

## Eimeo Road State School Four Elements of Learning Design - Deep Learning Framework

### ERSS Pedagogical Practices

At Eimeo Road State School, we are on a journey of discovery with our curriculum. Although we teach and meet the requirements of the Australian Curriculum and it's eight learning areas, we have been reflecting on our **values** around learning this year.

Eimeo Road State School Teachers have the freedom to delve into learning that allows students to be **good at learning** and **good at life**. We grow learning assets in our students so they can **think, self-manage, collaborate, communicate, research and contribute** from Prep right up to Year Six. We cultivate students who can use their learning to make a positive difference to their life, the lives of others and the planet. We grow students who are aware of their particular interests, skills and perspectives so they can draw on these to contribute to their immediate, local and global communities. We grow students who think about how their learning can be useful in the world and the ethics of the decision they are making. We nurture this through our **inquiry approach** to learning.

Using the research of Kath Murdoch (2015) and Michael Fullan et al (2020) on Inquiry as a pedagogy, each term "**cycles of inquiry**" are created with students through the ERSS Deep Learning Framework. The ERSS Deep Learning Framework focuses on integrating **High Impact Teaching Strategies, Learning Partnerships, Leveraging Digital** and **Flexible Learning environments** using collaborative guided inquiries.

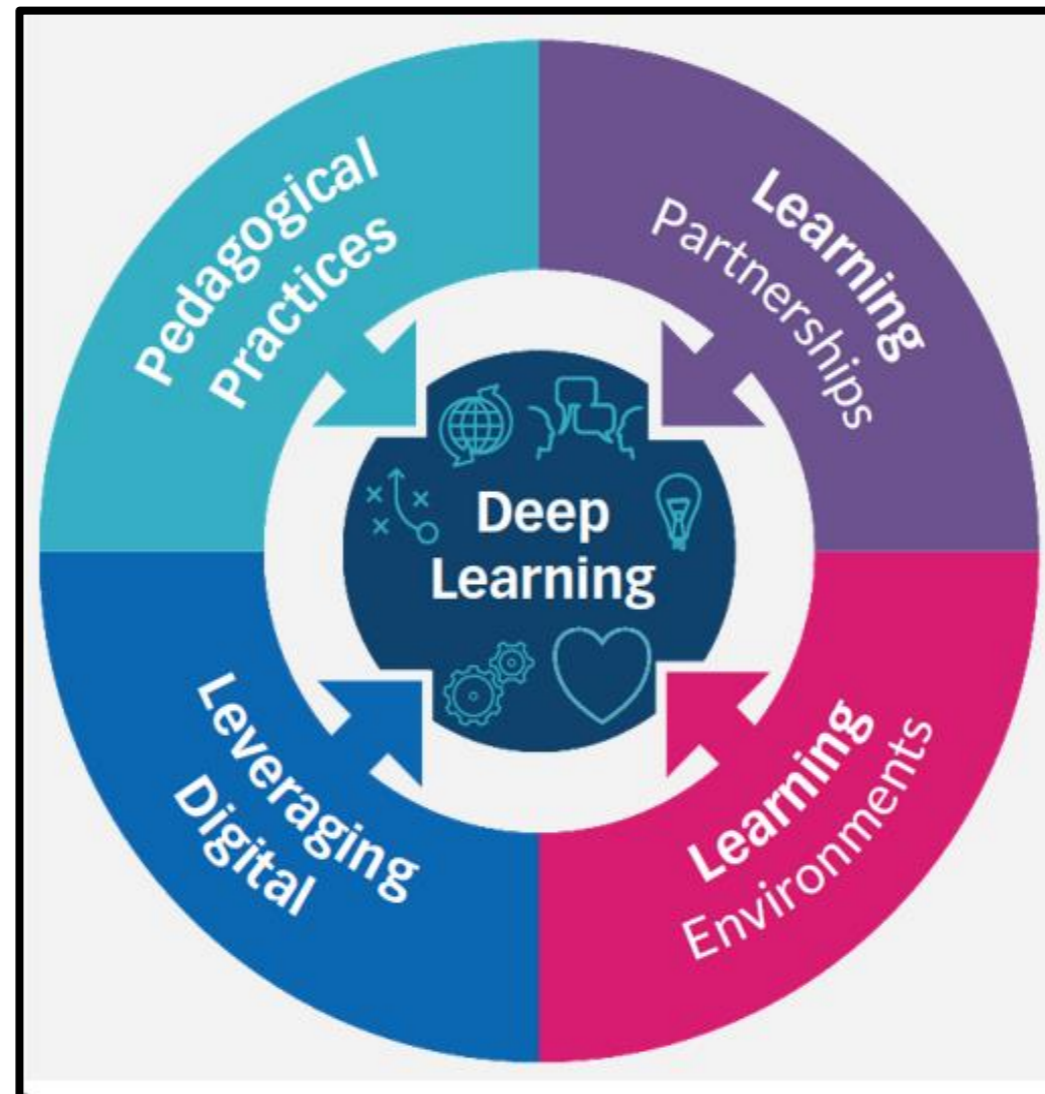
See ERSS Deep Learning Responsive Planning Placemat  
[2022 ERSS DEEP LEARNING PLACEMAT FOR PLANNING.docx](#)

### ERSS Leveraging Digital

As we move from asking our students to be consumers of knowledge to asking them to create and apply their solutions to real-world problems, the digital world gives us a mechanism to connect and collaborate locally and on a global scale. This myriad of options generates crucial decision points for ERSS teachers regarding the **thoughtful** use of digital, including media and digital citizenship, as an integral part of the learning. In the learning design, ERSS teachers need to select the **most appropriate digital choices** from a vast array of options and ensure that students have the skills to not simply use these options, but to be discriminating in how they employ these options in **building knowledge, collaborating or producing knowledge, and sharing new learning**, guided by the ICT Capability Learning Continuum and Australian Curriculum Technology Curriculum

#### DEFINING THE SIX GLOBAL COMPETENCIES FOR DEEP LEARNING

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|---|--|
| <p><b>Character</b></p> <ul style="list-style-type: none"> <li>• Proactive stance toward life and learning to learn</li> <li>• Grit, tenacity, perseverance and resilience</li> <li>• Empathy, compassion and integrity in action</li> </ul>  | <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communication designed for audience and impact</li> <li>• Message advocates a purpose and makes an impact</li> <li>• Reflection to further develop and improve communication</li> <li>• Voice and identity expressed to advance humanity</li> </ul> |
| <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• A global perspective</li> <li>• Commitment to human equity and well-being through empathy and compassion for diverse values and world views</li> <li>• Genuine interest in human and environmental sustainability</li> <li>• Solving ambiguous and complex problems in the real world to benefit citizens</li> </ul> | <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Economic and social entrepreneurialism</li> <li>• Asking the right inquiry questions</li> <li>• Pursuing and expressing novel ideas and solutions</li> <li>• Leadership to turn ideas into action</li> </ul>   |
| <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Working interdependently as a team</li> <li>• Interpersonal and team-related skills</li> <li>• Social, emotional, and intercultural skills</li> <li>• Managing team dynamics and challenges</li> </ul>   | <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Evaluating information and arguments</li> <li>• Making connections and identifying patterns</li> <li>• Meaningful knowledge construction</li> <li>• Experimenting, reflecting and taking action on ideas in the real world</li> </ul>           |



*Good at Learning*  
*Good at life*



### ERSS Learning Partnerships

ERSS teachers encourage learning relationships that shift voice, control, and interactions as **students and teachers** become **co-designers** and **co-learners connecting with parents, experts, and community**. The focus on new relationships accelerates the learning and gives new roles for students, families, and educators.

### ERSS Learning Environments

If we want cultures of learning that cultivate energy, creativity, curiosity, imagination, and innovation, then we need to create learning spaces where students **feel safe in taking risks**. This begins when ERSS teachers intentionally create norms of belonging in which every voice matters, model empathy, deeply listen to student needs and interests, and structure tasks so that students feel competent as learners.

At ERSS, we want our students to be curious, connected collaborators, therefore we **provide physical and virtual multidimensional spaces** that offer flexibility for **collaboration; quiet places for reflection and cognition; active areas for investigation, inquiry, communication; and rich resources** that are **transparently accessible**.