Supporting the Introduction of Thinking Processes & Personal Learning into Victorian Government Schools

Learning & Teaching Branch
Office of Government School Education
Schooling in the 21st century

“Education is fundamentally a preparation for the future …”
The social challenge is to provide forms of education that enable young people to engage positively and confidently with far-reaching processes of social and cultural change.

Creative and Cultural Education- All Our Futures Summary, 2000
The technological challenge is to enable young people to make their way with confidence in a world that is being shaped by technologies which are evolving more quickly than at any time in history.

Creative and Cultural Education- All Our Futures Summary, 2000

Electronic documents perceived to have more currency (and therefore accuracy) than the printed page

Print word has morphed into an electronic form

Digital language is almost their first language

Multi-modal communicators

The Internet reflects:

DVD’s, PXT, emoticons and new forms of spelling - 4u2c

Mobile phones

Wireless world: blogs, chat rooms, friendships, my space

Spoken terms are not intended to be written - “Whassup bootylicious? ... S’righ!”
The economic challenge is to develop in young people the skills, knowledge and personal qualities they need for a world where work is undergoing rapid and long-term change.

Creative and Cultural Education - All Our Futures Summary, 2000

Generation Y (1980 to 1994) “we don’t live to work - we work to live”

High job mobility

Diverse ages working on projects

Lives are more of a mosaic of different roles, phases and careers

We’re talking lifestyle not life stage

Generation Z (1995 onwards) powerful players in driving flexibility i.e. rostering, maternity/paternity leave, child care, parental leave etc

Reverse mentoring: knowledge flows both ways

Multi-career and multiple needs

Virtual workplaces
The personal challenge is to develop the unique capacities of all young people, and to provide a bases on which they can build lives that are purposeful and fulfilling.

"a generation ago 70% of students were auditory learners, today they comprise just 30%"

Medical advancements: living longer - life long learning?

Most formally educated generations

More likely to rent and least likely to have children

Work/Life balance: sea-change, tree-change, mid-life crisis, quality time, fun culture etc

Visual, kinaesthetic, collaborative and interactive

Identity in an ever increasing ‘noisy world’

Creative and Cultural Education- All Our Futures Summary, 2000
A new structure
Victorian Essential Learning Standards

Three core, interrelated *strands*:

- Physical, Personal and Social Learning
- Discipline-based Learning
- Interdisciplinary Learning
Physical, Personal and Social Learning

Knowledge, skills and behaviours in:

- Health and Physical Education
- Interpersonal Development
- Personal Learning
- Civics and Citizenship
Discipline-based Learning

*Knowledge, skills and behaviours in:*

- The Arts
- English
- LOTE
- The Humanities
  (Economics, Geography, History)
- Mathematics
- Science
Interdisciplinary Learning

*Knowledge, skills and behaviours in:*

- Communication
- Design, Creativity and Technology
- Information and Communications Technology
- Thinking Processes
The learner at the centre
OUR EDUCATIVE PURPOSE

What is powerful to learn?
- Victorian Essential Learning Standards

What is powerful learning and what promotes it?
- Principles of Learning and Teaching P-12

How do we know it has been learnt?
- Assessment Advice

Who do we report to?
- Students
- Parents
- Colleagues
- School System
Key challenges:
whole school
Teaching teams
classroom
Curriculum Planning Guidelines
Principles of Learning and Teaching P-12

1. The learning environment is supportive and productive
2. The learning environment promotes independence, interdependence and self-motivation
3. Students’ needs, backgrounds, perspectives and interests are reflected in the learning program
4. Students are challenged and supported to develop deep levels of thinking and application
5. Assessment practices are an integral part of teaching and learning
6. Learning connects strongly with communities and practice beyond the classroom
Three purposes of assessment

- Assessment **OF** learning (summative)
- Assessment **FOR** learning (formative)
- Assessment **AS** learning (formative)
VELS & Assessment

Assessment should reflect the integrated nature of the Victorian Essential Learning Standards.
## Student Learning Whole School Self Assessment Tool

<table>
<thead>
<tr>
<th>Elements</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Learner at the centre</strong></td>
<td><em>Curriculum is usually designed by individual teachers based on the individual and associated domain level.</em>&lt;br&gt;<em>Students receive structured support to develop the necessary knowledge and skills to manage and monitor their learning.</em></td>
<td><em>Teachers plan together to provide consistency of learning experiences for students and align student backgrounds and addresses the needs of particular cohorts of students.</em>&lt;br&gt;<em>Teachers provide support for students to monitor and manage their learning.</em></td>
<td><em>Curriculum planning and practice reflect the achievements and needs of students for some domains, stages of learning and student backgrounds and contexts.</em>&lt;br&gt;<em>Students have the opportunity to monitor and manage their learning through structured support.</em></td>
<td><em>Curriculum planning and practice analyses and provides the full range of learning needs for individual students providing coherence, balance and continuity across all of the domains.</em>&lt;br&gt;<em>All students are equipped with the necessary knowledge and skills to monitor and manage their learning.</em></td>
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<td><strong>Leadership</strong></td>
<td><em>The leadership team is exploring what the Student Learning initiatives might mean for their school and beginning to raise awareness of these initiatives with staff.</em>&lt;br&gt;<em>Curriculum planning and practice for cohorts of students is undertaken as something separate from Student Learning initiatives and the School Strategic Plan.</em></td>
<td><em>The leadership team is building its depth of knowledge of the Student Learning initiatives and beginning to structure opportunities for staff to engage with these initiatives to facilitate whole school curriculum planning.</em>&lt;br&gt;<em>Any discrepancies between current priorities in the School Strategic Plan and Student Learning initiatives have been identified.</em></td>
<td><em>The leadership team has a deep understanding of the Student Learning initiatives and has created structures and processes that support staff to implement these initiatives.</em>&lt;br&gt;<em>Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, Student Learning initiatives and school improvement.</em></td>
<td><em>The leadership team has a meta-view of the Student Learning initiatives and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community.</em>&lt;br&gt;<em>Whole school curriculum planning and practice is based on the local context and integrates with the School Strategic Plan and an awareness of continuous school improvement.</em></td>
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<td><strong>Implementation and integration of Student Learning initiatives</strong></td>
<td><em>Domains are connected in an ad hoc manner when planning learning experiences.</em>&lt;br&gt;<em>Assessment for, of, and as learning is not explicitly planned for with assessment of learning (summative assessment) being the focus.</em>&lt;br&gt;<em>Teachers are beginning to use the Principles of Learning and Teaching P-12 to engage in reflection and discussion to improve learning.</em>&lt;br&gt;<em>Implementation of Student Learning initiatives is based on individual teacher selection.</em></td>
<td><em>Domains are being combined when planning learning experiences for students.</em>&lt;br&gt;<em>Assessment for, of, and as learning are being planned with the focus on identification of effective assessment strategies.</em>&lt;br&gt;<em>The Principles of Learning and Teaching P-12 are being used to identify gaps, action and targeted professional learning across the school.</em>&lt;br&gt;<em>Implementation of the Student Learning initiatives is being explored through whole school curriculum planning.</em>&lt;br&gt;<em>Teachers have a deeper understanding of one of the Student Learning initiatives.</em></td>
<td><em>Many of the domains are strategically integrated creating learning experiences for students.</em>&lt;br&gt;<em>Assessment for, of, and as learning is planned for at the whole school level and for cohorts of students using a range of data.</em>&lt;br&gt;<em>Parents and students receive regular information on strengths and areas for improvement/ongoing learning.</em>&lt;br&gt;<em>Teams of teachers are explicitly using the Principles of Learning and Teaching P-12 to plan and trial improved approaches to learning and teaching.</em>&lt;br&gt;<em>Whole school curriculum planning and practice provides a structure to embed the Student Learning initiatives with confidence and there is investment with all initiatives.</em></td>
<td><em>All domains are interconnected in a sophisticated way in the design and delivery of a cohesive curriculum for all students.</em>&lt;br&gt;<em>All teachers use assessment for, of and as learning to provide individualised learning.</em>&lt;br&gt;<em>Learning profiles enable ongoing communication between teachers, students and parents.</em>&lt;br&gt;<em>Evidence-based, valid and consistent judgements are made through moderation.</em>&lt;br&gt;<em>The Principles of Learning and Teaching P-12 are embedded and enacted in teacher practice.</em>&lt;br&gt;<em>Whole school curriculum planning and practice clearly integrates the Student Learning initiatives.</em></td>
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<td><strong>Organisational structures and learning environment</strong></td>
<td><em>Current organisational structures allow limited flexibility within schools and roles and responsibilities of teachers, student learning and welfare are managed separately.</em>&lt;br&gt;<em>Learning spaces are confined to the classroom and there is limited use of ICT to support student learning.</em></td>
<td><em>Current organisational structures are being examined and altered to extend the range of questions and processes that will better support student learning.</em>&lt;br&gt;<em>A needs analysis informs future developments of physical and electronic learning environments.</em></td>
<td><em>Flexible organisational structures are being implemented for aspects of the learning program and/or particular groups of students.</em>&lt;br&gt;<em>Some spaces have been reorganised to create physical and electronic learning environments that support student learning.</em></td>
<td><em>Organisational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces.</em>&lt;br&gt;<em>Physical and electronic learning environments have been created that complement diverse student learning needs.</em></td>
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<td><strong>Performance and Development Culture</strong></td>
<td><em>Professional learning is fragmented and usually short term.</em>&lt;br&gt;<em>Professional learning focuses on individual teacher needs rather than school priorities and processes.</em></td>
<td><em>Teams of teachers plan for learning opportunities that will meet their needs as a group.</em>&lt;br&gt;<em>Whole school curriculum planning has explored the needs of all teachers by focusing on their learning needs and processes accordingly.</em></td>
<td><em>Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice.</em>&lt;br&gt;<em>A schedule of professional learning is established that best meets the needs of all teachers by focusing on their learning needs and processes accordingly.</em></td>
<td><em>Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continuously improve student learning.</em>&lt;br&gt;<em>The school fosters a culture that values and supports ongoing professional learning, risk taking and focused evaluation.</em>&lt;br&gt;<em>Accredited as a Performance and Development School.</em></td>
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Thinking Processes & Personal Learning

- Skills
- Habits, dispositions
- Infusion into curriculum planning, pedagogy, assessment - whole school culture
‘Split screen thinking’

**Maths or other discipline**

**THINKING PROCESSES**

Thinking validates existing knowledge and enables individuals to create new knowledge and build ideas and create connections between them.
‘Split screen thinking’

Maths or other discipline

Personal learning

Thinking processes
‘Split screen thinking’

Maths or other discipline

PERSONAL LEARNING
Mindful of themselves as learners
How emotions affect learning
Develop skills in planning, monitoring and revising
Reflecting on and modifying their learning practices
‘Split screen thinking’

- **Maths**
- **Communication**
- **Personal learning**
- **Thinking processes**
Key questions to be explored by schools to infuse Thinking Processes and Personal Learning into the curriculum

For next year?

• What is the most appropriate curriculum design based on the learning needs of our students and staff knowledge and expertise?
• Will the same curriculum design be appropriate for all cohorts of students?
• How will we arrange students, staff and resources to best implement our curriculum design?

In two years?  
In five years?
Building on what students know and are able to do

(Vygotsky)
What is learning capacity?

Guy Claxton suggests

- Its fundamental purpose is to increase young peoples’ level of resources to cope with life
- It supports young people to face life’s challenges calmly, confidently and capably
- It is as much a matter of character as it is of skill
- It is being able to stay calm and focussed when you don’t know what to do
## Positive learning dispositions

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<tr>
<td>Curious</td>
<td>Questioning</td>
<td>Clear thinking</td>
<td>Collaborative</td>
</tr>
<tr>
<td>Adventurous</td>
<td>Open-minded</td>
<td>Thoughtful</td>
<td>Independent</td>
</tr>
<tr>
<td>Determined</td>
<td>Playful</td>
<td>Self-knowing</td>
<td>Open to feedback</td>
</tr>
<tr>
<td>Flexible</td>
<td>Imaginative</td>
<td>Methodical</td>
<td>Attentive</td>
</tr>
<tr>
<td>Observant</td>
<td>Integrating</td>
<td>Opportunisitic</td>
<td>Empathic</td>
</tr>
<tr>
<td>Focused</td>
<td>Intuitive</td>
<td>Self-evaluative</td>
<td>Imitative</td>
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Guy Claxton, 2006
A capable learner is not the same thing as a successful student.

Making it easier to learn, not making the learning easy.
Ron Ritchhart messages about learning

- Learning is doing
- Learning starts with the learners own ideas
- Learning involves getting personally involved
- Learning involves uncovering complexity
- Learning should be able to intrigue students
- Learning can be a group process and a group outcome
- Learning is a social endeavour
- Learning and thinking can be made visible
- Questions can be outcomes of learning
- Learning isn’t about getting all the answers right
Activity - Ron Ritchhart or something else

• Reflect on these messages from your system’s or school’s perspective
• What are you doing as a system to support schools to focus their curriculum and teaching on these issues
• Choose 2 messages/issues that you addresses well and briefly write an example for each on a sticky note
• Place your examples on the appropriate poster
Instruction is powerful only when it is sufficiently precise and focused to build directly on what students already know and to take them to the next level.

While a teacher does and must do many things, the most critical is designing and organising instruction so that it is focused.

Future curriculum ... ?

Learning would be structured mainly through projects. Some projects would be individual, while many would be group-based.

Problems and goals would not be completely predefined by the curriculum. Students would repeatedly practise identifying and solving problems, rather than having them placed before them.

Learning would take place in a range of contexts and use a range of methods. Projects would not all be research-based or within a traditional classroom environment. Students would be involved in doing as much as in thinking or knowing.
References


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