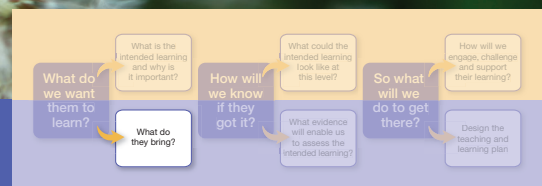
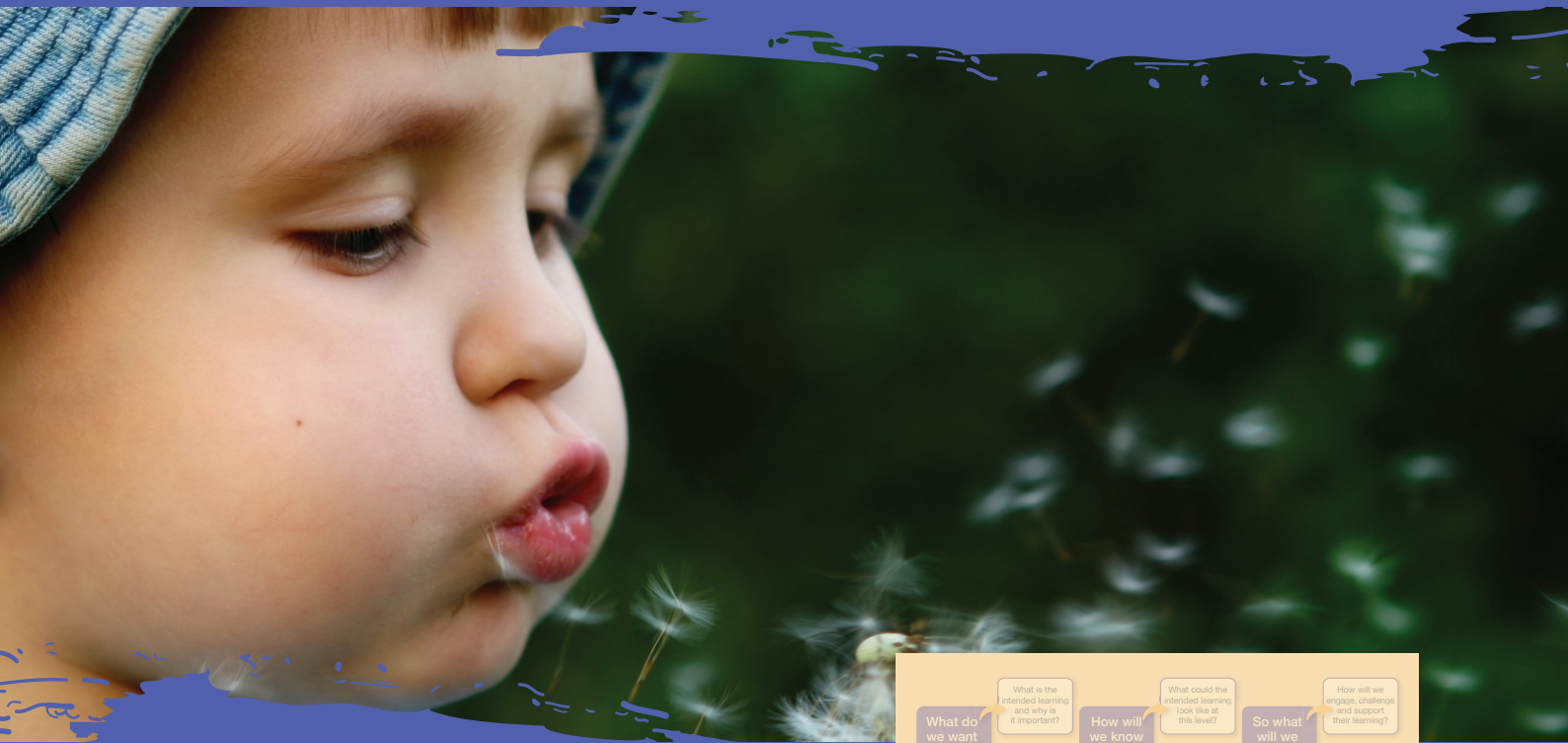


2

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	

What do they bring?

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	