TEACHERS' COMPANION

LEARN AND THRIVE

PRIMARY 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 primary 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 primary 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:



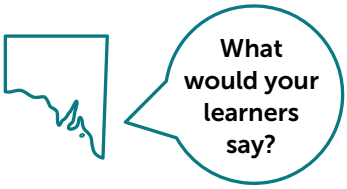
The voices of our learners

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

I learn effectively when...

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

My hopes for learning are...

...school can help me with this by...

I find learning engaging when...

Draw a picture

Learners draw a picture of their ideal learning day. What would they be doing?



Use a gallery walk

Write sentence starters on individual sticky notes around the room. Learners move around and write their responses on each sticky note.



Use a digital tool

Learners use a digital tool such as Mentimeter, Slido or Padlet to respond to sentence starters.



Write a letter to your future learner self

Learners write a letter to their 'future learner self', responding to sentence starters.



Or use a favourite process of your own.

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.



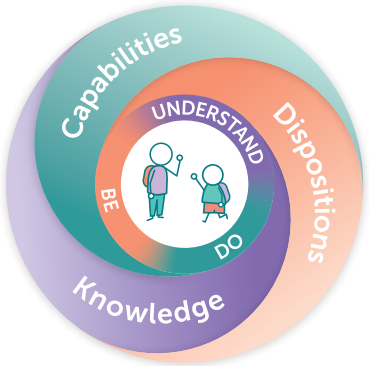
1 Purpose-driven, data-informed

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.

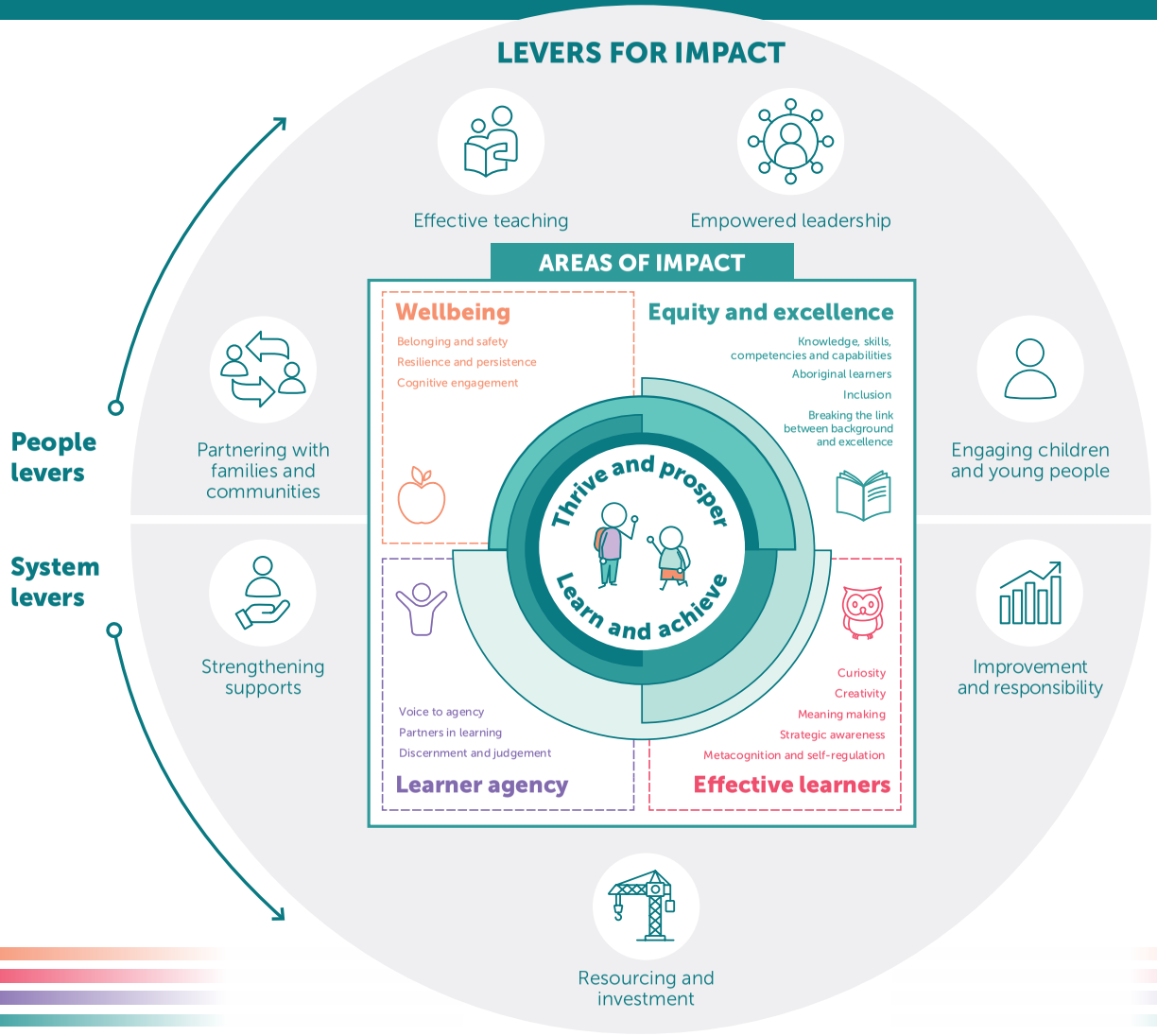
Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

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

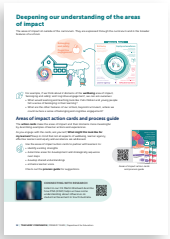
NOTES

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.



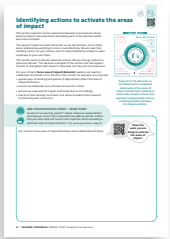
EDi: Engaging with our strategy for public education at your school or preschool (Department for Education 2023)



Deepening our understanding of the areas of impact

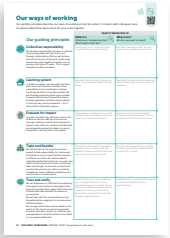
These pages promote thinking about:

- 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).



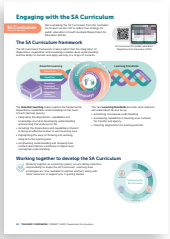
Identifying actions to activate the areas of impact

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.



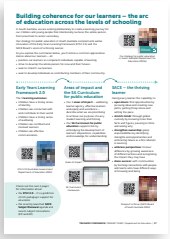
Our ways of working

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.



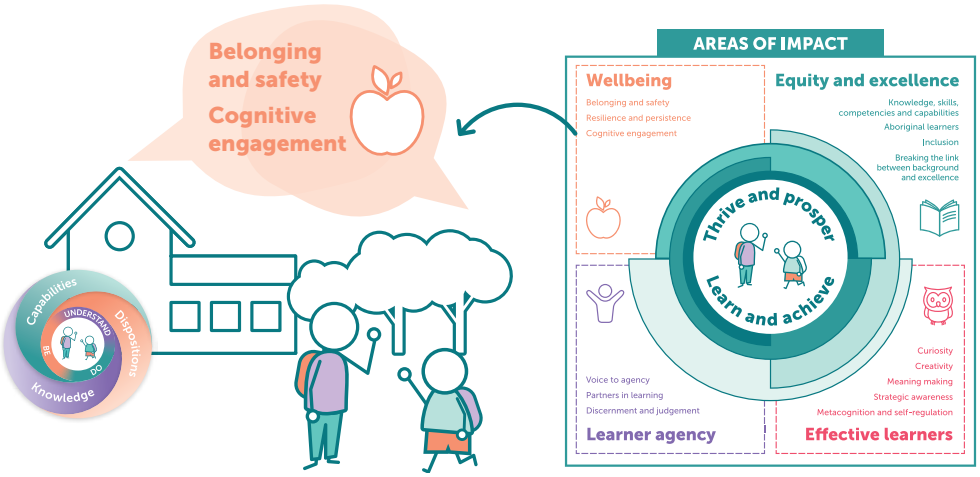
Have you heard about EdChat?

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.

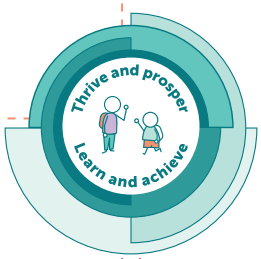
CONNECTION | We think a good first step is to ask for and respond to student feedback (**voice**) on how to make learning more engaging.

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 **What it is** What does it already look like? What might it look like?	 **What it isn't** What do we want to avoid?
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.	Prioritising time for teaching teams to collaboratively design learning.	Educators 'working in silos' without sharing and supporting one another.
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.	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 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 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 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. We will start with the premise that we trust the professional judgement of our educators, staff and leaders. 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

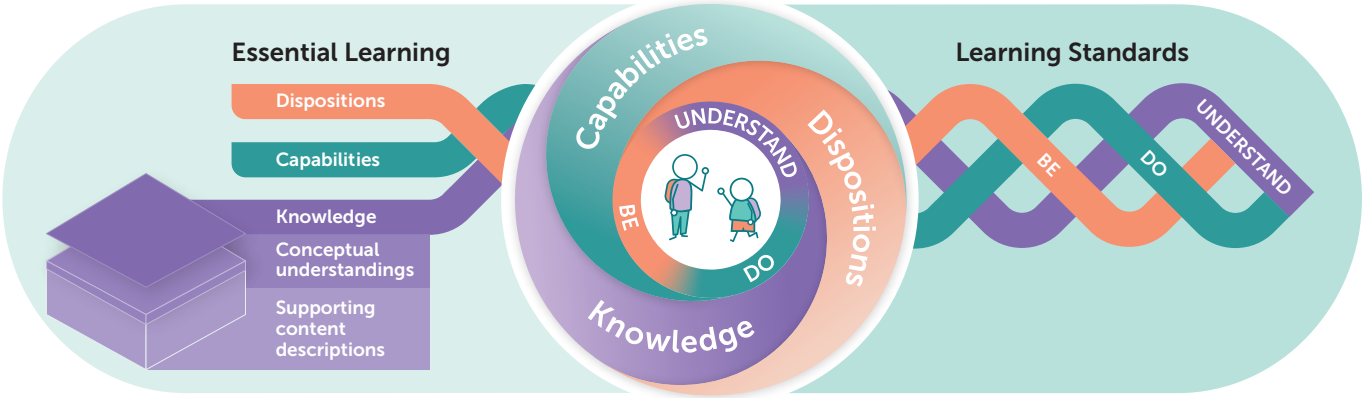
We're adapting the SA Curriculum from the Australian Curriculum version 9.0 to reflect *Our strategy for public education in South Australia* (Department for Education 2023a).



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:

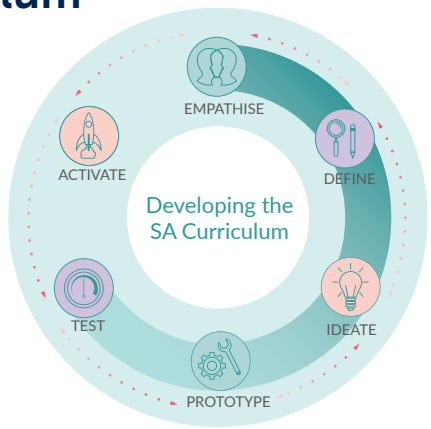
- integrating the dispositions, capabilities and knowledge crucial to developing understanding and learning that endures for life
- including the dispositions and capabilities inherent in being an effective learner in each learning area
- highlighting the ways of thinking and working integral to the 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:

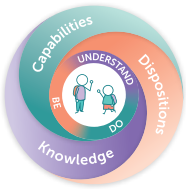
- prioritising conceptual understanding
- developing capabilities in learning area contexts, for transfer and agency
- fostering dispositions for learning and life.

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 childhood provides the foundation for developing identities, knowledge and skills. With colleagues, explore:

- How can we ensure that these foundations are recognised and built upon in the early years of school?
- How do we see the SA Curriculum supporting us, as educators, to have 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	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
1	
2	
3	
4	
5	
6	

Week	Term 1
7	
8	
9	
10	
11	
NOTES	

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Although the various aspects of formative assessment are reasonably well known (learning objectives, success criteria, feedback and so on) the true spirit of formative assessment is less familiar, mainly because it's harder to define. Without the appropriate learning culture, the strategies and techniques have limited impact and become nothing more than a thing to do. It would be possible to have lessons where all the elements featured but were more or less cancelled out by the absence of a true learning culture. (Clarke 2014)

PLAN YOUR ACTION

How could you partner with students to develop agreed ways of *working and being* to collectively grow a strong learning culture that is inclusive of all learners?

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Although the various aspects of formative assessment are reasonably well known (learning objectives, success criteria, feedback and so on) the true spirit of formative assessment is less familiar, mainly because it's harder to define. Without the appropriate learning culture, the strategies and techniques have limited impact and become nothing more than a thing to do. It would be possible to have lessons where all the elements featured but were more or less cancelled out by the absence of a true learning culture. (Clarke 2014)

ACTIVATE YOUR PLAN

Partner with students to develop agreed ways of *working and being* to collectively grow a strong learning culture that is inclusive of all learners.

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Reconnect with your plan to build a strong learning culture.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.



Equity lens | Who is heard and who finds it difficult to be heard?

Monday	Tuesday	Wednesday

Thursday	Friday

Check-in and act



End of learning check-in using exit slips, floorbooks or oral representations

Step 1: Prepare

Prepare a question to use at the end of the learning to gauge learner understanding and inform your next teaching steps. You might ask learners to:

- answer one question (oral, visual representation or written)
- summarise the most important points of the learning.

Step 2: Check in with learners

Give learners time to consider the prompt/question, and have them provide their thinking/answer using an exit slip, drawing or oral representation.

Step 3: Consider the evidence

Flick through learners' thinking looking for common patterns. You might have evidence that suggests:

- you can move on
- there is a common misconception to address with the whole group
- learners have a range of different needs and would benefit from working in groups next lesson with a targeted learning focus.

Step 4: Respond

Next lesson remember to share what you learned from their feedback and how you are responding.

'I feel like exit slips help me feel heard without being exposed.' (Year 3 learner)

'I can kind of gauge straight away whose got this and who hasn't, and who I need to spend more time with.' (SA teacher)



TRY THIS OUT

Use end of learning check-ins as a way to develop the strong learning culture in your class and surface all learners' voices.

Monday	Tuesday	Wednesday

Thursday	Friday

Check-in and act



End of learning check-in using exit slips, floorbooks or oral representations

Step 1: Prepare

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KEEP GOING

Partner with students to use end of learning check-ins as a way to develop the strong learning culture in your class and surface all learners' voices.

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Reconnect with your plan to use end of learning check-ins to support your strong learning culture.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.

Monday	Tuesday	Wednesday

Thursday	Friday

The Learning Pit

This learning process supports learners to think about learning and understand themselves as learners. Take a look at the Learning Pit videos and resources.

'The Learning Pit helps me to push on in my learning even when it gets hard.' (Primary learner)

'Understanding the Learning Pit helps students to recognise that everyone gets stuck sometimes.' (SA teacher)

The Learning Pit videos and resources (Nottingham 2015)

TRY THIS OUT

Support learners to develop understanding about how growth happens when we are stretched or challenged through using the Learning Pit.

Monday	Tuesday	Wednesday

Thursday	Friday

The Learning Pit

This learning process supports learners to think about learning and understand themselves as learners. Take a look at the Learning Pit videos and resources.

'The Learning Pit helps me to push on in my learning even when it gets hard.' (Primary learner)

'Understanding the Learning Pit helps students to recognise that everyone gets stuck sometimes.' (SA teacher)

The Learning Pit videos and resources (Nottingham 2015)

KEEP GOING

Partner with learners to develop understanding about how growth happens when we are stretched or challenged through using the Learning Pit.

Equity lens | Is every student challenged to reach high standards?

7

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Reconnect with your plan to develop understanding that growth happens when we are stretched or challenged through using the Learning Pit.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.

Monday	Tuesday	Wednesday

Thursday	Friday

Austin's butterfly

Watch **Austin's butterfly**, as a way to activate learners as learning resources for one another through feedback.

Build a culture of critique. Formal critique sessions build a culture of critique that is essential for improving students' work. The rules for group critique: **'Be kind; be specific; be helpful.'** (Berger 2003)

'It makes me feel happy to get feedback from students because it makes me feel like they understand my ideas.' (Year 5 learner)

Austin's butterfly: Models, critique and descriptive feedback (EL Education 2012)

TRY THIS OUT

Partner with learners to explore using peer feedback to improve learning and develop your strong learning culture.

Monday	Tuesday	Wednesday

Thursday	Friday

Austin's butterfly

Watch **Austin's butterfly**, as a way to activate learners as learning resources for one another through feedback.

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Austin's butterfly: Models, critique and descriptive feedback (EL Education 2012)

KEEP GOING

Create opportunities for learners to practise using peer feedback to improve learning and develop your strong learning culture.

Equity lens | Do all students experience genuine learning dialogue?

10

Monday	Tuesday	Wednesday

Thursday	Friday

SET STUDENTS UP FOR SUCCESS

Reconnect with your plan to explore using peer feedback to improve learning and develop your strong learning culture.

CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.

11

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?

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 students?

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)

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

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	
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Week	Term 2
7	
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NOTES

Share your feedback on the companion

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



Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Teacher wait time = student thinking time

'Every teacher I have ever met knows the research on 'wait time'...the problem is they just don't do this when they are teaching [so our collective challenge] is changing habits.'
(Wiliam 2006)

Brooks and Brooks (2001) found that a short wait time did not provide teachers with accurate information about their students' knowledge and understanding and Cohen et al (2004) recommended wait times of 3–5 seconds for closed questions and up to 15 seconds for open questions.

TRY THIS OUT

What could you do this week to monitor your wait time habits?

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Teacher wait time = student thinking time

'Every teacher I have ever met knows the research on 'wait time'...the problem is they just don't do this when they are teaching [so our collective challenge] is changing habits.'
(Wiliam 2006)

Brooks and Brooks (2001) found that a short wait time did not provide teachers with accurate information about their students' knowledge and understanding and Cohen et al (2004) recommended wait times of 3–5 seconds for closed questions and up to 15 seconds for open questions.

KEEP GOING

Partner with students this week to monitor your wait time and adjust if needed.

Equity lens | Do our classroom norms enable all learners to thrive?

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Reconnect with your plan to monitor your wait time and adjust if needed.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.

Monday	Tuesday	Wednesday

Thursday	Friday

Check-in and act



Learning logs: End of lesson activity

Step 1: Prepare
Create a poster with learning log statements (examples below) and display in the classroom.

Step 2: Select
Determine how you want to use the 'learning log reflection' and select the most appropriate prompt.

Step 3: Check in with students
At the end of a lesson invite students to respond to 1, 2 or 3 of the following prompts:

- Today I learned...
- I was surprised by...
- The most useful thing I will take from this lesson is...
- I was interested in...
- What I liked most about the lesson was...
- One thing I'm not sure about is...
- The main thing I want to find out more about is...
- After this session, I feel...
- I might have got more from this lesson if...

For our youngest learners, you may like to select a single prompt, or have your learners share their thinking verbally while you record their reflections.

Step 4: Plan to respond
Determine your next teaching moves using the information you now have about students' understanding.

'The use of sentence starters gave them a way to start reflecting on their learning goals.' (SA teacher)



TRY THIS OUT

Co-develop a learning log reflection with your learners to support metacognition.

Monday	Tuesday	Wednesday

Thursday	Friday

Check-in and act



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Create a poster with learning log statements (examples below) and display in the classroom.

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Step 4: Plan to respond
Determine your next teaching moves using the information you now have about students' understanding.

'The use of sentence starters gave them a way to start reflecting on their learning goals.' (SA teacher)



KEEP GOING

Partner with learners to develop a learning log reflection for your context to support metacognition.

5

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Reconnect with your plan to develop a learning log to support metacognition in your class.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.

How will you adjust your next steps in learning design informed by student thinking?

Monday	Tuesday	Wednesday

Thursday	Friday

Creating safety for challenge

In the video, Dylan describes the need to get students to 'have a go', to be willing to risk failure. He provides an example of educator language that creates safety for students to step into challenge.

Students generate the questions

This is one way to safely challenge and engage students with learning intentions.

Step 1: The provocation

Share a provocation. This might be a statement, a photograph, a short video, an object, a worked solution to an unfamiliar problem, a demonstration of a scientific or practical skill.

Step 2: Set up for success

Tell students you are about to share something with them and they will be given time (individually, in pairs or groups) to respond to the 3 questions:

- What do you notice?
- What do you think?
- What questions do you have?

Step 3: Check in with students

Give the students thinking time and if needed, show the video or demonstration again.

Step 4: Respond – set the direction of learning

Cluster the questions into key ideas. Acknowledge all questions and sort them into questions relating to your discipline(s) focus and those beyond the discipline(s) you are working with.

Step 5: Respond – new learning

Organise learning opportunities for students to answer the agreed questions.



Creating safety for challenge (Wiliam 2019b)

TRY THIS OUT

Partner with learners to work out how you will make it safe for everyone to step into challenging learning.

Monday	Tuesday	Wednesday

Thursday	Friday

Creating safety for challenge

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Step 5: Respond – new learning

Organise learning opportunities for students to answer the agreed questions.



Creating safety for challenge (Wiliam 2019b)

KEEP GOING

Partner with learners to add to your plan to make it safe for everyone to step into challenging learning.

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Re-connect with your plan to develop a strong learning culture that supports safety to step into challenging learning?



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.

What dispositions and capabilities could you target in your next steps in designing learning?

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Curiosity to support effective learning: Learners notice and wonder about the world around them.

'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)



Areas of impact action cards

TRY THIS OUT

Plan three short activities this week in which learners notice and wonder. What will pique their curiosity? What might you plan for next term to stir curiosity?

10

Teachers as learners – being the best at getting better!

Individual reflections

What am I feeling proud of this term?

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- What might I try next term?

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- What will I continue, introduce, or stop doing next term to strengthen the learning culture with each of my students?

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)

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

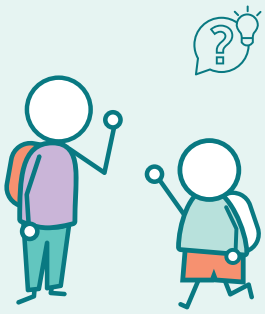
Teachers as learners – being the best at getting better together!

Collaborative reflections to consider with colleagues

- What collective improvements are we feeling proud of this term?
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- 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?

Mid-year intake



Dear teachers of reception students,

We know next term, some of you will have some new reception learners join your classes, starting the beginning of their schooling journey!

These 2 pages are for you to capture some initial thoughts and plans for welcoming the new learners into your school and class community.

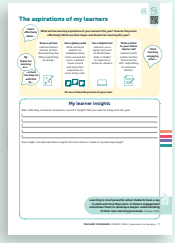
You might find it useful to revisit:

- the Early Years Learning Framework 2.0; page 28
- the processes you used earlier this year to capture the aspirations of your new learners; page 7.

Check out the pedagogic and school culture tips on the following page to support your new receptions!

EYLF 2.0





Develop learner agency | Develop a buddy system – partner your older learners with your new learners, to act as a buddy to teach and role model the structures during break times.



Develop effective learners | Design play-based learning experiences that provide insight into children's current dispositions, capabilities and knowledge to inform your learning design.



Develop wellbeing | Develop a social story for new learners with visuals of people and locations within the school.



Week	Term 3
1	
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Week	Term 3
7	
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NOTES

Share your feedback on the companion

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



Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Noticing dispositions – resilient resourceful and reflective

'In the mathematics curriculum, dispositions are developed and strengthened over time through a range of learning opportunities. Positive dispositions enable learners to embrace struggle, see mistakes as a natural part of learning, investigate what they are curious about, draw on their knowledge and skills, as well as peers and resources, and develop a reflective approach.' (Department for Education 2024)



SA Curriculum framework – Take a closer look at the SA Curriculum

TRY THIS OUT

Partner with learners to plan how you will all notice the dispositions – resilient, resourceful and reflective.

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Noticing dispositions – resilient resourceful and reflective

'In the mathematics curriculum, dispositions are developed and strengthened over time through a range of learning opportunities. Positive dispositions enable learners to embrace struggle, see mistakes as a natural part of learning, investigate what they are curious about, draw on their knowledge and skills, as well as peers and resources, and develop a reflective approach.' (Department for Education 2024)



SA Curriculum framework – Take a closer look at the SA Curriculum

KEEP GOING

Partner with learners to notice the dispositions resilient, resourceful and reflective during learning.

Equity lens | Are dominant assessment practices facilitating different ways for students to demonstrate understanding?

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Re-connect with your plan to notice dispositions during learning.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.

How could you continue to create opportunities to develop and build on dispositions?



Equity lens | Are some students' ways of communicating being favoured over others?

Monday	Tuesday	Wednesday

Thursday	Friday

Check-in and act

Mini whiteboards

This is an all student response system to quickly check in with every student.

Step 1: The provocation

Prepare questions that will reveal common misconceptions and/or understandings.

Step 2: Check in with students

As you ask each question, students show their thinking either written or visually on their mini whiteboard. Their boards can be directed towards you or to each other.

Step 3: Respond

If students show their board to you, decide on your next teaching move. If students show their board to each other, manage a process for students to respectfully inquire about each other's thinking.

*Remind students to question the thinking not the person.

Step 4: Respond

Ask a similar question and observe any change in student thinking

'For students who struggle with verbal feedback, having the whiteboards is a game changer.' (SA teacher)

TRY THIS OUT

Use mini whiteboards with the intention of supporting the development of a strong learning culture, inclusive of all learners.

Monday	Tuesday	Wednesday

Thursday	Friday

Check-in and act



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This is an all student response system to quickly check in with every student.

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Step 4: Respond

Ask a similar question and observe any change in student thinking

'For students who struggle with verbal feedback, having the whiteboards is a game changer.' (SA teacher)



KEEP GOING

Partner with learners to use mini whiteboards to continue to build a strong learning culture that is inclusive of all learners.

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Reconnect with your plan to use mini whiteboards to continue to build your strong learning culture.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.

Monday	Tuesday	Wednesday

Thursday	Friday

Check-in and act



Question shells

This is one way to structure a question to effectively reveal students thinking.

Step 1: Prepare

Create questions using structures such as:

Give the answer and ask why: Why is... an example of...?

Why is 17 an odd number?

Contrast, correct and incorrect and ask why: Why is... but... is not?

- Why is 17 a prime number, but 15 is not?
- Why is a frog a living thing but a rock is not?

Step 2: Check in with students

Give students the opportunity (individually, in pairs or groups) to respond to your questions.

Step 3: Check in with students

Ask students to:

- create questions using the question shells
- describe what understanding each question would reveal.

Step 4: Plan to respond

Determine your next teaching moves using the information you now have about students' understanding.

'It's such a simple technique but it really encourages deeper thinking.' (SA teacher)



TRY THIS OUT

Partner with learners to trial question shells to provide challenge with appropriate support.

Monday	Tuesday	Wednesday

Thursday	Friday

Check-in and act

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- describe what understanding each question would reveal.

Step 4: Plan to respond

Determine your next teaching moves using the information you now have about students' understanding.

'It's such a simple technique but it really encourages deeper thinking.' (SA teacher)

KEEP GOING

Using the questions shells you explored last week, design opportunities for learners to create and respond to challenging questions.

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Reconnect with your plan to trial question shells to challenge students with appropriate support.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.



Equity lens | Are some students' ways of communicating being favoured over others?

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

When we focus on cognitive engagement we develop learner wellbeing: Learners know that intelligence isn't fixed.

'You can learn from your mistakes.'
(Primary learner)



Areas of impact action cards

TRY THIS OUT

Have a conversation with learners to surface if they see intelligence as fixed or malleable. Help all learners to reflect on the learning they have done this year to appreciate how they have changed their understanding. The floorbooks or journals we started in term 1 will support this activity.

10

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:

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- What was the impact on students?
- What might I try next term?

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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)

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

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

Week	Term 4
1	
2	
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Week	Term 4
6	
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8	
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NOTES

Share your feedback on the companion

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



Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Creating a culture of critique

'Students presenting a piece of work first explain their ideas or goals and state what they are seeking help with. Classmates begin with positive comments and phrase suggestions as questions: 'Have you considered ...?' The teacher uses the critique session as the optimal opportunity for teaching necessary concepts and skills. Through this process, students have regular experiences of being able to improve the quality of a piece of work as a result of feedback from others.' (Berger 2003)



A culture of critique (Berger 2024)

TRY THIS OUT

Revisit your culture of critique plan from week 9, term 1. Partner with learners to further build your culture of critique.

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Creating a culture of critique

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A culture of critique (Berger 2024)

KEEP GOING

Keep building that culture of critique this term.

Equity lens | Does our learning culture enable all students to improve their learning through working in partnership with their peers?

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Revisit your plan to build on your culture of critique this term.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.

What are your key learner insights from building a culture of critique that will inform your learning design this term?

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Curiosity supports effective learning: Learners use their knowledge and skills to make a positive impact on their community.

'An effective learner is not just one who achieves, but someone who possesses the curiosity and skills to continuously explore, inquire, connect ideas, and adapt to new challenges in their journey of lifelong learning.'
(SA educator)



Areas of impact action cards

TRY THIS OUT

Partner with your learners to co-design an opportunity to make a positive impact in your school or local community.

Equity lens | Is every student challenged to reach high standards?

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Curiosity supports effective learning: Learners use their knowledge and skills to make a positive impact on their community.

'An effective learner is not just one who achieves, but someone who possesses the curiosity and skills to continuously explore, inquire, connect ideas, and adapt to new challenges in their journey of lifelong learning.'
(SA educator)



Areas of impact action cards

KEEP GOING

Start putting your plan into action to make a positive impact in your school or local community.

Monday	Tuesday	Wednesday

Thursday	Friday



SET STUDENTS UP FOR SUCCESS

Reconnect with your plan to co-design an opportunity to make a positive impact on your school/or local community.



CHECK IN WITH YOUR STUDENTS

Collaboratively reflect on what is going well and what your learners (and you) can do to improve.



Equity lens | Are some students' ways of communicating being favoured over others?

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Partners in learning: Learners give feedback to peers and educators.

'Start doing, stop doing, keep doing is such an easy process to use with younger kids.' (SA teacher)



Areas of impact action cards



Teachers as learners (Berger 2024a)

TRY THIS OUT

Provide an opportunity for your learners to give feedback on their experience of learning this year.

7

Monday	Tuesday	Wednesday

Thursday	Friday

Food for thought

Partners in learning: Learners give feedback to peers and educators.

'Start doing, stop doing, keep doing is such an easy process to use with younger kids.' (SA teacher)



Areas of impact action cards



Teachers as learners (Berger 2024a)

SETTING LEARNERS UP FOR SUCCESS IN THE HOLIDAYS

Partner with learners to explore the idea that they are always learning, in and out of school. Explore which dispositions they (and you) might strengthen over the holidays.

Monday	Tuesday	Wednesday

Thursday	Friday



CELEBRATE ALL THAT YOU AND YOUR LEARNERS HAVE ACHIEVED THIS YEAR

Thank you for all that you have tried this year in support of the community of learners that you are shaping. Have a safe and joyful holiday!

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:

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- What might I try next year?

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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)

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

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?
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- 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?

NOTES

Share your feedback on the companion

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



RESEARCH TO PRACTICE RESOURCES

- Key mathematics resources
- Key English resources
- Success criteria
- Feedback for learning
- 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.

Key mathematics resources

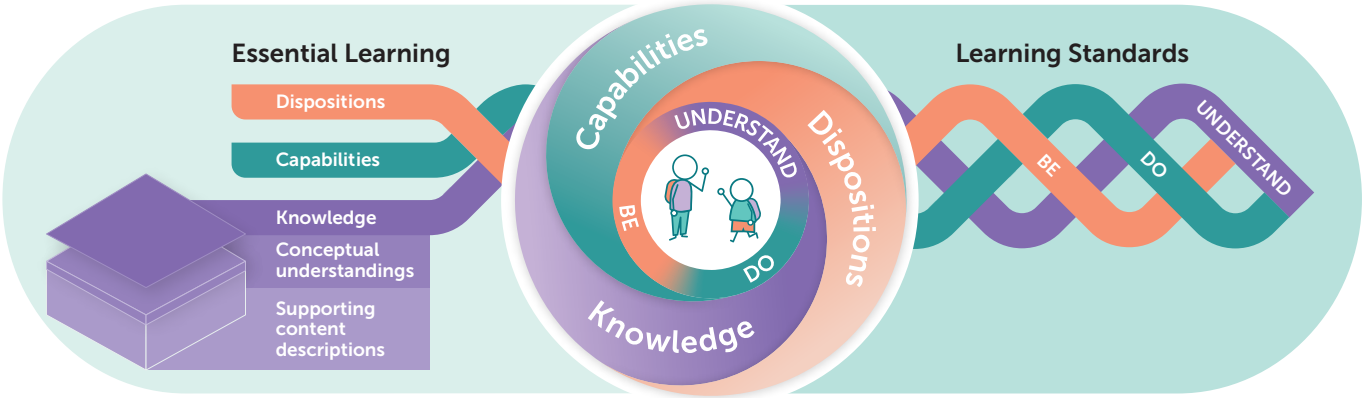
SA Curriculum
for public education

SA Curriculum Mathematics

This year, many primary schools across South Australia have a focus on exploring the SA Curriculum Mathematics (Department for Education 2024a).

This section supports thinking and conversations with colleagues about:

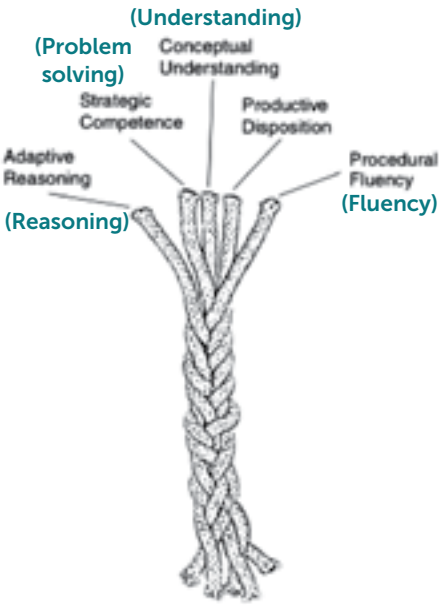
- the connections between the learning experiences/environment we create for students in mathematics and the impact that has on the development of productive **dispositions**
- the questions we embed in our conversations and task design, and the different **capabilities** those questions enable students to develop and demonstrate.



Essential learning in mathematics

As for all learning areas, the essential learning in the SA Curriculum Mathematics prototype comprises **dispositions**, **capabilities** and **knowledge**. The knowledge strands are expressed as **conceptual understandings** and **supporting content descriptors**.

Background to the dispositions and capabilities in mathematics



(Terms adopted in the Australian Curriculum Mathematics since 2010)

Adapted from the National Research Council (2001)

This rope image (National Research Council 2001), shows the 5 interwoven and interdependent strands of mathematics proficiency. It represents an understanding that mathematical proficiency is not a one-dimensional trait and cannot be achieved by focusing on 1 or 2 strands alone. A deep understanding of mathematics requires learners to connect pieces of knowledge and use these connections to solve problems productively.

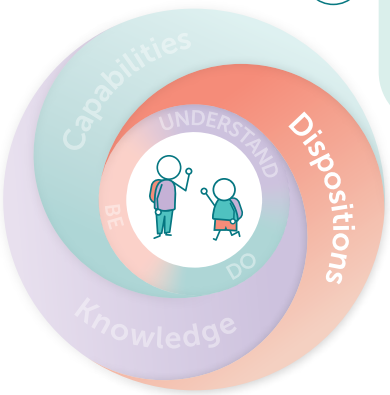
From its inception in 2010, the Australian Curriculum Mathematics adopted 4 of these 5 proficiencies (**fluency**, **reasoning**, **understanding** and **problem solving**), and we have worked with them in SA since then.

As you explore the SA Curriculum Mathematics prototype you will see those 4 proficiencies used to describe the capabilities within the essential learning for mathematics.

What about the **productive disposition** proficiency? Whilst never adopted in the Australian Curriculum, as teachers, we know the importance of nurturing a student's productive disposition in mathematics. For this reason, we have framed the dispositions in the SA Curriculum Mathematics prototype as **resilient**, **resourceful** and **reflective**. Together, these qualities provide a shared focus for how we will collectively nurture productive dispositions in our students.

Connecting our practice to the essential learning

Dispositions



WHAT IT IS

A disposition is an enduring attitude, belief, value or pattern of thinking that influences behaviour and decisions throughout life. Dispositions are developed and strengthened over time through a range of learning opportunities.

The SA Curriculum Mathematics prototype frames the dispositions as **resilient**, **resourceful** and **reflective**. At each year level in the curriculum, you will find examples of student behaviours that reflect each disposition. In this section of the companion, we invite you to collaborate with colleagues to discuss the teacher actions that will enable students to develop those behaviours. Check out the description at the year level(s) you teach and use the spaces below to jot down some key actions you will try to embed in your practice to enable students to **develop and demonstrate** these **dispositions**.

Resilient

For example: To support students to **become resilient**, I will make sure they all understand that mistakes are a normal part of learning and I will use mistakes (including my own) positively as learning experiences.

Resourceful

For example: To support students to be **resourceful**, I will ask questions to surface their ideas and understanding before I jump in with a suggestion.

Reflective

For example: To support students in **planning**, **monitoring** and **evaluating** their learning, I will create learning opportunities in which students productively grapple. I will use language such as 'first thinking', 'second thinking' and 'next thinking' to normalise the process of 'having a go', reflecting and changing your mind.

Collaborate with colleagues across the year to consider and record how you could:

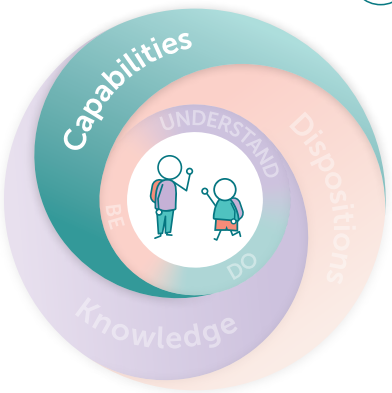
- introduce or remind families about their role in nurturing their child(ren)'s productive disposition to mathematics
- promote students' support of each other to be resilient, reflective and resourceful
- routinely encourage students to notice and celebrate when they or others have shown these dispositions
- capture natural evidence of these dispositions in action.

Some initial thoughts...

Capabilities

WHAT IT IS

A capability is the ability to do something, to take action. Each learning area emphasises the fundamental ways of thinking and working integral to the learning area. The SA Curriculum Mathematics capabilities are adapted from the mathematical proficiencies in the Australian Curriculum. Mathematical capabilities describe the ways of thinking and working mathematically. The 4 capabilities are **problem solving**, **developing understanding**, **fluency and flexibility**, and **reasoning**.



Below are some questions to support students to **develop and demonstrate** each of the **capabilities**. These questions work across the knowledge strands and can be embedded in our task design and used in the conversations we have with students. To engage with these questions, you might:

- highlight your favourite questions, reflect on frequently asked ones, and target new questions to incorporate into your practice
- use the questions as you plan mathematics learning and assessment
- consider how you can share the questions with students to develop their understanding of the capabilities.

Problem solving

- What are you being asked to find out/show?
- What information is helpful?
- What information is not useful/needed?
- Do you have an idea?
- What could you try?
- Have you done a problem like this one before?
- How might you test that?
- How might you start?
- Can you represent the problem as a picture or using equipment?
- Would [insert suggested strategy] help?
- When we are being good problem solvers, what can we do to get started?
- Speak to someone you think is being a good problem solver today. What do they think?
- Does that seem right to you? How might you check?
- Would you like to change your mind and try something different?
- Was your strategy efficient/effective?
- What might you do differently now?

Developing understanding

- How are these [values/shapes/angles/graphs] the same as each other?
- How are these [values/shapes/angles/graphs] different to each other?
- What connections do you see between...?
- Which is the odd one out? (Great to use when any could be the odd one out)
- What if [change something], is it still...?
- If the answer is... What might the question be?
- What is missing [from this group/pattern]?
- What might be another way to represent that?
- What might be another way to work that out?
- Rename...

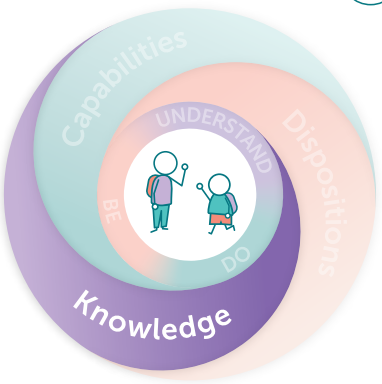
Fluency and flexibility

- How might you record that mathematically?
- How might you calculate that?
- What's the name of...?
- What's the symbol for...?
- How many...?
- Choose a way to [count/estimate/rename/measure/compare/order/calculate/show/regroup/partition/record]?
- Use mathematical language to describe...
- What would be an efficient way to [count/estimate/rename/measure/order/calculate/show/ regroup/partition/ record]?
- Can you estimate...?
- Roughly how [big/many/much...]?

Reasoning

- How might you prove that?
- Convince yourself/someone who thinks differently to you.
- What else might it be?
- What might be the best way to... and why?
- How come...?
- Can you show us how that works?
- Why did you choose to...?
- Why is it not [insert incorrect name/solution]?
- Why can't I [insert incorrect process]?
- Why are these [shapes] all [insert common descriptor, eg squares]?
- Why are these [numbers/patterns] all [insert common descriptor]?
- Is there a rule that always works?
- Now that you know... can you work out...?
- I'm thinking of [a number/shape]. What might it be? (Slowly reveal clues so that students change and narrow their thinking towards a solution.)
- I'm thinking of [a number/shape]. You can ask questions, but I can only answer yes or no.
- Use sentence structures such as:
  - If... then...
  - Because I know... I also know...
  - Why is... but.... is not? (For example, Why is 17 prime, but 15 is not?)

Knowledge



WHAT IT IS

Learning that is transferable across contexts requires a deep understanding.

- Conceptual understandings represent the central ideas of the learning area – the essence of what students need to know and understand. They enable a high-level view of the curriculum.
- Supporting content descriptions from the AC V9 are organised to support development of the conceptual understandings.

Check out the **conceptual understandings** for the year level(s) you teach and 'expand' the link to see the **content** it refers to. Use the space below to capture what you notice, wonder and want to learn more about.

Resources to support your professional learning in mathematics:

Build foundations numeracy guidebook – actions for primary teachers

Register for the plink presentation 'Why big ideas are important' with Dianne Siemon

Video: Big ideas in number overview

Numeracy advice papers

Key English resources

Our goal for learners is to be effective listeners, speakers, readers, writers and creators of a range of texts.

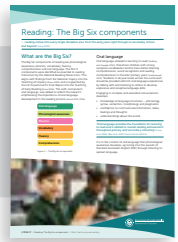
The Big Six components of reading

The Big Six components reading advice papers support the simple view of reading model and the integration of the components in the classroom.

- **Phonological awareness**, **phonics** and **fluency** are constrained skills – they are limited sets that can be mastered in a relatively short time. It is important to note that fluency is 'constrained' when reading age-appropriate text. Constrained skills should be taught and assessed systematically in a sequence matched to students' developmental needs. Fluency acts as a bridge between automatic word reading and comprehension.
- **Comprehension**, **oral language** and **vocabulary** are unconstrained skills – they evolve as students learn more cross-curriculum content knowledge and engage with a range of texts. These skills continue to develop over a lifetime.

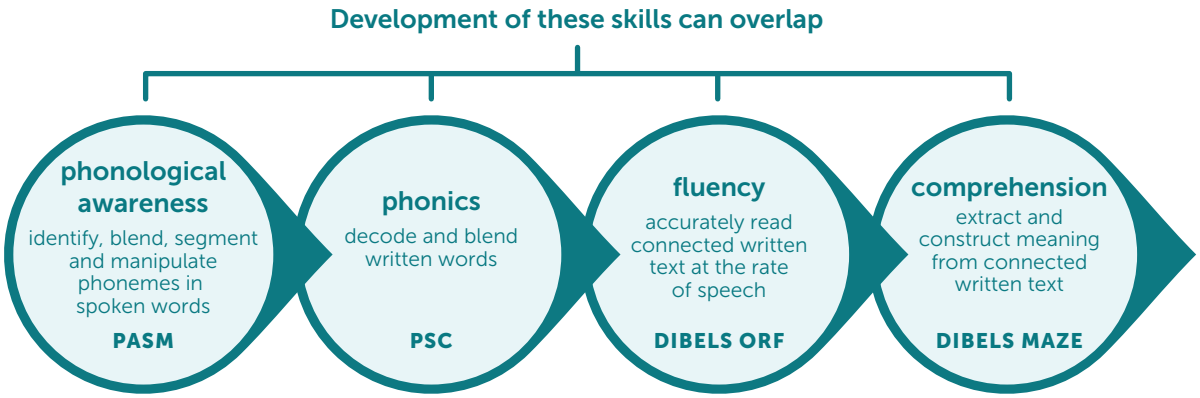
Effective teaching and assessment of foundational constrained skills in the first years of school enable students to access knowledge across the curriculum and teachers to focus on the more complex unconstrained skills.

Skilled readers use the **Big Six components of reading** in combination. Although teachers sometimes focus on individual components at different times, skilled readers use all 6 together to make sense of what they read.



Reading advice papers

Figure 1 – Shows the sequence of reading skill development and recommended screening assessment to check each component. Teachers may need to work backwards through these assessments to identify a core difficulty for a student.



Check out these great resources – a wealth of pedagogic support and practice ideas for English!

Advice papers

These papers provide leaders with research-informed advice to lead literacy learning, including:

- reading
- writing
- primary and secondary genre maps.

Reading advice papers



Genre maps



Literacy guidebooks

The guidebooks provide preschool and school leaders and teachers with evidence-informed practices and specific ideas and actions to improve engagement, growth and achievement.



Monitoring reading progress

Sequenced reading assessments and tools support monitoring students' phonological awareness, phonics, fluency and comprehension.

- Phonemic Awareness Screening and Monitoring Tool (PASM)
- Phonics Screening Check (PSC)
- Oral Reading Fluency (ORF)
- Maze.



English as an additional language or dialect resources

The EALD pages provide resources, tools and information for leaders, teachers and school services officers (SSOs) who support and teach learners of EALD.

- LEAP Levels
- Leading EALD learning papers.



Supporting Aboriginal EALD learners

The online EAL/D Hub supports teachers and educators to build capability in effective, culturally responsive practices for Aboriginal students who are learning EALD.



SA Literacy Summit online courses

The SA Literacy Summit online courses feature inspiring video presentations by key local, national and international literacy experts.



Success criteria

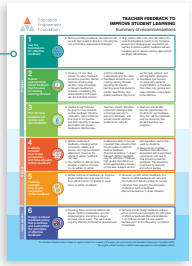
Clarifying, sharing and understanding success criteria

AREAS OF IMPACT

Student's 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).

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

Lay the foundations for effective feedback



See page 152 (EEF 2021b)

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 2019g)

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 2019a)

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 genre or use a range of approaches?

What ideas about clarifying success criteria do I want to hold on to? What processes do educators at our school use? What might I try?

Working with examples of quality

In this video, Doug Fisher (2019) shares an example of a student, Sarah, using a 'bump-it-up wall' to talk about her learning. Doug invites us to consider the learning experiences that Sarah's teacher created for her. What do you think about this?



Identify or design examples of quality to support students' understanding of quality and co-construct success criteria. Consider different **processes** that could be used to engage students with them. For example, have students compare 2 or more pieces of work and:

- identify quality features in order to co-construct success criteria
- co-construct a dos and don'ts checklist
- create a bump-it-up wall
- identify quality features against a given rubric (or 'I can' list).

Developing a 'nose' for quality

Students can **'develop a nose for quality'** (Claxton 2006) when we ask them to reflect on and compare samples of their own work. Read the following practice examples and think about an equivalent at your year level(s) or in your learning area if you are a specialist teacher.

> **We need students to 'develop a nose for quality'.**
> (Claxton 2006)

1 | Daily sign-in

'In 'daily sign-in' each week, the teacher prepares a large sheet of paper with the students' names down one side of the sheet and columns headed with the days of the week. Each day when students arrive, they sign their names in the appropriate place. Obviously at this age, some students are able to write their names quite legibly, while others are placing little more than squiggles in the box. On Friday of each week, each student goes to the sign-in sheet with a peer, and they have to agree which of their 5 sign-ins is the best.' (Wiliam 2011)

2 | Choose-swap-choose

'Choose-swap-choose works on a similar basis. For example, the teacher asks each student in the class to write the letter d ten times. Each student then chooses which of his ten ds he thinks is the best and circles it. The students then swap with a neighbour and the neighbour circles which of his peers ds he thinks is the best. If the neighbours disagree, they discuss why.' (Wiliam 2011)

3 | Mathematics and English examples

- **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.

How have we been using examples of quality at our school? What might we try next?

Feedback for learning

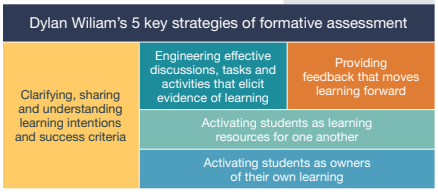
Peer feedback and self-assessment

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).

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.

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.



Anonymous, then peer, then self
(Wiliam 2019)

Examples of peer feedback processes

1 | Gallery walk

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

2 | Two stars and a wish

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

3 | 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 or conversations

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

2 | Checklist or wall displays with simple success criteria statements

Students use a checklist or information on wall displays to evaluate their work and identify their next step for improvement.

3 | Bump-it-up wall

Students use a bump-it-up wall to monitor their progress and identify the next step in learning.

4 | Exit slips

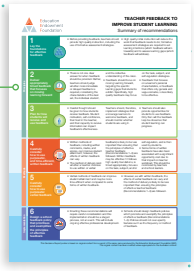
At the end of a lesson, students fill out a quick self-assessment slip, commenting on what they learned, the questions they still have and how confident they feel about the learning.

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

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.

Deliver appropriately timed feedback that focuses on moving learning forward



(EEF 2021b)



Feedback that moves learning forward (Wiliam 2019e)

Dialogue with colleagues

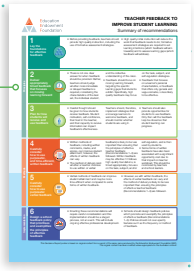
- Do we use comment only marking (never/rarely/quite frequently/often)?
- Do we provide feedback:
  - in ways that 'gets students thinking'? What examples do we have?
  - that moves learning forward? What examples do we have?
  - that is tied to the learning intentions and success criteria?
  - that is narrow enough for students to act upon without feeling overwhelmed?
- Do we provide sufficient time 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 2021b)



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



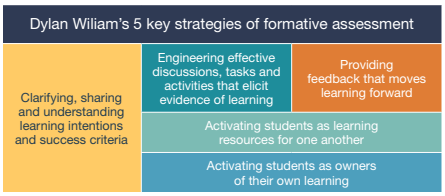
- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (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

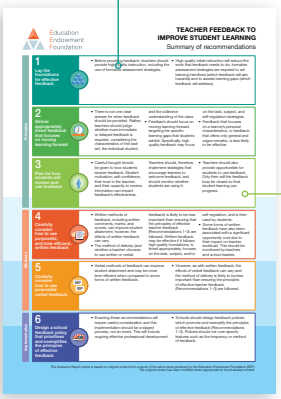
Use this frame with colleagues to reflect on current practices for **teacher to student feedback** and identify your next steps.

• 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 2021b)

Plan for how students will receive and use feedback

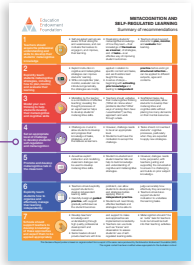
How well do we do this? What are the blocks/enablers?

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 156 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 2019f)

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 2023)

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.

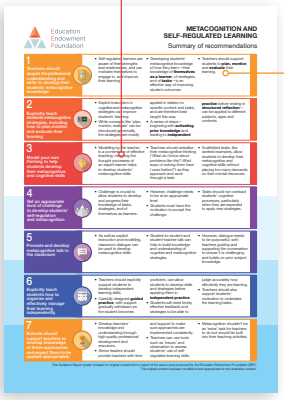
This Guidance Report poster is based on original content from a report of the same name produced by the Education Endowment Foundation (EEF). The original content has been modified where appropriate for the Australian context.

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.

How might you model the thought processes of an expert learner?



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

How might you support students to do this?

(EEF 2021a)

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NOTES

NOTES

Calendar 2025

☐ SA school and public holidays

January

M	Tu	W	Th	F	Sa	Su
		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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31						

10 Adelaide Cup

April

M	Tu	W	Th	F	Sa	Su
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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

M	Tu	W	Th	F	Sa	Su
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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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6 Labour Day

November

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December

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

May

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June

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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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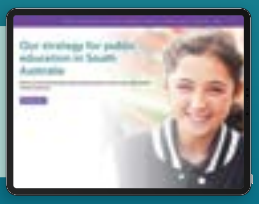
25 Christmas Day
26 Proclamation Day

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

education.sa.gov.au