

LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

The Learning, Teaching and Assessment Principles have been developed through consultation with school communities and children's services. They articulate a set of beliefs that inform pedagogical thinking, choice and action.

The statements of principle are interconnected and acknowledge the complex, contingent, uncertain and intellectual activity that is teaching. They further respect

the subtlety and spontaneity of many interactions between education professionals and learners.

The principles about learning underpin those about teaching and assessment. The principles about teaching describe the actions of educators. 'Educators' refers to all significant people involved in supporting learners.



LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

LEARNING

We believe that:

- Humans want to learn.
- Learning is an innate and lifelong process.

TEACHING

ASSESSING

Therefore educators:

- Expect that all people can learn.
- Maintain challenging expectations for all learners.
- Are passionate about learning.
- Model curiosity and persistence.

Therefore:

- The primary purpose for assessment is to improve learning.
- Assessment provides all learners with the capacity to demonstrate what they know, value and are able to do.

LEARNING

We believe that:

- Learning is a process of making meaning of the world.

TEACHING

ASSESSING

Therefore educators:

- Are concerned with the development of understanding.
- Recognise that ideas are constructed and open to question or refinement.
- View curriculum as being based on key ideas or questions.
- Are patient with the time it takes to build meaning.

Therefore:

- Assessment focuses on demonstrations of understanding moving beyond gathering and recalling information.
- Assessment judgements are moderated through professional collaboration to enhance fairness, reliability and validity.

LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

LEARNING

We believe that:

- Learners are unique and they determine their own learning.

TEACHING

Therefore educators:

- Recognise individual differences.
- Demonstrate care for and understanding of each learner.
- Include and maximise the participation of learners of different abilities and backgrounds.
- Apply a relevant range of teaching approaches and strategies.
- Negotiate with learners about learning goals, activities, issues and contexts.

ASSESSING

Therefore:

- Learners self-assess and develop their capacity to monitor their own learning.
- Learners negotiate assessment criteria and assessment tasks.



LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

LEARNING

We believe that:

- Learning depends on being able to connect prior knowledge, perceptions or patterns of experience to new experience or new information and contexts.

TEACHING

Therefore educators:

- Seek to discover what learners already know, value and are able to do.
- Build on the diverse personal, social and cultural experience, knowledge and skills that learners bring to new learning.
- Make explicit the connections between different aspects of learning.
- Structure activities to challenge learners' suppositions and preconceptions.
- Provide scaffolds for learning to assist all learners in extending their levels of thinking and understanding.

ASSESSING

Therefore:

- A range of valid and inclusive assessment and monitoring processes are used to gather information about what learners know, value and are able to do.
- Assessment about what learners know, value and are able to do is used to plan teaching sequences and to diagnose areas for challenge and intervention.
- Assessment respects and includes different ways of knowing and works towards equitable outcomes for all learners.

LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

LEARNING

We believe that:

- Learning is profoundly influenced by social relationships.

TEACHING

Therefore educators:

- Develop positive relationships with and between all involved in the learners' learning.
- Build a sense of community, group identity and appropriate learning partnerships.
- Plan for purposeful teacher/learner, learner/learner interaction.
- Maintain a sense of humour.

ASSESSING

Therefore:

- Assessment is fair, free from bias and inclusive for all learners.
- Assessment incorporates judgements from a range of sources, including learners, peers, educators, parents and others.
- Assessment includes evidence of the work of groups as well as individuals.



LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

LEARNING

We believe that:

- Learning is significantly affected by emotions.

TEACHING

Therefore educators:

- Provide a consistently safe, positive and secure environment.
- Acknowledge emotions and emotional contexts.
- When appropriate, make use of these contexts as opportunities for learning.

ASSESSING

Therefore:

- Assessment includes the monitoring of learners' emotional wellbeing.
- Learners monitor the extent to which emotions affect and influence their learning.

LEARNING

We believe that:

- Self-concept directly affects motivation and learning.

TEACHING

Therefore educators:

- Communicate positive expectations and confidence in the learners' abilities.
- Acknowledge and celebrate success.

ASSESSING

Therefore:

- Assessment provides timely, precise, genuine and constructive feedback.

LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

LEARNING

We believe that:

- Learning is more effective when information is embedded in purposeful and meaningful experiences.

TEACHING

Therefore educators:

- Act intentionally, planning for interactions with learners.
- Make their intentions or expected outcomes clear and explicit to learners.
- Involve learners in goal setting.
- Connect what is being taught to hypothetical and real-life experiences.
- Relate what is being taught to learners' experiences and interests.

ASSESSING

Therefore:

- Learners are clear about what is being assessed.
- Assessment encourages learners to exhibit their actual understandings.
- Assessment is in itself a central learning experience.
- Assessment tasks are based on real-world contexts and embedded in recurrent learning.



LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

LEARNING

We believe that:

- Learning occurs all the time and part of what is learned is understanding about context.

TEACHING

Therefore educators:

- Are aware that the broader educational setting and community environments influence learning.
- Are aware how their own behaviour influences the context for learning.
- Work with colleagues to ensure coherence and support for student learning.

ASSESSING

Therefore:

- Assessment recognises the implications of different contexts.

LEARNING

We believe that:

- Learning is enhanced by learners being aware of how thinking and learning occur. Meta-cognition gives learners increased control over their learning.

TEACHING

Therefore educators:

- Explicitly teach thinking and learning strategies.

ASSESSING

Therefore:

- Assessment encourages learners to question and reflect on their learning and their use of thinking and learning strategies.

LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

LEARNING

We believe that:

- Learning is demonstrated when learners can apply their understandings in new situations in flexible and thought-provoking ways.

TEACHING

Therefore educators:

- Design learning sequences that explicitly support the transfer of learning to new problems and settings.
- Draw attention to similarities, connections and analogies between the known and the new.

ASSESSING

Therefore:

- Assessment opportunities are designed to explicitly test learners' ability to apply their learning in new and unfamiliar situations.

LEARNING

We believe that:

- Learning is complex and non-linear.

TEACHING

Therefore educators:

- Are intentional about learners' extending, elaborating, reorganising, reformulating and reflecting upon their own frameworks of knowledge.
- Provide the time for this to happen.
- Recognise the educational potential in risk-taking, mistakes or errors.
- Encourage perseverance.

ASSESSING

Therefore:

- Assessment encourages learners to reflect and question and to continuously plan for future learning.
- Learners note and use errors as a means of improving their own learning.
- Assessment products may vary widely to reflect different ways of demonstrating understanding.