



FOLD

TfEL Element 2.1 Develop democratic relationships

2.1



Language that teachers can use to develop democratic relationships

What do you think?
We value your opinion.
What other perspectives might there be?

TfEL Framework guide, p30

Convince me

Read any sentence from any non-fiction book.

- Convince someone that it is true.
- Convince someone that it is not true.
- Convince someone that it could be true in some situations but not others.
- Convince someone that it could be true for some people but not for others.
- Convince me using another's standpoint or view.

2.1

TfEL Element 2.1 Develop democratic relationships

2.1



Adapted from Ways to ... strategy: Student-initiated challenges

Establish opportunities for students to work strategically together to achieve a common goal (eg online games, team technology tasks or physical games where students think, plan and act together). *TfEL Framework guide, p30*

What's YOUR big question?

Keep a box in the classroom where students can put in BIG questions they want to seek answers to, eg:

- Does a frog know it's a frog?
- If you had a different name, would you be a different person?
- Is it possible to hold a 'fair' race?

Then, in groups of 4, students choose a question to investigate. Allocate an amount of time to do this, eg all they can find in 30 minutes.

Each group shares their findings with the rest of the class.

2.1

TfEL Element 2.1 Develop democratic relationships

2.1



Language that teachers can use to develop democratic relationships

What other perspectives might there be?

TfEL Framework guide, p30

Perspective detective

What is an event or issue that has been reported in the news this week?

Form a group of 3 or 4.

- Think of a different perspective for each person to take on this current event or issue.
- Explain the event or issue from the perspective you are representing.
- What would your perspective be if you were from a different cultural group? eg Refugee perspective/Aboriginal perspective.

2.1

TfEL Element 2.1 Develop democratic relationships

2.1



Adapted from Ways to ... strategy: Perception checks

Regularly stop the class group and ask 'Has anyone found another way to do this?' or 'What would happen if we added ...?' or 'Has anyone identified an issue with this idea?'

TfEL Framework guide, p30

Perception checks: Mathematics

Give a double-digit multiplication, say 23×34 , and ask:

- What does this mean?
- What's an answer that's too large/too small/close to the answer?
- How could we try to work it out?
- How many different ways could we calculate this?

2.1





FOLD

TfEL Element 2.2 Build a community of learners

2.2



Key actions: Teachers

Pose challenges where individuals need to work independently and collaboratively to achieve success.

TfEL Framework guide, p33

Chronological order

Arrange yourselves as a group or class in chronological order of:

- your birth date
- when you started at the school
- when you lost your first tooth
- when you learnt to ride a bike.

How many other ways could the groups arrange themselves?

2.2

TfEL Element 2.2 Build a community of learners

2.2



Key actions: Students

Get to know my classmates so we can understand each other better and can help each other in our learning.

TfEL Framework guide, p33

Before I met you

Form pairs or small groups.

- What do you know about each person? What have they helped you to learn?
- Before I met you, I didn't know ...
- Before I met you, I didn't know how to ...
- Now that I know you, ...
- Share something that is unique to your culture.

2.2

TfEL Element 2.2 Build a community of learners

2.2



Key actions: Teachers

Create opportunities for social interaction so that students can develop new relationships to transfer into their learning contexts.

TfEL Framework guide, p33

What if?

What if a kangaroo came into the classroom?

- List what you think would happen.
- Share your funniest/craziest/scariest idea with the class.
- What did you learn about yourself/your peers from this activity?

2.2

TfEL Element 2.2 Build a community of learners

2.2



Key actions: Students

Listen to my team mates and help solve problems together.

TfEL Framework guide, p33

What's your plan?

You have to entertain 10 kids for 4 hours. You get \$100 to spend at an office supply store. What's your plan?

- Form a group of 3 or 4 and formulate a plan.
- Share your plan with the rest of the class.
- Post the plans on the wall and do a walk around to vote which you would choose.
- Which plan received the most votes? Why?
- What is important to think about when solving a problem with a group?
- How does an office supply store limit your choices?

2.2





FOLD

TfEL Element 2.3 Negotiate learning

2.3



Key actions: Students

Set my own learning goals, with the support of my teachers or peers.

TfEL Framework guide, p37

Domino learning chain

What is a skill you would like to learn or improve?

- How will you go about learning or improving this skill? What are the steps?
- Use a chain of dominoes to show how the steps in your plan will lead to you achieving this goal.
- Who do you think you could learn more from about the skill you have chosen?

2.3

TfEL Element 2.3 Negotiate learning

2.3



Key actions: Teachers

Remember the power of interest – what they bring with them as they walk in the door and what I generate with them: both are key to engagement and persistence in learning.

TfEL Framework guide, p37

Suggestion box

How could we learn how to:

- skydive
- build a website
- bake a mud cake
- play a guitar
- train an elephant
- fly to Mars.

Add your suggestions to the suggestion box.

2.3

TfEL Element 2.3 Negotiate learning

2.3



Key actions: Teachers

Establish ongoing procedures to engage students in goal setting, planning, self-monitoring, critical reflection and evaluation.

TfEL Framework guide, p37

Learning logs

Each student has a learning log.

- Allow regular time for students to reflect in their learning log – can be written, pictorial, symbols, etc.
- Provide some guiding starters eg:
 - I now feel confident about ...
 - Now I would like to ...
 - I am going to investigate ... because ...
 - I felt confused when ... so I am going to ask ... to help me
 - I do my best thinking when ...

2.3

TfEL Element 2.3 Negotiate learning

2.3



Key actions: Teachers

Progressively move from more prescriptive learning activities to student-led activities.

TfEL Framework guide, p37

Where to next?

Ask students to reflect on what they are learning.

- Discuss what they would like to do with that learning, ie what is the next step for them?
- How might they apply this learning to something they want to do?
- Students decide whether they want to work by themselves or with others.
- Students explain their goal and the steps they will take to achieve it.
- Allow time for students to share new learnings along the way and decide what the next steps are.

2.3





FOLD

TfEL Element 2.4 Challenge students to achieve high standards with appropriate support

2.4



Key actions: Teachers

Engineer learning conversations that extend students' thinking.

TfEL Framework guide, p41

How many possibilities?

What is something that has been reported in the news this week?

- Roll a die and give 1–6 (according to the number rolled) reasons why this might have happened.
- Roll a die and give 1–6 (according to the number rolled) possibilities about what might happen next.

2.4

TfEL Element 2.4 Challenge students to achieve high standards with appropriate support

2.4



Key actions: Teachers

Challenge students with tasks that demand transference of skills/understandings.

TfEL Framework guide, p41

Who am I?

Can you work out in which years I might be living and in which years I couldn't possibly be living?

- I use a kerosene lantern to light my house.
- I live in Hahndorf.
- I have an iPhone.
- I am a Sudanese person who migrated to Australia.
- I am a woman who voted in the last South Australian election.
- I am a famous South Australian Aboriginal inventor.
- I made shields, clubs and boomerangs from the hard wood of the she-oaks.

2.4

TfEL Element 2.4 Challenge students to achieve high standards with appropriate support

2.4



Key actions: Teachers

Engineer learning conversations that extend students' thinking.

TfEL Framework guide, p41

I'm thinking ... scenarios

See mistakes as a series of thoughts that can change in the light of new information. For example:

- I'm thinking of a shape:
 - It has 4 sides. What could it be?
 - It has one line of symmetry. What do you think now?
 - It has no parallel sides. What do you think now?

Use language such as, 'First thinking, second thinking, next thinking ... final thinking'. Ask students to represent this pictorially.

2.4

TfEL Element 2.4 Challenge students to achieve high standards with appropriate support

2.4



Albert Einstein quote:

'Do not worry about your difficulties in Mathematics. I can assure you that mine are still greater.'

TfEL Framework guide, p41

Everyone struggles

Helps learners see that even the greatest thinkers struggled. Do a Google search for a 'famous' person who has excelled in their field.

- Research what their 'struggles' were in achieving their goals. How did they overcome them?
- Think of yourself. What has been your biggest struggle that you have managed to overcome?
 - How did you do it?
 - Share with a partner.

2.4





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TfEL Element 3.1 Teach students how to learn

3.1



Key actions: Students

Identify people, such as students, parents and teachers who have particular strengths and learn from them and use them as models.

TfEL Framework guide, p47

What would you do?

Ask students to identify a problem from a popular television show. Think about your own strengths. How would you:

- solve the problem?
- help the character solve the problem?
- help the character learn from their mistakes?

3.1

TfEL Element 3.1 Teach students how to learn

3.1



Adapted from Ways to ... strategy: Superheroes

Ask students to design superheroes to embody the things that the students think are most important for them as lifelong learners (eg skills, dispositions, learning capacities).

TfEL Framework guide, p48

Historical learners

Get students to choose somebody famous, eg an explorer, sports person, inventor, musician, politician etc. They might still be alive or they might have died a long time ago. How could students choose outside the 'normal' heroes? eg David Unaipon and other successful Aboriginal people across Australia?

- How does/did this person show that they were a lifelong learner?
- What skills, dispositions and personal characteristics did they have?
- What skills, dispositions and personal characteristics do you share with this person as a learner?

3.1

TfEL Element 3.1 Teach students how to learn

3.1



Language that teachers can use to teach students how to learn

How did you make connections from what you already know?

Could you teach someone else?

TfEL Framework guide, p48

Listening response

Ask students to record connections relevant to key words/ideas/concepts you identify in a discussion or activity eg:

Key words/ideas/concepts	Connections

- With a partner students share the connections they made and explain why they made them.

3.1

TfEL Element 3.1 Teach students how to learn

3.1



Key actions: Teachers

Explicitly teach and articulate strategies for effective collaboration: role taking, listening to and respecting others' points of view, appreciating different contributions and playing your part.

TfEL Framework guide, p47

An archaeological dig

- When studying ancient civilisations, have students undertake an archaeological dig:
 - Either use this interactive dig, <http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/digdown.html>
 - or construct one yourself in a sandpit and divide into quadrants.
- As the students find different objects, introduce classifying techniques.
- Students share what they each found and set up a group museum by developing criteria and choosing what should belong.

3.1





FOLD

TfEL Element 3.2 Foster deep understanding and skilful action

3.2



Language that teachers can use to foster deep understanding and skilful action

What is the meaning of ...?
How does it connect what you already know?
TfEL Framework guide, p52

3.2

Newspaper headline

Read a random newspaper headline to the class.

- What does it mean?
- What do you predict the article will be about?
- What picture might accompany it?
- What questions can you ask me to help you understand the article without reading it yourself?
- Think of a better headline for this story.

TfEL Element 3.2 Foster deep understanding and skilful action

3.2



Key actions: Teachers

Pose open questions with no right or wrong answers, to evoke students' emotions, imagination, reflection, action and research from a range of sources and perspectives.
TfEL Framework guide, p51

3.2

What if?

How would our lives be different if ...

- electricity had never been invented?
- World War 1 had never happened?
- no-one from Italy ever migrated to Australia?
- digital technologies were never invented?
- we couldn't smell?
- cars didn't run on petrol or diesel?
- it snowed in winter?
- Australia didn't become a Federation?
- ants were one metre long?

TfEL Element 3.2 Foster deep understanding and skilful action

3.2



Key actions: Teachers

Use strategies to help learners connect new knowledge to their own prior experience, other disciplines and the world beyond the classroom.
TfEL Framework guide, p51

3.2

Synthesis journal

Get students to reflect on their learning at the end of a week or when finishing a unit by completing a synthesis journal, in which they consider how they can apply this learning in the future.

Synthesis journal		
What I did	What I learned	How I can use it

TfEL Element 3.2 Foster deep understanding and skilful action

3.2



Language that teachers can use to foster deep understanding and skilful action

Can you clarify your point of view?
Can you justify your conclusions?
TfEL Framework guide, p52

3.2

Human graph

- Present a statement or premise eg:
 - we should all make donations to charity
 - more trees should be planted in our school grounds
 - teachers should ask more questions.
- Provide time for students to think about whether they agree or disagree.
- Students stand along a continuum, ranging from strongly agree to strongly disagree, to show their opinion.
- Students justify their opinion/position on the continuum.
- Encourage students to ask each other clarifying questions.
- Give students the opportunity to change their position after listening to one another.





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TfEL Element 3.3 Explore the construction of knowledge

3.3

Practice check

In what ways do I help students construct accurate and useful knowledge about new concepts?

TfEL Framework guide, p56



Snowball words

Choose unfamiliar words from any text.

- Write each word on a separate piece of paper.
- In small groups, students write a definition for the word on their piece of paper.
- What does the word mean?
- Groups rotate and add more information and ideas to each other's definitions.

3.3

TfEL Element 3.3 Explore the construction of knowledge

3.3

Key actions: Teachers

Teach students to critically analyse information and primary sources of data from a range of sources and for specific purposes.

TfEL Framework guide, p55



Picking holes

Start with any newspaper article, video clip etc.

- If this was presented in court would it stand up as evidence?
- What is missing?
- What is inaccurate?
- What could be challenged?
- What is biased?
- What doesn't make sense?

3.3

TfEL Element 3.3 Explore the construction of knowledge

3.3

Key actions: Teachers

Design activities that encourage and actively support students to be 'apprentice' historians, scientists, writers, artists etc.

TfEL Framework guide, p55



What happened on this date in history?

Find 5 things that happened on this date.

- Share with a partner:
 - something that you already knew
 - the most interesting thing
 - the most surprising thing
 - something that seems out of place, ie one you thought would have happened at a different time in history
 - something people may find hard to believe.

3.3

TfEL Element 3.3 Explore the construction of knowledge

3.3

Key actions: Teachers

Design activities that encourage and actively support students to be 'apprentice' historians, scientists, writers, artists etc.

TfEL Framework guide, p55



Community of inquiry

Conduct a field trip outside with notebooks.

- Look around, what do you notice?
- Make 10 observations of your surroundings.
- From these choose 3 and list as many questions as you can.
- Choose one investigative question to inquire into. As part of this investigation include:
 - Aboriginal history
 - land management and sustainability.
- Who might need to think like this? When?

3.3





FOLD

TfEL Element 3.4

Promote dialogue as a means of learning

3.4

Key actions: Students

Talk with others—in pairs, small groups, large groups and with the whole class.

TfEL Framework guide, p59



Mixed up comics

Cut up several comic strips into individual frames.

- Give each student a piece.
- Find the other students whose pieces belong to the same comic strip as yours without showing each other.
- Put the comic strips back together.

3.4

TfEL Element 3.4

Promote dialogue as a means of learning

3.4

Key actions: Teachers

Pose thought-provoking questions that challenge students' analytical thinking and encourage them to develop and substantiate a point of view.

TfEL Framework guide, p56



Happy birthday

Find out who else was born on your birthday from different times in history.

- Which of these people would you most like to be? Why?
- Take on this persona and introduce yourself to other characters in the class.
- Stay in character for as long as you can.

3.4

TfEL Element 3.4

Promote dialogue as a means of learning

3.4

Adapted from Ways to ... strategy:

Buzz groups

Students discuss a given topic in groups of 3, then share their ideas/responses with the class to create new understandings.

TfEL Framework guide, p59



Buzz groups

- Pose a topic eg:
 - summer is better than winter
 - dogs are a man's best friend
 - school should finish at 2.30pm.
- Form groups of 3.
- Share ideas/responses in the group.
- Choose 3 to share with the class to create new understandings.
- What surprising/funny/challenging ideas/responses did you hear in your group?
- What strategies did you use to listen to others in the group and contribute your ideas?

3.4

TfEL Element 3.4

Promote dialogue as a means of learning

3.4

Key actions: Students

Talk with others – in pairs, small groups, large groups and with the whole class.

TfEL Framework guide, p59



One minute challenge

Students are given one minute to write down all they know or would like to know about a certain topic.

- Students share their writing with a partner or in a small group and reflect on their understandings.
 - What was the most useful or interesting piece of information you heard about?
 - What questions do you still have?
 - What would you like to know more about?
- These reflections might guide further learning.

3.4





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TfEL Element 4.1 Build on learners' understandings

4.1

Language that teachers can use to build on learners' understandings

How does this fit with your experience?
Can you see the connections with ...?

TfEL Framework guide, p66



When was that?

Pick a coin.

- What year was it made?
- When was that? How long ago?
- Who was alive then? Who wasn't?
- What are some things that happened before this year?
- What are some things that happened after this year?

4.1

TfEL Element 4.1 Build on learners' understandings

4.1

Language that teachers can use to build on learners' understandings

What else do you know about ...?
Is there a link between ... and ...?

TfEL Framework guide, p66



Similar/different

Do a Google image search for 'famous people'.

- Choose 2 images.
- How are these people alike?
- How are they different?
- Which one is most like you? Why?

4.1

TfEL Element 4.1 Build on learners' understandings

4.1

Key actions: Teachers

Design learning challenges that are open and stimulate further questions.

TfEL Framework guide, p65



Starting from scratch

Pose brain teasers such as these:

- Structures in nature – what use are they to us?
 - Light – who needs it?
 - Time – is it the same for everyone?
 - Taste – how do we change it?
 - What can't we measure?
- Students choose one. Ask questions such as:
- What do you make of this?
 - How much do you already know about this?
 - How many different perspectives can you think of?
 - What further questions do you have?

4.1

TfEL Element 4.1 Build on learners' understandings

4.1

Key actions: Teachers

Value prior knowledge as fundamental to new learning, seek out what the students already know, can do and understand, and use this to inform planning.

TfEL Framework guide, p65



Domino quiz cards

Create a set of cards with questions and answers on a topic, each with a question on one end and a non-matching answer on the other.

- Give each group a set of domino cards to share.
- One student reads out their question and places their card on the table.
- The student who thinks they have the corresponding answer places it next to the card, as in a game of dominoes.
- Keep the process going until all questions are answered.
- Lay cards in a circle formation so that the last question should be answered by the first card placed down.

4.1





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TfEL Element 4.2 Connect learning to students' lives and aspirations

4.2



Language that teachers can use to connect learning to students' lives and aspirations

When you watched that program, how did it connect to your life?

TfEL Framework guide, p70

4.2

Movie review

Name a movie you have seen.

- How does the movie connect to your own life?
- Which character is most like you?
- Which character is most like someone you know?
- Which character is not like you at all?
- What star rating would you give the movie?

TfEL Element 4.2 Connect learning to students' lives and aspirations

4.2



Key actions: Students

Listen to my classmates and try to understand their views.

TfEL Framework guide, p69

4.2

10 most important jobs

- List the 10 most important jobs in the world.
 - With a partner, explain why you have chosen these.
 - Do you think these jobs will exist when you leave school? Why/why not?
- Think of 5 jobs that don't exist at the moment, but will be needed in the future.
 - Find another pair and convince them why these 5 jobs will be needed.

TfEL Element 4.2 Connect learning to students' lives and aspirations

4.2



Key actions: Teachers

Pose guiding questions that lead students to view familiar topics in more complex ways.

TfEL Framework guide, p69

4.2

Where in the world?

Find a label on your clothing, school bag, stationery etc.

- Where in the world was it manufactured?
- Where is that place?
- What other items were made there?
- What is the most popular country for shoes in our class?
- What else do we want to know about this country?

TfEL Element 4.2 Connect learning to students' lives and aspirations

4.2



Key actions: Teachers

Recognise learner interest is both what the students bring through the door and what is generated in the classroom.

TfEL Framework guide, p69

4.2

Bingo

A fun way for students to get to know each other and the teacher to explore some of their common interests.

- Prepare a bingo card with 5 rows and 5 columns. It can focus on anything that is currently of interest to the students or that you have recently focussed on in the classroom, eg:
 - I love to play football
 - If I had a job in the media industry I would like to be a web designer.
- Students write names of students who match the descriptor on the card. A name can only be used once.
- When a student completes a row of 5 in any direction, they shout "Bingo!"





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TfEL Element 4.3

Apply and assess learning in authentic contexts

4.3



Key actions: Teachers

Incorporate deliberate and impromptu self and peer evaluation into everyday class activities, focusing on the quality of performance demonstrated in learning skills, understandings and knowledge.

TfEL Framework guide, p73

What didn't happen?

At the end of the day, have students write responses to the following questions on exit cards and place in a box as they leave.

- What didn't you learn today?
- What didn't happen at school today?
- Which skills didn't you use today?
- What didn't happen in the class today?
- Who didn't you work with today?

Look at what they wrote and spend time discussing with students the next day.

4.3

TfEL Element 4.3

Apply and assess learning in authentic contexts

4.3



Key actions: Teachers

Scaffold learners' efforts to conduct their own inquiry processes, experimentation and problem solving.

TfEL Framework guide, p73

Who's on the money?

Select any note of Australian currency.

- Who is depicted on the note?
- Why are they there? How can you find out?
- Who would you put on the money if it was up to you? Why?
 - Discuss your decision with a partner.
 - Design 2 questions to ask your partner about their decision.

4.3

TfEL Element 4.3

Apply and assess learning in authentic contexts

4.3



Key actions: Students

Use different situations to show what I know, can do and understand.

TfEL Framework guide, p73

3-2-1 cards

Allow 5 minutes at the end of the day for students to fill out a 3-2-1 card which they hand in as they leave. Students write on the card:

- 3 things I learned about ... (eg friction)
- 2 questions I still have about ... (eg friction)
- 1 way I see ... (eg friction) working in the world around me is ...

4.3

TfEL Element 4.3

Apply and assess learning in authentic contexts

4.3



Practice check

Are my students receiving constructive feedback and advice from a range of people?

TfEL Framework guide, p74

Take one home

Ask students to reflect on their learning and choose one idea to 'take home'. Get them to think about a person they will see after school, at home, at sport, at work or somewhere else.

- What is one thing you have learnt or thought about at school today that this person might be interested in knowing? Why? What else could you have done/used?
- Could this person help you with your own thinking or give you helpful feedback?

Provide time for sharing the feedback with a partner the next day and what they have decided to do with it.

4.3





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TfEL Element 4.4 Communicate learning in multiple modes

4.4



Language that teachers can use to communicate learning in multiple modes

What message are you trying to give?
What mode will you use to communicate this clearly to other people?

TfEL Framework guide, p78

Before and after

Select any appropriate image from the internet.

- What could have happened before this image was taken?
- What could happen next?
- How can you represent a 'before' and 'after' scenario?

4.4

TfEL Element 4.4 Communicate learning in multiple modes

4.4



Key actions: Teachers

Develop in my students the skills to critique what they see, hear and feel through various modes of communication, and model strategies of how to do this.

TfEL Framework guide, p77

What next?

Watch a video clip and stop it half way through.

- How do you think the video will finish?
- How do you think the video won't finish?
- How can you communicate an alternative ending?
- Depending on the video, provide an Aboriginal perspective.

4.4

TfEL Element 4.4 Communicate learning in multiple modes

4.4



Key actions: Teachers

Ensure students consider how to present their learning using the mode that best suits the purpose and audience.

TfEL Framework guide, p77

Backwards Day

Form a group of 3 or 4 people.

- How might you celebrate 'Backwards Day'?
- Brainstorm as many ways as you can in 3 minutes.
- Choose one idea and decide how you will present your idea to the rest of the class.
- What made you choose that presentation? How effective was it?
- What else could you have done/used?

4.4

TfEL Element 4.4 Communicate learning in multiple modes

4.4



Language that teachers can use to communicate learning in multiple modes

What does this remind you of?
Can you think of a metaphor?

TfEL Framework guide, p78

An iPad is like a ...

Find a partner. Choose a fruit and finish this sentence:
An iPad is like a ... (Substitute name of fruit) because ...

- List as many ideas as you can in 2 minutes.
- Find another pair and share your ideas.
- What is a metaphor? When and why are they useful?

4.4

