

the KNOWN	EXPERIENCING		the NEW	APPROPRIATELY	APPLYING		CREATIVELY
by being in the student's world Drawing on learner prior knowledge and experience, community background, personal interests, concrete experience, individual motivation, students' own lives, and the everyday and familiar.	by being in new worlds Introducing learners to new experiences – real (excursions, guest speakers) or virtual (texts, images, information). New is from learner's perspective - to make sense it may have familiar elements.			by doing things the right way Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the learner and requires that they have opportunities to demonstrate their understanding and learning.	by doing things in interesting ways Doing things in interesting ways by taking knowledge and capabilities from one setting and adapting them to a different setting – taking something out of its familiar context and making it work somewhere else.		
2	4			1	3		
by NAMING	CONCEPTUALISING		with THEORY	FUNCTIONALLY	ANALYSING		CRITICALLY
by connecting the same type of thing Identifying new concepts/ideas/themes, including abstract, generalising terms, conventions, features, structures, definitions and rules. Naming is the first step toward understanding.	by connecting different types of things Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?			by thinking different types of things Examines the function or rationale of knowledge, action, an object or represented meaning. What is it for? What does it do? How does it work? What is its structure, function or connections? What are its causes/effects?	by thinking about who benefits Interrogates human purposes, intentions and interests of knowledge, an action, an object or represented meaning. What are its individual, social, and environmental consequences? Who gains? Who loses?		
5	8			7	6		