

FS1 STUDENT LEARNING PROFESSIONAL LEARNING PACKAGE OVERVIEW

Assessment Professional Learning Modules	Curriculum Planning Modules	PoLT Online Professional Learning Resource
<p>Module 1: Connecting Assessment with Learning</p> <p>Linking policy, principles and practices, this module explores research and theoretical understandings that underpin effective assessment and DE&T Assessment Advice.</p>	<p>Module 1: Whole school curriculum planning to suit our students</p> <p>This module provides a process for creating a whole school curriculum plan.</p> <p>1.1 Characteristics of whole school curriculum planning An understanding of curriculum reform in Victoria and the characteristics of effective whole school curriculum planning.</p> <p>1.2 School context Analysis of a range of data/information in our school with a summary of the information to focus our whole school curriculum planning.</p> <p>1.3 Victorian Essential Learning Standards Documentation of the future learning needs of our students and the emphasis of learning based on the domains in the Victorian Essential Learning Standards.</p> <p>1.4 Drivers for student learning Identification of curriculum drivers that will structure learning for our students.</p> <p>1.5 Curriculum design A clear understanding of our preferred curriculum design model.</p> <p>1.6 Learning, teaching and assessment Identification of our priorities for the Principles of Learning and Teaching P-12 and assessment and reporting to support the implementation of the Victorian Essential Learning Standards.</p>	<p>Principle 1: The learning environment is supportive and productive. Principle 1 aims to ensure the basic needs of every student are considered and catered for in the classroom, the school, and the broader school community. Moving students between independent and supported learning ensures the development of positive, risk taking learners. The Resource focuses on ideas such as:</p> <ul style="list-style-type: none"> cooperative, active learning techniques that enhance the power of the learner (Glasser) scaffolding (where the adult adjusts the level of his or her help in response to the child's level of performance) (Vygotsky).
<p>Module 2: Assessment OF Learning</p> <p>Assessment <i>of</i> learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. This module explores effective assessment of learning; multi-domain assessment of the Standards; performances of understanding; designing assessment tasks including rubrics; and using 'assessment of learning' to inform and plan future learning activities.</p>	<p>Module 2: Developing programs for cohorts of students</p> <p>This module is designed to be used by professional learning teams who plan together to meet the learning needs of particular cohorts of students.</p> <p>2.1 Characteristics of effective program planning for cohorts of students An understanding of the characteristics of effective program planning for cohorts of students and how these can be used to focus curriculum planning in professional learning teams</p> <p>2.2 Steps for effective program planning for cohorts of students A shared structure for program planning for cohorts of students, including the identification of the program planning template/s that will best support our students' learning through the planning of units of work.</p>	<p>Principle 2: The learning environment promotes independence, interdependence and self motivation. Principle 2 clarifies the elements of democratic decision making and negotiation within schools and classrooms. The resource focuses on student ownership of learning and assessment ideas such as:</p> <ul style="list-style-type: none"> autonomous and self-regulating learners effectively using collaborative ways of working encouraging learners to develop meta-cognitive skills to inform and critique their own and other's learning ownership of learning occurring within an environment where students are negotiating or making decisions.
<p>Module 3: Assessment FOR learning</p> <p>Assessment <i>for</i> learning occurs when teachers use inferences about student progress to inform their teaching. This module explores the concept of 'assessment for learning' and includes strategies for finding out prior knowledge; effective questioning strategies; using data to inform teaching and giving quality and timely feedback to students.</p>		<p>Principle 3: Students' needs, backgrounds, perspectives and interests are reflected in the learning program. Implicit in Principle 3 is the belief that student outcomes should not be adversely influenced by negative forms of discrimination based on sex, language, culture, ethnicity, religion, disability or by differences arising from student socio-economic background or geographic location. The Resource focuses on and affirms:</p> <ul style="list-style-type: none"> the importance of student identity the right of every student to participate in a socially just learning environment.
<p>Module 4: Assessment AS learning</p> <p>Assessment <i>as</i> learning occurs when students reflect on and monitor their progress to inform their future learning goals. Learning in this module explores strategies for students to understand their learning; reflection strategies for students; self-assessment and peer assessment; metacognition and the setting of learning goals.</p>		<p>Principle 4: Students are challenged and supported to develop deep levels of thinking and application. Principle 4 asserts that the key foundations to good thinking are attention to a 'thinking culture' and 'thinking dispositions' and not 'thinking skills' alone. The Resource focuses on interdisciplinary learning, such as:</p> <ul style="list-style-type: none"> ways of thinking, communicating, conceiving and realising ideas and information posing problems and developing the capacity to design and create.
<p>Module 5: Making consistent judgements</p> <p>This module explores approaches to moderation that develop consistency of judgements; learning how to moderate effectively and efficiently; protocols and processes of moderation; common tasks and using Assessment Maps in the moderation process.</p>		<p>Principle 5: Assessment practices are an integral part of teaching and learning. This principle is further developed and explored within the Assessment Professional Learning Package.</p>
		<p>Principle 6: Learning connects strongly with communities and practice beyond the classroom. Principle 6 recognises and values the rich and authentic learning outside of the classroom. The Resource focuses on:</p> <ul style="list-style-type: none"> the recognition of the changing relationships between knowledge, learning and teaching social, spatial, cultural and temporal community networks.