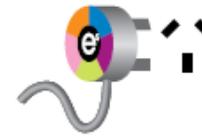


e5



This document represents a starting point for thinking about how the suggested tasks at the Melbourne Zoo fit with the e⁵ teaching model.

Teachers are invited to use the e⁵ teaching model as a guide to introducing relevant, meaningful activities which allow students to get the most out of their unit of work related to Indonesian at the Melbourne Zoo.



Domain: engage	
<p>Capabilities:</p> <ul style="list-style-type: none">• Develops shared norms• Determines readiness for learning• Establishes learning goals• Develops metacognitive capacity.	
<p>The teacher fosters positive relations with and between students and develops shared expectations for learning and interacting. They stimulate interest and curiosity, promote questioning and connect learning to real world experiences. The teacher structures tasks, elicits students' prior knowledge and supports them to make connections to past learning experiences. They present a purpose for learning, determining challenging learning goals and making assessment and performance requirements clear. The teacher assists students to consider and identify processes that will support the achievement of the learning goals.</p>	<p>The zoo activities enable the teacher to explicitly connect with real world experiences – both at the zoo and in the wider context.</p> <p>The activities are designed to be purposeful. The task grid allows teachers to make all assessment criteria clear to students.</p> <p>The task grid provides specific suggestions for processes that will support the achievement of learning goals.</p>



Domain: explore	
Capabilities: <ul style="list-style-type: none"> • Prompts inquiry • Structures inquiry • Maintains session momentum. 	
<p>The teacher presents challenging tasks to support students to generate and investigate questions, gather relevant information and develop ideas. They provide tools and procedures for students to organise information and ideas. The teacher identifies students' conceptions and challenges misconceptions. They assist students to expand their perspectives and reflect on their learning. The teacher is mindful of the learning requirements of the task, attentive to student responses and intervenes accordingly.</p>	<p>The activities are designed to be challenging but achievable. They are readily adaptable to a variety of levels of achievement and understanding. They specifically provide a framework of tools and procedures.</p>



Domain: explain	
Capabilities: <ul style="list-style-type: none"> • Presents new content • Develops language and literacy • Strengthens connections. 	
<p>The teacher provides opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means. They explicitly teach relevant knowledge, concepts and skills. This content is represented in multiple ways. The teacher provides strategies to enable students to connect and organise new and existing knowledge. They assist students to represent their ideas, using language and images to engage them in reading, writing, speaking, listening and viewing. The teacher explicitly teaches the language of the discipline. They progressively assess students' understanding and structure opportunities for students to practise new skills.</p>	<p>The task grid allows students to demonstrate their understanding in a variety of verbal and non-verbal ways, in line with both Bloom's Taxonomy and Gardner's Multiple Intelligences. It enables teachers to explicitly assist students in making connections. The required Indonesian language skills can be developed and explicitly taught at a level appropriate for each student. The range of activities allows for teacher monitoring and progressive assessment. Teachers should encourage students to extend their Indonesian language use through the activities.</p>



Domain: elaborate	
Capabilities: <ul style="list-style-type: none"> • Facilitates substantive conversation • Cultivates higher order thinking • Monitors progress. 	
<p>The teacher engages students in dialogue, continuously extending and refining students' understanding. They support students to identify and define relationships between concepts and to generate principles or rules. The teacher selects contexts from familiar to unfamiliar, which progressively build the students' ability to transfer and generalise their learning. The teacher supports students to create and test hypotheses and to make and justify decisions. They monitor student understanding, providing explicit feedback, and adjusting instruction accordingly.</p>	<p>As students work through the task grid, the teacher should be assisting them to see the relationships between, for example, conservation, farming, development and environment. The familiar context of the zoo animals provides a springboard. The activities also promote metacognition – students should be encouraged to think how language, arts, communication technologies and ICT can be best used to put forward ideas.</p>



Domain: evaluate	
Capabilities: <ul style="list-style-type: none"> • Assesses performance against standards • Facilitates student self assessment. 	
<p>The teacher supports students to continuously refine and improve their work using assessment criteria in preparation for a performance of understanding. They integrate evidence from each phase, formally recording students' progress against learning goals. The teacher provides feedback and assists students to evaluate their progress and achievements. They support students to reflect on their learning processes and the impact of effort on achievement. The teacher guides students to identify future learning goals.</p>	<p>Suggested assessment criteria are provided for most activities. This assessment should be continuous as students move through the task grid, providing opportunities for students to develop a greater understanding of the issues. The range of activities invites a range of assessment procedures, and is particularly suited to the idea of "assessment <i>for</i> learning".</p>