

ADDITIONAL RESOURCE LINKS

Applied learning pedagogical approaches (active, experiential, problem and project-based learning)

Central Board of Secondary Education (CBSE). (2020). Experiential learning: A national framework for active pedagogy. *Experiential Learning: A Handbook for School Leaders and Teachers*. <https://cbseacademic.nic.in/web-material/Manuals/ExperientialLearning.pdf>

- A handbook that explains the principles of experiential learning and offers practical guidelines, classroom strategies, and assessment approaches for implementing project-based and inquiry-driven practices.

Education Week. Teachers Try This. <https://youtube.com/playlist?list=PLb-gDFTi17UWLNlVNFqKkRO6O9bc6LCif&si=-l-zqyf--pU1wbDB>

- Short videos recorded by teachers with suggestions for engaging students, supporting their wellbeing, sense of belonging and creativity.

HQPBL (n.d.). Framework for High Quality PBL. <https://hqpbl.org/>

- Proposes six criteria for high quality project-based learning: Intellectual challenge and accomplishment; authenticity; public product; collaboration; project management; reflection.

PBL Works (n.d.). Gold Standard PBL: Project Based Teaching Practices. <https://www.pblworks.org/what-is-pbl/gold-standard-teaching-practices>

- Snapshot of seven essential elements of project-based teaching.

PBL Works (2019). Project Based Teaching Rubric. https://my.pblworks.org/resource/document/project_based_teaching_rubric

- Outlines 3 levels of PBL Teacher proficiency: Beginning, Developing and Gold Standard. Designed to help teachers self-evaluate their current capabilities and consider steps to improve their facilitation of project-based learning.

The Project (podcast) (2020). PBL Bloopers: stories from the PBL trenches. Episode 3 (Aug 10, 2020). <https://www.pblworks.org/podcast-stories-pbl-teachers-field>

- Two teachers discuss their first failed experiments with project based learning and reflect on what they could have done differently.

University of Queensland Institute for Teaching and Learning Innovation (n.d.). Teaching practices guide. <https://itali.uq.edu.au/teaching-guidance/teaching-practices>

- Provides an overview of different forms of active, experiential, problem- and inquiry-based collaborative learning. University focus but adaptable to senior secondary settings.

University of Minnesota Center for Educational Innovation (n.d.). Addressing active learning challenges. <https://cei.umn.edu/teaching-resources/active-learning/addressing-active-learning-challenges>

- Teaching resources to support active learning. Designed for higher education but adaptable to senior secondary settings. Provides suggestions for common problems that arise.

Building relationships

AERO (2023). Practice guide: Encouraging a sense of belonging and connectedness (Guide for teachers and school leaders). <https://www.edresearch.edu.au/sites/default/files/2023-03/aero-sense-of-belonging-and-connectedness-secondary.pdf>

- Practical advice for teachers in the classroom and leaders contemplating whole-school approaches. Includes reflection equations, scenarios and next steps.

Centre for Education, Statistics and Evaluation, NSW Department of Education (n.d.). Belonging: A foundation for equitable school ecosystems. <https://education.nsw.gov.au/content/dam/main-education/about-us/educational-data/cese/2020-supporting-students-sense-of-belonging-reflection-guide.pdf>

- A practical reflection tool that helps teachers evaluate how school and classroom practices foster students' sense of belonging through relationships, classroom culture, and inclusive participation.

OneHE / Equity unbound, Community building activities. <https://onehe.org/equity-unbound/>

- Open educational resources for online community building built on principles of equity and care. Many of these could be adapted to classroom learning.

Victorian Department of Education (n.d.). ARC Resource. High Impact Wellbeing Strategies. https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/practice/High_Impact_Wellbeing_Strategies.pdf

- Outlines seven key strategies for teachers to support student wellbeing

Fostering Learners' Agency and Autonomy

Disha India Education. (n.d.). Swaraj in Education: Learning for autonomy. <https://www.dishaindiaeducation.org/swaraj.html>

- A resource that reimagines schooling for self-reliance, community collaboration, and democratic participation, inspired by Gandhian and Indian philosophical ideas of education.

Victorian Department of Education (2025). Victorian Teaching and Learning Model Guide 2.0. Enable student self-regulation and self-efficacy. <https://arc.educationapps.vic.gov.au/61380.rsf>

- A guide for teachers to support students to develop as self-regulated learners.

Reflective practice: Students

Honey W. Nashman Center for Civic Engagement and Public Service. Resources to facilitate student reflection. <https://serve.gwu.edu/resources-facilitating-student-reflection>

- Outlines principles for student reflection: Continuous (through the learning process), Connected (to learning), Challenging (employing complex and critical thinking) and Contextualised. Includes some reflection prompts that can be built into assignments.

Macquarie University Reflection for Learning Circle (2018). Reflection resources. https://teche.mq.edu.au/wp-content/uploads/2018/03/A415_003-Reflection-Resources.pdf

- Set of useful templates for reflective activities that can be adapted to different learning contexts, organised into Early, Intermediate and Deep Reflection. Designed for higher education but suitable for senior secondary students.

National Council of Teachers of English (2011). Read Write Think Classroom Resources: Exit slips. <https://www.readwritethink.org/sites/default/files/Exit%20Slips.pdf>

- Downloadable exit slips for quick post-lesson reflection activities.

PBL Works (n.d.). Post project reflection and feedback from students. <https://my.pblworks.org/resource/post-project-reflection-and-feedback>

- Advice on seeking student feedback on project design to inform future improvements. Also links to a Self-Reflection Project Work template. (Sign up for a free account to access resources)

Reflective practice: Teachers

Australian Institute for Teaching and School Leadership (AITSL). How To Guides: Reflection. <https://www.aitsl.edu.au/teach/improve-practice/how-to-guides/reflection>

- Brief overview of benefits of teacher reflection, including Brookfields' four reflective lenses (Autobiographical - Student - Colleague - Theoretical).

NSW Department of Education. (2025). Strong Start Great Teachers resource: Reflective practice. <https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/developing-focus/reflective-practice>

- Offers brief outline of relevant research and unpacks four lenses for teachers' reflective practice. Links to a useful list of reflective questions.

UCL (London) Arena Centre (2024). Teaching Toolkit resource. Constructive conversations to improve teaching. <https://www.ucl.ac.uk/teaching-learning/publications/2024/sep/constructive-conversations-improve-teaching>

- Useful guidance on engaging in dialogue with peers to improve teaching practice. Created for university teachers but adaptable to secondary settings.

Continuous Professional Development (CPD)

Australian Institute for Teaching and School Leadership (c. 2018). Improving Teacher Professional Learning: A continuous learning cycle. <https://www.aitsl.edu.au/teach/improve-practice/improving-teacher-professional-learning>

- Advice for teachers and leaders on planning high quality, collaborative professional development. Includes templates, implementation guides, video cases studies and quick guides on different aspects of CPD.

National Council of Educational Research and Training (NCERT). Digital Infrastructure for Knowledge Sharing (DIKSHA). <https://diksha.gov.in/>

- A national digital platform (and app) for students and teachers, offering a wealth of teaching and learning resources, modules, lesson plans, multimedia content and CPD materials.

National Council of Educational Research and Training (NCERT) (2022). Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators. <https://ncert.nic.in/pdf/Guidelines50HoursCpd.pdf>

- Guidelines for teachers, head teachers and teacher educators on the design of professional development and modes of delivery.

Skills-based and vocational pedagogies

National Council for Teacher Education (NCTE). Integrated Teacher Education Program (ITEP) (see p. 126-134). https://ncte.gov.in/website/PDF/Final_Secondary.pdf

- Detailed course outline for preparing teachers in both general and vocational pedagogy, emphasising project-based and experiential learning and work exposure.

Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE). Guidelines. <https://www.psscive.ac.in/publications/guidelines>

- PSSCIVE is a vocational education R&D organization established by the Ministry of Education, involved in supporting vocational pedagogy, curriculum development, training and applied learning implementation strategies.