WADE INSTITUTE

Mapping of Wade Institute's UpSchool 3-Day Professional Development Program for Educators to the Victorian Curriculum – F-10 Skills and Capabilities

Mapping of Wade Institute's UpSchool 3-Day Professional Development Program for Educators to the Victorian Curriculum – F-10 Skills and Capabilities

Victorian Curriculum Foundation – Level 2 (Prep – Year 2)	UpSchool Curriculum	UpSchool Learning Outcomes
Questions and Possibilities • Identify, describe and use different kinds of question stems to gather information and ideas. • Consider personal reactions to situations or problems and how these reactions may influence thinking. • Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities **Reasoning** • Examine words that show reasons and words that show conclusions. • Compare and contrast information and ideas in own and others reasoning. • Consider how reasons and examples are used to support a point of view and illustrate meaning. **Meta-Cognition** • Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self. • Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics • Investigate ways to problem-solve, using egocentric and experiential language.	Educators are enabled through professional development to scaffold students to: • Identify, describe, and use different kinds of question stems to gather information and ideas. • Consider personal reactions to situations or problems and how these reactions may influence thinking. • Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities • Compare and contrast information and ideas in own and others reasoning. • Consider how reasons and examples are used to support a point of view and illustrate meaning. • Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self. • Explore some learning strategies, including planning, repetition, rewording and memorization. • Investigate ways to problem-solve, using egocentric and experiential language.	• Educators learn how to adapt the *UpSchool* curriculum for each achievement level • Educators learn how to scaffold students to use different kinds of questions when engaging with ideas/solutions/customers/team member • Educators learn how to support students to consider how their understanding of the problem impacts possible solutions • Educators learn how to support students to engage in diverse problem-solving techniques to generate possible solutions • Educators learn how to support students to compare feedback from customer validation processes • Educators learn how to explore and describe the problem, their own experience of it, the customer's experience of the problem and the various solutions • Through explorative learning *UpSchool* supports educators to engage with various learning strategies, both as individual learners and as educators • Educators are supported to engage in multiple problem solving techniques

W: https://victoriancurriculum.vcaa.vic.edu.au/

Victorian Curriculum Levels 3 and 4 (Years 3 & 4)	UpSchool Curriculum	UpSchool Learning Outcomes
Questions and Possibilities • Construct and use open and closed questions for different purposes • Explore reactions to a given situation or problem and consider the effect of pre-established preferences • Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas **Reasoning** • Examine and use the structure of a basic argument, with an aim, reasons, and conclusion to present a point of view • Distinguish between main and peripheral ideas in own and others information and points of view • Investigate why and when the consequences of a point of view should be considered • Identify and use 'If, then…' and 'what if…' reasoning • Explore distinctions when organising and sorting information and ideas from a range of sources **Meta-Cognition** • Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies • Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal • Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses.	Educators are enabled through the professional development to scaffold students to: • Construct and use open and closed questions for different purposes • Explore reactions to a given situation or problem and consider the effect of pre-established preferences • Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas • Distinguish between main and peripheral ideas in own and others information and points of view • Investigate why and when the consequences of a point of view should be considered • Identify and use 'If, then…' and 'what if…' reasoning • Explore distinctions when organising and sorting information and ideas from a range of sources • Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies • Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal • Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses	• Educators learn how to adapt the UpSchool curriculum for each achievement level. • Educators learn to support students to construct both open and closed questions and to understand their differing purposes within the context of an entrepreneurial education program. • Educators learn how to support students to engage in customer validation and exploration • Educators learn how to scaffold students in exploratory and investigative thinking techniques. • Educators learn how to scaffold students to sort fact from conjecture to allow them to generate novel ideas. • Educators learn how to support students to engage in the design thinking processes, which organize ideas. • Through explorative learning UpSchool supported educators to explore various learning strategies, both as individual learners and as educators, including incubation and reflection. • Educators are supported to engage in multiple problem-solving techniques

Victorian Curriculum Levels 5 and 6 (Years 5 & 6)	UpSchool Curriculum	UpSchool Learning Outcomes
Questions and Possibilities • Examine how different kinds of questions can be used to identify and clarify information, ideas, and possibilities • Experiment with alternative ideas and actions by setting preconceptions to one side • Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities **Reasoning** • Investigate common reasoning errors including contradiction and inconsistency, and the influence of context • Consider the importance of giving reasons and evidence and how the strength of these can be evaluated • Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated • Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty • Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas **Meta-Cognition** • Investigate thinking processes using visual models and language strategies • Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations • Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals	Educators are enabled through the professional development to scaffold students to: • Examine how different kinds of questions can be used to identify and clarify information, ideas, and possibilities • Experiment with alternative ideas and actions by setting preconceptions to one side • Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities • Consider the importance of giving reasons and evidence and how the strength of these can be evaluated • Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated • Investigate thinking processes using visual models and language strategies • Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals	• Educators learn how to adapt the *UpSchool* curriculum for each achievement level • Educators learn how to support students to engage in various questioning techniques and evaluate these • Educators learn the importance of preconceptions in the entrepreneurial process and how to support students to set these aside and get to the root cause of the problem • Educators learn how to support students to give reason and validation for decisions made in the entrepreneurial process • Both in the ideation phase and the pitching phase of the UpSchool program educators learn various techniques to express their point of view, use analogies, storytelling, presentation and pitch techniques • Using the lean-startup-model and entrepreneurial thinking techniques educators engage in the disaggregation of problems into smaller elements and ideas, then allowing them to identify gaps, test ideas and form proposals • Through explorative learning *UpSchool* supports educators to explore various learning strategies, both as individual learners and as educators, including visual models and language strategies • Educators are supported to engage in multiple problem-solving techniques

Victorian Curriculum Levels 7 and 8 (Years 7 & 8)	UpSchool Curriculum	UpSchool Learning Outcomes
Questions and Possibilities • Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements • Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives • Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts **Reasoning** • Examine common reasoning errors including circular arguments and cause and effect fallacies • Investigate the difference between a description, an explanation and a correlation and scepticism about cause and effect • Investigate when counter examples might be used in expressing a point of view • Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions • Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas **Meta-Cognition** • Consider a range of strategies to represent ideas and explain and justify thinking processes to others • Examine a range of learning strategies and how to select strategies that best meet the requirements of a task • Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals	Educators are enabled through the professional development to scaffold students to: • Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements • Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives • Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts • Investigate when counter examples might be used in expressing a point of view • Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas • Consider a range of strategies to represent ideas and explain and justify thinking processes to others • Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals	• Educators learn how to adapt the *UpSchool* curriculum for each achievement level • Educators learn how to use questioning structures and how to scaffold students to engage with various questioning techniques • In the entrepreneurial process educators are encouraged and provided with various activities to support their students in suspending judgements and considering how preconceptions may limit ideas and alternatives • Educators learn how to scaffold students to synthesise information from various sources, including customers, market trends, analysis, business models etc to draw parallels between known and new solutions and ideas. • Educators are supported in the questioning and customer validation process to select questions that are appropriate in challenging arguments and ideas • In the pitching process educators learn how to use a range of strategies to represent ideas, to explain and justify thinking processes to others, and are supported with the tools and techniques for their students to do so on their return to the classroom • Educators are supported to engage in multiple problem-solving techniques and learning activities enabling them to use these in the classroom and select strategies for students that best meet the requirements of a task

Victorian Curriculum Levels 9 and 10 (Years 9 & 10)	UpSchool Curriculum	UpSchool Learning Outcomes
Questions and Possibilities • Investigate the characteristics of effective questions in different contexts to examine information and test possibilities • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions • Challenge previously held assumptions and create new links, proposals, and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions **Reasoning** • Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question • Examine how to identify and analyse suppressed premises and assumptions • Investigate the nature and use of counter examples structured as arguments • Consider ambiguity and equivocation and how they affect the strength of arguments • Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion **Meta-Cognition** • Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases • Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary • Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability	Educators are enabled through the professional development to scaffold students to: • Investigate the characteristics of effective questions in different contexts to examine information and test possibilities • Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions • Challenge previously held assumptions and create new links, proposals, and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions • Examine how to identify and analyse suppressed premises and assumptions • Consider ambiguity and equivocation and how they affect the strength of arguments • Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion • Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases • Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability	• Educators learn how to adapt the *UpSchool* curriculum for each achievement level • Educators learn various questioning techniques, supporting them to scaffold students to investigate the characteristics of effective questions in different contexts • In the UpSchool program educators are asked to reflect on their own judgments and how the suspension of these can allow new possibilities, thus broadening ideas and solutions. They are provided with the tools and techniques to scaffold students to do the same on their return to the classroom • Educators learn to support students to identify and analyse suppressed premises and assumptions • In the pitch component of *UpSchool* educators are upskilled on pitch, presentation and storytelling techniques, allowing them to reflect and seek feedback on the strength of their arguments • Educators learn how to use the entrepreneurial thinking process to discuss factors that influence customer/ investor/advisor/team behavior, including, but not limited to, cognitive bias • Educators learn how and are provided with the tools to allow students to evaluate the quality of ideas and viability of businesses

*NOTE: Year levels are indicative only. Each learning area or subject of the Victorian Curriculum is presented as a sequence of learning over time. Published: February 2023