



Office of Learning and Teaching (OLT)

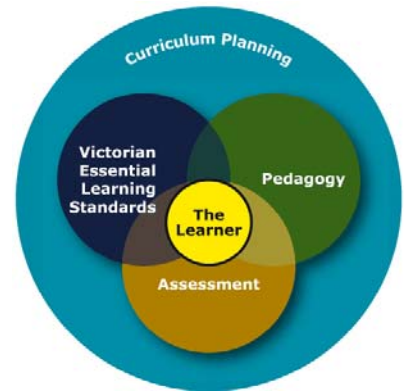
Feedback from schools through the December 2006 Student Learning survey indicated that teachers were seeking support in two main areas:

- Putting the learner at the centre
- Implementation and integration of the student learning initiatives – VELS, pedagogy, assessment and reporting

The focus of this teacher update is on new and existing resources which are available to support you in your professional learning and teaching practice in these areas.

We have structured the information around a number of domains and also more generic areas such as curriculum planning. There is a particular focus on resources to support English, Literacy and Mathematics as these areas remain foundational to student learning.

This edition of teacher update is an 'electronic' update. Links have been provided which will take you to the various information highlighted. It is recommended that you read this update online to enable you to take full advantage of the links embedded within the document.



Literacy across the domains

[NEW Literacy online professional learning resource](#)

[8 Areas of Literacy Knowledge](#) – the theoretical model on which the English Continuum is based

[Literacy eLert paper](#) – an overview of the latest literacy research

[In Teacher's Hands](#) – case studies of best practice (Years P-4)

English

[English Domain page](#) – resources to support implementation of the English standards

[English P – 10 Developmental Continuum](#) (VELS levels 1-6)

Mathematics

[Mathematics Domain page](#) – resources to support implementation of the Mathematics standards

[Mathematics P – 10 Developmental Continuum](#) (VELS levels 1-6)

[Mathematics online interview and teaching strategies](#) (VELS levels 1 – 4)

[Learning and Assessment Framework for Multiplicative Thinking](#) (VELS level 3 – 5)

[Assessment for Common Misunderstandings in Mathematics](#) (VELS levels 1-6)

Other VELS domains

[Domain pages](#) – resources for each VELS domain

[Digilearn](#)

[Go for your life Healthy Canteen Kit](#) – student learning activities

Building the learning capacity of students

[Developing, monitoring and reporting on personal learning goals](#)

[Expanding the Capacity to Learn](#) - an article by Guy Claxton

Curriculum Planning

[Steps and templates for curriculum planning](#)

Pedagogy

[PoLT online resource](#)

Assessment

Using the [self assessment tool](#) in the Assessment Professional Learning Modules to inform professional learning.

Reporting

[Writing guide](#) for student report cards

Literacy across the domains

NEW Literacy online professional learning resource

This new resource, which will be available online in early May, is designed for all classroom teachers to deepen their understanding of literacy. It will inform planning for literacy learning and assessment for all domains of the Victorian Essential Learning Standards.

The key messages of the resource are:

- All teachers are teachers of literacy
- A range of theories and research is required to best support all students to improve literacy
- Students' oral language is the foundation to use language and using language to learn across all stages of schooling and within all domains
- A balanced and integrated approach to teaching literacy is essential
- Assessment is the beginning place for supporting literacy through matching teaching strategies to individual needs

School-based literacy leaders can also use the resource to plan opportunities for professional learning for the whole staff, professional teams and/or individual teachers. The implementation of the resource at the school level is being supported with a three day professional learning program for the literacy leader and one other school based person organised through regions this term. If you would like information please email studentlearning@edumail.gov.vic.au

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[8 Areas of Literacy Knowledge](#)- the theoretical model on which the English Continuum P-10 is based. This model identifies eight key areas of literacy knowledge which are required to build a systematic and broad pedagogic practice to support student learning in literacy.

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[Literacy eLert](#) - contains two research papers, *Literacy Teaching and Learning in Victorian Schools* and *A Chronological Review of Literacy Policy, Programs and exemplar case studies* of Department of Education, Victoria 1980–2005.

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[In Teacher's Hands](http://inteachershands.education.ecu.edu.au/) – (<http://inteachershands.education.ecu.edu.au/>) presents the results of the research project In Teachers' Hands: Effective Literacy Teaching Practices in the Early

Years of Schooling. Teachers can access a copy of the report and video clips of effective early years literacy teaching. The clips demonstrate and discuss 33 teaching practices identified through a comprehensive review of research literature.

For further support refer to relevant aspects of the English standards and English P-10 Developmental Continuum. Many of the ideas in the continuum such as using a reading plan, planning that supports students in thinking about what they hope to learn for listening, organising a talk and using writing to build understanding can be used for all VELs domains.

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English

[English Domain Page](#) contains links to: standards and progression points, assessment maps and sample tasks; English-related learning and teaching support materials such as web sites, publications and other online resources; professional learning support including links to English teachers' associations; and identifies current research in the area of English education.

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[English P–10 Developmental Continuum](#)

The English Developmental Continuum P–10 is designed to assist you to:

- deepen your understanding of the English domain
- monitor individual student progress towards achievement of the Victorian Essential Learning Standards in English
- enhance teaching skills to enable purposeful teaching
- identify the range of student learning levels within their English classes
- develop a shared language to describe and discuss student progress.

The English P–10 Developmental Continuum provides powerful teaching strategies that can be used with individuals and small groups of students to support learning at their point of need. The strategies are linked to evidence based indicators of progress that have been aligned to the progression points and standards. The practical examples can be used as is or adapted.

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Mathematics

[Mathematics Domain Page](#) contains links to: standards and progression points, assessment maps and sample tasks; Maths-related learning and teaching support materials such as web sites, publications and other online resources; professional learning support including links to Maths teachers' associations; and identifies current research in the area of Maths education.

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[Mathematics P–10 Developmental Continuum](#)

The Mathematics Developmental Continuum P–10 is designed to assist you to:

- deepen your understanding of the Mathematics domain
- monitor individual student progress towards achievement of the Victorian Essential Learning Standards in Mathematics
- enhance teaching skills to enable purposeful teaching
- identify the range of student learning levels within your classes
- develop a shared language to describe and discuss student progress.

The Mathematics P–10 Developmental Continuum provides powerful teaching strategies that can be used with individuals and small groups of students to support learning at their point of need. The strategies are linked to evidence based indicators of progress that have been

aligned to the progression points and standards. The practical examples can be used as is or adapted.

During term 1, 35 new indicators of progress linked to powerful teaching strategies have been added to the continuum.

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The [Mathematics Online interview](#) consists of hands-on assessment tasks to be used by teachers in a one-on-one interview situation to determine a student's existing mathematical knowledge. Analysis of the responses provides teachers with powerful information to use when planning to meet student learning needs. The data is captured to enable teachers to continue to monitor student progress over time. For each of the tasks there are links to [teaching strategies](#) in the Mathematics Continuum.

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The [Learning and Assessment Framework for Multiplicative Thinking](#) is a product of the Scaffolding Numeracy in the Middle Years project. It brings together the key ideas, strategies and representations of multiplication and division needed to work flexibly and confidently with whole numbers, fractions, decimals and percentages across a wide range of contexts.

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[Assessment for Common Misunderstanding in Mathematics](#) is a set of tools based on a series of highly focussed, research based Probe Tasks which have been organised to address some 'common misunderstandings' in the Number dimension. Use of the tools will provide teachers with a set of diagnostic tasks that expose critical aspects of student thinking in Mathematics.

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Other VELs domains

[Domain Pages](#) - each VELs domain now has a resource page which contains links to: standards and progression points, assessment maps and sample tasks; learning and teaching support materials such as web sites, publications and other online resources; assessment support; professional learning support; and current research.

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[Digilearn](#) - is the new way teachers can access and download The Learning Federation's learning objects and digital resources. Teachers are now able to search online by keyword or browse by Domain to discover hundreds of different digital learning resources.

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[Go for your life Healthy Canteen Kit](#) – student learning activities. This resource contains student learning activities that are designed to support a whole-school commitment to move towards a healthier school environment. The activities relate to a number of domains of the Victorian Essential Learning Standards.

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Building the learning capacity of students

The new resource [Developing, monitoring and reporting on personal learning goals](#) is designed to support teachers as they work with students to develop personal learning goals. It also contains advice on setting up processes for student and teacher monitoring and reporting of the goals. Case studies from primary and secondary schools are included.

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Expanding the Capacity to Learn [Expanding the Capacity to Learn: A new end for education?](#) (<http://www.buildinglearningpower.co.uk/blp/Extras/Downloads.html>) – a paper by Professor

Guy Claxton which focuses on the importance of building the learning capacity of all young people. It considers some of the issues involved including the need to develop learning dispositions as well as learning skills. The paper was presented at the British Educational Research Association's 2006 Annual Conference.

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Curriculum Planning

[Curriculum Planning Modules](#) – This set of professional learning modules assist schools and teachers in the process of whole school curriculum planning (module 1) and planning at the program/cohort level (module 2).

Module 2 is designed to be used by teams of teachers to plan together to meet the learning needs of particular cohorts of students. It includes generic characteristics and related questions to inform effective curriculum planning. It also includes strategies to support team planning, suggested steps for curriculum planning and a selection of possible curriculum planning templates. These templates can be selected from and adapted to assist you to plan effectively for improved student learning.

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Pedagogy

The [PoLT online resource](#) has teacher vignettes for a range of VELS domains that give practical examples of what each of the principles look like in action in the classroom. Once you have identified what you want to focus on in your practice this resource can be used by individuals or a professional learning team to build your knowledge and understanding of effective practice.

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Assessment – for, as and of learning

This interactive [Assessment Self-Assessment Tool](#) gives you a sense of your knowledge about assessment for, of and as learning and its use in the classroom. Your responses to the prompt have been analysed it is a way into the Assessment Professional Learning Modules.

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Reporting

The [Writing Guide for Student Report Cards](#) provides tips for writing comments and some examples of appropriate comments for the different sections of the new reports. It is designed to support you in providing informative, clear, precise comments for parents so that they can best understand where their child is in their learning.

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If you have any feedback on these resources, or ideas, questions or issues you would like to see addressed in the next Teacher Update please contact: studentlearning@edumail.vic.gov.au.

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