches to achieve the intended learning
- provide opportunities for students to demonstrate their understanding in various modes.

## Partners in learning

Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience → **they activate the power to be 'learning resources for one another' – Dylan Wiliam.**

This is developed, for example, when leaders and teachers:

- intentionally develop students' capability to effectively engage in giving and responding to peer feedback, ensuring feedback is kind, specific and helpful, and related to learning intentions and success criteria
- actively seek to develop a culture of critique as the established way of learning together
- regularly check in with students, celebrating successes and partnering to resolve challenges.

## Discernment and judgement

Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful → **they bring discernment and judgment to life and learning beyond the curriculum.**

This is developed, for example, when leaders and teachers:

- intentionally develop students' capability and confidence to make and explain choices
- design tasks for which there are different possible solutions, each justifiable with reasoning
- intentionally design for and embrace learning opportunities through which students develop their ability to make decisions, justify choices and evaluate the impact of their choices
- support the meaningful application of discernment and judgement in their lives, now and in the future.

**WHAT ELSE?**

# Equity and excellence

We strive for excellence including foundational capabilities such as literacy, numeracy and digital literacy in all learners, by providing varied, challenging, and stimulating experiences. As well as opportunities that enable all learners to explore and build on their own abilities, interests, culture and experiences. We seek out inequity, eliminate barriers to opportunities and support all students to learn and thrive.

**When staff see that anything is possible, they work to get the children there.** SA educator, Equity and excellence meaning making workshop 2023

## Knowledge, skills, competencies and capabilities

Learners develop foundational knowledge, capabilities including literacy, numeracy and digital literacy, skills and values. All learners have the opportunity to develop mastery in their chosen areas of interest → **they seize opportunities to broaden their interests and passions, actively pursuing ways to deepen their understanding and develop mastery.**

This is developed, for example, when leaders and teachers:

- genuinely have high expectations for all learners
- evaluate and revise teaching and learning sequences in light of evaluation of impact, learner engagement and using learner feedback
- intentionally choose impactful pedagogical approaches that align with the intended learning outcomes
- embed effective 'check-in and act' processes to surface evidence of understanding and misconceptions.

## Aboriginal learners

Aboriginal children and young people build on their cultural identity and pride, and develop the knowledge, skills, confidence and resilience needed to achieve their goals and thrive in society → **they are capable of demonstrating Aboriginal cultural pride and knowledge as they pursue their goals.**

This is developed, for example, when leaders and teachers:

- incorporate pedagogy that is culturally responsive and developed through a student-centred approach to teaching based on high expectations and quality relationships
- partner with families and communities to create culturally safe and inclusive learning environments
- acknowledge, value and respect Aboriginal knowledge, wisdom and expertise
- hear, seek and respect the voices of Aboriginal people.

(Department for Education 2019)

## Inclusion

Learners from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to access and fully participate in learning experiences → **they understand diversity as a strength and contribute to a culture of inclusion.**

This is developed, for example, when leaders and teachers:

- recognise and respond to the diversity of the students they teach
- support students to find and maintain connection and a sense of belonging to school
- seek to connect students with the support that they need
- listen to students and their families to understand and support them to achieve their aspirations.

## Breaking the link between background and excellence

Our education system helps to overcome barriers to learning and empowers all children and young people → **they believe that their futures are self-determined and are empowered to learn and thrive.**

This is developed when leaders and teachers use impactful, high equity pedagogical approaches focused on, for example:

- the provision of clear, actionable feedback involving metacognitive and self-regulatory approaches
- peer tutoring/peer-led feedback
- reading comprehension strategies
- oral language strategies
- phonics interventions.

**WHAT ELSE?**

# NOTES


AREAS OF IMPACT
Wellbeing
Equity and excellence
Thrive and prosper
Learn and achieve
Learner agency
Effective learners

# NOTES


AREAS OF IMPACT
Wellbeing
Equity and excellence
Thrive and prosper
Learn and achieve
Learner agency
Effective learners

# Our ways of working

Our guiding principles describe our ways of working across the system. Connect with colleagues here to express what these ideas mean for your work together.

| Our guiding principles | WHAT IT MEANS FOR US<br>**What it is**<br>What does it already look like? What might it look like? | **What it isn't**<br>What do we want to avoid? |
|---|---|---|
| **Collective responsibility**<br>We all share responsibility to help our children and young people learn and thrive, and through collaborative effort we will achieve more than the sum of the parts, break down barriers and work together to deliver on our purpose and areas of impact. This is a great strength of public education. | Prioritising time for teaching teams to collaboratively design learning. | Educators 'working in silos' without sharing and supporting one another. |
| **Learning system**<br>In public education, we learn with and from each other and have the confidence and vulnerability to try new things or change the things we think can be done better. We will leverage expertise and be open minded to expert referencing. Praiseworthy failure, through exploration and testing boundaries in the right way, will be embraced – this is how we will continually improve. | Educators being learners, trying new things and 'learning together through doing'. | Repeating the same learning sequences without listening to learner needs and feedback. |
| **Evaluate for impact**<br>In public education we will keep in focus the difference we are making to our learners, through creating a culture that measures for impact using evidence, research and data and by using what we learn to inform our policy and practice at every level of the system. | Using a range of evidence to see and celebrate signs of progress and share these in our school and beyond. | Moving on to the next innovation without evaluating evidence to know the impact of the choices we made. |
| **Tight and flexible**<br>We will be tight on the purpose we have agreed to take responsibility for, and we will be flexible on how it might be best achieved in different contexts. We must be able to understand what that means for our work and within the preschool and school context and tailor accordingly. Some areas of impact will need to take priority over others, providing the ability to make a difference based on our context and our starting point. | A shared commitment to strengthen a specific area of impact, with the flexibility to explore and trial different ways to achieve improvements. | Everyone doing everything in exactly the same way, without flexibility that accounts for context. |
| **Trust and verify**<br>We will empower our staff with the autonomy to do great work, without losing sight of the big picture and provide support and structures to make informed decisions to deliver on our purpose.<br>We will start with the premise that we trust the professional judgement of our educators, staff and leaders.<br>We recognise that we are accountable to the public for the trust and resources provided to public education, and to our children and young people to keep the promise articulated in our purpose statement. | Student dispositions and capabilities are not easily tested in the same standardised ways as content. As we develop our ability to capture natural evidence of learning, we will trust each other's observations and verify through regular dialogue. | Isolated decision-making that disregards the value of building collective understanding. |

# NOTES

# Engaging with the SA Curriculum

SA Curriculum
for public education

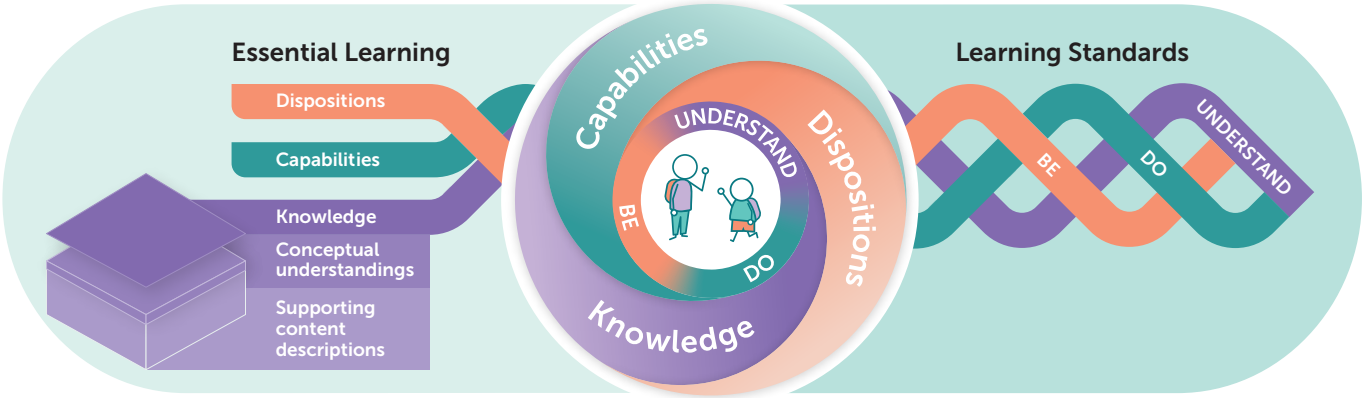
We're adapting the SA Curriculum from the Australian Curriculum version 9.0 to reflect *Our strategy for public education in South Australia* (Department for Education 2023a).



SA Curriculum for public education (Department for Education 2024)

## The SA Curriculum framework

The SA Curriculum framework makes explicit that the integration of dispositions, capabilities and knowledge enables deep understanding and the ability to transfer and apply learning in a range of contexts.




The **Essential Learning** makes explicit the fundamental dispositions, capabilities and knowledge at the heart of each learning area by:

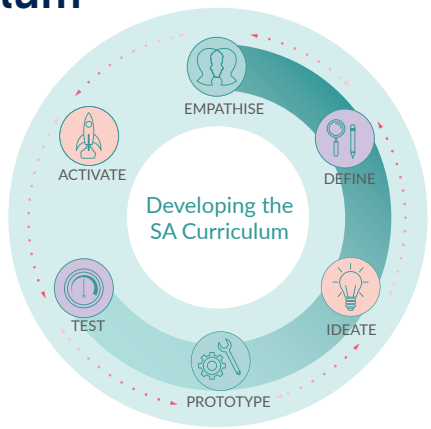
- integrating the dispositions, capabilities and knowledge crucial to developing understanding and learning that endures for life
- including the dispositions and capabilities inherent in being an effective learner in each learning area
- highlighting the ways of thinking and working integral to the learning area
- emphasising understanding and showing how content descriptions contribute to higher level conceptual understanding.

The new **Learning Standards** describe what students will understand, do and be by:

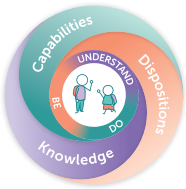
- prioritising conceptual understanding
- developing capabilities in learning area contexts, for transfer and agency
- fostering dispositions for learning and life.

## Working together to develop the SA Curriculum

Working together as a learning system, we are taking collective responsibility to shape the SA Curriculum. Learning area prototypes are now available to explore and test, along with other resources to support you in getting started.



# NOTES



# NOTES

# Building coherence for our learners – the arc of education across the levels of schooling

In South Australia, we are working deliberately to create a learning journey for our children and young people that intentionally nurtures the whole person, from preschool to senior secondary.

*Our strategy for public education in South Australia* complements earlier innovation of the Early Years Learning Framework (EYLF 2.0) and the SACE Board's vision of a thriving learner.

As you explore the summaries below, you'll notice a common appreciative stance about our learners – all:

- position our learners as competent individuals capable of learning
- strive to develop the whole person for now and their futures
- seek to 'stretch' our learners
- seek to develop individuals as contributing members of their community.




Our strategy for public education in South Australia (Department for Education 2023a)

## Early Years Learning Framework 2.0

The 5 **learning outcomes**:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.



EYLF 2.0 (Australian Government Department of Education 2022)

## Areas of impact and the SA Curriculum for public education

- Our 4 **areas of impact** – wellbeing, learner agency, effective learners and equity and excellence – describe what we are prioritising to achieve our purpose of every student learning and thriving.
- Our **SA Curriculum for public education** supports this by embodying the development of learners' dispositions, capabilities and knowledge for understanding.



Areas of impact



SA Curriculum framework

## SACE – the thriving learner

Giving every learner the capability to:

- **open doors:** *find opportunities* by pursuing ideas and creating new paths, getting things done and setting the pace
- **stretch minds:** *through global curiosity* by knowing more than facts and figures, pausing to think and asking why
- **strengthen ownership:** *grasp responsibilities* by identifying strengths and opportunities and embracing failure as a first attempt in learning
- **embrace perspectives:** *honour difference* by growing awareness of different actions and recognising the impact they may have
- **share success:** *with communities* by forming connections with people and teams who have different ways of knowing and being.




Passport to thrive (SACE Board of South Australia 2024)

Check out the next 2 pages for information about:

- the **EYLF 2.0** – it's a goldmine of rich pedagogic support for educators
- the recently launched **SACE Subject Renewal** agenda and recent subject innovations (EIF and AIF).

# Early Years Learning Framework 2.0

*Belonging, Being and Becoming: The Early Years Framework for Australia* (Australian Government Department of Education 2022) embodies early childhood education's essence, ensuring that every child is learning, growing and celebrated. It emphasises nurturing a child's sense of belonging, presence in the moment (being) and evolving identity (becoming). This focus is fundamental to setting children up for lifelong engagement in learning.



EYLF 2.0 (Australian Government Department of Education 2022)

## Laying the foundation of a core principle for the design of learning

Although designed for birth to age five children, the EYLF reflects a core principle for designing learning at any level of education – recognise and respond to learners' wealth of prior knowledge and experiences. The EYLF lays the foundation for this thinking and practice, describing how educators create environments where children connect their learning to new experiences, developing agency and confidence in their abilities.

**The EYLF 2.0** consists of integrated elements essential to early childhood pedagogy and effective curriculum design, including:

- a shared vision for children's learning – **children's learning, development and wellbeing** at the core
- the **principles** and **practices** to underpin learning and teaching
- the 5 **learning outcomes** that communicate high expectations for all children's learning, development and wellbeing
- children's **belonging**, **being** and **becoming** overlapping all the other elements.




Elements of the Early Years Learning Framework (EYLF 2.0, page 10)

**High expectations** are at the heart of this framework, underpinned by a child-rights approach where all children's abilities and identities are respected and developed. This approach recognises children's right to play, have agency and actively participate in matters affecting their lives.

Early years through to year 6 provides a strong foundation for learning. With colleagues, explore:

- How can we ensure that these foundations are recognised and built upon?
- How do we see the SA Curriculum supporting us, as educators, to continue this focus?

# SACE Subject Renewal

The SACE Board is undertaking a comprehensive program of **Subject Renewal** as a central part of its *Passport to thrive* strategic plan (SACE Board of South Australia 2024).

Subject Renewal recognises teachers' vital role in student learning – understanding where each student is at in their development, knowing when to provide support, and when to step back and allow them to flourish. For students, Subject Renewal will enable deeper, real-world learning, develop disciplinary knowledge and embed capabilities.



SACE Subject Renewal

## The 5 key drivers of Subject Renewal

- **Agency** – students are active participants in their learning.
- **Deep authentic learning** – students engage in transferable and real-life learning.
- **Natural evidence of learning** – students showcase more valued and valid evidence of learning.
- **Metacognition** – students evaluate their thinking to regulate the way they learn.
- **Capabilities** – students have opportunities to develop and showcase what they know, understand and can do.

The SACE Board's belief in the power of partnerships and its commitment to co-design brought thousands of principals and teachers together to inform this program. More than 350 principals from across SA attended **Principal Forums** to interrogate the program's ambition and develop an understanding of how their school's visions aligned with the SACE Board.

Additionally, 122 **Curriculum Forums** engaged over 3,000 SA and NT teachers to share their thinking about re-envisioning all the SACE subjects.

From 2025 to 2027, 57 **Subject Renewal Groups** (SRG) involving 450 educators will progress the program by co-designing subjects with the SACE Board and students.

## EIF and AIF

Subject Renewal work is guided by the learning and evidence gathered during the recent redesign of SACE compulsory subjects, which moved from:

- Personal Learning Plan (PLP) to **Exploring Identities and Futures (EIF)**
- Research Project (RP) to **Activating Identities and Futures (AIF)**.

These subjects were redesigned to better meet the needs of current and future students in a changing world. They were developed in partnership with teachers to pilot and evaluate with students in schools before wider implementation.



SACE EIF

**Through EIF**, students develop agency and explore identity and belonging by pursuing an area of interest that matters to them. Students lead their learning and use a self-directed approach to move away from the old 'what do you want to do' and towards 'who do you want to be'.



SACE AIF

**Through AIF**, students continue the process of self-directed inquiry. They draw on relevant strategies to plan, explore and progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'.

# NOTES

# Have you heard about EdChat?

## Our generative AI chatbot – custom-built for teaching and learning

The department created EdChat in partnership with Microsoft and continues to develop it alongside educators and students participating in the EdChat proof of concept in 2023 and 2024, ahead of its launch to staff in term 4, 2024.

The new chatbot has extra safety features compared to openly available AI chatbots. It is tailored to public education in South Australia. It's designed to:

- improve data security
- protect students from accessing inappropriate content.

You can access EdChat at **edchat.sa.edu.au** and login via EdPass.

EdChat

Detailed information about EdChat is available on EDi. This link also contains a range of resources and supports regarding the broader influence of AI in schools.

## Using EdChat

EdChat gives responses in an educational context. It has access to the same data as ChatGPT, but it doesn't send user information back to the ChatGPT server. All data entered and used is secured by the department and stored in Australia.

There's no obligation to use EdChat. However, EdChat is the department's recommended AI chatbot due to its additional features that support teaching and learning in South Australia. The benefits of using EdChat include:

- responses framed in an education context, related to public education in South Australia, based on information from EDi and other sources
- inputs and responses are secured by the department so you can enter sensitive information, such as student work
- it's endorsed by the department for staff use, so your site doesn't need to complete a risk assessment and there's no cost to sites.

## How schools are using EdChat

Educators using EdChat have shared that it's a useful tool to:

- support lesson planning
- summarise survey results
- adapt materials to be suitable for different age groups or abilities
- change the subject matter of a task to suit a different topic
- save time preparing IESP applications
- quickly and efficiently find department policy information on EDi.





## Student access

In mid-2023, the department started a proof of concept, trialling EdChat with students in selected schools across the state. Student use of EdChat remains limited to the schools participating in the original proof of concept. Student use of EdChat, in support of their learning, will continue to be monitored and evaluated. These outcomes will inform any future rollouts to students.

## Future functionality to support you

Based on your feedback and technological advancements, the department is continuing to develop EdChat with more custom features that directly support teaching and learning in South Australian public schools.

To provide feedback or if you encounter an issue, click or tap the 'report an issue' button within EdChat. The Department will use this feedback to inform the development of new features and professional learning opportunities.

# Year overview | 2025

☐ South Australian school and public holidays

| 2025 | January | February | March | April | May | June |
|---|---|---|---|---|---|---|
| MON | | | | | | |
| TUE | | | | 1 | | |
| WED | **1** New Year's Day | | | 2 | | |
| THU | 2 | | | 3 | 1 | |
| FRI | 3 | | | 4 | 2 | |
| SAT | 4 | 1 | 1 | 5 | 3 | |
| SUN | 5 | 2 | 2 | 6 | 4 | 1 |
| MON | 6 | 3 **T1 \| W2** | 3 **T1 \| W6** | 7 **T1 \| W11** | 5 **T2 \| W2** | 2 **T2 \| W6** |
| TUE | 7 | 4 | 4 | 8 | 6 | 3 |
| WED | 8 | 5 | 5 | 9 | 7 | 4 |
| THU | 9 | 6 | 6 | 10 | 8 | 5 |
| FRI | 10 | 7 | 7 | 11 | 9 | 6 |
| SAT | 11 | 8 | 8 | 12 | 10 | 7 |
| SUN | 12 | 9 | 9 | 13 | 11 | 8 |
| MON | 13 | 10 **T1 \| W3** | **10** Adelaide Cup | 14 | 12 **T2 \| W3** | **9** King's Birthday |
| TUE | 14 | 11 | 11 **T1 \| W7** | 15 | 13 | 10 **T2 \| W7** |
| WED | 15 | 12 | 12 | 16 | 14 | 11 |
| THU | 16 | 13 | 13 | 17 | 15 | 12 |
| FRI | 17 | 14 | 14 | **18** Good Friday | 16 | 13 |
| SAT | 18 | 15 | 15 | **19** Easter Saturday | 17 | 14 |
| SUN | 19 | 16 | 16 | **20** Easter Sunday | 18 | 15 |
| MON | 20 **Term 1 \| Week 0** | 17 **T1 \| W4** | 17 **T1 \| W8** | **21** Easter Monday | 19 **T2 \| W4** | 16 **T2 \| W8** |
| TUE | 21 | 18 | 18 | 22 | 20 | 17 |
| WED | 22 | 19 | 19 | 23 | 21 | 18 |
| THU | 23 | 20 | 20 | 24 | 22 | 19 |
| FRI | 24 | 21 | 21 | **25** ANZAC Day | 23 | 20 |
| SAT | 25 | 22 | 22 | 26 | 24 | 21 |
| SUN | **26** Australia Day | 23 | 23 | 27 | 25 | 22 |
| MON | **27** Public holiday | 24 **T1 \| W5** | 24 **T1 \| W9** | 28 **Term 2 \| Week 1** | 26 **T2 \| W5** | 23 **T2 \| W9** |
| TUE | 28 **T1 \| W1** | 25 | 25 | 29 | 27 Reconciliation Week | 24 |
| WED | 29 | 26 | 26 | 30 | 28 | 25 |
| THU | 30 | 27 | 27 | | 29 | 26 |
| FRI | 31 | 28 | 28 | | 30 | 27 |
| SAT | | | 29 | | 31 | 28 |
| SUN | | | 30 | | | 29 |
| MON | | | 31 **T1 \| W10** | | | 30 **T2 \| W10** |

# Year overview | 2025

☐ South Australian school and public holidays

| 2025 | July | August | September | October | November | December |
|---|---|---|---|---|---|---|
| MON | | | 1 **T3 \| W7** | | | 1 **T4 \| W8** |
| TUE | 1 | | 2 | | | 2 |
| WED | 2 | | 3 | 1 | | 3 |
| THU | 3 | | 4 | 2 | | 4 |
| FRI | 4 | 1 | 5 | 3 | | 5 |
| SAT | 5 | 2 | 6 | 4 | 1 | 6 |
| SUN | 6 NAIDOC Week commences | 3 | 7 | 5 | 2 | 7 |
| MON | 7 | 4 **T3 \| W3** | 8 **T3 \| W8** | **6** Labour Day | 3 **T4 \| W4** | 8 **T4 \| W9** |
| TUE | 8 | 5 | 9 | 7 | 4 | 9 |
| WED | 9 | 6 | 10 | 8 | 5 | 10 |
| THU | 10 | 7 | 11 | 9 | 6 | 11 |
| FRI | 11 | 8 | 12 | 10 | 7 | 12 |
| SAT | 12 | 9 | 13 | 11 | 8 | 13 |
| SUN | 13 | 10 | 14 | 12 | 9 | 14 |
| MON | 14 | 11 **T3 \| W4** | 15 **T3 \| W9** | 13 **Term 4 \| Week 1** | 10 **T4 \| W5** | 15 |
| TUE | 15 | 12 | 16 | 14 | 11 | 16 |
| WED | 16 | 13 | 17 | 15 | 12 | 17 |
| THU | 17 | 14 | 18 | 16 | 13 | 18 |
| FRI | 18 | 15 | 19 | 17 | 14 | 19 |
| SAT | 19 | 16 | 20 | 18 | 15 | 20 |
| SUN | 20 | 17 | 21 | 19 | 16 | 21 |
| MON | 21 **Term 3 \| Week 1** | 18 **T3 \| W5** | 22 **T3 \| W10** | 20 **T4 \| W2** | 17 **T4 \| W6** | 22 |
| TUE | 22 | 19 | 23 | 21 | 18 | 23 |
| WED | 23 | 20 | 24 | 22 | 19 | 24 |
| THU | 24 | 21 | 25 | 23 | 20 | **25** Christmas Day |
| FRI | 25 | 22 | 26 | 24 | 21 | **26** Proclamation Day |
| SAT | 26 | 23 | 27 | 25 | 22 | 27 |
| SUN | 27 | 24 | 28 | 26 | 23 | 28 |
| MON | 28 **T3 \| W2** | 25 **T3 \| W6** | 29 | 27 **T4 \| W3** | 24 **T4 \| W7** | 29 |
| TUE | 29 | 26 | 30 | 28 | 25 | 30 |
| WED | 30 | 27 | | 29 | 26 | 31 |
| THU | 31 | 28 | | 30 | 27 | |
| FRI | | 29 | | 31 | 28 | |
| SAT | | 30 | | | 29 | |
| SUN | | 31 | | | 30 | |

# Year overview | 2026

☐ South Australian school and public holidays

| 2026 | January | February | March | April | May | June |
|---|---|---|---|---|---|---|
| MON | | | | | | |
| TUE | | | | | | |
| WED | | | | 1 | | |
| THU | **1** New Year's Day | | | 2 | | |
| FRI | 2 | | | **3** Good Friday | 1 | |
| SAT | 3 | | | **4** Easter Saturday | 2 | |
| SUN | 4 | 1 | 1 | **5** Easter Sunday | 3 | |
| MON | 5 | 2 **T1 \| W2** | 2 **T1 \| W6** | **6** Easter Monday | 4 **T2 \| W2** | 1 **T2 \| W6** |
| TUE | 6 | 3 | 3 | 7 **T1 \| W11** | 5 | 2 |
| WED | 7 | 4 | 4 | 8 | 6 | 3 |
| THU | 8 | 5 | 5 | 9 | 7 | 4 |
| FRI | 9 | 6 | 6 | 10 | 8 | 5 |
| SAT | 10 | 7 | 7 | 11 | 9 | 6 |
| SUN | 11 | 8 | 8 | 12 | 10 | 7 |
| MON | 12 | 9 **T1 \| W3** | **9** Adelaide Cup | 13 | 11 **T2 \| W3** | **8** King's Birthday |
| TUE | 13 | 10 | 10 **T1 \| W7** | 14 | 12 | 9 **T2 \| W7** |
| WED | 14 | 11 | 11 | 15 | 13 | 10 |
| THU | 15 | 12 | 12 | 16 | 14 | 11 |
| FRI | 16 | 13 | 13 | 17 | 15 | 12 |
| SAT | 17 | 14 | 14 | 18 | 16 | 13 |
| SUN | 18 | 15 | 15 | 19 | 17 | 14 |
| MON | 19 **Term 1 \| Week 0** | 16 **T1 \| W4** | 16 **T1 \| W8** | 20 | 18 **T2 \| W4** | 15 **T2 \| W8** |
| TUE | 20 | 17 | 17 | 21 | 19 | 16 |
| WED | 21 | 18 | 18 | 22 | 20 | 17 |
| THU | 22 | 19 | 19 | 23 | 21 | 18 |
| FRI | 23 | 20 | 20 | 24 | 22 | 19 |
| SAT | 24 | 21 | 21 | **25** ANZAC Day | 23 | 20 |
| SUN | 25 | 22 | 22 | 26 | 24 | 21 |
| MON | **26** Australia Day | 23 **T1 \| W5** | 23 **T1 \| W9** | 27 **Term 2 \| Week 1** | 25 **T2 \| W5** | 22 **T2 \| W9** |
| TUE | 27 **T1 \| W1** | 24 | 24 | 28 | 26 | 23 |
| WED | 28 | 25 | 25 | 29 | 27 Reconciliation Week | 24 |
| THU | 29 | 26 | 26 | 30 | 28 | 25 |
| FRI | 30 | 27 | 27 | | 29 | 26 |
| SAT | 31 | 28 | 28 | | 30 | 27 |
| SUN | | | 29 | | 31 | 28 |
| MON | | | 30 **T1 \| W10** | | | 29 **T2 \| W10** |
| TUE | | | 31 | | | 30 |

# Year overview | 2026

South Australian school and public holidays

| 2026 | July | August | September | October | November | December |
|---|---|---|---|---|---|---|
| MON | | | | | | |
| TUE | | | 1 | | | 1 |
| WED | 1 | | 2 | | | 2 |
| THU | 2 | | 3 | 1 | | 3 |
| FRI | 3 | | 4 | 2 | | 4 |
| SAT | 4 | 1 | 5 | 3 | | 5 |
| SUN | 5 NAIDOC Week commences | 2 | 6 | 4 | 1 | 6 |
| MON | 6 | 3 **T3 \| W3** | 7 **T3 \| W8** | **5** Labour Day | 2 **T4 \| W4** | 7 **T4 \| W9** |
| TUE | 7 | 4 | 8 | 6 | 3 | 8 |
| WED | 8 | 5 | 9 | 7 | 4 | 9 |
| THU | 9 | 6 | 10 | 8 | 5 | 10 |
| FRI | 10 | 7 | 11 | 9 | 6 | 11 |
| SAT | 11 | 8 | 12 | 10 | 7 | 12 |
| SUN | 12 | 9 | 13 | 11 | 8 | 13 |
| MON | 13 | 10 **T3 \| W4** | 14 **T3 \| W9** | 12 **Term 4 \| Week 1** | 9 **T4 \| W5** | 14 |
| TUE | 14 | 11 | 15 | 13 | 10 | 15 |
| WED | 15 | 12 | 16 | 14 | 11 | 16 |
| THU | 16 | 13 | 17 | 15 | 12 | 17 |
| FRI | 17 | 14 | 18 | 16 | 13 | 18 |
| SAT | 18 | 15 | 19 | 17 | 14 | 19 |
| SUN | 19 | 16 | 20 | 18 | 15 | 20 |
| MON | 20 **Term 3 \| Week 1** | 17 **T3 \| W5** | 21 **T3 \| W10** | 19 **T4 \| W2** | 16 **T4 \| W6** | 21 |
| TUE | 21 | 18 | 22 | 20 | 17 | 22 |
| WED | 22 | 19 | 23 | 21 | 18 | 23 |
| THU | 23 | 20 | 24 | 22 | 19 | 24 |
| FRI | 24 | 21 | 25 | 23 | 20 | **25** Christmas Day |
| SAT | 25 | 22 | 26 | 24 | 21 | **26** Proclamation Day |
| SUN | 26 | 23 | 27 | 25 | 22 | 27 |
| MON | 27 **T3 \| W2** | 24 **T3 \| W6** | 28 | 26 **T4 \| W3** | 23 **T4 \| W7** | 28 |
| TUE | 28 | 25 | 29 | 27 | 24 | 29 |
| WED | 29 | 26 | 30 | 28 | 25 | 30 |
| THU | 30 | 27 | | 29 | 26 | 31 |
| FRI | 31 | 28 | | 30 | 27 | |
| SAT | | 29 | | 31 | 28 | |
| SUN | | 30 | | | 29 | |
| MON | | 31 **T3 \| W7** | | | 30 **T4 \| W8** | |

| Week | Term 1 |
|---|---|
| 0 | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

| Week | Term 1 |
|---|---|
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 0 | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

**LEARNER VOICE**

**Allow curiosity. Let us dare to be wrong!**
**Let us learn in contexts that are relevant.**
(SA learner, SA Purpose of public education student consultation 2022)



| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |

NOTES

## Share your feedback on the companion

Let us know what's working well and what could be improved



# Teachers as learners – being the best at getting better!

## Individual reflections

What am I feeling proud of this term?

**In relation to strengthening my pedagogy:**

- Have I explored/strengthened an aspect of my pedagogy this term?
- What was the impact on students?
- What might I try next term? (Check out the strategy list on page 61.)

**In relation to creating a strong learning culture:**

- What did I do this term to intentionally nurture a strong learning culture?
- What are the tangible indicators that my efforts to create a strong learning culture are having a positive impact on students?
- How did I engage students in planning to strengthen our learning culture and monitoring our collective progress?
- What will I continue, introduce, or stop doing next term to strengthen the learning culture with each of my classes?

**What else do I want to reflect on and work towards?**

**It's important for us to think about ourselves as learners for a moment rather than as teachers.**
Ron Berger – Teachers as learners



Teachers as learners (Berger 2024a)

# Teachers as learners – being the best at getting better together!

## Collaborative reflections to consider with colleagues

- What collective improvements are we feeling proud of this term?
- What progress have we made with our collective focus on the areas of impact?
- What can we learn from each other's successes and praiseworthy failures?
- What are our next steps in relation to exploring the SA Curriculum prototype for our learning area(s)?
- What are we trying and discovering about using the capabilities and dispositions in the SA Curriculum to inform our design of learning?

**What else do we want to reflect on and work towards?**

| Week | Term 2 |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |

| Week | Term 2 |
|---|---|
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| NOTES | |

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
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**LEARNER VOICE**

**We want time on things that motivate us to come to school. Don't be allergic to fun.** (SA learner, SA Purpose of public education student consultation 2022)



| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

NOTES

## Share your feedback on the companion

Let us know what's working well and what could be improved

# Teachers as learners – being the best at getting better!

## Individual reflections

What am I feeling proud of this term?

**In relation to strengthening my pedagogy:**

- Have I explored/strengthened an aspect of my pedagogy this term?
- What was the impact on students?
- What might I try next term? (Check out the strategy list on page 61.)

**In relation to creating a strong learning culture:**

- What did I do this term to intentionally nurture a strong learning culture?
- What are the tangible indicators that my efforts to create a strong learning culture are having a positive impact on students?
- How did I engage students in planning to strengthen our learning culture and monitoring our collective progress?
- What will I continue, introduce, or stop doing next term to strengthen the learning culture with each of my classes?

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**It's important for us to think about ourselves as learners for a moment rather than as teachers.**
Ron Berger – Teachers as learners



Teachers as learners (Berger 2024a)

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## Collaborative reflections to consider with colleagues

- What collective improvements are we feeling proud of this term?
- What progress have we made with our collective focus on the areas of impact?
- What can we learn from each other's successes and praiseworthy failures?
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- What are we trying and discovering about using the capabilities and dispositions in the SA Curriculum to inform our design of learning?

**What else do we want to reflect on and work towards?**

| Week | Term 3 |
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| 1 | |
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| 5 | |
| 6 | |

| Week | Term 3 |
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| 10 | |
| NOTES | |

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
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**LEARNER VOICE**

**Understand every student for their ideas and thoughts, making sure they feel comfortable because school is supposed to be a safe place. Tell them it's okay to make mistakes.** (SA learner, SA Purpose of public education student consultation 2022)



| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

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| Week | Term 4 |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

| Week | Term 4 |
|---|---|
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| NOTES | |

| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
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**LEARNER VOICE**

**I hope that everyone can find their most effective method of learning so we can all find our own creative and fun way of becoming successful and changing the world.**

(SA learner, SA Purpose of public education student consultation 2022)



| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |

NOTES

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# COLLABORATIVE PLANNING RESOURCES

These resources and provocations support a collaborative approach to enhancing learning design incrementally. There is an intentional focus on impactful pedagogies, with each of the 6 learning design strategies framed to help you tweak your existing learning and assessment plans.

Each strategy has:

- a 2-page introduction – you are invited to discuss the information and build depth by adding your own knowledge, experience and research
- 6 copies of a frame for you to practise the strategy.

A QR code on these pages connects to an A3 digital version – you could project them or print copies to support collaboration.

Use your companion to capture the shared thinking in your own words. Consider how planning and practising these strategies across the year might support your PDP conversations. For early career teachers, this work might contribute to your graduate to proficient evidence.

The strategies are numbered for reference purposes only. Explore them in the order that best supports the improvements that you are going after. The strategies include:

1 **Metacognition and self-regulation** | Creating think alouds
2 **Metacognition and self-regulation** | Scaffolding for planning, monitoring and evaluating
3 **Success criteria** | Planning for students to understand what success looks like
4 **Feedback** | Peer feedback and self-assessment
5 **Checking for understanding** | Engineering effective discussions to elicit evidence of understanding
6 **Hooking students into the learning** | Designing for engagement in challenging learning.

Promoting educator dialogue and collective responsibility for improving the learning experiences and outcomes of all students.

# Collaboration with colleagues

## Identifying why and how we'll collaborate

**Before you begin designing learning together**, it will be worth investing some time with colleagues to come to a shared understanding of:

- how collaboration will benefit teachers and students
- the structures and processes that will support collaboration
- some indicators that genuine collaboration is occurring.

Consider returning to this thinking periodically throughout the year.

## Cooperation vs collaboration



**CHAT WITH COLLEAGUES**

How would you explain the difference between **cooperation** and **collaboration**? Historically, have you cooperated or collaborated? Check out the ideas below to support your discussion.



### COOPERATION

**To be of assistance, willing to help**

- Knowledge transmission (sharing ideas/ resources).
- Often spontaneous.
- Engagement (can be passive).
- Individual accountability.
- Delegation of tasks.
- Individual success is prized.

### COLLABORATION

**To work with another, or others on a joint project**



- Knowledge generation (creating new ideas/resources/approaches together).
- Formal (built into meetings) and informal.
- Empowerment.
- Group accountability.
- Common inquiry with embedded feedback.
- Collective success is prized.

## Guiding principles

Two of our **guiding principles** (page 22) are particularly relevant in signalling the **culture of collaboration** that we seek to nurture in South Australia:



### Collective responsibility

We all share responsibility to help our children and young people learn and thrive, and through collaborative effort we will achieve more than the sum of the parts, break down barriers and work together to deliver on our purpose and areas of impact. This is a great strength of public education.



### Learning system

In public education, we learn with and from each other and have the confidence and vulnerability to try new things or change the things we think can be done better. We will leverage expertise and be open minded to expert referencing. Praiseworthy failure, through exploration and testing boundaries in the right way, will be embraced – this is how we will continually improve.

**COLLABORATION**
To work with another, or others on a joint project



# Collaborative learning design – being the best at getting better **together**!

Use any or all of the following ideas to support the establishment of collaboration as the dominant way of working together:

- How will a collaborative approach support us as educators?
- How might our collaboration benefit students?
- What would need to stay, stop, start?
- What might our meeting times look like?
- What challenges might we need to resolve?
- What digital solutions might support this aspiration?
- How committed to this are we?

## Learning with and from each other

Let us know what's working well and what could be improved

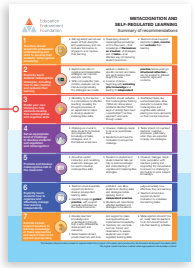
# Learning design strategy 1: Metacognition and self-regulation

## Creating think alouds

**AREAS OF IMPACT**

This learning design focus supports equity and excellence by strengthening students' metacognition and self-regulation (effective learners).

Model your own thinking to help students develop their metacognitive and cognitive skills



See page 120 (EEF 2021a)

Metacognition and self-regulation: Teaching and Learning Toolkit (EEF 2021b)

### The evidence

**Education Endowment Foundation (EEF) – key findings relating to metacognition and self-regulation:**

The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress per year), although it can be difficult to realise this impact in practice as such methods require students to take greater responsibility for their learning and develop their understanding of what is required to succeed. (EEF 2021b)

### Key findings

**For this learning design strategy, it is worth noting these key findings:**

- Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.
- These [metacognitive] approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.

### Key idea

**A 'think aloud' takes modelling to the next level!**

Remember that you are not simply demonstrating how to perform the task, ie you are doing more than showing that you have the knowledge to solve the problem or create the response. Instead, you are revealing your thought process by drawing attention to what you are:

- noticing
- thinking
- paying attention to
- wondering

and how this influences the choices you make.

### Practice example

Check out this video of Kristina Smekens demonstrating the difference between simply modelling and doing a think aloud.

After watching the video, ask yourself, 'What would I think about if I took a shot at a hoop?'

Did you get that from the straightforward model? No? We didn't either! Let's get great at think alouds.

Go beyond a model – reveal a think aloud (Smekens Education Solutions Inc 2019)

How, if ever, have you used think alouds with your students in the past? How might this support your assessment of students' understanding?

What else do we know or want to find out about think alouds?

Use this space to collaboratively generate sentence stems that support the development of quality think alouds.

# Learning design strategy 1: Metacognition and self-regulation

## Creating think alouds

**Delivering a quality think aloud is harder than it looks!** Whether you have decades of experience or just graduated, notes to support your think aloud will be helpful. That's why we have 6 pages in this companion for you to try and try again. Give it a go and ask your students for feedback about the difference it makes for them.

- Identify an aspect of learning that would benefit from you modelling a think aloud. It might be generating a response to a problem in mathematics or science, creating a written or artistic response to a provocation or demonstrating a practical skill.
- Use the sentence stems that you generated on page 65. Have a go. Record your think aloud or have a colleague make notes for you. Use this space to capture the key ideas for your think aloud.

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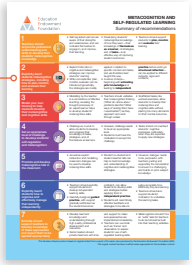
# Learning design strategy 2: Metacognition and self-regulation

## Scaffolding for planning, monitoring and evaluating

**AREAS OF IMPACT**

Metacognition and self-regulation approaches can be highly impactful for all learners, and particularly impactful for disadvantaged learners. In this way, equity and excellence can result from a focus on metacognition and self-regulation (effective learners).

Explicitly teach students metacognitive strategies, including how to plan, monitor and evaluate their learning



See page 120 (EEF 2021a)

Metacognition and self-regulation: Teaching and Learning Toolkit (EEF 2021b)

### The evidence

**Education Endowment Foundation (EEF) – Closing the disadvantage gap:**

'There is some evidence to suggest that disadvantaged students are less likely to use metacognitive and self-regulatory strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such students to practice and use these skills more frequently in the future.' (EEF 2021b)

### Key findings

**For this learning design strategy, it is worth noting these key findings:**

- The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.
- These [metacognitive] approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.

### Practice example

**The context** | This class were at a novice stage of applying metacognitive strategies in the context of problem solving.

**The task** | In response to watching the video 'Popcorn picker – act one', students asked, 'Which container will hold the most popcorn?'

**The teacher's design of learning** | Rather than scaffold steps towards a solution, the teacher chose to scaffold students' thinking by providing questions that encouraged them to think metacognitively.

Questions to help students plan their response to 'Which container holds the most popcorn?':

- What do I notice?
- What mathematics language is useful for this problem?
- What am I being asked to find out/show?
  Remember: This is not restating the question. I must explain what I need to find out/show in order to answer the question.
- What's my intuitive response to the question?
- What information might be helpful?
- How might I try to solve this problem?
- Is there any new learning that I will need to be able to solve this problem?



Popcorn picker – act one (Meyer 2012)

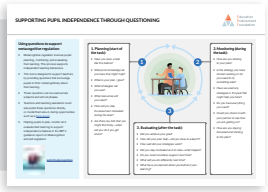
As students master the level of thinking shown in this scaffold, the teacher can remove this support and introduce additional metacognitive prompts.

# Developing student capability to plan, monitor and evaluate

We can develop question sets that support students at each stage of **planning**, **monitoring** and **evaluating**.

Take a look at the practice example at the beginning of this learning design strategy and check out this link for advice from the Education Endowment Foundation (EEF).

Remember, it is OK for students to struggle productively. If they are unable to progress independently, we can teach/model/coach how to proceed. We make intentional decisions about when to scaffold understanding.



Supporting pupil independence through questioning (EEF 2023)

## Provocation | The goal is for learners to develop skills and dispositions to navigate challenging learning and life situations.

The 'plan, monitor and evaluate' frame is useful for educators and students to reference so that we explicitly teach the thinking and questioning at these stages. However, it's important to ensure this doesn't become formulaic, where 'planning' is only done at the beginning, 'monitoring' happens midway, and 'evaluation' is reserved for the end. In practice, when engaging with challenging tasks, we fluidly move between planning, monitoring and evaluating.

Thinking about the provocation above – In addition to the work we do to explicitly teach students how to plan, monitor and evaluate, what are the more subtle practices that embed planning, monitoring and evaluating? For example:

- Recording sheet structure: First thinking, second thinking, next thinking.
- In-class conferencing: What are you trying? Why are you trying it? How does it help?

The following 6 pages support educators to work collaboratively to plan embedded experiences in different contexts across the year, to intentionally support and challenge students to learn how to think critically and ask questions as they navigate through various tasks.

# Learning design strategy 2: Metacognition and self-regulation

## Developing student capability to plan, monitor and evaluate

Think about something **challenging** that your students would need to grapple with and you might usually 'pave the way' to a solution for them.

Develop a set of **question prompts** for each of the phases – **plan**, **monitor** and **evaluate**. To create these prompts, channel what you notice, think, wonder and do as 'an expert' when approaching that type of problem.

**With colleagues, discuss the difference between reflection and evaluation.**

### Plan

### Monitor

### Evaluate

**CONSIDER: Do you want to give this frame to students, or design a process to co-construct it with them?**

# Learning design strategy 2: Metacognition and self-regulation

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### Monitor

### Evaluate

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### Plan

### Monitor

### Evaluate

**CONSIDER: Do you want to give this frame to students, or design a process to co-construct it with them?**

# Learning design strategy 3: Success criteria

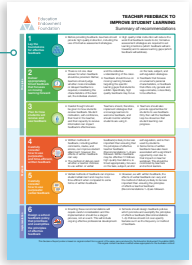
## Planning for students to understand what success looks like

### AREAS OF IMPACT

Students' understanding of success criteria is a core formative assessment strategy that underpins quality feedback. Additionally, only when students genuinely understand 'what success looks like' can they monitor and evaluate their learning and plan to improve (metacognition and self-regulation).

Students' capability to monitor and evaluate their learning empowers them as agents in their learning.

Lay the foundations for effective feedback



See page 116 (EEF 2021c)

## The evidence

In Hattie's (2023) research, success criteria has an effect size of 0.64. It is important to ensure that students understand both the learning intentions and the success criteria. Check out this video from Dylan Wiliam describing the impact when a group of educators engaged students with success criteria. Listen for the 'excellence and equity' message.



Sharing and clarifying success criteria (Wiliam 2019h)

## Practice examples

**1 | Examples of quality are more effective than descriptions of quality**

In this video, Dylan Wiliam reminds us that examples of quality are more effective than descriptions of quality. With colleagues, consider:

- What is our approach to sharing success criteria?
- Do we share descriptions of quality, examples of quality, or both?



Examples are more effective than descriptions (Wiliam 2019c)

**2 | Ensure students can't identify quality via surface features**

Dylan Wiliam (2011) advises that, '...when quality has multiple dimensions, care needs to be taken that students are not able to determine which pieces are better by focusing on surface features. For example, if you want to get students to focus on characterisation, it might be useful to have one piece of work with deep characterisation and poor grammar and spelling and another piece with good grammar and spelling and weak characterisation.'

**3 | Co-construct success criteria, but only if it's rigged!**

In this video, Dylan Wiliam reminds us that we can co-construct success criteria with students, but only if it's rigged! With colleagues, consider:

- Do we have examples of co-constructing success criteria with students?
- Was the approach impactful? Why/why not?
- What could we try?



Co-construct success criteria, but only if it's rigged! (Wiliam 2019b)

**4 | Success criteria can be product or process focused**

When might process success criteria support students?

**5 | Students need to understand quality in relation to capabilities and dispositions, not only content**

Do we show students that we value the development of capabilities and dispositions by including them in our descriptions of quality?

**6 | Understanding success criteria can take many different forms**

Checklists, rubrics, SMART goals, 'I can' statements. Do we favour one approach, or use a range of approaches?

### 7 | Develop a 'nose for quality'

After asking students to respond to the same prompt in multiple ways, we can then ask them to compare and order their responses against specific qualities. The student's ideas and work samples can then be used to develop their understanding of quality in this context. For example:

- **in a mathematics lesson**, students might be asked to solve one problem (eg 2001 – 398) in 3 different ways and then to identify their *most efficient* approach. The teacher could draw out the fact that the use of the algorithm is not the most efficient approach with these values. The relative merits of approaches in which students adjust the calculation and compensate to reach a solution can then be discussed
- **in an English lesson**, students might be asked to write three different (short) paragraphs to introduce a character/scene or three different opening lines to an essay, then compare and order their responses from most to least preferred, justifying their choice.

**If success criteria are to be any use to students, then they need to:**

- **be written in language that students are likely to understand**
- **be limited in number so students are not overwhelmed by the scope of the task**
- **focus on the learning and not on aspects of behaviour**
- **be supported, where necessary, by exemplars or work samples which make their meaning clear**
- **be created with input from students so that they have greater understanding and ownership.**

(Sadler 1998)

What else do we know or want to find out about clarifying success criteria with students?

# Learning design strategy 3: Success criteria

## Planning for students to understand what success looks like

Collaboratively develop a process that could be used to engage students with genuinely understanding success criteria. Consider the practice examples from the information pages to identify the approach that you want to try.

**Students need to understand what quality looks like for capabilities and dispositions as well as for knowledge and understanding.**

# Learning design strategy 3: Success criteria

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# Learning design strategy 4: Feedback

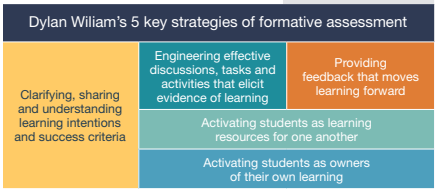
## Peer feedback and self-assessment

### AREAS OF IMPACT

When students are supported to engage effectively in peer feedback and self-assessment they are empowered to monitor and evaluate their learning and partner with their teacher in planning for improvement.

In the context of feedback, this learning design strategy empowers agency by activating students as:

- learning resources for one another
- owners of their own learning.




5 key strategies
(adapted from Leahy et al 2005)

## The evidence

John Hattie (2023) emphasises that feedback is a powerful influence on student achievement (effect size 0.53), but it must be effective and specific to be beneficial. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (EEF 2021). You will find information about teacher to student feedback on pages 114 to 117.

Feedback: Teaching and Learning Toolkit (EEF 2021)

## Key practice considerations for peer feedback and self-assessment

**1 | A culture of critique – be kind, be specific, be helpful**

Fundamentally, we are seeking to foster a culture of critique. Ron Berger highlights that while feedback can take many forms, the guiding principle is simple: be kind, be specific and be helpful. This straightforward approach is both effective and easy to remember.



A culture of critique (Berger 2024)

**2 | Anonymous, then peer, then self**

In the video, Dylan Wiliam reminds us that self-assessment can be emotionally charged and provides a solution to this challenge.



Anonymous, then peer, then self
(Wiliam 2019a)

**3 | Safety**

Students need to feel safe giving and receiving feedback. They need to know they can learn, and everything we say and do must tell them you believe it too.

## Examples of peer feedback processes

**1 | Rubric-based feedback**

In the video, Monét Cooper uses a speed dating protocol with her English class to think critically about writing.

Using a speed dating protocol to think critically about writing
(EL Education 2018)

**2 | Gallery walk**

Students display their draft work around the classroom. Peers circulate, providing written or verbal feedback on each student's draft.

**3 | Two stars and a wish**

After reviewing a peer's work, students highlight 2 positive aspects (stars) and one suggestion for improvement (wish).

**4 | Peer feedback circles**

Small groups of students take turns sharing their work and then the whole class works collaboratively to move the learning forward.

## Examples of self-assessment processes

**1 | Self-reflection journals**

Students regularly write reflections on their learning progress, challenges and areas they want to improve.

**2 | Checklist or rubric-based self-assessment**

Students use a checklist or rubric to evaluate their work.

**3 | Self-grading with justification**

Students grade their work and provide a justification for the grade. They also state what can be done to improve or seek clarity.

**4 | Exit slips**

At the end of a lesson, students fill out a quick self-assessment slip, commenting on what they learned, the questions they still have and how confident they feel about the learning.

What else do we know or want to find out about peer feedback and self-assessment?

# Learning design strategy 4: Feedback

## Peer feedback and self-assessment

Refer to the key ideas and feedback processes on the information pages. Collaboratively design a series of opportunities for students to engage in anonymous, peer feedback or self-assessment.

Plan your learning sequence to strengthen students' capability to provide kind, specific and helpful feedback.

**Students' capability to provide effective feedback needs practise and is a learning goal in itself.**

**We need to support and enable students to provide feedback on capabilities and dispositions as well as knowledge/understanding.**

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# Learning design strategy 5: Checking for understanding

## Engineering effective discussions to elicit evidence of understanding

**AREA OF IMPACT**

Whole-class dialogic processes, designed to elicit evidence of understanding and move learning forward, are an effective way to give students feedback in real-time. This is a win-win for students and teachers. It's a time-efficient approach to teacher feedback, and it supports students to build meaning through connecting new learning to previous understanding.

Carefully consider how to use purposeful verbal feedback



See page 116 (EEF 2021c)

### The evidence

John Hattie (2023) identifies prior knowledge activation as having an effect size of 0.93. This approach is important because connecting new information to familiar concepts helps reduce the cognitive load on students, making it easier for them to process and understand new material.

### Key considerations

**1 | A fundamental principle of learning design**

In this video, Dylan quotes David Ausubel (1968), reminding us of the critical role of anticipating and identifying what the student brings to the learning. With colleagues, consider:

- Do our teaching and learning plans clearly identify:
  - key prerequisite knowledge?
  - common misconceptions that students bring to this learning?
- Given that anticipation of prerequisite knowledge and misconceptions underpins what educators look for in student understanding – how will we collaborate to strengthen this aspect of our learning design?



Start from where the learner is (Wiliam 2019i)

**2 | All student response systems**

In this video, Dylan models one possible all student response process and reminds us of the need to base our next teaching moves on information from *all* students rather than a small selection of individuals.

How might we check for understanding, in the moment, with a whole class? Hands up questioning is not the answer. We need to know each student's starting point, and importantly, they need to know their starting point too.

With colleagues, consider:

- What all student response processes are used at our school?
- Are these processes in frequent use at all year levels? Learning areas?
- What processes do we want our students to be familiar with?



All student response systems (Wiliam 2019)

**3 | Create cognitive conflict**

In this popular animation, often referred to for its explanation of the Learning Pit, James Nottingham provides examples of how a teacher can both:

- elicit evidence of understanding, and
- move the learning forward

by designing to create cognitive conflict.

The Learning Pit videos and resources (Nottingham 2015)

## Practice examples

**1** | Discussion provocation to create cognitive conflict.
**2** | Mini whiteboards.
**3** | A, B, C, D response cards used with multiple-choice questions.
**4** | Four corners used with multiple-choice questions.
**5** | Electronic student response systems used with multiple-choice questions.
**6** | Fist to five.

What else do we know or want to find out about checking for understanding?

# Learning design strategy 5: Checking for understanding

## Engineering effective discussions to elicit evidence of understanding

Collaboratively design:

- a learning experience that:
  - surfaces students' current understanding/belief
  - creates cognitive conflict when additional information is given
  - supports and challenges students to resolve the conflict and reach deeper understanding
- a series of check-ins for a unit of learning using multiple-choice questions (with embedded misconceptions), combined with a process/tool such as four corners, mini whiteboards or a digital response system.

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# Learning design strategy 6: Hooking students into the learning

## Designing for engagement in challenging learning

### AREAS OF IMPACT

When students are engaged in challenging learning, we are potentially activating multiple areas of impact. As you design your learning, consider your school's agreed focus area of impact/domain(s) to drive your choices. Reflect on the additional areas of impact/domains that your learning design has connected to.




## The evidence

The evidence for the value of engaging students in challenging learning is in front of every teacher, every moment of every day. No teacher needs an effect size to tell them about the magic that happens when students can't help but engage with the learning.

## Key considerations

Ron Berger makes 2 broad recommendations:

- assign work that matters
- provide opportunities for public presentation.

'...my 6th-graders interviewed senior citizens and wrote their biographies. No one needed to tell them the reason for doing a quality job. These books were to be gifts to the seniors, gifts that might become precious heirlooms. Because their work would have this public audience, students were motivated to seek critique from everyone. They read the drafts of their biographies to the whole class for suggestions. They laboured, draft after draft, on their cover designs. They wanted their books to be perfect. This...was work that mattered.' (Berger 2003)



A culture of critique (Berger 2024)

## Practice examples

### 1 | Curiosity and opinion

We can hook students into learning that they didn't care about when they walked into the classroom. This video from Dylan Wiliam models creating a 'hook' by presenting a curious observation. Another broadly applicable technique is to 'invite opinion'. For example, present a statement or a solution to a problem and ask if they agree or disagree, and why?

- What examples do we have of hooking students into challenging learning? What key aspects of the question or the process got students hooked?
- Designing 'good hooks' for key concepts is challenging. What are your sources of inspiration? How might we collaborate to design more questions to engage students in challenge?



Hook students into the learning (Wiliam 2019f)

### 2 | Industry partnerships

Schools across SA have engaged in industry partnerships to 'create the need to know'. Industry participants present real-world problems their companies are grappling with for students to solve. The teacher uses this provocation to drive targeted curriculum learning. Students present their work to industry members as part of the feedback process.

### 3 | The innovation playlist

Explore this resource. It's a treasure trove of short inspirational videos from educators who, like you, seek education innovation for their students. This resource developed as a result of the 2015 US documentary *Most likely to succeed* and grew as educators responded to the film's ideas.



The innovation playlist
(What School Could Be 2024)

Explore the introductory video of the late, great Sir Ken Robinson. In his lifetime, he inspired educators across the globe. In this short video, he recognises the challenge for us as educators and the imperative for our students. As you listen, consider the connections to the innovation taking place in South Australia and the opportunities this presents to us as we activate the:

- SA Curriculum prototype – a curriculum that describes and values what students will understand (knowledge), do (capabilities) and be (dispositions), and
- SACE Subject Renewal – with agency, deep authentic learning, natural evidence of learning, metacognition and capabilities as its 5 key drivers (see page 29).

This resource is from the US, but if we capture and share our innovation, we'll have our own examples to inspire us!

How might we check in with our students for their insights into how we best hook them into challenging learning?

What would it look like to assign work that matters?

What might 'public presentation' look like in our context?

Could we explore (or expand) our industry partnerships?

# Learning design strategy 6: Hooking students into the learning

## Designing for engagement in challenging learning

Explore the examples for inspiration, then collaboratively design a lesson, series of lessons or a whole unit that intentionally seeks to cognitively and emotionally engage students in challenging learning. Consider:

- What dispositions, capabilities and understanding are you seeking to develop in students?
- What is your school's focus area of impact/domain(s)? How might that sharpen or elevate your learning design?

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# NOTES

## Share your feedback on the companion

Let us know what's working well and what could be improved



# RESEARCH TO PRACTICE RESOURCES

- Teacher to student feedback
- Metacognition and self-regulation

View these pages as a group to support your collaborative conversations, then use your companion pages to capture your own thoughts and actions.

# Teacher to student feedback

Feedback is a crucial tool in the classroom, with the potential to greatly impact student learning. This section presents 2 key perspectives through:

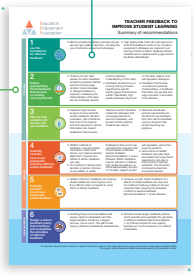
- Dylan Wiliam's practical strategies for improving teacher feedback
- the Education Endowment Foundation's summary of international research on effective teacher to student feedback (see page 116).

## Feedback that moves learning forward

In the video, Dylan describes some fundamental principles of feedback. He shares some practical examples, including ways to make feedback more work for the student than the educator.

Lay the foundations for effective feedback

Deliver appropriately timed feedback that focuses on moving learning forward



(EEF 2021c)



Feedback that moves learning forward (Wiliam 2019e)

### Dialogue with colleagues

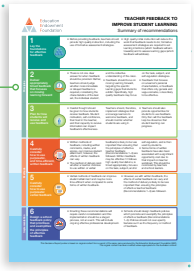
- Do we use comment only marking (never/rarely/quite frequently/often)?
- Do we provide feedback:
  - in ways that 'gets students thinking'? What examples do we have?
  - that moves learning forward? What examples do we have?
  - that is tied to the learning intentions and success criteria?
  - that is narrow enough for students to act upon without feeling overwhelmed?
- What opportunities are we providing for students to respond to feedback?
- What improvements could we make to our feedback practices? How might we work with students to evaluate the impact of the changes we make?

**Consider getting feedback from students about what works for them.**

# Feedback that improves the student, not just the task

In the video, Dylan describes the need for feedback to improve the student as a learner, rather than simply improve the student's performance on the task at hand.

Deliver appropriately timed feedback that focuses on moving learning forward



(EEF 2021c)



Feedback that improves the students, not just the task (Wiliam 2019d)

## Dialogue with colleagues

- Reflect on a range of feedback you have provided recently. Does the feedback:
  – focus *only* on improving performance on the task at hand, or
  – develop the student as a learner, as well as improving performance on the task?
  Share examples of both.
- Find one example of feedback that is focused only (or largely) on improving the task at hand. With a partner, discuss ways the feedback could be tweaked to achieve both:
  – improvement in performance on the task at hand, and
  – improvement of the student as a learner.

**Consider getting feedback from students about what works for them.**

Education Endowment Foundation

# TEACHER FEEDBACK TO IMPROVE STUDENT LEARNING

## Summary of recommendations

Principles

### 1 Lay the foundations for effective feedback



- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

### 2 Deliver appropriately timed feedback that focuses on moving learning forward



- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the *task* set, the individual *student*, and the collective understanding of the *class*.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that students exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

### 3 Plan for how students will receive and use feedback



- Careful thought should be given to how students *receive* feedback. Student motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether students are using it.
- Teachers should also provide opportunities for students to use feedback. Only then will the feedback loop be closed so that student learning can progress.

Methods

### 4 Carefully consider how to use purposeful, and time-efficient, written feedback



- Written methods of feedback, including written comments, marks, and scores, can improve student attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by students.
- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

### 5 Carefully consider how to use purposeful verbal feedback



- Verbal methods of feedback can improve student attainment and may be more time-efficient when compared to some forms of written feedback.
- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

Implementation

### 6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback



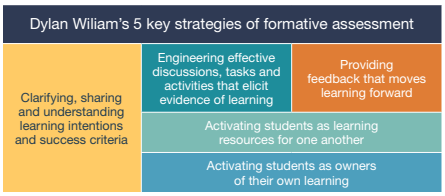
- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

This Guidance Report poster is based on original content from a report of the same name produced by the Education Endowment Foundation (EEF). The original content has been modified where appropriate for the Australian context.

# Connecting our practice to research

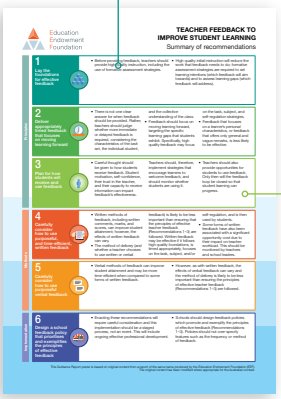
Use this frame with colleagues to reflect on current practices for **teacher to student feedback** and identify your next steps.

• Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.




5 key strategies (adapted from Leahy et al 2005)

**How embedded are these formative assessment strategies? What's our reasoning for that?**




(EEF 2021c)

Plan for how students will receive and use feedback

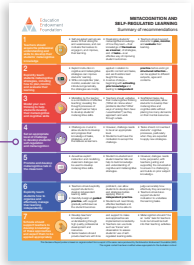
**How well do we do this? What are the blocks/enablers?**

**Consider getting feedback from students about what works for them.**

# Metacognition and self-regulated learning

Metacognition and self-regulation are essential skills for developing independent learners. In the videos below, Dylan Wiliam provokes thought on the role of productive struggle (a key aspect of metacognition) and our CE Martin Westwell introduces these concepts to students across South Australia in an engaging video. The Education Endowment Foundation's (EEF) summary of recommendations on page 120 highlights research on effective strategies for fostering metacognition and self-regulation in the classroom.

Set an appropriate level of challenge to develop students' self-regulation and metacognition



(EEF 2021a)

## An introduction to metacognition

In the 2024 CE student forums video, our CE Martin Westwell engages students using the stroop test to demonstrate how actively regulating our thinking and actions can feel during moments of grapple/productive struggle.




CE Martin Westwell using the stroop test



Productive struggle (Wiliam 2019g)

### Dialogue with colleagues

- Have a go at the stroop test. Many of you will have felt the grapple/productive struggle. Share how that felt with colleagues.
- Take a look at the short video of Dylan Wiliam describing the positive impact of productive struggle on learning.
- Explore the questions:
  - Do we tell before we ask? Do we always tell our students how to go about a problem before we ask them to grapple with it?
  - What examples do we have of 'ask before tell' being an impactful practice?
  - Is 'ask before tell' more prevalent in our practice in particular learning areas?
  - When is 'ask before tell' inappropriate in our practice? Why?

This EEF metacognitive process resource frames:

- **metacognitive regulation** as:
  - planning
  - monitoring
  - evaluation
- **metacognitive knowledge** as:
  - knowledge of task
  - knowledge of strategies
  - knowledge of self.



The metacognitive process: Supportive learning (EEF 2023a)

Pages 72 to 79 provide resources to support learning design that strengthens students' capability to plan, monitor and evaluate their learning. We invite you to collaborate with colleagues to consider:

- How do we support our students to have a breadth of transferable strategies and the capability to draw upon those strategies?
- How do we intentionally develop our students' understanding of their own cognitive processes and capabilities?

Education Endowment Foundation

# METACOGNITION AND SELF-REGULATED LEARNING

## Summary of recommendations

### 1 Teachers should acquire the professional understanding and skills to develop their students' metacognitive knowledge



- Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- Developing students' metacognitive knowledge of how they learn—their knowledge of **themselves as a learner**, of strategies, and of **tasks**—is an effective way of improving student outcomes.
- Teachers should support students to **plan, monitor**, and **evaluate** their learning.

### 2 Explicitly teach students metacognitive strategies, including how to plan,monitor, and evaluate their learning



- Explicit instruction in cognitive and metacognitive strategies can improve students' learning.
- While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way.
- A series of steps—beginning with **activating prior knowledge** and leading to **independent practice** before ending in **structured reflection**—can be applied to different subjects, ages and contents.

### 3 Model your own thinking to help students develop their metacognitive and cognitive skills



- Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop students' metacognitive skills.
- Teachers should verbalise their metacognitive thinking *('What do I know about problems like this? What ways of solving them have I used before?')* as they approach and work through a task.
- Scaffolded tasks, like worked examples, allow students to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.

### 4 Set an appropriate level of challenge to develop students' self-regulation and metacognition



- Challenge is crucial to allow students to develop and progress their knowledge of tasks, strategies, and of themselves as learners.
- However, challenge needs to be at an appropriate level.
- Students must have the motivation to accept the challenge.
- Tasks should not overload students' cognitive processes, particularly when they are expected to apply new strategies.

### 5 Promote and develop metacognitive talk in the classroom



- As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills.
- Student-to-student and student-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.
- However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.

### 6 Explicitly teach students how to organise and effectively manage their learning independently



- Teachers should explicitly support students to develop independent learning skills.
- Carefully designed **guided practice**, with support gradually withdrawn as the student becomes proficient, can allow students to develop skills and strategies before applying them in **independent practice**.
- Students will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.
- Teachers should also support students' motivation to undertake the learning tasks.

### 7 Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately



- Develop teachers' knowledge and understanding through high quality professional development and resources.
- Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently.
- Teachers can use tools such as 'traces' and observation to assess students' use of self-regulated learning skills.
- Metacognition shouldn't be an 'extra' task for teachers to do but should be built into their teaching activities.

This Guidance Report poster is based on original content from a report of the same name produced by the Education Endowment Foundation (EEF). The original content has been modified where appropriate for the Australian context.

# Connecting our practice to research

Use this frame with colleagues to reflect on current practices relating to **metacognition and self-regulation** and identify your next steps.

• Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop students' metacognitive skills.

**Check out pages 64 to 71 for ideas.**




(EEF 2021a)

• Teachers should support students to plan, monitor, and evaluate their learning.

**Check out pages 72 to 79 for ideas.**

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# Calendar 2025

☐ SA school and public holidays

## January

| M | Tu | W | Th | F | Sa | Su |
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| | | **1** | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | **26** |
| **27** | 28 | 29 | 30 | 31 | | |

**1** New Year's Day
**26** Australia Day
**27** Australia Day public holiday

## February

| M | Tu | W | Th | F | Sa | Su |
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## March

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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
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**10** Adelaide Cup

## April

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| 14 | 15 | 16 | 17 | **18** | **19** | **20** |
| **21** | 22 | 23 | 24 | **25** | 26 | 27 |
| 28 | 29 | 30 | | | | |

**18** Good Friday
**19** Easter Saturday
**20** Easter Sunday
**21** Easter Monday
**25** ANZAC Day

## May

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## June

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**9** King's Birthday

## July

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## August

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## September

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## October

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| 27 | 28 | 29 | 30 | 31 | | |

**6** Labour Day

## November

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## December

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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | **25** | **26** | 27 | 28 |
| 29 | 30 | 31 | | | | |

**25** Christmas Day
**26** Proclamation Day

## SA public schools – 2025 term dates

**Term 1:** 28 January to 11 April
**Term 2:** 28 April to 4 July
**Term 3:** 21 July to 26 September
**Term 4:** 13 October to 12 December

# Calendar 2026

☐ SA school and public holidays

## January

| M | Tu | W | Th | F | Sa | Su |
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| | | | **1** | 2 | 3 | 4 |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| **26** | 27 | 28 | 29 | 30 | 31 | |

**1** New Year's Day
**26** Australia Day

## February

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## March

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**9** Adelaide Cup

## April

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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | **25** | 26 |
| 27 | 28 | 29 | 30 | | | |

**3** Good Friday
**4** Easter Saturday
**5** Easter Sunday
**6** Easter Monday
**25** ANZAC Day

## May

| M | Tu | W | Th | F | Sa | Su |
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## June

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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
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**8** King's Birthday

## July

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## August

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## September

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## October

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**5** Labour Day

## November

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## December

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| 28 | 29 | 30 | 31 | | | |

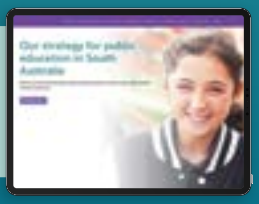
**25** Christmas Day
**26** Proclamation Day

## SA public schools – 2026 term dates

**Term 1:** 27 January to 10 April
**Term 2:** 27 April to 3 July
**Term 3:** 20 July to 25 September
**Term 4:** 12 October to 11 December

## Collaborating so our learners thrive

We are relentless in our ambition for all children and young people to enter the world beyond the classroom, ready to learn, create opportunities and live satisfying and fulfilling lives of their choosing.



Our strategy for public education in South Australia



Our Aboriginal Education Strategy initiatives and progress



SA Curriculum for public education



Keeping Safe: Child Protection Curriculum

Government of South Australia
Department for Education

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