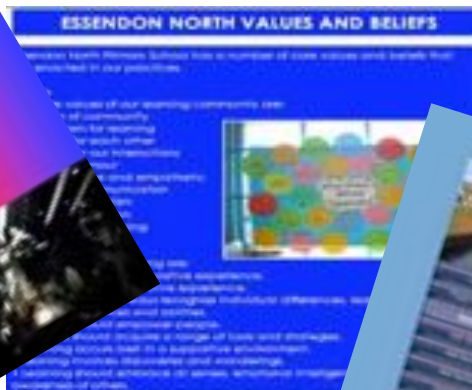




# Bottom up meets Top Down: ePortfolios in Victoria, Australia

*generatED*



- \* Personal
- \* Lifelong learning processes
- \* Individual voice
- \* Local language
- \* Local software

# All About Me

## Dean C

- Dean C
- Grade Seven 2001
- Collecting Mp3Z , surfing the net & listening to music
- Fav Bands Limpbizkit & Silverchair
- Fav Songs My Generation,open fire & rollin'
- Fav Sports Basketball,T-Ball & Cricket
- Proudest moment Best man at my brothers Wedding
- Worst moment Loosing 1st Basketball grand Final

[GO BACK TO CONTENTS](#)

## ESSENDON NORTH VALUES AND BELIEFS

Essendon North Primary School has a number of core values and beliefs that are enacted in our practices.

### Values

The core values of our learning community are:

- A sense of community
- Enthusiasm for learning
- Respect for each other
- Integrity for our interactions
- Sense of humour
- Being sensitive and empathetic
- Effective communication
- Our professionalism
- Positive self esteem
- Beliefs about learning



### Beliefs

Our beliefs about learning are:

- Learning should be a positive experience.
- Learning is a collaborative experience.
- Learning should always recognise individual differences, learning styles, natural intelligences and abilities.
- Learning should empower people.
- Learners should acquire a range of tools and strategies.
- Learning occurs best in a supportive environment.
- Learning involves discoveries and wonderings.
- Learning should embrace all senses, emotional intelligence and ethical awareness of others.




# Mapping from the bottom up



EdCube - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address D:\My Digital Portfolio.html




However it could have been more specific and detailed. Eg in identifying 'good' food he could have been more specific saying healthy food and suggested which foods he might bring to school to snack on. Over the course of the term student A was observed implementing some of these strategies into his daily routine. In particular drinking water. Student B always has his water bottle with him to ensure he is hydrated in class. His presentation could be improved and this is one of his learning goals for term 2, focusing on neat writing and presentation of all times. Overall the sample demonstrates how Student B has been able to take his basic knowledge of switch ons, extend it and put it into practice by developing and implementing an action plan successfully.

The short movie below shows the self reflection carried out by Student B and his ability to think and reflect on his plan. This was a key part of this activity as student reflection allows them to be critical of their plans and make improvements. Overall his plan was partially effective, carrying out on a regular basis two of the four ideas in his action plan.

Done My Computer

Click on the 'Word icon' left to view the 3/4 Learning to Learn Unit.

# LEARNING TO LEARN UNIT ANALYSIS



The factors I consider when learning activities of work

- Student's prior knowledge during the previous learn unit.
- Activities that can develop a cohesive co-operative class.
- Developing activities that are hands on where students are actively engaged.
- Utilizing the wide range of resources available at the school.
- Catering for the diverse needs of students with my class and their varying learning styles.

The learning environment and organisation:

- Tables set up to enable co-operative group work and collaboration.
- Computers are integrated in the classroom, to support co-operative learning.
- Students work is displayed and celebrated around the classroom.
- Our classroom code of co-operation is displayed and referred to regularly.
- Small couches and large areas of floor space are used for students to work in a comfortable and co-operative environment.
- Booking the TLC (Technology and Learning Centre) to utilize the technological resources and large space for involved and interactive learning experiences.

Click on the icon above to view some student reflections on the Learning to

Done My Computer

start Evans Conquest... 2 Internet Exp... aTrust PestPat... Microsoft Power... Room 2 EC reflection2

\* Collective culture \* Language and frameworks of Accountability  
 \* Measurable learning outcomes \* Technical Standards



# Teacher Standards (VIT)

STANDARDS OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION	STANDARDS								
	PROFESSIONAL KNOWLEDGE			PROFESSIONAL PRACTICES			PROFESSIONAL ENGAGEMENT		
	1	2	3	4	5	6	7	8	
<p>Teachers provide an essential role in the learning and well-being of the nation's youth and contribute significantly to the development of the nation's future. The standards of professional practice for full registration are designed to ensure that all teachers are equipped with the knowledge, skills and attitudes necessary to provide high quality education for all students.</p> <p>The standards are based on the national curriculum and the national curriculum framework for school education. They are designed to ensure that all teachers are equipped with the knowledge, skills and attitudes necessary to provide high quality education for all students.</p> <p>The standards are based on the national curriculum and the national curriculum framework for school education. They are designed to ensure that all teachers are equipped with the knowledge, skills and attitudes necessary to provide high quality education for all students.</p>	<p>1. Teachers have a deep understanding of the content they teach.</p> <p>2. Teachers use a range of teaching methods and resources to meet the needs of all learners.</p> <p>3. Teachers are able to assess and evaluate the learning of their students.</p>	<p>4. Teachers plan and deliver lessons that are well-structured and engaging.</p> <p>5. Teachers use a range of teaching methods and resources to meet the needs of all learners.</p> <p>6. Teachers are able to assess and evaluate the learning of their students.</p>	<p>7. Teachers engage in professional development activities to improve their practice.</p> <p>8. Teachers collaborate with colleagues to share best practice and support each other's learning.</p>	<p>9. Teachers engage in professional development activities to improve their practice.</p> <p>10. Teachers collaborate with colleagues to share best practice and support each other's learning.</p>	<p>11. Teachers engage in professional development activities to improve their practice.</p> <p>12. Teachers collaborate with colleagues to share best practice and support each other's learning.</p>	<p>13. Teachers engage in professional development activities to improve their practice.</p> <p>14. Teachers collaborate with colleagues to share best practice and support each other's learning.</p>	<p>15. Teachers engage in professional development activities to improve their practice.</p> <p>16. Teachers collaborate with colleagues to share best practice and support each other's learning.</p>	<p>17. Teachers engage in professional development activities to improve their practice.</p> <p>18. Teachers collaborate with colleagues to share best practice and support each other's learning.</p>	
	CHARACTERISTICS OF EFFECTIVE TEACHING								
	<p>Teachers who are effective in their practice are those who are able to engage all learners in their learning and to ensure that all learners achieve the learning outcomes of the national curriculum. They are able to do this by using a range of teaching methods and resources to meet the needs of all learners and by using a range of assessment methods to monitor and evaluate the learning of their students.</p>								

# Student standards (VCAA)

Strand	Domain	Dimension
<a href="#">Physical, Personal and Social Learning</a>	<a href="#">Health and Physical Education</a>	Movement and physical activity Health knowledge and promotion
	<a href="#">Interpersonal Development</a>	Building social relationships Working in teams
	<a href="#">Personal Learning</a>	The individual learner Managing personal learning
	<a href="#">Civics and Citizenship</a>	Civics knowledge and understanding Community engagement
<a href="#">Discipline-based Learning</a>	<a href="#">The Arts</a>	Creating and making Exploring and responding
	<a href="#">English</a>	Reading Writing Speaking and listening
	<a href="#">The Humanities</a>	
	<a href="#">The Humanities – Economics</a>	Economics knowledge and understanding Economics reasoning and interpretation
	<a href="#">The Humanities – Geography</a>	Geographical knowledge and understanding Geospatial skills
	<a href="#">The Humanities – History</a>	Historical knowledge and understanding Historical reasoning and interpretation
	<a href="#">Languages Other Than English (LOTE)</a>	Communicating in a language other than English Intercultural knowledge and language awareness
	<a href="#">Mathematics</a>	Number

## ePortfolio advice from the top

- *Teachers and students work collaboratively to ensure that appropriate choices of materials are made that provide evidence of a student's performance in terms of purpose and audience...*
- *Portfolios are most effective when they are embedded into a triangulated interview where they provide a discussion point for teachers, parents and students.*
- *Students should be given the opportunity to present or speak to their portfolios, outlining the learning they achieved and the strategies which helped them achieve their goals. (VCAA.)*

- Collective culture
- \* Language and frameworks of Accountability
- \* Measurable learning outcomes
- \* Technical Standards

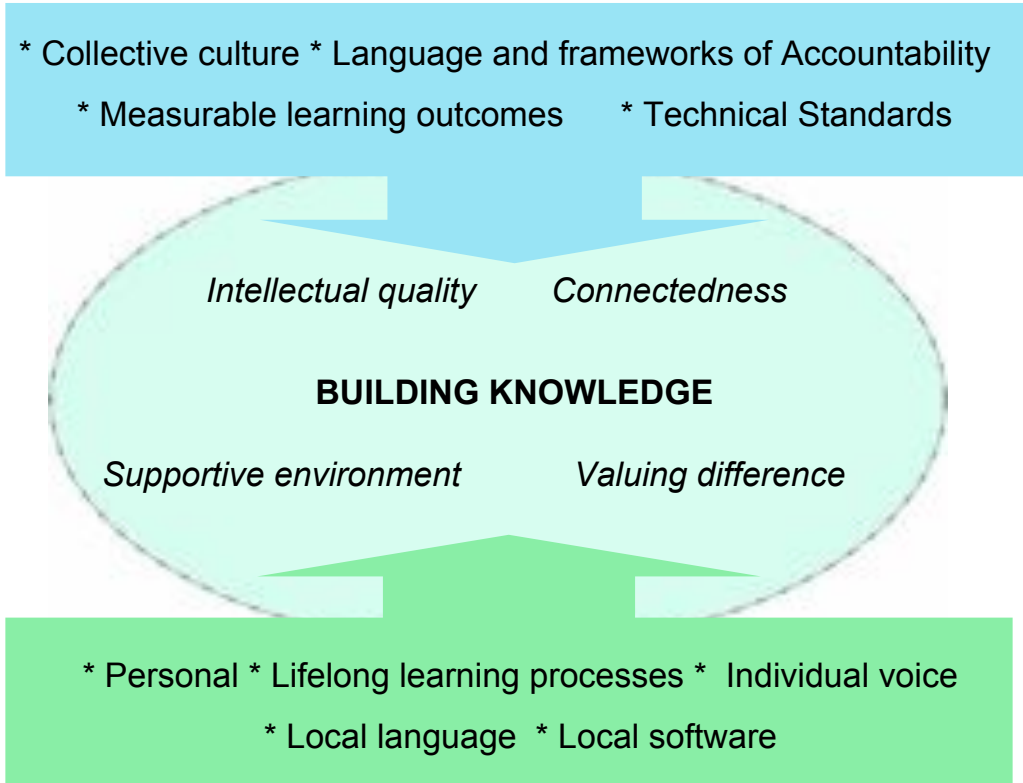


- Personal
- \* Individual voice
- \* Lifelong learning processes
- \* Local language
- \* Local software

## Productive Assessment

- *Intellectual quality*
- *Connectedness*
- *Supportive environment*
- *Valuing difference*

## Knowledge Building



Elizabeth Hartnell-Young  
 Learning Sciences Research Institute  
 The University of Nottingham,  
[elizabeth.hartnell-young@nottingham.ac.uk](mailto:elizabeth.hartnell-young@nottingham.ac.uk)

Janette Ellis  
*generatED*  
 Melbourne, Australia  
[ellisjm@alphalink.com.au](mailto:ellisjm@alphalink.com.au)



**ePortfolio Australia**

The authors invite you to attend the second  
ePortfolio Australia™ conference

March 26 & 27 2007  
Melbourne Australia

