



Hobart City
High School

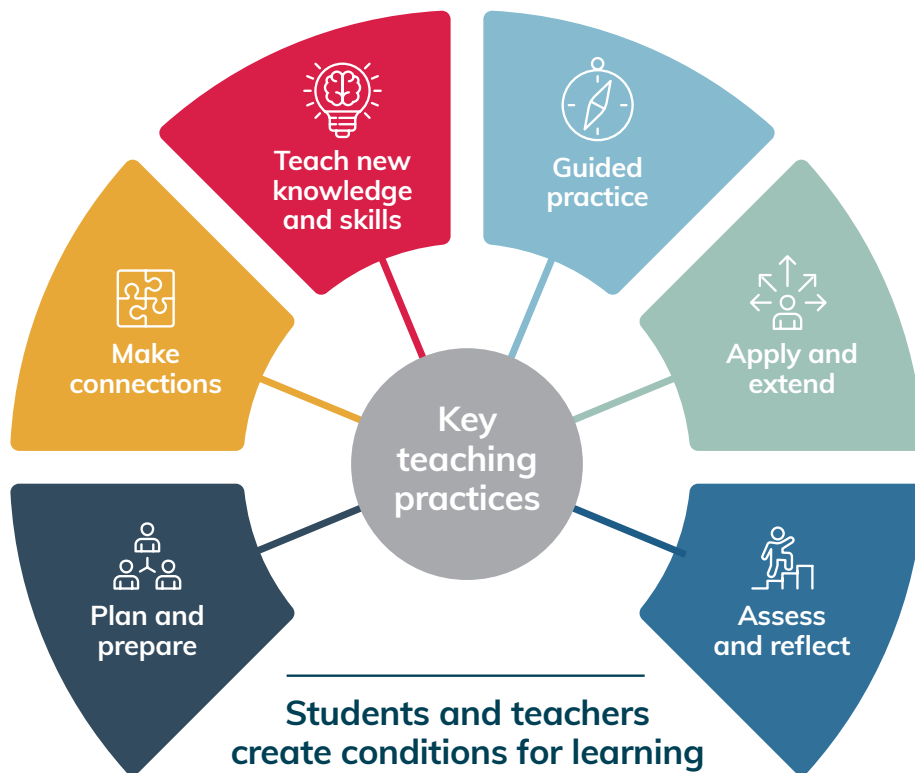


Elizabeth College
inspired resourceful learners

HOBART CITY PARTNER SCHOOLS

Teaching and Learning Framework

Supporting document



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Introduction

Elizabeth College and Hobart City High School have developed an agreed and consistent approach to teaching and learning in every class, and every context. This Teaching and Learning Framework represents quality teaching and learning at Hobart City High School and Elizabeth College from years 7-12. It is informed by educational research about best practice.

The teaching and learning sequence comprises six elements:



Plan and prepare



Make connections



Teach new knowledge and skills



Guided practice



Apply and extend



Assess and reflect

There is an explicit focus on the teaching of reading, a Department for Children, Education and Young People (DECYP) priority, and high impact teaching strategies such as:

- > Learning Goals and Success Criteria
- > Questioning
- > Metacognition
- > Feedback
- > Collaboration and Agency
- > Differentiation

As a school and college, we are committed to a continual improvement agenda, guided by the 9 domains of the National School Improvement Tool:

- > Domain 1 An explicit improvement agenda
- > Domain 2 Analysis and discussion of data
- > Domain 3 A culture that promotes learning
- > Domain 4 Targeted use of school resources
- > Domain 5 An expert teaching team
- > Domain 6 Systematic curriculum delivery
- > Domain 7 Differentiated teaching and learning
- > Domain 8 Effective pedagogical practices
- > Domain 9 School-community partnerships

This framework is underpinned by the Tasmanian Department for Education, Children and Young People (DECYP)'s Pedagogical Framework and its Strategic Plan.

These documents outline the Department's educational goals for Tasmanian learners and identify proven high impact teaching strategies.

Our commitment is to “work together to inspire more learners to learn more everyday”.

Additionally, our Teaching and Learning Framework aligns to the Department's goals of:

- > **Access, Participation and Engagement**
Learners are actively participating in learning; they are engaged, achieving and able to pursue life opportunities in a safe learning environment
- > **Wellbeing for Learning**
Learners and staff are safe, feel supported and are able to flourish, so they can engage in learning.
- > **Literacy and Numeracy**
Learners are developing the skills and confidence in literacy and numeracy to successfully participate in learning, life and work.

The Hobart City Partner Schools Teaching and Learning Framework recognises the importance of getting the conditions for learning right.

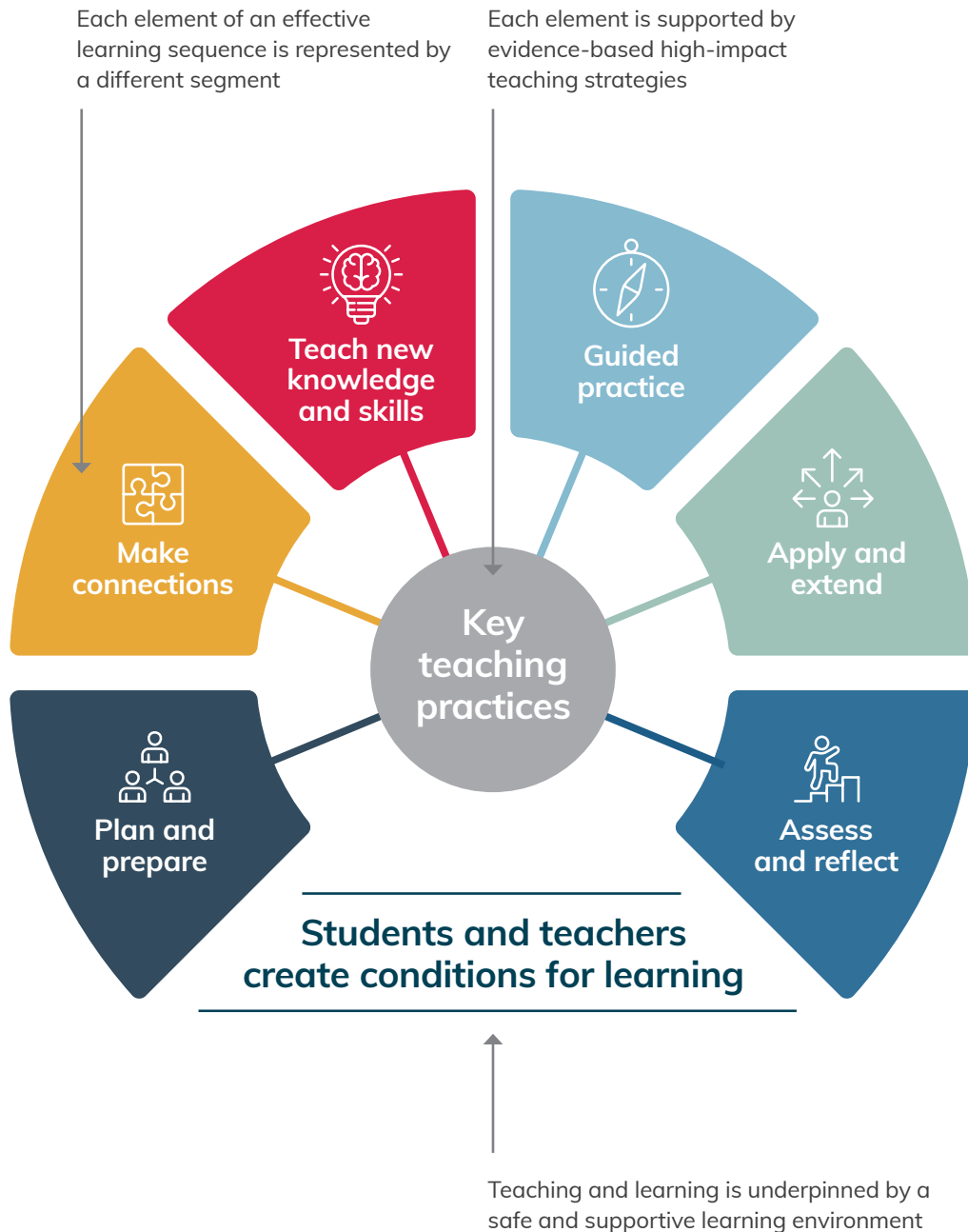
Professional learning will support staff and work with students, parents and carers to develop our shared understanding of effective teaching and learning.

As a learning community, we understand the importance of developing and maintaining a highly effective partnership between teachers, students, and parents and carers in supporting student learning.

Shane Fuller
Principal
Elizabeth College

Deb Day
Lead Principal, Hobart
City High School

The Framework



Teachers and students create conditions for learning

The 'what'

Creating positive, safe and stable conditions for learning is a shared responsibility of everyone.

Building trust with and amongst students through empathy, unconditional positive regard and relationship building is core practice of teachers. This includes facilitating opportunities to repair fractured relationships through a restorative practices approach.

'Conditions' means creating and managing the climate of the classroom by explicitly teaching social and emotional skills, setting and maintaining behavioural expectations and ensuring the classroom is a space that is predictable, consistent and safe.

It also means engaging all students authentically by understanding their cognitive, emotional, and behavioural needs and creating opportunities for all students to improve and achieve.

The 'why'

Our students and staff come to the classroom from many environments and different experiences of learning.

We understand some of our students have experienced complex trauma, interruptions in their schooling or have additional learning needs. Approaching our practice through a trauma informed lens is beneficial for all our learners.

Consistency and predictability together with positive genuine relationships are the key drivers of this.

Further support

The Department for Children, Education and Young People (2020) [Good Teaching: Trauma Informed Practice](#).

Hobart City High School (2021) [Respectful Student Behaviour Policy](#)

The Department for Children, Education and Young People (2021) [Child and Student Wellbeing Strategy](#)

The Department for Children, Education and Young People (2022) [Health and Wellbeing](#)

Rogers, B. (2015) *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support*. Sage Publications. London. UK

Australian Institute for Teaching and School Leadership (2017) [Classroom Management Techniques](#)

NSW Department of Education (2020) [Best Practices: Creating a Positive Learning Environment](#)

Teachers and students create conditions for learning

What are teachers doing?

- Seeking to know who students are, how they learn and how they came to be where they are
- Holding and communicating high expectations to students
- Giving constructive feedback in a strengths-based way
- Embracing and genuinely caring for a student to help them to make positive changes at their own pace
- Understanding that behaviour is a form of communication and working alongside students to ensure positive communications
- Using strengths-based rather than deficit-oriented language to interpret behaviour
- Modelling empathy and vulnerability to students
- Accepting and respecting every student
- Separating challenging behaviour from a student's identity and values
- Creating healthy boundaries and acknowledging limitations
- Holding respectful challenging conversations with students to address behaviours of concern
- Explicitly teaching positive behaviour skills and social and emotional learning
- Genuinely listening to students
- Engaging in self-reflection to continuously improve relationship building and managing the classroom and school environment
- Engaging with student support services and support professionals when appropriate

What does this look like for students?

- Feeling safe, heard and understood
- Feeling like they belong
- Being included rather than excluded
- Knowing that relationships with teachers will not be broken when they exhibit behaviours of concern
- Knowing that educators are compassionate, hold students in positive regard and are committed to student wellbeing
- Having a voice that is heard and valued
- Accessing their learning at the right level for them and improving and achieving



Plan and prepare

The 'what'

Offstage, educators plan and prepare for learning to ensure that there are carefully mapped sequences of learning ready for students. The sequences include the knowledge (skills, concepts and big ideas) as well as the strategies needed for students to demonstrate their understanding. The content is aligned with relevant curriculum documentation (Australian Curriculum, TASC and VET Frameworks). The learning is differentiated, and the teacher is proactive in responding to the needs of learners and guided by the following principles:

- A supportive learning environment
- Quality curriculum
- Assessment that informs teaching and learning
- Instruction that responds to student variance
- Leading and managing the classroom

The 'why'

When educators participate in collaborative planning with colleagues (PLTs) they work to ensure that all students have access to a guaranteed and viable curriculum. Guided by the following PLT questions (Dufour & Dufour, Marzano), educators backwards map in reference to relevant curriculum documentation. They prepare learning materials and resources that are differentiated through: "content, process, product and environment according to students' readiness, interests and passions and learner profiles and plans through a variety of instructional strategies" (Tomlinson).

- What do we want our students to learn / be able to do?
- How will we know our students are learning / how will we know when we have addressed the issue?
- How will we respond when some students do not learn / how will we overcome barriers?

- How will we extend the learning for students already proficient?
- How will we enrich our instructional practice?
- How will we coordinate our efforts as a school or college?

Further support

Australian Curriculum, Assessment and Reporting Authority (ACARA) (2022) [Australian Curriculum](#)

Office of Tasmanian Assessment, Standards and Certification (TASC) [TASC Course Guide](#)

Australian Vocational Education and Training (VET) Study Australia: [Vocational Education](#)

The Department for Children, Education and Young People (2020) [Learners First: A Pedagogical Framework. Learners First: A Pedagogical Framework](#)

The Department of Education and Training Victoria (2022) [Differentiation as a Teaching Approach](#)

Marzano, R.J., Heflebower, T., Hoegh, J.K., Warrick, P.B. & Grift, G. (2016) *Collaborative Teams that Transform Schools: The next step in PLCs*. Marzano Resources. Bloomington, USA.

Australian Institute for Teaching and School Leadership (2017) [Evaluating Teaching and Learning Programs](#)

Tomlinson, C. (2014) *The Differentiated Classroom: Responding to the Needs of All Learners*. Association for Supervision & Curriculum Development. USA

Wilhelm, J., Bear, R & Fachler, A. (2019) *Planning Powerful Instruction, Grades 6-12: 7 Must-Make Moves to Transform How We Teach--and How Students Learn*. Corwin Press. USA

NSW Department of Education (2021) [Backward Design Model](#)



Plan and prepare

What are teachers doing?

- Designing learning experiences that meet learners' needs, embrace their diversity and build on their strengths
- Selecting evidence-informed teaching practices appropriate to the learner and curriculum
- Continuously building knowledge of curriculum standards and identifying big ideas and key understandings to deepen learning
- Ensuring that learning experiences support collaboration and exploration to foster creativity and extend learning
- Developing authentic learning partnerships with families and communities to enrich and extend learning where possible
- Incorporating teaching strategies that prioritise reading in their planning and preparation
- Using backwards design methods of planning
- Being responsive to student needs and using formative preassessments to understand where students are at with their learning

What does this look like for students?

- Accessing the appropriate curriculum skills, content and knowledge
- Having access to the same knowledge and skills as other students, regardless of which teacher is facilitating
- Clearly understanding the key content being covered through clear learning goals + success criteria
- Understanding the purpose of the content and skills
- Gradually moving through a planned sequence of learning at the right pace
- Having their voice heard and being able to provide feedback to teachers
- Making connections between content and their own lives and experiences
- Experiencing success in learning that is mapped to the Australian Curriculum, TASC, or VET



Differentiation

An extension of 'Plan and prepare'

The 'what'

Differentiation in teaching is an approach that is designed to extend the knowledge and skills of every student in the class, regardless of their starting point.

There is a concerted effort to work with students and families to ensure that all students are supported to set realistic and challenging goals

Students engage with course content and resources that are accessible and relevant and provide a genuine opportunity to experience success.

Teachers plan lessons that incorporate adjustments and use data to inform what students know currently and what they are ready to learn next.

Adjustments can be around time, resources, modes of teaching, ways of grouping students, ways of expressing learning and ways of assessing learning.

The 'why'

The Department for Education, Children and Young People's Strategic Plan identifies goals around access, participation and engagement and is committed to ensuring every student can participate and achieve no matter their background, disability or language.

We work together to inspire and engage all learners to learn more, every day.

Further support

The Department of Education and Training Victoria (2021) [HITS Catalogue – Differentiated Teaching](#)

The Department for Children, Education and Young People (2020) [Good Teaching: Trauma Informed Practice](#).

The Department for Children, Education and Young People (2014) [Good Teaching: Differentiated Classroom Practice Learning For All](#)

The Department of Education Victoria (n.d.) [Differentiated teaching to improve numeracy learning for all students](#)

The Department of Education and Training Victoria (2021) [Professional Practice Note 16 - Excellence in Differentiated Teaching](#)

The Department of Education and Training Victoria (2021) [Differentiation to improve engagement and learning](#)

NSW Department of Education (2021) [Differentiating Learning](#)

Tomlinson, C. (2006). *An Educator's Guide to Differentiating instruction*. Cengage Learning. USA



Differentiation

An extension of 'Plan and prepare'

What are teachers doing?

- › Engaging with and contributing to the development of learning plans
- › Setting realistic, challenging and appropriate learning goals
- › Using data to decide what level of differentiation may be required for individual students
- › Providing choices including tapping into student interest where possible
- › Considering the physical, social and emotional learning environment
- › Developing scaffolds, sharing exemplars, using accessible resources
- › Considering modes of delivery and different ways students can express understanding
- › Conducting formative assessment and providing regular, specific feedback
- › Checking in with students, parents/carers and expert staff to discuss learning progress and interventions
- › Undertaking appropriate professional learning to support students in their care
- › Ensuring that reasonable steps are taken to provide a differentiated approach for individual students
- › Connecting students with applications for reasonable adjustments

What does this look like for students?

- › Discussing their learning needs with their teacher and parents/carers to co-construct learning plans and associated goals
- › Engaging with learning in a meaningful and committed way
- › Demonstrating what they know and can do when given the opportunity
- › Engaging with accessible course content and resources
- › Acting on feedback when given
- › Asking for assistance when it is needed



Make connections

The 'what'

Making connections builds student motivation and learner curiosity. Teachers provide stimulus to activate and build upon student prior knowledge, interests, passions and different ways of learning

Teachers encourage students to ask questions, make predictions, engage in conversations and share their thinking in a variety of ways.

Together with connecting to prior knowledge, teachers support students to connect with upcoming learning through the provision of clear and specific goals as sequenced in the **plan and prepare for learning** stage.

Key questions for teachers include:

- How will we engage students?
- How will we help students to set meaningful goals and make connections to learning?
- How will we help students to grasp big ideas and key understandings?
- How will we help students to make links to prior learning and organise new information?

The 'why'

When learners make connections and can see the purpose behind the learning, they are more likely to commit to and engage with new learning.

Making connections is an essential phase in supporting the **teaching of new knowledge and skills** and in **guided practice** as educators prepare students for success.

- Stimuli stirs students' emotions, activates curiosity, and allows information to enter immediate memory.
- Information moves into short-term memory when learners can attach meaning and purpose to learning and set personal goals
- Neural connections are established when learners think about and interact with new information

Further support

The Department for Children, Education and Young People (2020) [Learners First: A Pedagogical Framework](#)

EL Education (2022) [Helping All Learners: Entry Points](#)

Wilhelm, J. (2007) *Creating Engaging and Powerful Contexts for Literacy Learning* [Tasmanian Association for the Teaching of English Document Library](#)

Australian Institute for Teaching and School Leadership (2016) [Multiple Activities to Engage Students](#)

Australian Institute for Teaching and School Leadership (2016) [Deep Questioning to Support Research](#)

The Department of Education and Training Victoria (2022) [Pedagogical Model: Engage and Explore](#)



Make connections

What are teachers doing?

- Pre-teaching vocabulary to support reading for meaning
- Supporting student reading comprehension through connection making (text-self, text-text, text-world) and through supportive reading strategies
- Providing stimulus like open-ended questioning, audio or visual prompts, graphic organisers and warm-up activities to spark interest and engagement and to launch new learning
- Engaging students in discussions around what they value and what is important to them
- Providing clear and specific goals for learning success which are connected to the curriculum (learning goals and success criteria)
- Posing essential questions to encourage conversation and sharing and to guide the learning
- Referring regularly to learning goals and success criteria and key questions posed
- Introducing frontloading tools like graphic organisers, rankings, checklists, scales, models, where do I stand activities etc., to assist students to make connections and capture thinking for future lessons
- Providing students with quality mentor texts so students can see where their learning can take them

What does this look like for students?

- Experimenting with new vocabulary and language use
- Annotating mentor texts with a focus on making connections
- Using reading strategies to make connections and meaning
- Responding to stimulus: sharing past experiences, thoughts and ideas with others
- Sharing ideas of what is valuable and important (interests and passions) and responding to the contributions of others
- Setting personal goals for learning
- Posing individual and group questions
- Articulating what the learning goals and success criteria are for a specific task, lesson or sequence
- Participating in front loading activities
- Using graphic organisers, tools and models to make connections and capture thinking for future lessons
- Contributing ideas to class discussions, anchor charts, displays and/or online forums



Teach new knowledge and skills

The 'what'

Teachers can take the role of expert, mentor, coach or facilitator to purposefully communicate new knowledge and skills to students. New knowledge and skills can be communicated through methods such as direct explanation, demonstration, inquiry, modelling, training or immersion.

The Australian Curriculum, TASC and VET course documents name the content that students are taught in Years 7-12 as well as the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability.

Hobart Partner Schools teach additional content through local programs, co-curricular programs and other special learning experiences. Social and educational practices, norms and beliefs are often implicitly taught or are assumed knowledge and the HCPS and their teachers must strive to make these sometimes 'hidden' knowledge and skills explicit for all students to ensure equity of access and participation.

We are teaching a generation of digital natives and we embrace ICT to facilitate online learning and the opportunities this provides current learners.

The 'why'

Acquiring new knowledge and skills is the purpose of teaching and learning. These are the 'what' that students learn.

The curriculum documents ensure that every student learns the same content.

Teacher collaboration on teaching new content and skills is essential so there is consistency between classes, while teachers still have autonomy on how the content is taught.

Further support

Australian Institute for Teaching and School Leadership (2016) [Focus areas in action](#)

Australian Curriculum, Assessment and Reporting Authority (ACARA) (2022) [Australian Curriculum](#)

Office of Tasmanian Assessment, Standards and Certification (TASC) [TASC Course Guide](#)

Australian Vocational Education and Training (VET) [Study Australia: Vocational Education](#)

Australian Institute for Teaching and School Leadership (2016) [Setting challenging and achievable learning goals](#)

The Department of Education and Training Victoria (2020) [High Impact Teaching Strategies: Setting Goals](#)

Project Zero / Harvard University (2022) [Thinking Routine Toolbox](#)

Kalantzis, M, & Cope, B (2022) [Knowledge Processes](#)

Australian Curriculum, Assessment and Reporting Authority (ACARA) (2022) [First Nations Perspectives](#)

Cope, B (2019) [E-Learning ecologies](#)

NSW Department of Education (2021) [Explicit teaching practices and feedback](#)



Teach new knowledge and skills

What are teachers doing?

- Believing that all students can learn the new knowledge and skills
- Identifying for students why the new knowledge and skills are important and relevant, contextualising them and connecting them to real world contexts
- Chunking information and using scaffolds to structure new content
- Using multimodal and multi-sensory resources to communicate new knowledge and skills
- Helping students construct understanding through talking and questioning
- Giving students models and examples so they can see what they need to do
- Showing students how to use metacognitive strategies such as thinking routines or knowledge processes
- Teaching literacy and numeracy skills
- Teaching skills for learning such as note taking, memorisation, listening and asking questions
- Differentiating instruction for different students
- Using current ICT including online learning delivery platforms
- Teaching First Nations' perspectives as part of the content
- Letting go' so that students are responsible for learning the new knowledge and skills themselves

What does this look like for students?

- Believing they can learn new knowledge and skills
- Being prepared to actively listen, watch and do, rather than passively sitting back
- Taking notes, examining content, asking questions to clarify and find out more
- Using metacognitive strategies such as thinking routines or knowledge processes
- Continuing learning outside the classroom, using online sources to learn anywhere and anytime
- Being an agent of their own learning by taking responsibility for it



Guided practice

The ‘what’

When students have a clear understanding of the content and skills they are learning and how they can show success, educators become mentors and guides.

For this element, teachers walk through new skills and concepts and engage students in extending their expertise in a variety of guided and collaborative practice tasks that increase in challenge and complexity and decrease in scaffolding and support over time.

This is the time for modelling, coaching, and feedback as students rehearse, practice, and positively struggle. They are purposeful, contextualized, lower stakes learning experiences that exist to develop students’ abilities.

The ‘why’

We closely guide and support students to take their first steps in practising the new information and skills that we have introduced to them.

Using the Gradual Release of Responsibility model incrementally supports students to become independent practitioners of the new skills; to acquire and use the new knowledge; and to trial and reflect on the thinking routines needed for this learning.

We give immediate feedback to individual students, groups or the whole class that shows them what they did well, corrects misconceptions and that shows them what they need to do to reach the next stage in their learning.

We use questioning to help students articulate the steps and processes they are practising and to inform the pace of the lessons.

We provide opportunities for students to practise in low stakes activities individually or in collaboration.

We guide and support students to practise reading strategies within the curriculum/discipline area.

Through guided practice we ensure students are supported to extend and transfer skills and knowledge independently

Further support

Department for Children, Education & Young People (2022), [Quality Teaching Guide: Gradual Release of Responsibility: Reading](#)

Department for Children, Education & Young People (2022), [Quality Teaching Guide: Gradual Release of Responsibility: Writing](#)

The Department of Education and Training Victoria (2021) [Using metacognitive strategies to empower students](#)

Fisher, D & Frey N. (2013) [Engaging the Adolescent Learner: Gradual Release Instructional Framework](#)

NSW Department of Education (2022) [Comprehension: Gradual Release Model](#)

Thomas, D & Thomas, A (2021) [Teaching and Learning Primary English](#). Oxford University Press [Guided Reading.pdf](#)

Hattie, J., Fisher, D., Frey, N & Clarke, S. (2021) [Collective Student Efficacy: Developing Independent and Inter-dependent Learners](#). Corwin.

Allen, J. (2015) [Tools for Teaching Content Literacy](#). Hawker Brownlow Education, VIC [GIST Reading Activity.pdf](#)



Guided practice

What are teachers doing?

- › Using guided reading strategies to enable students to extract information from written & multimodal texts
- › Adopting a gradual release model to encourage student responsibility for their own learning
- › Giving students frequent and meaningful informal feedback during lessons
- › Collaborating (student-teacher collaboration and student group work)
- › Using questioning methods to guide student progress, initiate thinking, make connections and to request feedback
- › Teaching metacognitive skills to help students apply useful thinking routines
- › Scaffolding tasks for students
- › Providing models to aid understanding and make meaning

What does this look like for students?

- › Being supported to read challenging texts and make meaning from them
- › Feeling challenged to learn new things
- › Asking questions to guide learning and application of knowledge
- › Seeking new knowledge and being curious
- › Acting on teacher feedback
- › Gradually taking ownership over own learning
- › Persevering when learning becomes difficult
- › Working with peers to extend learning and practise new skills
- › Using models to aid understanding and make meaning



Apply and extend

The 'what'

This element has two parts. It requires students to be provided with opportunities to show knowledge, skills and understanding and show mastery within a familiar context. Once proficient, students encounter opportunities where they can engage with connected but new experiences to further explore and inquire.

The 'why'

Students having the opportunity to show a performance of understanding enables teachers to provide feedback and a more individualised learning pathway.

Students can explore and extend learning by activating prior knowledge, setting goals, solving problems, inquiring, collaborating and working individually to transfer learning to new contexts.

Further support

The Department of Education and Training Victoria (2018) [The e5 Instructional Model](#)

The Department of Education and Training Victoria (2020) [Practice Principles for Excellence in Teaching and Learning](#)

The Department of Education and Training Victoria (2020) [High Impact Teaching Strategies: Collaborative Learning / Multiple Exposures](#)

Fisher, D., Frey, N & Hattie, J (2016) *Visible Learning for Literacy: Implementing Practices that Work Best to Accelerate Student Learning*. Corwin.

Moss, C & Brookhart, S. (2015) *Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement*. ASCD, USA.

The Department of Education and Training Victoria (2021) [Students take a leading role in learning](#)

Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Centre for Teaching. [Bloom's Taxonomy](#)

Student Wellbeing Hub (2020) [Developing Student Agency](#)

Renaissance Learning (2022) [Extending Student Learning in the Classroom](#)



Apply and extend

What are teachers doing?

- Providing opportunities for students to consolidate knowledge, skills and understanding
- Providing opportunities for students to apply knowledge, skills and understanding to unfamiliar but connected contexts
- Developing tasks to encourage inquiry, curiosity and extension
- Questioning to stimulate deep thinking
- Using formative assessment to provide timely feedback and guidance for students
- Goal setting and monitoring student progress to meet individual needs
- Developing student agency by giving them meaningful choice
- Differentiated experiences, allowing students to show and apply learning in a variety of ways

What does this look like for students?

- Independently working to apply learning to new situations and solve new problems
- Practising skills to increase confidence and competence leading to mastery
- Collaborating with peers
- Inquiring and asking questions
- Generating and testing hypotheses
- Seeking feedback and acting on it
- Identifying areas of interest and exploring
- Setting personal goals
- Engaging with ongoing assessment
- Feeling supported and confident about new learning
- Striving to 'think big' and consider how learning applies to outside the classroom



Assess and reflect

The 'what'

This element is the collection and use of learning as evidence of growth, need, teaching impact and then the reflection of what this evidence means going forward.

Assessment is ongoing and can be formative or summative, completed in a range of modes and used as an assessment for learning, as a part of learning or of learning.

Reflection is an essential skill for learning and growth and can be conducted through self and peer-reflection.

Teachers support the development of reflective practices in students by explicitly teaching questioning skills to activate reflection and providing effective feedback and feedforward.

The 'why'

Effective pedagogical practice is based on the teacher's knowledge of students in the planning phase ensuring the teacher caters to student's diverse learning needs.

Assessment and reflection are key to providing accessible, challenging and relevant learning experiences where students can articulate what they are learning, why it is important and how they will be able to apply it.

Our work is informed by and fulfils the requirements of; the Australian Curriculum (ACARA), the Office of Tasmanian Assessment, Standards and Certification (TASC) and Australian Vocational Education and Training (VET).

Further support

The Department for Children, Education & Young People [Learners First Assessment Strategy 2020-2023](#)

SA Department for Education [Check-in and act formative assessment strategies](#)

Briggs, S. (2015) [What meaningful reflection can do for student learning](#)

Cavilla, D. (2017) [The effects on students reflection on academic performance and motivation](#)

Office of Tasmanian Assessment, Standards and Certification (TASC) [Assessment Information for Schools](#)

NSW Department of Education (2021) [Assessment for, as and of learning](#)

The Department of Education and Training Victoria (2021) [Assessment](#)



Assess and reflect

What are teachers doing?

- › Clearly articulating what success looks like so students can evaluate their own success
- › Checking student understanding through a range of formal and informal assessment practices
- › Modifying and planning for students' needs
- › Creating opportunities for students to self-and peer-assess
- › Using questioning to encourage and facilitate a deeper understanding
- › Ensuring assessment has clear criteria that is explicitly unpacked with students
- › Giving effective feedback and feedforward
- › Using data to track student progress
- › Reporting on student progress

What does this look like for students?

- › Identifying measures of success and evaluating their progress throughout the learning sequence against the success criteria
- › Conducting self- and peer assessment to understand where they are in their learning and reflect on this
- › Taking responsibility for their learning by applying themselves to tasks and acting on their reflections and feedback
- › Setting goals with steps and strategies to progress in their learning
- › Actively seeking feedback and clarification

Reading to learn

The 'what'

The Tasmanian Department for Education, Children and Young People have targeted reading as a focus literacy skill from 2023 onwards.

Teachers expect students from Year 7 onwards to have the skills to learn through reading. It is vital that teachers are using strategies that enable students to engage and gain meaning from written word so that students build useful decoding and language comprehension skills.

Reading is multimodal, and learning is successful when students gain meaning and new understandings from being exposed to a variety of texts. From these texts, students can access new concepts and knowledge, deepening their learning experience.

In line with DECYPs priority on reading, explicit teaching of disciplinary literacy will be the focus for HCPS. Disciplinary literacy ensures that teachers concentrate on the different genres, related literary devices and structures for their specific subject area.

The 'why'

Building students capabilities in reading and reading strategies ensures continual development to allow students to become lifelong learners. HCPS is dedicated to inspiring students to succeed in whatever pathway they choose and reading to learn is an important step in that journey.

Decoding is important if it is on the pathway to ... fluency.

Fluency is important if it is on the pathway to ... vocabulary.

Vocabulary is important if it is on the pathway to ... comprehension.

Comprehension is important if it is on the pathway to ... critical reasoning and action in the world.

(Frey, 2020 as cited in Bright, 2021, p.9)

Further support

DECYP are releasing further information and PL related to reading strategies in 2023 academic year.

Graphic Organisers and Note Taking

- > [Freeology](#)
- > [Getting it together](#)
- > [FUSE](#)

Language Comprehension Strategies

- > [EEF](#)
- > [Literacy Teaching Toolkit: Teaching Comprehension](#)
- > [Sheena Cameron](#)

Reciprocal / Guided Reading

- > [Literacy Teaching Toolkit: Guided Reading](#)
- > [Literacy Teaching Toolkit: Reciprocal Teaching](#)

The Department of Education and Training Victoria [Choosing words to teach: Tier 1, 2 or 3 vocabulary](#)

The Department for Children, Education & Young People (2022) [Reading](#)

Reading to learn

What are teachers doing?

- There are many different strategies that can be used to support comprehension of text such as: independent, close, reciprocal, modelled, shared and guided reading.
- Explicitly teaching new vocabulary
- Providing students with texts in many modes
- Teaching note taking strategies for retrieval of meaning
- Engaging students with model texts that are useful and engaging
- Using graphic organisers
- Cooperative and collaborative learning

What does this look like for students?

- Actively taking notes with a specific scaffold that supports making meaning from text including exploring new ways to take notes from and annotate texts
- Engaging in dialogue around the construction of new texts
- Working in teams to support each other to engage with texts
- Understand how to use existing knowledge to understand new words and phrases
- Learning and understanding discipline-specific vocabulary
- Engaging with written, visual and auditory texts
- Decomposing and composing texts from exemplars

Further resources and references

Department for Children, Education & Young People:
[Teaching and Learning Centre](#)

Australian Council for Educational Research:
[National School Improvement Tool](#)

Department for Children, Education & Young People:
[Pedagogical Framework](#)

Department for Children, Education & Young People:
[Strategic Plan 2022-2024](#)

Australian Institute for Teaching and School
Leadership: [Teacher Standards](#)