



Standard THREE

Title

Design and implement intellectually challenging learning experiences

Scope

Teachers plan, implement and review intellectually challenging learning experiences that actively promote student inquiry, creativity and higher-order thinking and engage students in using their learning in new or unfamiliar contexts.

Practice

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to:

- provide opportunities and scaffolding to assist students to recognise and work towards their individual learning goals and progressively take appropriate responsibility for their own learning
- engage students in the investigation of intellectually challenging and worthwhile topics, problems and issues that provide opportunities for examining significant ideas and concepts, discussing alternative viewpoints, formulating new knowledge and ideas, justifying opinions and presenting views to different audiences using varied forms of communication
- create learning environments in which diverse ideas and opinions are valued and students are encouraged to express ideas, ask questions and exchange points of view
- create learning experiences in which individual and groups of students actively use ICT to access, organise, research, interpret, analyse, create, communicate and represent knowledge
- engage students in learning activities that involve higher-order thinking skills, imagination, creativity, intellectual risk taking and problem solving
- promote models of inquiry that involve students in identifying problems, collecting and exchanging information, manipulating data and objects, testing ideas and opinions, forming and justifying conclusions, making predictions, interpreting data, refining ideas and solving problems
- provide support and direction to students appropriate to their confidence and familiarity with ideas, concepts and problems being investigated
- encourage students to critically reflect on and discuss what and how they learn and apply these understandings to future learnings, new topics, problems and issues.

Knowledge

Teachers know and understand:

- the central concepts, modes of inquiry and structures of the discipline areas they teach
- the nature of knowledge and how knowledge is created, applied and redeveloped
- techniques, such as scaffolding, for supporting students in encountering new or challenging content or tasks
- teaching strategies, such as inquiry learning, that promote active construction of personal knowledge
- teaching and learning strategies for promoting higher-order thinking skills, imagination, creativity, intellectual risk taking, critical analysis, reflection and problem solving
- relevant school, authority and employers' curriculum frameworks and documents relevant to the content area and the learning phase of students
- teaching and learning strategies that incorporate the purposeful use of ICT by teacher and student to promote deeper and more focused engagement with the content
- techniques for providing support and direction to students engaged in individual and small group inquiry
- processes for analysing and clarifying values.

Values

Teachers are committed to:

- assisting students to identify their individual learning goals, perform at their highest levels and achieve success
- promoting and modelling creativity, imagination and intellectual risk taking
- facilitating student-centred learning and developing students' critical thinking, independent problem-solving and performance capabilities
- adopting new digital technologies to achieve teaching practices more appropriate to 21st century learning.