

Using TfEL for Learning Design

Learning Design is a process which helps us bring together the Australian Curriculum and the SA Teaching for Effective Learning Framework (TfEL)



Government of South Australia

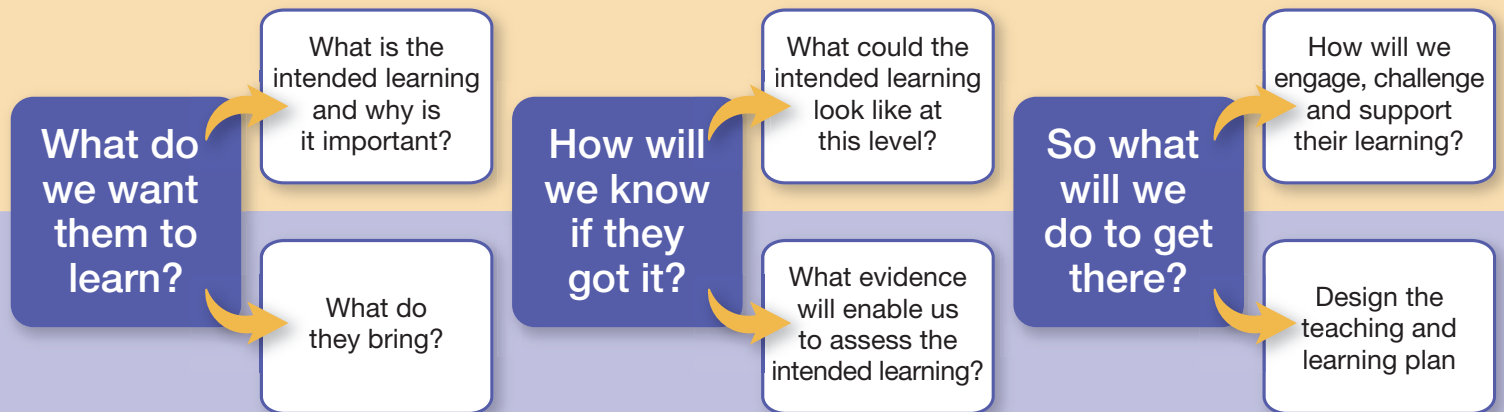
Department for Education and
Child Development

Learning Design process

Bringing together the 'what' (Australian Curriculum) and the 'how' (SA TfEL) of teaching and learning

You will need your **TfEL Framework guide and DVD** and access to the **Learning Design** and **Australian Curriculum** websites. They will help you explore this resource, which illustrates how the SA TfEL Framework and Learning Design work together to support teachers to plan student learning experiences. View the introductory movie then explore the six key ideas of Learning Design through a TfEL lens.

The six key ideas of Learning Design are:



Learning Design

www.decd.sa.gov.au/teachingandlearning/pages/Leadersresource

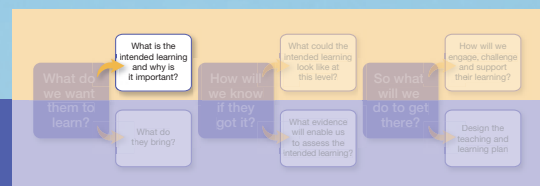
Australian Curriculum

www.australiancurriculum.edu.au/



What is the intended learning and why is it important?

Start with the end in mind – be clear about what we really want students to learn. This is critical!



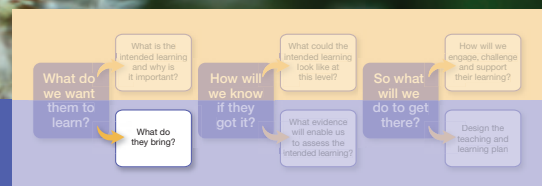
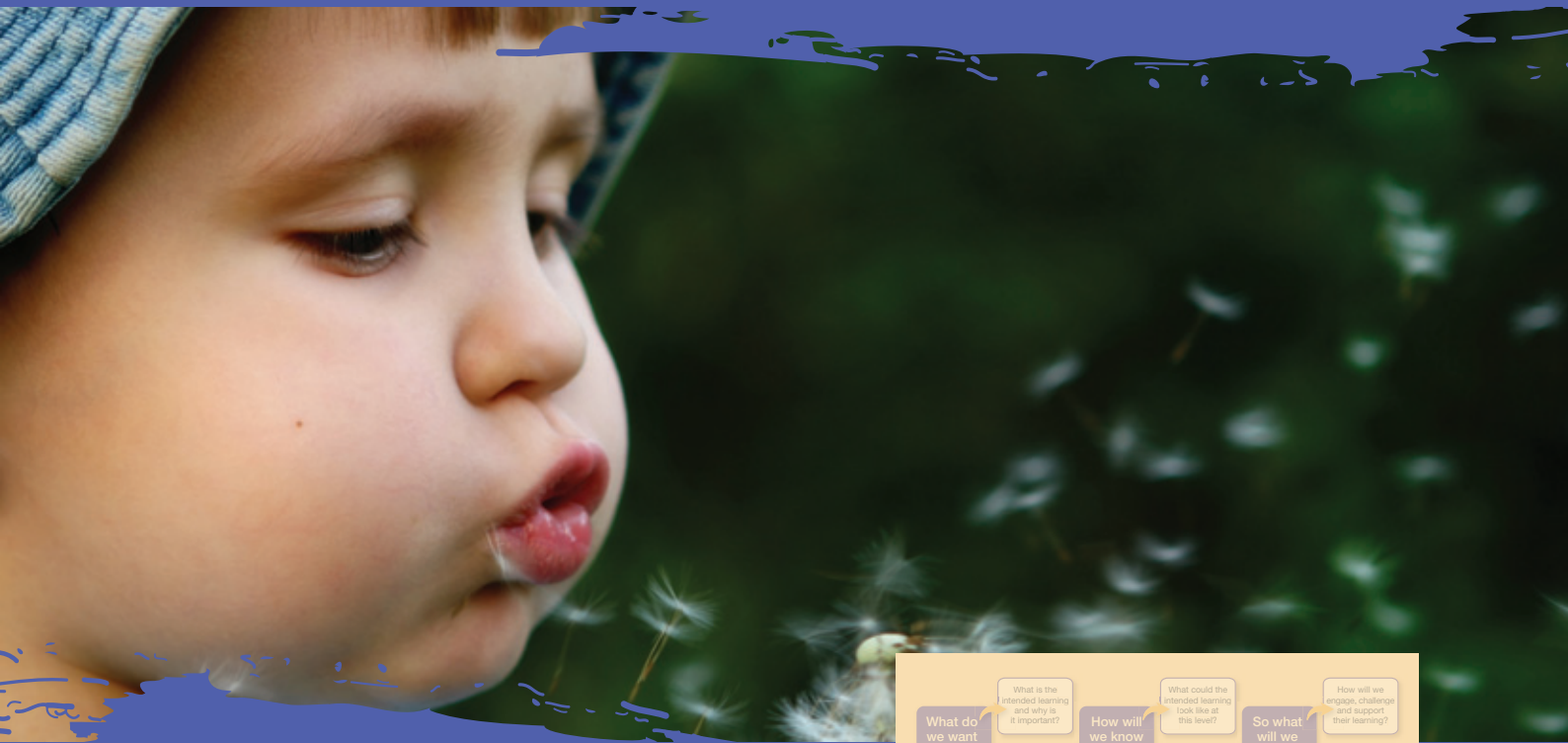
What is the intended learning and why is it important?

Title	Description	Where to find this item	
Facilitating real purposes for student learning [Movie]	A school principal talks about the powerful learning that can happen when teachers and students have a deep understanding of what the intended learning is and why it is important.	DVD/using TfEL through domains/personalise and connect learning/communicate learning in multiple modes/meaning making/M2	
Mu dictionary [PDF]	A process used in professional learning communities for teachers to develop a shared understanding of the intended learning by expressing meaning in 4 different ways of knowing.	DVD/using TfEL through domains/develop expert learners/explore the construction of knowledge/meaning making/M7	
5 whys [PDF]	A useful process for teachers to use in professional learning communities to dig deeply into why the intended learning is important to students rather than just skimming the surface.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/5 whys	
Key actions: Teachers [PDF]	What do we see teachers doing when they are explicitly teaching students how to learn?	SA TfEL Framework guide, page 47	
Question wall [PDF]	A strategy for helping students tune in to what the intended learning is and why it is important to them in their current and future lives.	SA TfEL Framework guide, page 51	
How does this fit with me now or later? [PDF]	A strategy for teachers to use in professional learning communities or with students to examine how new learning fits with students' current lives and why it is important.	DVD/using TfEL through domains/personalise and connect learning/connect learning to students' lives and aspirations/actions/A8	
Metacognition [Movie]	Dr Robin Fogarty talks about the importance of students learning how to learn as well as learning content.	DVD/using TfEL through domains/develop expert learners/teach students how to learn/meaning making/M6	
What is learning? [Movie]	Dr Julia Atkin discusses how important student context is in determining the importance of the learning.	DVD/using TfEL through domains/develop expert learners/teach students how to learn/review reflect research/R3	
Talking about learning [Movie]	Students and teachers talk about how they build rich conceptual knowledge and mastery of complex skills.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/meaning making/M2	
An outline of integral learning [PDF]	Dr Julia Atkin's paper discusses powerful learning through the integration of experience, imagination, critical reflection and action.	DVD/using TfEL through domains/develop expert learners/teach students how to learn/meaning making/M3	

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What do they bring?

Find out what they know and are interested in, what experiences they've had and what attitude they bring. Draw these out as the foundation from which to move forward.



What do they bring?

Title	Description	Where to find this item	
Shifting the focus to the learner [Movie]	A school principal talks about shifting the focus to the learner so that students are able to talk honestly about their needs as learners.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/meaning making/M2	
Begin with what we know [PDF]	One teacher's experience in designing powerful learning by starting with her students' prior knowledge and understandings.	SA TfEL Framework guide, page 64	
Unpacking metaphors [PDF]	A process for delving deeply into students' current understandings and provoking new ways of thinking.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/unpacking metaphors	
Questioning for understanding [PDF]	Using the six facets of understanding to dig deeply into what students bring to new learning.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action /actions/A18	
Learning strengths [PDF]	A survey to help teachers think about what their students bring by analysing their behaviour and preferences as learners.	DVD/using TfEL through perspectives/ Aboriginal Learners/personalise and connect learning/learning strengths	
Hearing all voices [PDF]	A strategy for facilitating learning conversations to elicit students' understandings, attitudes, interests and knowledge. (For more structured dialogue strategies please refer to the next page.)	SA TfEL Framework guide, page 30	
Useful strategies for eliciting prior knowledge and understandings			
Carousel brainstorm [PDF]	A process for generating ideas and approaches to new learning.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/carousel brainstorm	
X chart [PDF]	A structured brainstorming process that helps make explicit the behaviours, thoughts and actions expected by the group in relationship to an issue.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/x chart	
Affinity process [PDF]	A brainstorming process and sorting activity that ensures everyone has an opportunity to contribute and that all participant voices are heard.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/affinity process	
Hot dots [PDF]	A quick and visual way for students as a group to select the most important issue or to prioritise a list of items.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/hot dots	
Bone diagram [PDF]	A process for students to visualise their preferred state on any issue and then to map their current state to examine gaps between these two positions.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/bone diagram	
Anticipating outcomes [PDF]	A process to guide students in identifying other contexts where their learning could be applied.	SA TfEL Framework guide, page 70	

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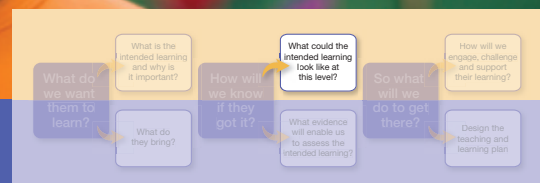
Title	Description	Where to find this item	
Building democracy for more powerful learning networks [PDF]	One teacher's approach to helping students get to know each other beyond their own friendship groups to build conditions for rigorous learning in the classroom.	SA TfEL Framework guide, page 28	
Human graph [PDF]	A strategy for supporting students to have an opinion or take a stand on a topic.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/A9	
Concept cartoons [PDF]	Concept cartoons are designed to create and foster student learning conversations by proposing a variety of solutions to a problem.	DVD/using TfEL through perspectives/assessment/creating safe conditions for rigorous learning/concept cartoons	
Strategies for facilitating structured dialogue			
Three cards for shared airtime [PDF]	A strategy for ensuring that all students can contribute to a class discussion.	SA TfEL Framework guide, page 60	
Buzz groups [PDF]	A strategy for creating new understandings within the class.	SA TfEL Framework guide, page 59	
Circular response [PDF]	A strategy for facilitating learning conversations to elicit student understandings and build on each other's thinking.	SA TfEL Framework guide, page 60	
Think pair share [PDF]	An effective strategy for students to reflect on their own perspectives, share other points of view and explore ideas.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/think pair share	
Reflection partners [PDF]	A strategy for encouraging students to discuss their current understandings and ideas with another student.	SA TfEL Framework guide, page 65	
Questioning techniques			
Socratic questioning [PDF]	Promoting richer dialogue by asking open ended questions to elicit students' current understandings and thinking.	DVD/using TfEL through domains/develop expert learners/promote dialogue as a means of learning/actions/A6	
Ask critical questions [PDF]	Critical questions are an effective way to engage students in rethinking and reconstructing their understanding of issues, concepts and topics.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/review reflect research/R8	
Quick questions [PDF]	A useful way to find out the current understanding and prior knowledge that students bring to a specific topic or issue.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/quick questions	
Ordered sharing [PDF]	A process for inviting students to respond to the intended learning in a lesson or unit of work.	SA TfEL Framework guide, page 37	
Follow up strategies to deepen student learning [PDF]	A selection of teacher actions which encourage rich dialogue and allow all students to be heard.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/actions/A19	












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What could the intended learning look like at this level?

Shared understanding of quality learning by teachers and students gives clear direction to designing challenging learning experiences. Determine what's expected of them and what this will look like for your learners.



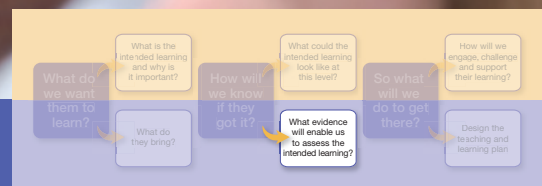
What could the intended learning look like at this level?

Title	Description	Where to find this item	
Learning is more like a wavy line than a smooth slope [Movie]	One teacher explains how she talks explicitly to her students about what learning looks like.	DVD/using TfEL through domains/create safe conditions for rigorous learning/support and challenge students to achieve high standards/meaning making/M2	
What does learning in pairs look like? [Movie]	One teacher describes how she explicitly teaches students to work in pairs and reach a shared understanding of effective learning.	DVD/using TfEL through domains/develop expert learners/teach students how to learn/meaning making/M2	
Assessment rubrics [PDF]	Developing assessment rubrics with students for a shared understanding of what constitutes quality learning.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions/A12	
Expert interviews [PDF]	Students uncover what the intended learning looks like when experts apply it.	SA TfEL Framework guide, page 42	
Bloom's Taxonomy [PDF]	A structured questioning method that allows teachers to set clear expectations with students about the depth of response required to demonstrate learning.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions/A12	
5 star work [PDF]	A process to define quality criteria for any product or process.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/5 star work	
Hamburger rubric [PDF]	A strategy for developing explicit understanding about the quality criteria for learning with students.	SA TfEL Framework guide, page 73	
ICT and Bloom's Taxonomy [PDF]	A structured questioning method that allows teachers to set clear expectations with students about the depth of response required to demonstrate learning in the context of ICTs.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/meaning making/M7	
Setting the bar high [Movie]	Students and teachers talk about striving for success by setting high expectations with appropriate support.	DVD/using TfEL through domains/create safe conditions for rigorous learning/support and challenge students to achieve high standards/meaning making/M2	

4

What evidence will enable us to assess the intended learning?

There are many ways students can demonstrate their learning, not just the traditional 'test'. Constructive feedback that causes thinking along the way and multiple ways to demonstrate the intended learning are both key.



What evidence will enable us to assess the intended learning?

Title	Description	Where to find this item	
Negotiate assessment [Movie]	A teacher tells how she negotiates with her students about how they will demonstrate their learning.	DVD/using TfEL through domains/personalise and connect learning/communicate learning in multiple modes/meaning making/M2	
Journal Writing [PDF]	Different types of journal writing support students to think in different ways, record what and how they are learning, and link to what they already know.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/actions/A6	
Questioning as an assessment tool [PDF]	Developing a classroom environment and questions which foster deep understanding and provide teachers with formative assessment information.	DVD/using TfEL through domains/learning for effective teaching/design, plan and organise for learning and teaching/actions /A_D15	
Round Table Assessment [PDF]	One school's approach using round table assessment to provide an authentic opportunity for students to demonstrate and share their learning achievements, knowledge, skills and understandings, through presentations to a panel.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions /A1	
Five key strategies for assessment [PDF]	Using evidence of learning to adapt instruction in real time to meet students' immediate learning needs.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions /A12	
Reflection partners [PDF]	Students work with a partner to reflect on their learning.	SA TfEL Framework guide, page 65	
Strategies for recording and facilitating ongoing formative assessment			
Learning Logs [PDF]	Strategies for using learning logs to facilitate ongoing formative assessment.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions /A6	
Learning conversations [PDF]	Ways to use learning conversations, interviews and conferences to provide teachers with information regarding a student's thoughts, understandings and feelings about his/her learning.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions /A7	
Online learning communities [PDF]	Using online environments for giving students feedback and opportunities for peer assessment.	SA TfEL Framework guide, page 34	
Learning shots [PDF]	Using digital photographs to track student thinking at different stages of learning and to facilitate feedback.	SA TfEL Framework guide, page 73	

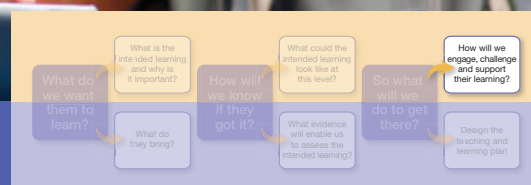
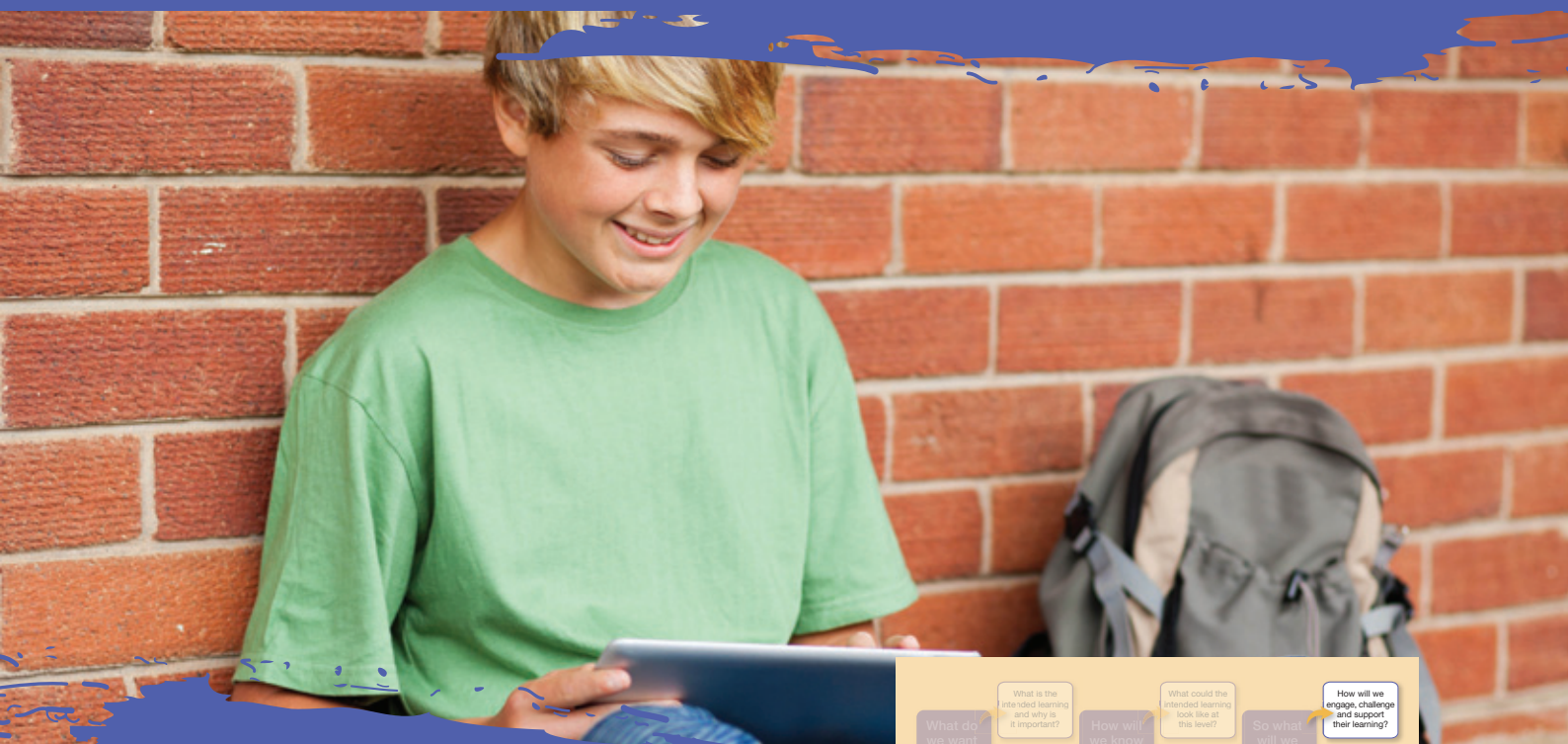
What evidence will enable us to assess the intended learning?

Title	Description	Where to find this item	
Questioning techniques			
Questioning for understanding [PDF]	Using questioning techniques to enable students to express their understanding in different ways of knowing.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/actions/A18	
Quick questions [PDF]	A questioning strategy that allows teachers to check out students' current thinking and understanding of specific issues or concepts.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/quick questions	
Strategies for facilitating structured dialogue			
Scheduled learning conversations [PDF]	A structured opportunity for students to share their learning with others and receive feedback.	SA TfEL Framework guide, page 42	
Three cards for shared airtime [PDF]	A useful strategy for facilitating learning conversations with groups of students where everyone has an opportunity to be heard.	SA TfEL Framework guide, page 60	
Gallery walk [PDF]	A process where students can share their work and ideas around a particular concept or topic.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/gallery walk	
Other assessment strategies			
Preparing a 48–56 grid matrix [PDF]	A strategy for planning for multi-modal assessment using Bloom's Taxonomy.	DVD/using TfEL through domains/create safe conditions for rigorous learning/support and challenge students to achieve high standards/actions/A2	
Getting communities online [PDF]	Using online environments for sharing learning and receiving feedback.	SA TfEL Framework guide, page 74	
Assessment in a constructivist classroom [PDF]	Using assessment to help students make sense of what they are learning.	DVD/using TfEL through perspectives/assessment/creating safe conditions for rigorous learning/assessment in a constructivist classroom	
Safe conditions for rigorous assessment [PDF]	Building a classroom climate for effective self assessment.	DVD/using TfEL through perspectives/assessment/creating safe conditions for rigorous learning/safe conditions for rigorous assessment	
Managing assessment [PDF]	A proforma for teachers to use in planning and tracking assessment.	DVD/using TfEL through perspectives/assessment/learning for effective teaching/managing assessment	



How will we engage, challenge and support their learning?

Challenge and stretching learners is central to developing thinking and learner resilience. Decide how you will 'hook in', challenge and support your students. Ask yourself, "Who is doing the thinking here?"



How will we engage, challenge and support their learning?

Title	Description	Where to find this item	
Engaging, challenging and supporting students' learning [Movie]	Students and teachers talk about what engages, challenges and supports them as learners.	DVD/using TfEL through domains/create safe conditions for rigorous learning/support and challenge students to achieve high standards/meaning making/M2	
Concept attainment [PDF]	Concept attainment is used for checking for deep understanding. For a detailed process please see below.	SA TfEL Framework guide, page 52	
Jigsaw process [PDF]	An effective way to encourage students to share their point of view and challenge them to consider other ways of thinking.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/jigsaw process	
Ten tips for teaching with new media [PDF]	Make the most of new media to engage, challenge and support student learning.	DVD/using TfEL through perspectives/ICT/learning for effective teaching/ten tips for teaching with new media	
Mind map [PDF]	A strategy to support students in identifying current ideas and making connections to new ideas.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/mind map	
Developing imagination in Education [Movie]	Sir Ken Robinson challenges us to rethink the role of imagination, which he considers to be a critical capacity needed by learners today.	DVD/using TfEL through perspectives/Arts/learning for effective teaching/developing imagination in education	
Strategies for facilitating structured dialogue			
Circular response [PDF]	A strategy for supporting students to express their own ideas and thoughts and challenging them to consider other points of view.	SA TfEL Framework guide, page 60	
Learning wall [PDF]	A strategy for students to share their learning processes with each other.	SA TfEL Framework guide, page 41	
Strategies for checking for understanding			
Planning for concept attainment [PDF]	A strategy for helping students develop strong conceptual understandings.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/meaning making/M10	
Fact or opinion [PDF]	One way to support students to consider whether the things they say are fact, opinion or a combination.	SA TfEL Framework guide, page 55	
Questioning techniques			
Asking critical questions [PDF]	Critical questions are an effective way to engage students in rethinking and reconstructing their understanding of issues, concepts and topics.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/review reflect research/R8	
Socratic questioning [PDF]	Promoting richer dialogue by asking open ended questions to elicit students' current understandings and thinking.	DVD/using TfEL through domains/develop expert learners/promote dialogue as a means of learning/actions/A6	

How will we engage, challenge and support their learning?

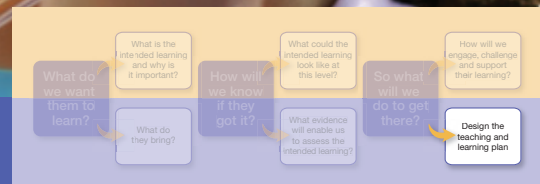
Title	Description	Where to find this item	
Teaching approaches that engage, challenge and support students as learners			
Engaging in and exploring effective literacy teaching [PDF]	A paper which defines and explores effective literacy teaching that is systematic and explicit as well as balanced and integrated.	DVD/using TfEL through domains/learning effective teaching/design, plan and organise for learning and teaching/actions/A_D21 Website: www.decd.sa.gov.au/literacy/pages/Home/Resources/?reFlag=1	
Differentiated Learning [PDF]	A paper which discusses how all learners in a class can be supported and challenged.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/A7	
Now media [PDF]	One teacher's experience in engaging, challenging and supporting learning with digital technology.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/meaning making/M6	
Ten lessons the arts teach [PDF]	Ten ideas that engage, challenge and support student learning through the arts.	DVD/using TfEL through perspectives/wellbeing for learning/personalise and connect learning/ten lessons the arts teach	
Teaching strategies [PDF]	Giving students models and scaffolds to improve connection and memory.	DVD/using TfEL through domains/develop expert learners/teach students how to learn/actions/A7	
Other strategies for engaging, supporting and challenging students as learners			
Stuck posters [PDF]	Students display useful questions to ask themselves when they are 'stuck'.	SA TfEL Framework guide, page 41	
Comfort zones [PDF]	Supporting students to be aware of the zones they need to be in for effective learning.	SA TfEL Framework guide, page 42	
Break states [PDF]	Supporting students to tune into their mental and physical states as learners.	SA TfEL Framework guide, page 48	
Strengthening aspirations [PDF]	Supporting students' aspirations with first hand experiences.	SA TfEL Framework guide, page 69	



6

Design the teaching and learning plan

The teaching and learning plan brings our thinking together – all the pieces relate and inform each other. This will look different across and within sites and should be designed to describe, document and share successful teaching and learning.



Design the teaching and learning plan

Title	Description	Where to find this item	
Learning Design [Website]	Templates to support teachers with designing learning.	Website: www.decd.sa.gov.au/teachingandlearning/pages/Leadersresource	
TfEL and primary connections [PDF]	Using the 5Es teaching cycle to design learning.	DVD/using TfEL through domains/learning for effective teaching/design, plan and organise for learning and teaching/meaning making/M_D3	
Guided experiences presentation cycle [PDF]	A model for designing learning experiences that promote deep learning.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/meaning making/M4	
ESL teaching cycle [PDF]	A cycle for teaching NESB or New Arrival students to write in a specific genre in English.	DVD/using TfEL through domains/create safe conditions for rigorous learning/support and challenge students to achieve high standards/meaning making/M7	
Working in the yellow learning area [PDF]	One school's approach for organising learning that supports and challenges students to engage in rigorous, engaging and meaningful learning.	DVD/using TfEL through domains/learning for effective teaching/design, plan and organise for learning and teaching/meaning making/M_S2	
Learner feedback [PDF]	Using the TfEL review tools to incorporate learner feedback in the learning design processes.	DVD/TfEL Review Tools/SA TfEL Review tools and resources for downloading/appendix 9	
How does TfEL fit with the best learning designs? [PDF]	Characteristics of the best learning design described in terms of the TfEL framework.	DVD/using TfEL through domains/learning for effective teaching/design, plan and organise for learning and teaching/meaning making/M_D3	
Learning blocks for literacy and numeracy [PDF]	Organising learning through focussed blocks of time.	DVD/using TfEL through domains/learning for effective teaching/design, plan and organise for learning and teaching/meaning making/M_S5	
High yield strategies [PDF]	High yield strategies are proven by research and practice to impact on learner outcomes.	DVD/using TfEL through domains/learning for effective teaching/design, plan and organise for learning and teaching/review reflect research/R_D3	
Planning and organising for teaching: Bloom's Taxonomy [PDF]	Using Bloom's Taxonomy to effectively plan a program which caters for all learners, builds on learners' interests, fosters deep understanding and finds out what students do and don't know and builds on this.	DVD/using TfEL through domains/learning for effective teaching/design, plan and organise for learning and teaching/actions /A_D1	
Literacy Secretariat resources [PDF]	The Literacy Secretariat has developed a range of resource papers to support high quality literacy teaching and learning for Birth to Year 12 sites.	DVD/using TfEL through domains/learning for effective teaching/design, plan and organise for learning and teaching/actions /A_D21 Website: www.decd.sa.gov.au/literacy/pages/Home/Resources/?reFlag=1	