The NT Teaching and Learning Framework is based on the science of teaching and learning and consists of learning management questions, key design questions and evidence based practices that offer the educator a pedagogical frame for intentional design for learning.

Educators would use the framework to:

- Design for learning – document focus practices for each dimension in your program and choose instructional strategies that align with these practices.
- Reflect on teaching and learning – the questions and practices provide a framework for educators to critically reflect on their planning, teaching, and assessment.

The Special Pedagogies project has added Special Education examples as a resource for teachers. However, the underpinning research, the key design questions and practices remain the same. The design questions have also been embedded into other processes such as the Planning for Educational Adjustment process.

The key messages for special education are:

- Adaptation should be placed on the curriculum not the learner.
- Learning management questions and learning design questions will be the same but the answers will be weighted to access and adaptations to minimise physical aspects of the task and maximise cognitive processing and output.
- Students expressing intellectual quality in their products is a goal of learning. Adaptation and assistive technologies are only methods to support this.
- Look at what is used in general education and provide advice and examples of how to adapt for use with students with disabilities.

The framework consists of four principles, which have elements and practices.
Learners need to have positive attitudes and perceptions of themselves, their relationships and the task so that they can more effectively do the thinking required for their learning.

Every learner is unique: they have different emotional states, worldviews, rates and styles of learning, stages of development, and feelings of efficacy, talents, and capacities. Each learner has the right to be in a safe supportive learning environment and treated with respect.

The relationship that develops between teacher and learner is fundamental to success of learning. Other factors that influence learning include emotions, context and social relationships.

Engaging, Safe and Supportive Learning has two elements:

- Learning tasks
- Learning climate
Element 1: Learning Tasks

Key design question:
How will learners be motivated to interact with and successfully complete learning tasks?

Engagement

Engage learners emotionally and cognitively

What it looks like:
- Provide multiple means of engagement that reflect inter- and intra-individual differences across students.
- Provide options that increase individual choice and autonomy
- Provide options that enhance relevance, value and authenticity
- Provide options that reduce threats and distractions

Example:
As part of a lesson on the environment learners are asked to take photographs of an area of the school of their own choice to survey whether litter is a problem on the school grounds.

Once photographs are taken, as a whole class, learners develop a running scale using the photographs of least to most rubbish in the school and discuss whether it is a problem or not.

Strategies for valuing diversity:
- Find an issue that is real and relevant to the student's life and use that as a vehicle for learning.
- Use augmentative or adaptive communication such as Picture Exchange System (PECS) for students to communicate their choice of activity.
- Vary the level of novelty or risk.
- Vary the level of sensory stimulation.
- Work at different locations in classroom.
- Provide choices throughout the day
- Give students valued roles and responsibilities.

Resources:
Universal Design for Learning [www.cast.org](http://www.cast.org)

Create purpose

Help learners understand how specific knowledge is valuable

What it looks like:
- Actively seek to establish students’ knowledge, beliefs and skills as part of planning.
- Provide opportunities for students to make individual and collaborative decisions about how they will undertake learning tasks.
- Embed learning in real life problems so students can see the value in what they are learning through application of knowledge and skills in a way that is connected to the real world.

Example:
As part of learning about money, learners are immersed in identifying real life scenarios in which they have observed transactions or money exchanged for goods and services in order to link the learning of the concept of transactions and facts about money with immediate purposeful applications.

Students are invited to reflect on lessons for the day and offer their comments on the highs, lows and ideas of how to improve an activity.

Strategies for valuing diversity:
- Use software and other technologies to create virtual activities for students to rehearse e.g. using PowerPoint to create a virtual ATM.
- Involve real experts to share how they use particular knowledge or skills in their work to solve problems e.g. getting a car engineer to talk how they apply geometry to design.
- Use augmentative or adaptive communication such as Picture Exchange System (PECS) for students to communicate their choice of activity.
- Use visual strategies to assist with steps of tasks.

Resource:
Teaching and Learning Objects [www.thelearningfederation.edu.au](http://www.thelearningfederation.edu.au)

Learner motivation
Create classroom tasks that relate to learners’ interests and goals

What it looks like:
• Use students’ personal interests (sports, hobbies) and social/ethical concerns as the context of topics, or to link with social relevance of the learning and issues.

Example:
After the Bali bombings students were concerned about their safety when away from home. Class discussions were held to identify what is the opposite of terror. The students identified peace. The class worked together to explore and share the idea of peace in their school through various mediums.

Strategies for valuing diversity:
• Find an issue that is real and relevant to the student’s life and use that as a vehicle for learning.
• Include manipulatives and movement within the lesson.
• Develop student interest inventories
• Use learning styles as a guide to ensuring there is a variety of learning experiences.

Resources:
Student Interest Inventory
http://www.bloomington.in.us/~cape/intinv.html

Provide timely, specific, clear feedback

What it looks like:
• Provide feedback on tasks that challenges students to review, reflect on and refine their understandings at various points in a learning sequence.
• Acknowledge effort as well as ability, both publicly and in personal feedback.
• Give precise feedback to the learner based on the targets, and refine record keeping and reporting accordingly.
• Ensure students know what you mean.

Example:
Rather than saying ‘good Effort’, say ‘your strategy for questions 1 to 8 was accurate, but in question 9 you missed the step for …’

Rather than saying ‘good boy’, say ‘it was a good choice to walk away and ask an adult for help.’

Strategies for valuing diversity:
• In learning select tools that provide cause and effect feedback for learning e.g. using switch games to develop pre communication.
• Have students assess themselves using a pictorial scale e.g.

I did this

<table>
<thead>
<tr>
<th>By myself</th>
<th>With a friend</th>
<th>With some help</th>
</tr>
</thead>
</table>

• Students provide feedback to peers using communication devices, visual cues, modelling.
• Use rubrics to provide feedback that is individualised, timely and based on explicit criteria for tasks.

Resources:
Providing Student Feedback factsheet
www.oucom.ohiou.edu/fd/feedback.htm
Sample rubrics and create your own rubrics
http://rubistar.4teachers.org/index

Feedback
Learner attitudes

Guide learners to use positive self talk, personal goals and task criteria to guide successful completion of tasks

What it looks like:

- Provide a stimulating classroom environment that generates active interest in topics.
- Plan activities that provide students the opportunity to use areas of strengths in becoming successful in non-preferred or areas they find difficult.
- Teach students to identify and ignore negative inner dialogue.
- Teach students to replace fear and negativity with positive self-talk. ‘I can do it’ and ‘you will, if you begin now’.

Example:

Model positive self talk when demonstrating a task or skill e.g. ‘I’m not sure how to open this can. I think I’ll put the can opener on the side. Doesn’t work. I’m sure I can figure this out.’

‘I don’t know if I really want to jump in the deep end. What if I can’t touch the bottom? I can do this. Maybe I’ll sit on the edge and slide in.’

Strategies for valuing diversity:

- Use reinforcement schedules to change students’ attitude and tolerance for non-preferred activities
  E.g. for student with autism who doesn’t like assembly

- Use a skill that students have success in to participate in non-preferred activities e.g. for a student who is highly motivated by computers use software to teach concepts in maths.

Resources:

Positive attitude and self-esteem
www.trinity.wa.edu.au/plduffyr/sc/library/study/positive.htm

You can do it! Education program
www.youcandoit.com.au

DET- Student perception survey
Element 1: Learning Tasks

Key design question: How will learners understand expectations of tasks?

Explicit criteria

Provide clarity about the declarative (content) and procedural (skills) knowledge the task addresses

What it looks like:
- Provide the criteria for assessing each outcome prior to students undertaking each assessment task.
- Provide assessment instruments for self and peer monitoring.

Example: Make explicit the use of literary techniques to encourage quality.

Create and convey clear expectations of performance levels of tasks

What it looks like:
- Establish (perhaps in consultation with students) clear criteria or rubrics for assessment before a piece of work is begun.
- Encourage students to set goals for their learning, to self-monitor their progress and, provide evidence to the teacher when they believe they have achieved their goals.

Example:

Explicit instructions

Provide clear task direction and parameters

What it looks like:
- Provide an explicit list of learning outcomes at the outset of a unit of work.
- Clearly articulate learning targets that are robust concepts, generalisations or procedures.

Example: Clear directions

- Find your
- Sit on your
- Write your notes

Strategies for valuing diversity:
- Use photos, pictures, objects, sounds smells or work samples to:
  - Gain learners’ attention
  - Inform learners of lesson purpose
  - Stimulate recall of previous learning
  - Present stimulus material
  - Provide learning guidance
  - Provide opportunity for practice
  - Assess and provide feedback
  - Provide opportunity to generalise to other situations to develop the retention and transfer of knowledge and skills.
- Use task analysis to break tasks down into doable chunks
- Ensure instructions and criteria are in kid speak i.e. in first person and simple language with visual cues and examples.

Resource:
Lane Clarke’s about criteria
http://www.laneclarke-ideasys.com/seminar_criteria.htm
Element 2: Learning Climate

Key design question:
How will a classroom code of behaviour and agreements with learners work?

Rules and Consequences

Establish and communicate the right to feel safe and create agreed upon responsibilities (rules) to protect these rights

What it looks like:
- Regularly set group tasks and establish ground rules about how the groups will operate.
- Talk to students to determine the root causes of misbehaviour and respond appropriately.
- Phrase rules positively.
- Acknowledge when following/abiding by ‘rules’.
- Discuss and select appropriate consequences for not following rules.

Example:
Students identified that members of the class were not being respectful. Using a Y-chart, students as a group identified behaviours that were respectful during discussions. An agreement was drawn up as whole class visual criteria. Each student was responsible for evaluating their behaviour and setting individual goals for improvement.

Strategies for valuing diversity:
- Use the concept of LAWS – Listen carefully, Act considerately, Work cooperatively, Support each other.
- Use photos, pictures, objects, sounds smells or work samples to stimulate recall of previous learning.
- Use social stories to describe where a situation occurs, who is involved, what they are doing.
- Use visual cues for rules and display where they can be seen.

Resources:

Routines

Establish and communicate classroom code of behaviour and agreements with learners

What it looks like:
- Explicitly teach students to work as a team by assigning different roles within groups to make students responsible for particular aspects of tasks.
- Establish structures and routines for transitions between activities, start of day and end of day, and working in groups.

Example:

<table>
<thead>
<tr>
<th>sit</th>
<th>write</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>glue</td>
</tr>
</tbody>
</table>

Strategies for valuing diversity:
- Use visual schedules and timetables.
- Label areas of the room and resources.
- Present instruction for tasks as a visual schedule.
- Alternate people in routines so students learn to do things with different people.
- Teach classmates how to interact successfully with students.

Resources:
Element 2: Learning Climate

Key design question:
How will relationships with and between learning be developed and maintained?

Rapport

Establish rapport with learners

What it looks like:
- Use humour and anecdotes to develop rapport with the class.
- Create an environment of encouragement for learners.
- Ensure learners are treated with respect and emphasise that this respect must be reciprocal between learners, teachers and wider school community.

Example:
A whole class activity ‘about me’ to highlight same and different. It may include physical attributes, preferences related to hobbies, colours, music and sports. Teacher completes the same activity. When collating the class members’ responses, each person has photographs to place under their preferences. Discuss sameness and difference and how to work together.

Strategies for valuing diversity:
- Use clear visual tools e.g. strength cards to sort different strengths into Appearance, Ability and Attitude.
- Make certain each student has an opportunity to talk in class.

Resources:
St Luke’s
http://www.innovativeresources.org/
Learners are challenged to **explore, question** and **engage** with significant ideas and practices to move beyond surface understanding to develop higher order flexible thinking.

The Research

Students learning new information and or concepts (declarative) need to be guided in relating the new knowledge to what they already know, organising that information, and then making it part of their long-term memory.

To develop competence in an area of inquiry students must have a deep foundation of factual knowledge, understand facts and ideas in the context of conceptual framework, and organise knowledge in ways that facilitate retrieval and application.

Intellectual quality has three elements of focus:
- Interacting and Acquiring new knowledge and processes
- Connecting, Practicing and Deepening Knowledge and Processes
- Applying knowledge in meaningful ways.

Through the effective use of teaching and learning practices, learning can be guided across three elements of intellectual quality. This reflects both the development of knowledge from surface to meaningful application of knowledge and skills, which occurs parallel to the gradual release of responsibility.

### The Gradual Release of Responsibility Through the Use of Teaching and Learning Practices

<table>
<thead>
<tr>
<th>ROLE OF THE TEACHER</th>
<th>ROLE OF THE STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modelling</td>
<td>Students participate by actively attending to the demonstrations.</td>
</tr>
<tr>
<td>Sharing</td>
<td>Students contribute ideas and information. Decision-making is negotiated between teacher and student.</td>
</tr>
<tr>
<td>Guiding</td>
<td>Students do the work with help from the teacher or other sources at predetermined points.</td>
</tr>
<tr>
<td>Applying</td>
<td>Students work independently. They are in control of the ideas and the information.</td>
</tr>
</tbody>
</table>

**Source:** First Steps Reading Resource Book 2nd Edition, pg 124
Element 1: Interacting and Acquiring New Knowledge and Processes

Key design question: How will learners rigorously engage with new knowledge?

**Immersions**

Immerse learners in new knowledge through an interactive, multi-modal, and multi-sensory approach

What it looks like:

- Provide stimulus materials that challenge students' ideas and encourage discussion, speculation and ongoing exploration.
- Use industry, contemporary technologies and everyday events and artefacts, as the context for learning.
- Provide a stimulating classroom environment that generates active interest in topics.
- Collaborate from time to time with teachers from different disciplines to explore different aspects of an idea or skill, or related ideas or skills over the same time period with shared students.
- Use learners' personal interests (sports, hobbies) and social or ethical concerns as the context for topics, or to link with social relevance of learning and issues.

**Example:**

To develop an understanding of the physiology of the brain, students explored this through playing with jelly, looking at models, comparing the weights of items that weighed the same, looked at walnuts, rockmelons, through drama enacted the flight or fight response, watched a DVD on how the brain processes flight or fight using simple examples, explored interactive websites, photographs and posters.

**Strategies for valuing diversity:**

- Use learning centres- tips for organising: Initially select activities that students are successful at independently, schedule board, provide a space for students to store their personal belongings, use signals (patterned hand clap, whistle) to mark transitions between centres, inform parents and invite them to help, colour coded name tags.
- Concept attainment- use example/non example organiser
  [http://sites.google.com/site/theplaygrounddekondil/](http://sites.google.com/site/theplaygrounddekondil/)
- Group inquiry (Buzz groups, Jigsaw)
- Participatory Presentation

**Support learners to construct models of procedural knowledge**

What it looks like:

- Immerse learners in different models and technical language.
- Invite experts to demonstrate to learners a specific skill performed fluently.

**Example:**

1. Have older students come and read as experts to model reading skills.
2. Connect with a lab assistant from university to demonstrate the use of specific scientific equipment.

**Resources:**

Learning Centres
[http://www.mrsmdowell.com/centers.htm](http://www.mrsmdowell.com/centers.htm)
**Background knowledge**

Connect learner’s background knowledge and experiences with new learning

What it looks like:
- Recognise a combination of the learner’s pre-existing attitudes, experiences and knowledge.
- Build on students’ prior learning that may have taken place outside the school bounds.
- Foster connections to life outside school.
- Value and build on the perspectives and experiences students bring to the classroom.

Example:
When presenting new concepts or information the teacher refers to what has been learned earlier to stimulate the learner. The teacher then provides a variety of examples and students have the opportunity to use the information or concept in a meaningful way. Questions to encourage linking may include ‘Have you seen this or something like this before?’

Strategies for valuing diversity:
- Brainstorm the topic - write all information from students on paper so it can be displayed and referred to later.
- Ask specific and general questions about the topic.
- Post a problem or scenario based on this description - find out what students know about the idea presented.
- Use KWHL questions (What I Know, What I want to know, How will I find out, What have I Learnt) to connect background knowledge, to discover gaps and find ways to integrate and apply new information, reflect on content and applicability of new knowledge and skills.

Resources:
Teaching and Learning Federation Digital resources
KWHL
Concept Maps
http://classes.aces.uiuc.edu/ACES100/Mind/cm2.html

**Metalanguage**

**Connect learner’s background knowledge and experiences with new learning**

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Resources:
Teaching and Learning Federation Digital resources
KWHL
Concept Maps
http://classes.aces.uiuc.edu/ACES100/Mind/cm2.html

**Scaffold learner’s understanding of new language, grammar and technical vocabulary relevant to the task or concept**

What it looks like:
- Provide ongoing and frequent commentary on language use.
- Shares how differing sentences, text types and discourse actually work.
- Explicitly teach technical vocabulary and the correct contextual usage.

Example:
Language:
Using terms such as verb, noun, etc

Grammar:
Using terms such as present, perfect and continuous etc

Technical vocabulary:
Using terms such as cell, cerebral cortex, integer, rort, villain, victim, etc

**The use of words to imitate a sound.**

Onomatopoeia

The rock fell with a splash.

Strategies for valuing diversity:
- Word wall /bank with text and visuals of the words/concepts
- Find an issue that is real and relevant to the student’s life and use that as a vehicle for learning.
- Vary the level of novelty or risk
- Vary the level of sensory stimulation

Resources:
First Steps:
Walking talking Text
National Accelerated Literacy Program:
http://www.nalp.edu.au
Element 2: Connecting, Practicing and Deepening Knowledge and Processes

Key design question: How will learners construct meaning, organise and store knowledge?

**Deep knowledge**

Support learners to construct meaning of declarative knowledge

What it looks like:
- Highlight the key concepts in small chunks once students have worked through immersion learning experiences.
- Teach students to process information using macro strategies.

**Example:**
Avoid attention divided- one brain activity at a time e.g. trying to listen and take notes at the same time can interfere with getting the big picture and making the connections that become memories. One brain activity at a time. If students need to take notes, stop and let them take notes. During the stop time you can answer questions (Willis Judy).

**Strategies for valuing diversity:**
- Employ macro strategies such as-
  - non linguistic representations
  - cue cards to teach and scaffold questioning
  - reflection summarising
  - Kidspiration or Inspiration for note taking e.g.

**Resources:**
Inspiration/Kidspiration- [www.inspiration.com](http://www.inspiration.com)
Focus on Effectiveness
Note Taking Skills:
[http://www.arc.sbc.edu/notes.html](http://www.arc.sbc.edu/notes.html)

Use visual organisers to support learners to develop concepts from declarative knowledge

What it looks like:
- Ensure students are aware of key topic areas.
- Help students develop new concepts and associated vocabulary.
- Use organisers as cues for students to make connections.

**Example:**

**Strategies for valuing diversity:**
- survey question read actively recite review (sq3r)
- classifying
- comparing
- sequencing information
- episoded pattern
- describing information
- supporting generalisations
- cause and effect patterns
- problem/solution(s) presentation

**Resource:**
Special Pedagogies Project Wiki site
[http://sites.google.com/site/theplaygrounddekkondilo/](http://sites.google.com/site/theplaygrounddekkondilo/)
Templates of organisers:

Use linking strategies to support learners to store and retrieve declarative knowledge

Example:

Avoid attention divided- one brain activity at a time e.g. trying to listen and take notes at the same time can interfere with getting the big picture and making the connections that become memories. One brain activity at a time. If students need to take notes, stop and let them take notes. During the stop time you can answer questions (Willis Judy).
What it looks like:
- Revisit previous teaching sessions so that ideas explicitly build across a unit.
- Recognise that skills, understandings, processes or practices currently being taught have relevance for other subject areas and draw learners’ attention to such relevance.

Example:
Avoid attention divided- one brain activity at a time e.g. trying to listen and take notes at the same time can interfere with getting the big picture and making the connections that become memories. One brain activity at a time. If students need to take notes, stop and let them take notes. During the stop time you can answer questions (Willis Judy)

Strategies for valuing diversity:
- predictions
- open ended discussion
- focus
- using multisensory learning
- using music to encourage brainwaves
- reviewing work
- mnemonics
- being aware that sleep has an impact on memory storage and retrieval
- chunking e.g.

A “Chunk” of Knowledge about Dogs

- rehearsal
- imagery
- mind mapping to organise information for easy retrieval.

Resources:
Willis. Judy BRAIN Research Compatible Memory Strategies
www.caisca.org/event_info/115/Brain_Memory2.doc
Element 2: Connecting, Practicing and Deepening Knowledge and Processes

Key design question: How will learners shape and internalise processes?

**Practice and feedback**

Use regular practice and feedback to shape and internalise procedural knowledge.

What it looks like:
- Provide feedback on tasks that challenge learners to review, reflection and refine their understandings at various points in a learning sequence.
- Acknowledge effort as well as ability, both publicly and in personal feedback.

**Higher order thinking**

Explicitly teach learners complex reasoning processes—exploring similarities and differences, error analysis, constructing support, perspective taking, inductive and deductive reasoning.

What it looks like:
- Discuss learning process explicitly with learners.
- Ensure students understand when, how and what thinking tools to use in order for them to select appropriate thinking tools independently.

**Example**: link to investigative reporting

1. shaping through scaffolds e.g. templates, sentence starters, cues
2. practising frequent use of structure across a variety of fields e.g. responding to science, mathematical, social problems with various levels of expectation and support depending on student expertise
3. automatically use the investigative reporting genre across a variety of content areas.

**Strategies for valuing diversity**:
- Provide explicit instruction in the different thinking tools.
- Provide visual cues/posters to assist students to select an appropriate thinking tool e.g.

**Resource:**
Practising different skill in concentrated blocks not the most effective way to learn, according to new research
http://www.apa.org/releases/retention.html

**Resource:**
Connected learning

Guide learners to connect classroom learning with the world beyond the classroom using open-ended tasks, questions and learning experiences

What it looks like:

- Link the classroom with the community by arranging incursions or excursions to a variety of venues, including studies of the local environment, surveys in the local community and local industry visits.
- Base sequences of work around local or global community projects, such as environmental maintenance or studies of local industries or social groups.
- Use parents with special expertise to provide input or support in a topic.
- Arrange links and collaboration with other schools and classrooms or professional institutions, through the internet.
- Provide appropriate support structures for open inquiry projects and investigations.
- Engage with rich tasks that link the learning to a variety of aspects of real life.

- Use current affairs and current community issues, both local and global, to provide students with real contexts to apply their knowledge and skills e.g. global: global warming, poverty, free trade, war; local: natural disasters, drought, terrorism, illegal immigration, cross cultural issues (gangs), drugs and alcohol, speeding, graffiti, vandalism, rubbish
- Use relevant media for students to communicate e.g. web 2 tools, newspapers, online communities, fax, email, film and public forums.

Resources:
- Student online conferences
  www.ssat-inet.net
- Learning Difficulties inline forum
  http://www.ldonline.org/xarbb/?catid=769
- Enlighten Education
  www.enlighteneducation.com
- Teen Issues
  http://www.teenissues.co.uk/KeepingUpWithCurrentAffairs.html

Example:
1. To teach students about independent living the students went through the process of renting a unit in the community, furnishing it, using it for lessons, sleeping over and maintaining it. This was possible through acquiring a grant.
2. When learning about letter writing, rather than writing to an imaginary person, students wrote letters to the council strongly expressing their positions about a community issue.

Strategies for valuing diversity:

- Ensure that every learning experience is applied to a real world situation in order for students to see the purpose and value in what they learn.
**Deep understanding**

Guide learners in the development of products that demonstrates deep understanding and accurate application of processes

What it looks like:

- Provide opportunities through authentic tasks that:
  - request depth and breadth of declarative knowledge
  - challenge students to apply complex reasoning strategies and procedural knowledge
  - require students to present their understanding of particular genres through quality productions
  - require students to provide evidence of their learning in response to explicit criteria including reflections and peer consultation
  - have real world application and are appropriate for the students age and cognitive potential.

- Ensure that there is challenge for all students by setting the bar high but making sure it is still achievable.
- Use student led issues as opportunities to apply knowledge and skills.
- Use augmentative or adaptive communication such as Picture Exchange System (PECS) for students to communicate their choice of activity.
- Where possible, have a real audience for tasks. This will encourage students in the publication of their work

**Strategies for valuing diversity:**

- Provide multiple options for students to complete tasks.
- Give students the opportunity to complete their tasks independently. Irrespective of whether their presentation of the task is perfect, it is essential for them to show their understanding.

**Example:**

After cyclone Larry, students at a special school came to school concerned about the welfare of other school students in Cairns. Teacher posed the question, ‘So What are you going to do about it?’ The students felt that they could raise money to send to an affected school in the disaster area. When questioned about how they were going to raise money and get people on board they decided to hold a free-dress day and advertise through posters. As a class we inquired into posters by comparing various posters on the topic of disaster relief. This generated collaboratively created criteria of what was a great poster. The students used the criteria to create their posters,

**Example:**

Analysing perspectives: Students collected different points of view from various people in the community and did research to develop their own perspective about cloning. They then had a class debate about whether society should allow scientists to clone humans. Students expressed their points of view through various modes: signing, using pictures, videos, talking, posters and presentations.

**Resources:**

Zone of Proximal Development
Lane Clark
www.laneclark-ideasy.com

Explicitly teach learners complex reasoning processes for applying knowledge to meaningful situations – decision making, problem solving, experimenting, investigating, creating and innovating, system analysis

What it looks like:

- Seek reasons and evidence. Frequently ask ‘why?’ in a non-threatening way.
- Emphasise students seeing things from others’ points of view and being open minded.
- Have students write down their positions, giving reasons to support what they think, showing awareness of opposing positions and the weaknesses of their own positions.

**Example:**

Analysing perspectives: Students collected different points of view from various people in the community and did research to develop their own perspective about cloning. They then had a class debate about whether society should allow scientists to clone humans. Students expressed their points of view through various modes: signing, using pictures, videos, talking, posters and presentations.
Strategies for valuing diversity:
Graphic Organisers:
• analysing perspectives
• abstracting
• constructing support
• analysing errors
• deducing
• inducing
• investigation
• experimental inquiry
• invention
• problem solving
• representation of a system
• OPV.

Resources:
Philosophy for Children P4C
http://www.p4c.org.nz
Cam, Phil. (1993) Thinking stories 1
Philosophical inquiry for children
Cam, Phil. (1993) Thinking stories 1
Teacher resource/activity book

Federation of Australasian Philosophy in Schools Association
www.fapsa.org.au
Learners need to develop patterns and routines to **think for themselves** and **think together**. The term habit suggests exhibiting behaviour so automatically that it becomes unconscious. With younger learners it is important to help them make visible and conscious these habits so they can make more conscious choices about what habit to use, when and why.

**The Research**

Really good thinking involves **abilities, attitudes, and alertness**, all three at once. Technically this is called a dispositional view of thinking. The habits provide the fuel to engage in skilful thinking. For example to skilfully solve a problem a learner must possess the ability, attitudes and alertness to decrease impulsivity, demonstrate persistence, and seek accuracy.
Element: 1  
Thinking on My Own

How do I develop habits of thinking for yourself in the learner?

- Engage learners in identifying a need for these habits.
- Identify the declarative and procedural knowledge needed to demonstrate the habit.
- Model the habits to the learners.
- Provide opportunity for learners to practise the skills and processes of the habit.
- Provide opportunity for the learner to reflect on the demonstration of the habit.
- Give feedback on attempts to demonstrate the habit.
- Notice and celebrate the demonstration of the habit.

What it looks like:

- Frequently infuse habits in planned and unplanned learning experiences.
- Use classroom dialogue as an opportunity for learners to process their learning – talking about situations where the habits were or could be applied.
- Pay attention to readiness and sequence that matches the developmental level of the learners – moving from iconic to concrete, symbolic then the abstract.
- Build learners’ vocabulary about thinking.
- Use questioning that challenges.
- Offer data.
- Use visual tools.
- Build an environment where thinking is visible in processes, products and climate.
- Offer specific, timely and goal oriented feedback.

Examples of thinking habits:
Thinking for yourself: persistence, critically examine issues and ideas, exploring alternatives, attunement, empathy, influence, concern

Thinking together: listening with empathy, explore disagreements reasonably, being cooperative and constructive, inclusive and listening for alternative viewpoints

Examples of thinking processes
Decision making, problem solving, inventing, investigating, inquiring

Examples of thinking skills
Comparing, classifying, observing, inferring

Element: 2  
Thinking Together

How do I develop habits of thinking together in this learner group?

- Engage learners in identifying a need for these habits.
- Identify the declarative (content) and procedural (skill) knowledge needed to demonstrate the habit.
- Model the habits to the learners.
- Provide opportunity for learners to practise the skills and processes of the habit.
- Transfer responsibility to learning communities and groups to remind each other about demonstrating the skills and processes of the habit.
- Ask reflection questions about the demonstration of the habit.
Learning Dimension 4: Valuing Diversity

The teacher values and engages the diversity of learning styles, skills, abilities, worldviews, languages and backgrounds of students and school community.

Teachers' beliefs and values affect the paradigm called inclusive education. Teachers have their ideals and this knowledge influences their actions in the implementation of inclusive schooling.

Cultures are valued when there is explicit valuing of identity in such things as beliefs, languages, practices and ways of knowing.

Meaningful cultural knowledge requires more than acts of inclusion or assertions of appreciation.
Learning Dimension 4: Valuing Diversity

**Personalising learning**

Personalise learning so that it is responsive to the abilities, learning styles, worldviews and experiences of the learners.

What it looks like:

- Provide opportunities for learners to make individual and collaborative decisions about how they will undertake learning tasks.
- Use students’ strengths and experience in supporting learning.
- Customise the content of lessons and pedagogical practices to reach all students.

**Example:** Visual timetable for classroom use. Used daily by transition class and integrated into morning circle time.

**Strategies for Valuing Diversity:**

There are examples of strategies through the quality teaching section of these guidelines.

**Resources:**

Spectronics [www.spectronicsinoz.com](http://www.spectronicsinoz.com)

Mayer Johnson [www.mayer-johnson.com](http://www.mayer-johnson.com)

Differentiated Instruction resources [http://www.ascd.org/portal/site/ascd/menuitem.3adeebc6736780dddeb3ffdb62108a0c/j sessio nid=U6818P DCgVsOc1YBW4zP1pwTHaeK5HE4eJR1C8kSe2BWNyTpStqu1916262351](http://www.ascd.org/portal/site/ascd/menuitem.3adeebc6736780dddeb3ffdb62108a0c/j sessio nid=U6818P DCgVsOc1YBW4zP1pwTHaeK5HE4eJR1C8kSe2BWNyTpStqu1916262351)

**Sharing knowledge**

Engage in rich and dynamic knowledge sharing to create new knowledge.

What it looks like:

- Provide opportunities for learners to make individual and collaborative decisions about how they will undertake learning tasks.
- Engage learners in sustained dialogue that builds shared understandings.
- Allow time for discussions to arise naturally and be followed in class to encourage the resolution of question.
- Encourage students to raise questions, speculate or make suggestions.

**Example:**

Students in a special school created a shared definition of cloning through doing their own research and sharing their findings and opinions. As a class they then collaboratively examined all definitions and created a shared definition for the class. Each student was involved by choosing parts of researched definitions that were significant to them to build the shared definition.

Article on Differentiation [http://www.ascd.org/ed_topics/el200009_tomlin son.html](http://www.ascd.org/ed_topics/el200009_tomlin son.html)

Differentiating Instruction [http://www.wall.k12.nj.us/staff_dev/differentiatin g_instruction.htm](http://www.wall.k12.nj.us/staff_dev/differentiating_instruction.htm)
Inclusivity

Create learning communities that recognise, respect and develop individual and group identities

What it looks like:

- Provide support for students through mentoring and pastoral roles and organisation of extra activities, such that relationships are built around multiple aspects of students' lives.
- Assign tasks that require the sharing of expertise and ensure that all students' contributions are valued by other students.
- Use students’ particular strengths and experience in supporting learning.
- Explicitly teach students to work as a team by assigning different roles within groups to make students responsible for particular aspects of tasks.
- Arrange the classroom to maximise engagement and interaction through collaborative discussion (e.g. group tables).
- Monitor learners’ relationships, know when bullying is happening, act to stop it and restore relationships.
- Treat learners with respect and emphasise that this respect must be reciprocal between learners, teachers and wider school community.

Example:
Teach students explicitly how to work as a team, using strategies such as Round Robin. Students give their opinion (verbally, communication device, choice making with symbols, signing etc) around the circle or group, all members contribute equally.

Resources:
The Cooperative Learning Centre
http://www.co-operation.org
MyRead
http://www.myread.org/organisation.htm#coop
Cooperative Learning Article with web links
http://www.edtech.kennesaw.edu/intech/cooperativelearning.htm
Early Childhood Australia- Collaborative-cooperative learning
http://www.earlychildhoodaustralia.org.au/learning_and_teaching/program_approaches/collaborative Cooperative Learning Centre
http://www.co-operation.org
MyRead
http://www.myread.org/organisation.htm#coop
Cooperative Learning Article with web links
http://www.edtech.kennesaw.edu/intech/cooperativelearning.htm
Early Childhood Australia- Collaborative-cooperative learning

Cross cultural awareness

Developing students’ understanding of their own worldview and what shapes it, the worldview of others and effective ways of interacting

What it looks like:

- Ensure language and practices of the classroom are inclusive of all students.
- Ensure that learning experiences take place across cultural contexts in which students have been/are socialised
- Respect and affirm cultural identity.

Example:
Students at a special school were as a class asked to choose a country from the Olympic Games to present to their year level. To develop their cross-cultural awareness, students inquired into ‘what is Australian culture?’ and ‘what is Jamaican culture?’ through physical appearance, geography, lifestyle, history, and the arts. By comparing the two cultures, students were able to define what was and what wasn't Australian and select focused examples to share with their peers. The students:
- organised and presented a PowerPoint on Jamaica
- cooked Jamaican food
- sang a reggae song
- spoke some Jamaican
- dressed as Rastafarians
- showed excerpts from Cool Runnings

Resources:
Teacher Plan for Aboriginal Cross-cultural Awareness Program
Article: Battling with Cultural Awareness