Welcome to part two of the lecture on the Quality Teaching Model, as a curriculum planning framework. In part one of this lecture, we looked at the dimensions of the quality teaching model and a way of understanding how to approach those dimensions so that we work with the two balances, the balance between intellectual quality and significance in order to get buy in from the students and the balance between intellectual quality and the quality learning environment, so that we provide the opportunity for all students to become successful. In this part of the lecture, we're going to be looking at the elements of the model. Now, normally when we think about the elements in terms of the quality teaching model, we think about each dimension having six elements. However, all six of those elements that make up each of the dimensions can really only be seen in a live classroom where students are interacting. Some of them specifically refer to how the students are interacting with each other in the room. So, when we approach the quality teaching model as a curriculum planning framework, we are dealing often with less than the full complement of the six elements for each dimension. However, that's not the case with the dimension of intellectual quality, which is where we begin.

The dimension of intellectual quality is made up of six elements deep knowledge, problematic knowledge, higher order thinking, deep understanding, meta language, and substantive communication. The way in which we build intellectual quality in our classroom is by having students engage in tasks that require them to demonstrate aspects of the six elements. One way to think about these elements is to think about how they contribute to ensuring that we build intellectual quality in the classroom. The elements also assist us to think about the kind of tasks we should create in order to build that intellectual quality. If we want to ensure the conceptual challenge of the task, then we can look to the element of deep knowledge and build tasks that focus on the important central concepts of a topic, subject, or issue. If we look to the element of problematic knowledge, we should create tasks that have multiple contrasting and conflicting answers or that reveal how knowledge is socially, culturally, or historically constructed and open to question. Or, as Killen describes it, the ways in which knowledge itself is conditional. If we look towards higher order thinking, then we should be creating tasks that require students to synthesise, analyse, evaluate, hypothesise, generalise, not simply transfer information from one place to another, but in some ways to transform it. These three elements deep knowledge, problematic knowledge and higher order thinking all contribute to ensuring the conceptual challenge of the task that you've set the students. When we're designing tasks, ensuring the conceptual challenge is really our first step towards building an overall effective task. The second step we can draw from the quality teaching model is to ensure the communicative challenge of the task. And we can do that with the remaining three elements of the intellectual quality dimension. So, if we look to deep understanding, then we'll be thinking about creating our task so that it requires students who provide information, arguments or reasoning that demonstrates their grasp of the central ideas and concepts that we’d established using deep knowledge. If we look towards meta language, then we'd be thinking about tasks that require students to address how language is being used to create meaning by specific individuals for specific audiences and purposes. And if we look towards a substantive communication, then we'll be thinking about tasks that require students to provide extended or elaborated arguments, explanations, or interpretations in written, oral, graphic, or dramatic forms. So, the three elements a deep understanding meta language and substantive communication are all engaged in some way or other with ensuring the communicative challenge of the task we've set.

So how do we increase the likelihood of student engagement with the intellectually challenging task that we generated through the first two steps? Well, we can increase student engagement by concentrating on the dimension of significance. Although the dimension of significance has six elements when we're looking at classroom action. When we are designing tasks, there are only five elements we need to consider. Two of those elements connectedness and narrative are going to help us make the task look and feel real and worth doing. They help build the authenticity of the task in the sense discussed by Fred Newmann and his colleagues who built the authentic pedagogy model, which was of course the foundation of the quality teaching model, as discussed in Part one. The element of connectedness requires students to respond to real world problems, to apply knowledge in real life contexts, or exhibit work to public audiences. If we get the connectedness right, the students will feel that they're doing a task that has a high degree of authenticity that people in the real world would actually do. We can enhance this sense of authenticity by looking to the element of narrative. Here we draw on narrative as a framing tool for the task or problem you want students to work on. You ask the students to imagine themselves in some real-world contexts. And so, constructing a narrative in which they place themselves in the world of a scientist or historian or a sports person makes them feel like they're doing something of value. Of course, we can also ask students to use the element of narrative by requiring them to write, tell, perform, or illustrate their understanding in a story form, or have student share their aspirations and connect tasks to those aspirations. But for the purpose of this idea about task construction and making the task look and feel real, we draw a narrative here as a frame in which we place the student so that they recognise the real-world situatedness of the problem that we're asking them to engage with. The second way we can increase the likelihood of student engagement through the dimension of significance is to think about background knowledge, cultural knowledge, and knowledge integration. Background knowledge involves providing students with opportunities to make links with what they already know from inside and outside school life. Culture knowledge explicitly acknowledges and values different cultural perspectives and encourage students to look beyond stereotypes and requires them to reconsider their response to a problem from different cultural perspectives. Well, knowledge integration requires students to draw on knowledge from more than one discipline when solving the problem. These three elements background knowledge, cultural knowledge and knowledge integration all recognise the knowledge that students are bringing to the classroom, whether it be from other subjects they've studied from previous work in the same subject or their cultural backgrounds. Together, these three elements ensure that the task acknowledges and draws upon what students already bring to the table. This can help students feel recognised and is more likely to result in them engaging with the task by treating them as Noah's.

If we've designed a task that clearly has intellectual quality and we've found a way to increase the likelihood of student engagement through the use of the dimension of significance, we then have to ask ourselves, how do we increase the likelihood of student success for all of our students? And of course, we can do that by looking at the dimension of the quality learning environment. Here again, quality learning environment would normally have six elements that we can see in a classroom interaction, but only three of them are evident when you're thinking about task design. So, the three elements we're going to look at our explicit quality criteria, high expectations and student direction, each of which can be designed into a task. When we think about explicit quality criteria, we're thinking about the detailed criteria regarding the quality of the work that you expect students to do. And we'll be providing them with opportunities to evaluate their own work in relation to those same criteria. High expectations present students with challenging work and rewards them for taking conceptual risks. It encourages all students to aim high and provides access to the highest-level challenges to all. Combined with explicit quality criteria, it helps develop clear expectations and structuring opportunities for social and academic support for students. This might involve, for example, showing exemplars of previous work and exploring those together with the students to help set the standards that you expect them to achieve in relation to their own production of similar tasks.

The final element, Student direction, involves presenting students with the opportunity to exercise some control over the choice of activities they'll do. This might be the deadline for completion of a task. The pace at which the task is completed or the criteria by which the tasks will be assessed. When we increase student ownership, we get a greater likelihood of student success because of the investment they make in their own learning. And of course, it has the added benefit of increasing engagement with the task.

While there's a lot more to the elements than I presented in this short podcast, what we can say is if we're designing a task using the quality teaching model that we want to think in terms of the six steps of ensuring the conceptual challenge and communicative challenge, using the elements of intellectual quality, of ensuring that the task looks and feels real and that it acknowledges and draws upon what students already bring to the table to enhance their engagement using the dimension of significance and ensuring that clear expectations are set, as well as opportunities for student ownership of the task using the elements of the quality learning environment dimension. Ensuring the likelihood of student success thought about. In this way the elements become useful tools to help build the dimensions. So, when designing tasks for a unit of work or for a lesson, keep these six steps in mind so that you can ensure that you're using all three dimensions of the quality teaching model and drawing on the elements where appropriate, to help you build a task that has intellectual quality, that has significance. So, the students will engage with it, and that constructs a quality learning environment that can support them to be successful at completing the task.

Next week will be looking at the backward design process, which is an important process in designing curriculum in which curriculum, pedagogy and assessment are aligned. Thank you for listening and I look forward to talking to you again next week.