

Working Towards Goal Achievement - Junior Primary



DEEPENING
LEARNING

Expectation: create learning routines that support students to feel comfortable, confident, focussed and successful. Reinforce importance of challenging learning goals and deep thinking.

Range of examples provided, including snapshots of class discussions and co-constructed resources, assessment activities that require deep thinking and scaffolding to support that depth.

- laws task for Civics and Citizenship
- self-assessment of thinking resource
- checklists for level of complexity and key task requirements
- task options that all require deep thinking (no “easy” option)
- learning agreements



DESTINATION 1: I CAN PRODUCE DIFFERENT SOUNDS

Satisfactory: Show that you know how to make between 5 and 10 different sounds in different ways, and that you can explain what sound is.

Good: Show that you can mix different sounds to make one song, and explain what sound is.

Excellent: Show how you make different sounds, explaining your method (how you do it), and make an enjoyable song (teacher judges it).

Both of these resources were co-constructed with Level 2 and 3 learners, using their ideas and language.

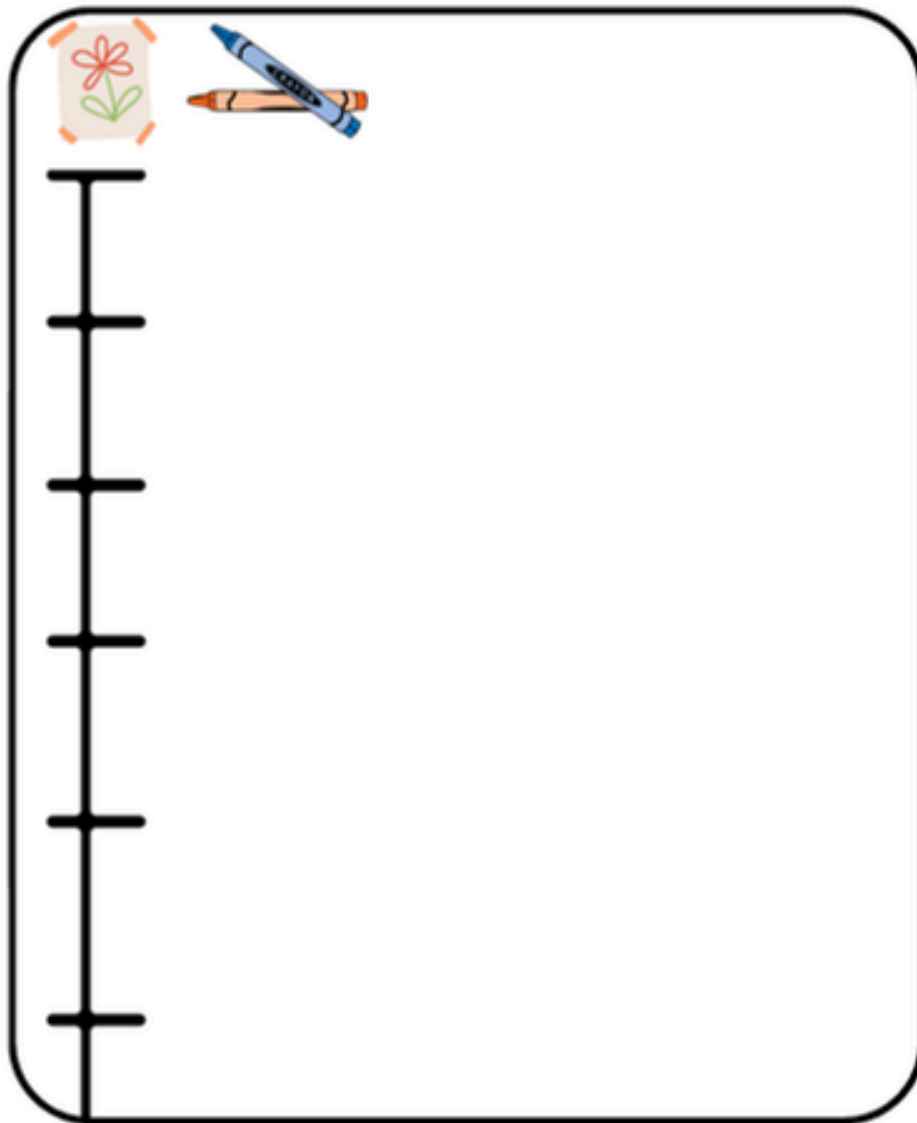
The top resource shows the students' breakdown of a Science achievement standard, with steadily increasing levels of depth. This supports students to consider how to take their learning deeper, set goals and progress accordingly.




Level Up

1	CLOSED (simple facts)	<i>Examples from events: "They're both events."</i>
2	VAGUE	"They're both annual."
3	SPECIFIC DETAIL	"You go to ____ for this event" "You eat these foods at this event" "They both have machinery involved"
4	MORE THAN ONE TOPIC CONNECTED	"The purpose is for fun remembering the people that fought for our country in WW1 and WW2" "The purpose is about things from the country coming to the city people" (Uniting city and country communities)
5	COMPLEX	"It's about (topic) remembrance because, A) B) C) D)"

The bottom resource shows an increasing scale for complexity when providing detail about a topic. While describing and explaining often require lower order thinking, they can become more challenging if the idea in question is considered more deeply, e.g., by connecting multiple topics or engaging with a complex idea.



 Draw what you did OR make a timeline of your activities

I mostly played...

by myself

With the same people

With different people



because...

Identify your level of thinking
I was working to..

4. ANALYSE



5. EVALUATE



6. CREATE



Make connections
between ideas.

Justify an idea or a
perspective.

Create something
original or new
to you.

I can compare
apples and oranges.
CONNECT

I can justify
which fruit is best.
JUSTIFY

I can create something
new using an apple.
CREATE

1. REMEMBER



2. UNDERSTAND



3. APPLY



Remember
information.

Get more ideas or
information
about a topic.

Use what you
know to make
something
different.

I can remember that
apples grow on trees.
KNOW

I can understand how
apple trees grow.
SHOW

I can use the apples to
make an apple pie.
DO

My play connected to these learning areas.....

This resource was used with Level 2, 3 and 4 students during an ongoing, student-driven challenge to discover and articulate the value of play in a learning environment. Students were challenged to “play” with a learning prompt and reflect on their decisions over a set period of time, learning how to recognise and describe the level of thinking present in their chosen activities.

Checklists and guides support students to develop confidence with different aspects of learning and check their progress against their goals. Both these resources were co-created with learners at a 2 and 3 level.

EVENT POSTER CHECKLIST

- Name of your event**
- Rules for the event**
(e.g. at Ramadan, you can't eat during the day, at Christmas, you have to wait until Christmas Eve or Christmas Day to open presents, depending on where you're celebrating it)
- Logistics**
 - when
 - where
 - how often
 - how long (duration)
- Lore (backstory of your event)**
 - What is your event **about**?
 - What do we **do** at/for this event?
 - What do we **eat** and **why**?
 - How will you make this event welcoming for **different** people?
- Visually appealing:** text is easy to read, pictures are relevant and bright

Lacking information can often be a roadblock to deeper thinking. Supporting students to develop independent research skills from an early age strengthens their ability to answer their own questions.

How to Research

 **I can...** find and record information from different sources.

Step 1: Choose a topic.

What topic are you curious about?



Step 2: Write your questions

What questions do you want to ask?



Write them in your orange book.

Step 3: Go to Google

You can access Google through Safari or Chrome.



Step 4: Search the questions

Type your questions into the search bar, one at a time.



Step 5: Take a Screenshot

When you find the information you want, **take a screenshot** of the page.

Include the **question**, the **information** and the **source**.



Once you have **saved** your research (by taking screenshots), **record it in your own words**.

A key part of complex task development is to ensure that deep thinking is embedded within the task criteria. This event creation task requires students to engage with concepts of audience, diversity and ritual, and justify their choices, rather than limiting the task to identifying "who, what, when, where and why".

When students choose Deep Thinker, they are considering the topic or issue critically and making connections. We chose to introduce Deep Thinker by supporting students to make connections between the topic and the school values. This also develops our Ethical Understanding capability.

When students choose Problem Solver, they are engaging in active problem solving, which requires both critical and creative thinking. In English, considering how characters could solve problems also teaches students how to think through solving their own problems. This develops our Personal and Social capability.

When students choose Creator, they are working at the most challenging level of cognitive processing, according to Bloom's Revised Taxonomy. Supporting students to be creative helps them develop their capacity for original thought, their independence and their sense of self-efficacy. The act of creating also utilises many literacy skills.



Deep Thinker

How has the author explored a value?
Show your connections.



Problem Solver

How could a character solve a problem?
Show your solutions.



Creator

How can I be creative with the text?
Show your thinking and making.

These routines also helped students become familiar with the language of cognitive complexity. Making connections is an act of analysis. Posing solutions can require applying and justifying ideas and evaluating possibilities. Thinking and making can engage students in creating, which, when appropriately supported, can be the most complex level of thought (see Bloom's Taxonomy as an example of the hierarchy of cognitive verbs).

These resources show a literacy learning routine developed to support Reception learners to practice their critical and creative thinking skills with a variety of prompts. By establishing a routine of three main choices, students become familiar with thinking about a provided text, question or topic from three different pathways. Each pathway was purposefully created to require critical thinking, ensuring that, regardless of the option chosen, students are challenged beyond a surface level.

This routine became so successful that it was adapted for students at higher levels as well, with the increased complexity of setting goals about their level of thought.

Show us your plearning (your joyful understanding and thinking) about...

People + place = similar and different connections

DEEP THINKER: WHAT MAKES A PLACE SPECIAL TO SOMEONE?

PROBLEM SOLVER: HOW CAN I SHOW DIFFERENT PERSPECTIVES ABOUT PLACE?

CREATOR: HOW COULD I MAKE AN IMAGINARY SPACE INTO A SPECIAL PLACE?

How will you show your learning?

What level of thinking will you aim for? Explaining Applying Analysing Evaluating

PHASE 3: COMMUNITY RULES

Goal: submit one rule and one law to help make our community a better place.



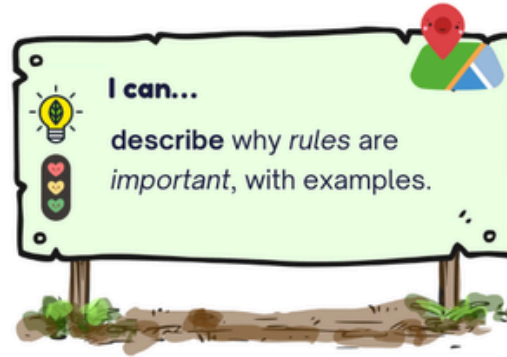
Complete the **Rules for Our Community** entry form to submit your rules and laws.

We will **vote on all laws** as a community, once the entries have been submitted.



Why is your rule/law important?

What would happen in our community if we did not have this rule/law?



Task from an ongoing integrated Community project (Level 3 learners). While the Australian Curriculum Achievement Standard only requires students to “describe the importance of rules”, this task supports students to go further, requiring:

- law proposal and justification
- evaluation of laws proposed by others
- consideration of the impact of laws on multiple groups of people across the community
- judgement and decision making

Chunking the task into three separate sections, and completing these tasks over several lessons, supports learners to engage with the topic at a deeper level, as they have time to process and think about the impacts of laws through an ongoing structure.

OUR COMMUNITY CHARTER

if voted in,
these **laws** will apply to **everyone** in our community, **in every place** in our community, **at every time.**



VOTING

The person submitting the law will need to **justify** why it is a good law. Then there will be a chance for someone to **argue against it.**

Listen carefully to **both perspectives** before you make your vote.

Make your vote **silently** by raising your card.



FOR



AGAINST



PROPOSED LAW	
Proposed by:	
Reasons for/against	
Any amendments?	
Vote Results	

Scenario learning can support deeper thinking by providing a chance for students to imagine themselves as the “first” problem solvers. In this task, students have to consider the laws for a brand new community, as opposed to thinking about the community they are already familiar with.

Development of a clear “justification → evaluation → amendment → vote” process, with participation rules, scaffolds the successful sharing of ideas in a respectful way.

Collaborative learning supports students to go deeper than their own initial individual idea.




PROPOSED LAW

Everyone **must not** drink too much alcohol.

Example of quality of student engagement and complexity of the consequences considered from multiple perspectives.

Everyone **must not** drink alcohol.



Reasons for/against

Familiar icons support students to consider the task from different angles: details, changes and perspectives (Depth and Complexity Framework)

"Not too much - otherwise they'll get drunk and then they could go drink driving and cause accidents" - [redacted]

"Now I think I agree with [redacted] You could have a tiny bit of alcohol. If it's their favourite drink in the world they should be able to drink a little bit." - [redacted]


"You could drink some beer, and then leave it for like an hour, and then have some more. It will get digested, and in that hour you'll go to the toilet, and that alcohol will go down the drain." - [redacted]

"We should not drink it because alcohol is kind of like a weapon. When you get drunk you could crash into other people and hurt other people. You might actually use a weapon on people" - [redacted]

"What happens if you drink a lot and then you hop in your car and start driving recklessly?" - [redacted]

"You could lose control and hurt people" - [redacted]

"Everyone likes drinking" - [redacted]



Any amendments?

"People could drink some in one day" - [redacted]
"If you drink at an alcohol party, you have to take a taxi home." - [redacted]
"No drink driving" - [redacted]

NEW LAW "Everyone must not drink so much alcohol that they get drunk."



Vote Results

17

2