Section One (Blue): Professional Knowledge

1.1 Teachers know how students learn and how to teach them effectively
- Personal Philosophy
- Personal Concept Map

1.2 Teachers know the content they teach
- Curriculum Vitae
- Teaching Round Evaluations

Section Two (Red): Professional Practice

2.1 Teachers plan and assess for effective learning
- Range of teaching and learning activities
- Unit Plans
- Assessment of effective learning
  - Assessment ‘Of’
  - Assessment ‘For’
  - Assessment ‘As’

2.2 Teachers create and maintain safe and challenging learning environments
- Class Management Plan

Section Three (Yellow): Professional Engagement

3.1 Teachers reflect on, evaluate and improve on their professional knowledge
- Case Study & Commentary

3.2 Teachers are active members of their profession
- A report on a contemporary Social Education-related Issue

Section Four (Green): Special interests

4.1 Dance- Skills Inc Hip/Hop Funk Workshop
1. Today’s education system seeks to renew and redirect the focus of teaching and learning. Prior to the introduction of "VELS", teaching methods and assessment tended to produce students proficient in the retention and recycling of information, geared towards outcome based assessment. This approach neglected the central importance of engaging students in the metacognitive processes of reflection that lead to higher-order knowledge. "VELS", on the other hand, embodies a philosophy towards education which specifically aims to uncover and refine the analytical skills of students, thereby facilitating not only knowledge recall but also the capacity to deconstruct/reconstruct knowledge and apply it to real life issues and contexts.

2. The "VELS" curriculum proposes that students develop a set of knowledge, skills and behaviours which will prepare them for a smooth and successful transition into wider-society, where social and economic structures are profoundly complex, rapidly changing, rich in continuously evolving information and communications technology, demanding of high-order knowledge and understanding, and increasingly global in outlook and influences.

3. My approach combines the constructivist theory central to VELS as well as cooperative learning theory and Blooms taxonomy, as these specific theories have worked best for me in practice. Nevertheless, I do also acknowledge other theories when relevant. I use constructivist theory in all my VELS, VCE Business Management and Economic classes.

4. Blooms taxonomy promotes activities which include: debating, sorting and classifying information, group discussions, and the exploration of novel ways to present information and justify or critique its underlying reasoning.

5. Cooperative learning is utilised to promote group work in all forms of activities. This focus on cooperation develops inter-personal and personal student learning, thus developing the skills conducive to positive social relationships. In this context of cooperation students learn to work as a team, collectively progressing towards shared goals that instill valuable and lasting learning traits.

DEWEY  PIAGET  BURNER
CONSTRUCTIVISM

VYGOTSKY
CO-OPERATISM

BLOOMS  GARDENER
HIGHER ORDER THINKING
ASSESSMENT FOR EFFECTIVE LEARNING

CHARACTERISTICS of effective assessment
- Valid, reliable and consistent methods
- Attention to outcomes and processes
- Ongoing is best
- Feedback and reflection
- Based on how students learn
- Clear purpose, goals, standards and criteria
- A variety of measures

why assess student ACHIEVEMENT
- To improve student performance (Assessment as and for learning)
- To provide useful information to report to parents on student achievement (Assessment of learning)

CHARACTERISTICS of effective assessment
- Attention to outcomes and processes
- Ongoing is best
- Feedback and reflection
- Based on how students learn
- Clear purpose, goals, standards and criteria
- A variety of measures

using evidence to make JUDGEMENTS
- Address specific elements of standard/s
- Describe context for assessment task
- One or more samples illustrate typical features of student work
- Annotations identify attributes of the work linked to elements of standard/s

planning & gathering E V I D E N C E
- Identify focus points, levels and specific elements of standards & outcomes
- Refer to standards above and below
- Select assessment activities appropriate to demonstrate learning
- Develop assessment criteria and/or rubrics drawn from standards

students with additional LEARNING NEEDS
- Modify tasks
- Allow students to demonstrate learning in different ways
- Refer to individual learning plans
- Refer to Students With Disabilities Guidelines and English as a Second Language Companion

work SAMPLES
- Bas Collect a variety of evidence
- Base judgment on evidence overall
- Work through school processes
- Use standards, assessment maps and progression points

reviewing the EVIDENCE
- Review a range of evidence
- Evaluate what the evidence as a whole demonstrates about the student’s learning
- Qualities may reflect statements or examples in more than one standard or progression point
- Use moderation processes, assessment maps, progression point examples to reframe judgment
- Determine which standard or progression point, on-balance, the identified qualities best match

VICTORIAN ESSENTIAL LEARNING STANDARDS
learning focus statement
students
learning & teaching program & assessment plan
ongoing assessment evidence

ongoing assessment evidence
- to inform future learning goals (assessment as learning)
- to inform short term planning for teaching & learning (assessment for learning)
- to make onbalance judgements (assessment of learning)

report to learner to parents
**QUESTION TYPES**

True/false, matching and multiple choice are examples of closed-ended questions. That is, they do not require the students to construct an answer themselves. Rather, the answer is among the possible options. Closed-ended questions test recognition; that is, they evaluate a student’s ability to recognize the answer. However, questions that are built around a scenario, some data, a graph or a table of numbers can require students to ‘deal with the information in order to determine the correct response.

Open-ended questions include short answer and essay types. These questions require the creation of a written response. Open-ended questions test student recall; the student is asked to come up with the answer on their own, as opposed to picking it out from a list of potential options.

Your presentation should include (tick off boxes as you complete):
- The history behind the invention or innovation. This may be the history of the person involved. This part can be presented similar to that of a story format. What was the lead up to the innovation or invention?
- The quality of the information you collect and how you present it. Your innovation involved. This part can be presented similar to that of a story format. What was the lead up to the innovation or invention?
- Enough information for 3-5 minutes
- You are to show evidence that you have used at least

**ASSIGNMENT PROJECT GUIDELINES YEARS 7-10**

Assignments and Projects should do the following:

- Create a connection to the students
- Student awareness of a specific topic
- Build critical thinking into all lessons
- Be relevant to their life and world

**ASSIGNMENT TASK QUESTIONS**

Use the following approach when designing your task/assignment:

1. Determine the purpose of the assignment.
2. Build it into your aim or learning outcome.
3. Relate the task to your focus.
4. Ensure the task has a clear purpose.
5. Set the guidelines and parameters.
6. Set the deadline.
7. Create a procedure for marking.
8. Develop a rubric.

**STUDENT SAMPLE**
Consumerism

1. With Developed Nations as their catalyst, patterns of over-consumption are acting as a double-edged sword by creating a situation where supply (Worlds natural resources) can’t meet current demand (economic boom) for much longer.

2. Population growth, distribution, and patterns of consumption, are drivers of many environmental pressures in the world today.

3. The need for sustainable consumption development has become more important than ever and in response a vast amount of literature on sustainable consumption has emerged, highlighting the importance of understanding motives behind consumer choice.

4. Here values and attitudes towards consumption are investigated and explore how advertising and other pressures have influence over consumer choice.

5. Clearly curbing consumers consumption patterns will not be an easy task, today consumption in inextricably linked to aspects of modern living, as a result we find ourselves existing within in what many classify as a “consumer culture”, a way of life where every human which tends to be transformed into a commercial object or service” (Sane, 2002).

6. As the effect of this ‘culture of consumption’ emerge, a vicious cycle of good and evil has become apparent and a battle of economic growth versus the well being of society and the environment has developed.

Environmental

7. Environmental education is an important element in raising awareness and understanding of sustainability and environmental issues within communities and in changing behaviors for a more sustainable future.

8. Education in the school sector provides students and teachers with the tools to transform attitudes, values and behaviors by actively minimizing their impact and think about the actions they can take individually and as a global citizen to works towards achieving a more sustainable future.

9. Often, global environmental problems are not perceived by teachers or local communities as problems with local solutions. That is, environmental problems are considered to be someone else’s problem for someone else to solve.

10. As a economics and business management teacher there are many opportunities to make relevant links to current curricula and the incorporation of sustainable development.

11. The United Nations Decade of Education for Sustainable Development 2005–2014, brings international recognition to the role of education as a critical tool in our efforts to achieve more environmentally, economically and socially sustainable development.

12. The Australian Sustainable Schools Initiative (AuSSI), launched in 2002, is an initiative offered through a partnership between the Australian Government and the states and territories. AuSSI uses whole-school approaches to promote sustainability and aims to develop a school culture committed to the principles of sustainability.
Education today is proving to be more challenging and more interesting for both student and teacher alike with rapid change in the role of the teacher, student and school as well as an ever changing society. For VCE Business managements and Economics change is something that students need to come accustomed to. Economics and Business Management are subject areas that have content that is constantly being changed and updated. It is important that teachers continue to develop metacognitive skills and higher order knowledge as the benefits of providing authentic, engaging, knowledge that students can truly understand, transfer and adapt to change are invaluable to student success.

Implementing metacognition to develop higher order knowledge

- Content taught along with the processes involved in learning.
- Essentially, they are “thinking about thinking,” a process known as metacognition.
- Metacognitive strategy is, planning what is to be done, monitoring our progress, and evaluating the results.
- Higher order knowledge developed as a result is managing new situations, transferring knowledge, problem solving, decision-making, studying topics in-depth and providing opportunities for students to think and reflect.
- The teaching of thinking through a curriculum predominantly incorporates theories such as Bloom’s Taxonomy, De Bono’s Thinking Hats, Cooperative Learning, Gardeners’ Multiple Intelligences and constructivists approach to learning.
- If students are taught only content in an ever changing society by the time they come to apply it in a real life setting it may have changed or been up-dated.
- Teaching of thinking through the curriculum engages students in the whole task, where they experience learning in real life contexts.
- Enables students to better deal with real life situations and engages them in tasks that reflect what individuals do when performing tasks outside of school life.

Benefits

- Helps students to think about the effectiveness of the strategies they use in reaching set goals.
- Is an effective way of helping students take more control of their own thought and feeling processes (Barell, 1985).
- Creates engaged learning settings where students:
  - become more responsible for their own learning
  - take charge and become more self-regulated with
  - have teachers that act as more of a guide to learning.
  - can define learning goals and problems that are meaningful to them
  - develop a big picture of how specific activities relate to learning goals
  - develop standards of excellence; and evaluate how well they have achieved their goals.
  - ability to provide alternative routes or strategies for attaining goals
  - develop strategies for correcting errors and redirecting themselves when their plans do not work
  - know their own strengths and weaknesses and how to deal with them productively and constructively
  - able to shape and manage change” (Jones, Valdez, Nowakowski, and Rasmussen, 1995)
# VELS UNIT PLAN

## ENVIRONMENTAL

### Activity | Topic | Learning Activities | Resource | Duration
--- | --- | --- | --- | ---
1. | Introduction | | | 3 min
2. | Sustainable Energy | | | 3 min
3. | Economic Growth and Development | | | 3 min
4. | Environmental Sustainability | | | 3 min
5. | Carbon Calculations: What can we do to reduce emissions? | | | 3 min
6. | Economic V&H Environment | | | 3 min
7. | Government Responsibility: Election promises environment, are economic sustainability and environmental well-being being addressed? | | | 3 min
8. | Resource Management | | | 3 min
9. | Investigating renewable energy | | | 3 min
10. | Effects of habitat destruction | | | 3 min
11. | Introduction | | | 3 min
12. | Sustainable Energy | | | 3 min
13. | Journal Reflections | | | 3 min
14. | Economic Growth and Development | | | 3 min
15. | Environmental Sustainability | | | 3 min
16. | Carbon Calculations: What can we do to reduce emissions? | | | 3 min
17. | Economic V&H Environment | | | 3 min
18. | Government Responsibility: Election promises environment, are economic sustainability and environmental well-being being addressed? | | | 3 min
19. | Resource Management | | | 3 min
20. | Investigating renewable energy | | | 3 min
21. | Effects of habitat destruction | | | 3 min
22. | Introduction | | | 3 min
23. | Sustainable Energy | | | 3 min
24. | Journal Reflections | | | 3 min
25. | Economic Growth and Development | | | 3 min
26. | Environmental Sustainability | | | 3 min
27. | Carbon Calculations: What can we do to reduce emissions? | | | 3 min
28. | Economic V&H Environment | | | 3 min
29. | Government Responsibility: Election promises environment, are economic sustainability and environmental well-being being addressed? | | | 3 min
30. | Resource Management | | | 3 min
31. | Investigating renewable energy | | | 3 min
32. | Effects of habitat destruction | | | 3 min

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### Resource Examples
- **Windows Media File:** “Government attached with EN report” (Video 1.12)
  - Source: ABC, ABC News Online 01/05/07
  - [http://www.abc.net.au/mediacentre/2007/05/07/751735.htm](http://www.abc.net.au/mediacentre/2007/05/07/751735.htm)

- **Windows Media File:** “Conservation story” (Video 1.13)
  - Source: The 7.30 Report, ABC News Online 10/02/07
  - [http://www.abc.net.au/7.30/2007/02/10/751709.htm](http://www.abc.net.au/7.30/2007/02/10/751709.htm)

- **News Article:** “Conservation, aepang pack ‘clean coal’ pipe dreams” (Video 1.14)
  - Source: The Weekly Times, 2007/05/14

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### Summary
- CERES is an inspiring green learning centre on the banks of the Merri Creek,UNITED. This centre focuses on renewable energy, energy conservation, sustainability, and environmental awareness. It offers a range of activities and workshops that educate and informs participants on various environmental issues and practices across the site. Including hands-on activities, programs are designed to engage teachers who end the overall program with the students.
Skillz Inc

To cultivate the personal growth of young people through the sharing of skills, knowledge and experience.

COMMUNITY BENEFITS
- Sharing of dance skills, knowledge and experience
- Brings different cultures together - breaking down barriers
- Developing memory recall and body kineasthetics
- Promotes fitness and health
- Building confidence and self esteem in young people
- Enhancing and developing my own teaching skills
- Creating and evolving my dance styles
- Challenging others to try new things
- Encourage students to work in a team to produce a cohesive dance routine performance
- Provide leadership and mentoring opportunities
- Allowing students to create their own sequences
- Getting involved in the community, sharing and learning skills from other social groups (kung fu)

INCORPORATING IN SCHOOLS
- Getting involved in an extra-curricular activity that I enjoy
- Learning how to catering for different skill levels and learning techniques
- Introducing and incorporating a range of dance styles into a routine
- Allowing students to be involved and choreograph own steps
- Facilitating friendships and bringing different students together
- Developing rapport with students
- Shoving students a different type of learning experience outside of the classroom
- Present routine in an assembly or presentation night
- Allows students to film and make their own dance video DVD

My hip hop-funk workshop:
- involves understanding song structure and learning techniques in incorporating movement to music
- involves learning a fun, choreographed hip hop funk routine
- aims to cultivate personal growth through the sharing of my dance skills, knowledge and experience
- strives to nurture confidence and self esteem
- provides a fun and supportive environment where people care for each and value each others differences
- celebrates achievements of participants through presentation nights and exhibitions

Leadership, Creativity
- Peer Mentoring

Sharing & Involvement at Exhibition

Funk
- HIP HOP FUNK
- Incorporating in ICT
- Use Windows Movie maker to produce an instructional DVD to accompany the hip hop workshop.
- Instructional DVD assists with technique and form, and allows students a chance to learn at own pace
- DVD gives students to responsibility of their own learning
- Students can develop and combine their own ICT skills to make their own DVD.