Transforming Tasks Workshop 3

Teaching for Effective Learning Framework | Three big ideas

Designing learning that improves learner engagement, challenge and achievement

**Safety for challenge in learning**

**Domain 2**
Create safe conditions for rigorous learning

2.1 develop democratic relationships
- The teacher shares power with students recognizing it as a fundamental condition for learning

2.2 build a community of learners
- The teacher creates a culture where everyone inspires and encourages each other’s learning

2.3 negotiate learning
- The teacher responds to students’ changing needs and involves them in deciding the direction of the curriculum

2.4 challenge students to achieve high standards with appropriate support
- The teacher has high expectations and guides each student to achieve their personal best

**Knowing what to learn... Knowing how to learn it...**

**Domain 3**
Develop expert learners

3.1 teach students how to learn
- The teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively

3.2 foster deep understanding and skilful action
- The teacher helps students build rich conceptual knowledge and mastery of complex skills

3.3 explore the construction of knowledge
- The teacher shows that knowledge is open to question, serves particular purposes and is shaped by culture and experience

3.4 promote dialogue as a means of learning
- The teacher provides opportunities for students to learn through interaction and learning conversation with others

**Connecting learning to students’ lives and contexts**

**Domain 4**
Personalise and connect learning

4.1 build on learners’ understandings
- The teacher identifies students’ prior knowledge and cultural practices as a starting point for curriculum

4.2 connect learning to students’ lives and aspirations
- The teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities

4.3 apply and assess learning in authentic contexts
- The teacher structures the curriculum so that students apply their learning in real-world/authentic contexts

4.4 communicate learning in multiple modes
- The teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning

- Do my students feel safe to have a go and say “I don’t get it”?
- Do my students have a range of peers they can learn from and with?
- Do my students know how to adapt tasks or set learning goals to really suit them?
- Do my students see challenge as positive and necessary in their learning, and know they can improve with effort, practice and resilience?

- Do my students know how they learn best and understand that learning involves making mistakes and reflection?
- Do my students value understanding over completion and persist in asking questions to do this?
- Do my students expect to be actively involved in developing new understanding?
- Can my students think about their thinking, think out loud and discuss their learning with others?

- Do I start from what my students know and can already do?
- Do my students understand the learning goals and see the relevance to their lives?
- Do my students understand that assessment is ongoing and valuable when they are actively involved?
- Can my students demonstrate their learning in multiple ways?