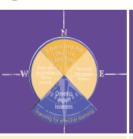
Teaching for Effective Learning Framework | Three big ideas

Designing learning that improves learner engagement, challenge and achievement

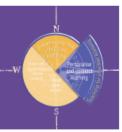
Safety for challenge in learning



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



Connecting learning to students' lives and contexts



Domain 2

Create safe conditions for rigorous learning

- 2.1 develop democratic relationships the teacher shares power with students recognising 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
- 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 his/her personal best
- 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?

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
- 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?

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 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?

