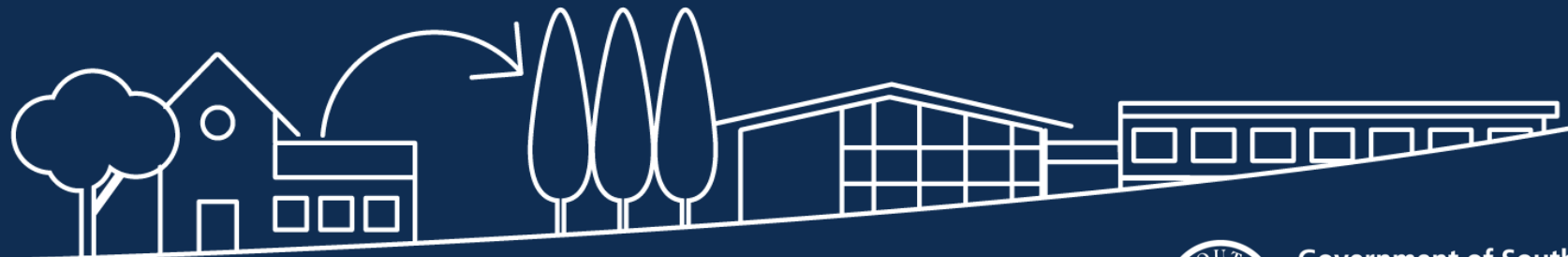


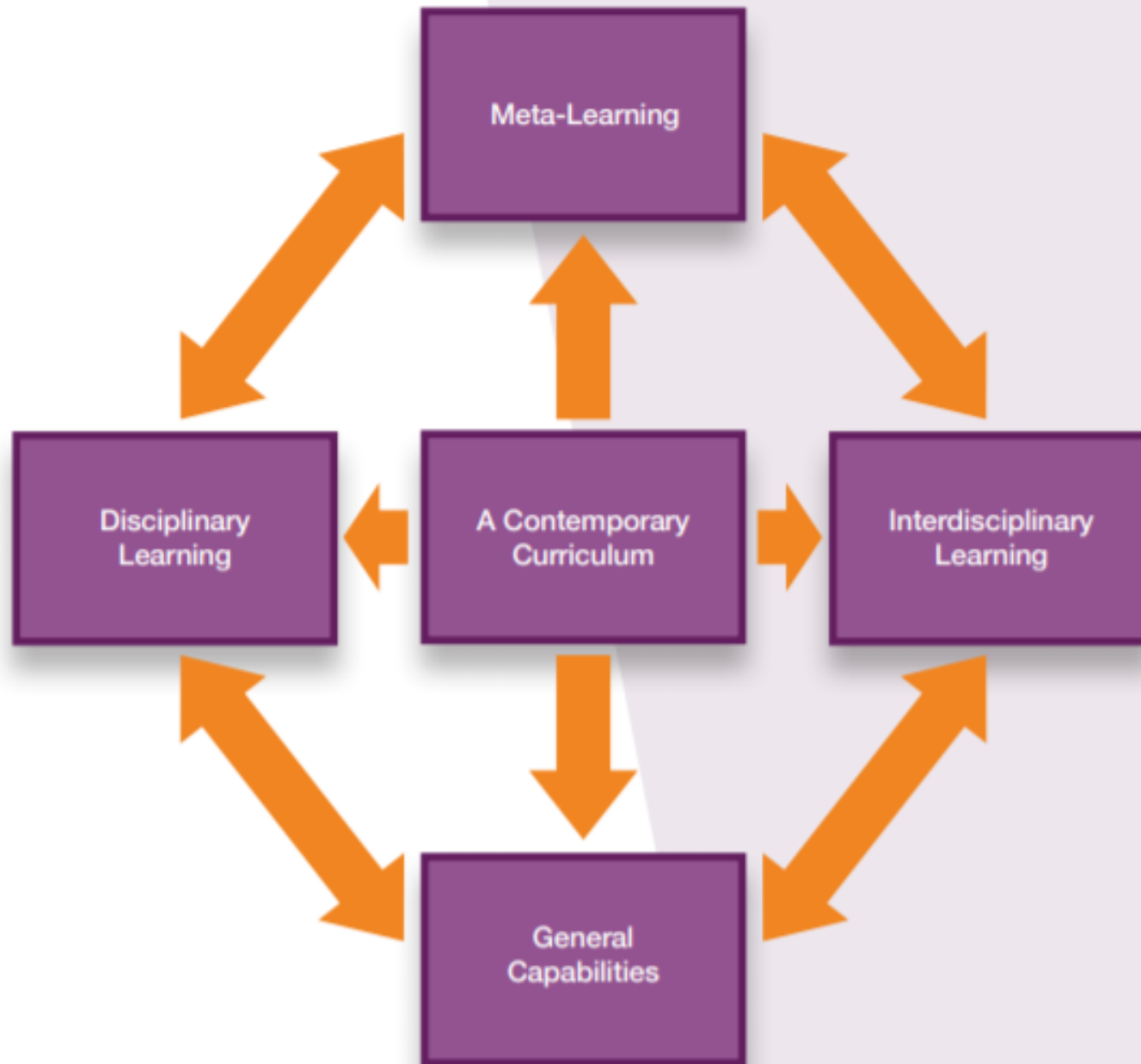
# YEAR 7 TO HIGH SCHOOL

September 2020



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**Diagram 2: The dynamic relationship between key components of the contemporary official curriculum**



**Table 5: A Framework for Teaching and Learning**

**Principles of teaching:**

e.g. inclusive, rigorous, personalised, relevant, collaborative, engaging, knowledge integration, promote higher order thinking and deep understanding

Orientation: (based on views of learning)	Teaching Approaches and Models	Teaching Strategies	Assessment		Class Organisation
<p>Student-centred</p>  <p>Teacher-centred</p>	<p><b>Process approaches</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• inquiry-based</li> <li>• problem-solving</li> <li>• negotiated</li> <li>• controversial social issues</li> <li>• concept attainment</li> <li>• play-based</li> </ul> <p><b>Directive approaches</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• explicit / transmission</li> <li>• demonstration</li> <li>• direct instruction</li> <li>• mastery learning</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• role play</li> <li>• teacher exposition</li> <li>• group work</li> <li>• project-based</li> <li>• debates</li> <li>• performances</li> <li>• field work</li> <li>• use of ICT</li> <li>• flipped classroom</li> </ul>	<p><b>Reference</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• self</li> <li>• standard</li> <li>• criterion</li> <li>• norm</li> </ul>	<p><b>Technique</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• portfolios</li> <li>• tests</li> <li>• essays</li> <li>• multiple choice</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <i>across year levels</i> (small or large groups depending on purpose)</li> <li>• classes organised in <i>group formation</i></li> <li>• year level classes in <i>formal class structure</i></li> </ul>

**Classroom and school environment:**

e.g. respectful relationships, trust, democratic, appreciation of diversity, equity, intolerance of discrimination and bullying.

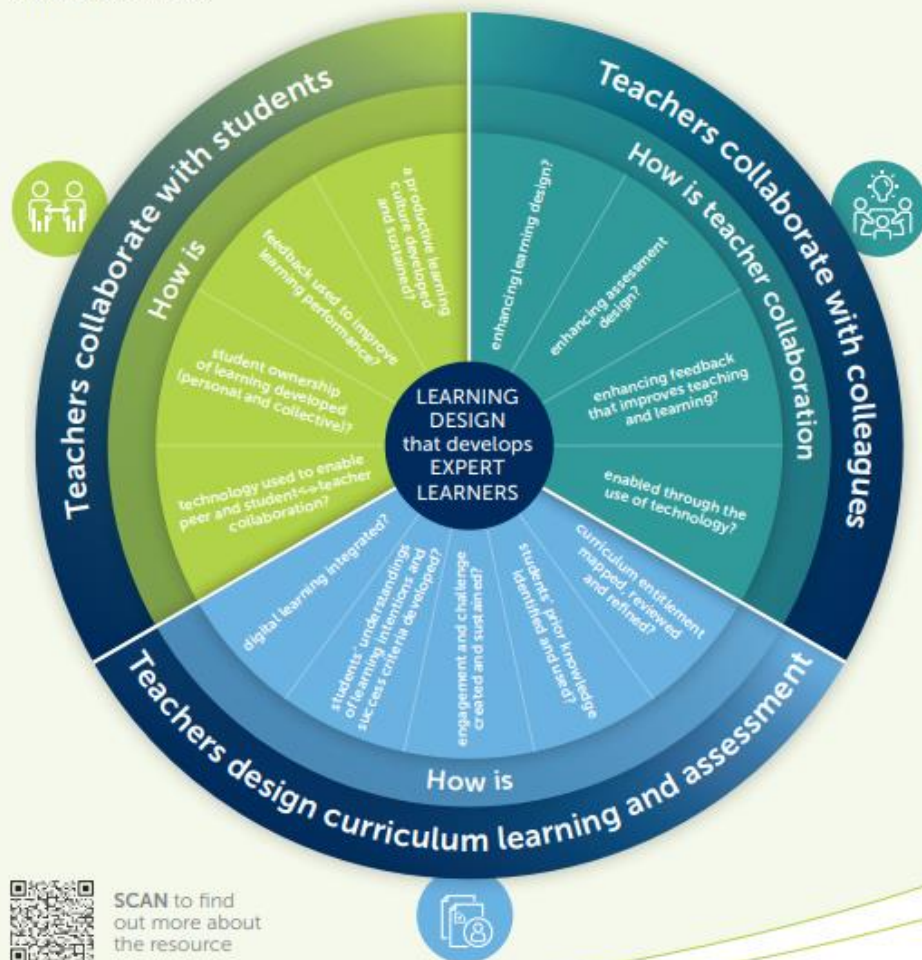
Alan Reid  
2018

# LEADING WORLD-CLASS TEACHING AND LEARNING

## Navigating the curriculum to develop expert learners

**EXPERT LEARNERS** | It's not just what students know, it's what they can do with what they know.

**EXPERT TEACHERS** | World-class contemporary teachers co-design curriculum learning and assessment, enabling students to demonstrate and use knowledge, skills and capabilities in unfamiliar contexts.<sup>1</sup>



SCAN to find out more about the resource

<http://TLinSA.2.vu/LeadingWorldClassTchLrn>

<sup>1</sup> This resource is informed by the 4 domains of the SA Teaching for Effective Learning (TEL) framework, what is emerging as highly effective practice from the Learning Design, Assessment and Moderation (LDAM) strategy; the advice outlined in the SASA 'Educating in the 21st Century' discussion paper; and the AITSL Teacher Standards.



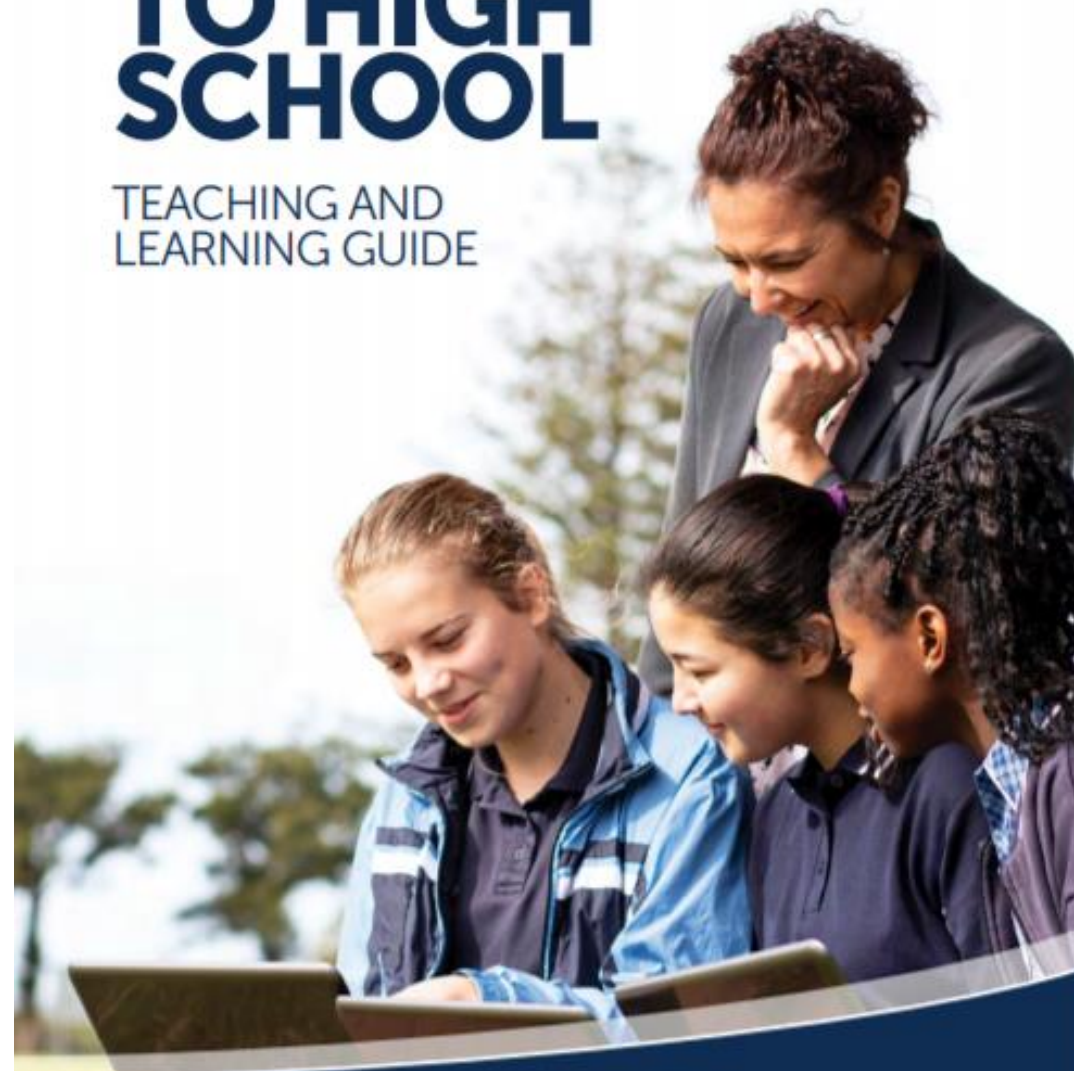
**YEAR 7  
TO HIGH  
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# Leading Year 7 to High School

[7 into High School Teaching  
and Learning Guide](#)

**YEAR 7  
TO HIGH  
SCHOOL**

TEACHING AND  
LEARNING GUIDE



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# Resources to assist school readiness

- [7toHS intranet](#)
- [Implementation Tool for Primary Schools](#)
- [Implementation Tool for Secondary Schools](#)
- [Teaching & Learning Guide](#)
- [Primary school toolkit](#)
- [Project updates](#)
- Pilot school insights- Webinar & videos

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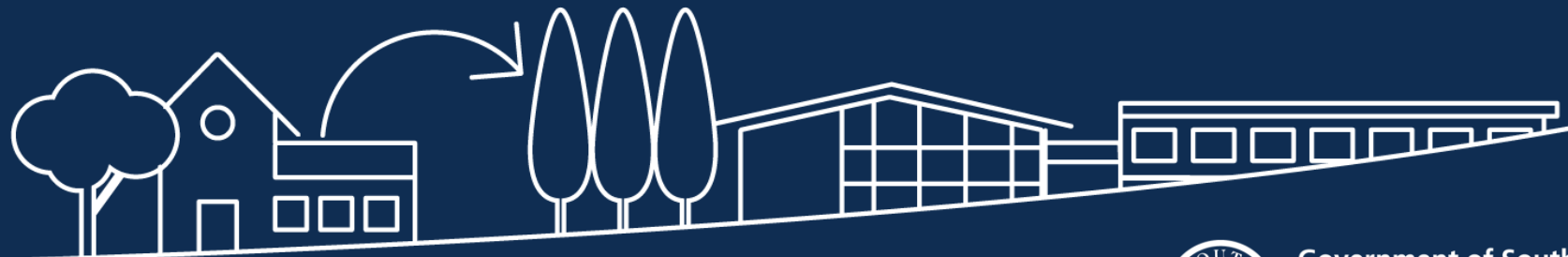
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