Notes for Building Knowledge of Student Learning Initiatives

PowerPoint

Purpose:
This presentation provides an opportunity to build on knowledge of the Victorian Essential Learning Standards, Principles of Learning and Teaching, Assessment Advice, Reporting and the Curriculum Planning Guidelines and to consider these in relation to curriculum planning from P–12. It also provides a structure for exploring the Victorian Essential Learning Standards in greater detail.

The presentation has been organised into 10 sections that can be presented in total or in parts. If all of the activities proposed in the presentation are fully undertaken, the presentation will take approximately 2 hours.

The sections are:

Section 1: Introduction and purpose of presentation (slides 1-2)
Section 2: Considering the complexity of student diversity and how the Flagship Strategy 1 initiatives connect to support student learning (slides 3–5)
Section 3: What is powerful to learn? A focus on the Victorian Essential Learning Standards (slides 6–13)
Section 4: Exploring the Victorian Essential Learning Standards in detail using the Personal Learning domain (slides 14–23)
Section 5: A focus on the Stages of Learning (slides 24 – 25)
Section 6: What is powerful learning and what promotes it? A focus on the Principles of Learning and Teaching (slides 26 – 31)
Section 7: How do we know it has been learnt? A focus on the Assessment Advice (slides 32 – 34)
Section 8: Who do we report to? A focus on Reporting (slides 35 – 37)
Section 9: Student learning initiatives; what do they mean for curriculum planning and implementation? A focus on the Curriculum Planning Guidelines (slides 38-41)
Section 10: What are the key messages? (slide 42).

Slides 1 and 2

Section 1: Introduction and purpose of presentation
These slides provide an overview of the presentation and an introduction to the student learning initiatives and the fundamental purposes of the Victorian Essential Learning Standards.

Slides 3 to 5

Section 2: Considering the complexity of student diversity and how the Flagship Strategy 1 initiatives connect to support student learning
These slides emphasise that through explicitly recognise student diversity the student learning initiatives put the student at the centre of planning and implementation.
In Slide 4, you may like to use other examples of student diversity other than or in addition to ‘gifted students’. The examples you chose may better reflect your own school community.
Slide 5 provides the paradigm that connects student learning initiatives. Consideration should be given here to a discussion of your school’s educative purpose.
Section 3: What is powerful to learn? A focus on the Victorian Essential Learning Standards
These slides explore the question what is powerful to learn by providing a general overview of the structure of the Victorian Essential Learning Standards and a summary of the standards in each domain.
Discussion focused on the symbolism of the triple helix logo representation of the Victorian Essential Learning Standards is very useful at this stage in providing a clear message as to how implementation of the Standards may need a different way of thinking and operating by the school community.
For a small group presentation, presenters could encourage participants to go on line and bring up the detail of each strand and their domains. For larger groups, the presenter may need to rely on the knowledge of the group and encourage participants to contribute statements that describe each strand and their domains.

Section 4: Exploring the Victorian Essential Learning Standards in detail using the Personal Learning domain
These slides progressively unpack the structure of the Personal Learning domain to illustrate how within each strand of the Victorian Essential Learning Standards, the essential knowledge, skills and behaviours are organised into domains with further divisions into dimensions. Standards are written for dimensions and are progressive in nature as they define what students should know and be able to know at different levels of schooling.
Slide 15 offers participants an opportunity to read and comprehend the standards from across all levels of the Personal Learning domain.
Presenters may choose to focus on another domain of the Victorian Essential Learning Standards in addition to or instead of the Personal Learning domain offered in the presentation.

Section 5: A focus on the Stages of Learning
These slides provide the opportunity to contextualise the reasons why at some levels in some domains i.e. Science and Communication, standards have not been written. Through undertaking the activity, participants are better able to understand the rationale for decision-making around when standards take effect in particular domains.
It could be a worthwhile exercise for the presenter to encourage some of the participants to look at a stage of learning beyond their immediate teaching experience i.e. primary teachers looking at Years 9 and 10.

Section 6: What is powerful learning and what promotes it? A focus on the Principles of Learning and Teaching
These slides explore the question what is powerful learning by providing a general overview of the Principles of Learning and Teaching P-12.
There are several activities across these slides that familiarise the participants with the six Principles of Learning and Teaching, their descriptors and components. They ask participants to reflect on their own teaching practice.
Curriculum Planning Guidelines, Phase 1

Building Knowledge of Student Learning Initiatives

Principle 3 is used by way of example but presenters may choose to focus on another of the Principles in addition to or instead of number 3: “Students needs’, backgrounds, perspectives and interests are reflected in the learning program”.

For a small group presentation, presenters could encourage participants to go on line and bring up the detail of each Principle.

**Slides 32 to 34**

**Section 7: How do we know it has been learnt? A focus on the Assessment Advice**

These slides explore the question how do we know it has been learnt by providing a general overview of the Assessment Advice and familiarise the participants with both the formative (for learning and as learning) and summative (of learning) purposes of Assessment.

For a small group presentation, presenters could encourage participants to go on line and bring up more details of each of the purposes of Assessment.

The presenter could engage the participants in a focused exploration of the types of Assessment practices used and whether these practices would be considered formative (for learning and as learning) or summative (of learning).

**Slides 35 to 37**

**Section 8: Who do we report to? A focus on Reporting**

These slides explore the question who do we report to by providing the primary purpose of reporting.

The focus of the discussion in these slides should be that reporting is not an assessment process but rather a way of communicating a shared understanding of standards and a way of informing future learning.

**Slides 38 to 41**

**Section 9: Student learning initiatives; what do they mean for curriculum planning and implementation? A focus on the Curriculum Planning Guidelines**

These slides provide an overview of the purpose and structure of the Curriculum Planning Guidelines as a useful resource for supporting schools in planning and implementation of the student learning initiatives particularly the Victorian Essential Learning Standards.

Slide 40 presents a five phase curriculum planning model which is the on-line portal for accessing all the information and tools found within the Curriculum Planning Guidelines. For a small group presentation, presenters could encourage participants to go on line and bring up the curriculum planning model and navigate through the site in response to the information outline in the following slides.

Slide 41 provides a general overview of the structure of the five Phases of the Curriculum Planning Guidelines.

**Slide 42**

**Section 10: What are the key messages?**

This slide recaps the key messages arising out of the student learning initiatives. It offers a conclusion of the discussion outlined in the PowerPoint.