

Give additional information that is not required to do the task.	Students identify the 'problem to solve'	Present a provocation and ask students to determine the problem to solve.
Include some irrelevant information	From procedure to problem solving	Provide insufficient information at first
Provide prompts and support to scaffold the learning as needed.	Don't give all the steps - at first	Give a perplexing problem and slowly provide information as needed.

**Procedure to problem solving
Strategy and example techniques**

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 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?

**Teaching for Effective Learning
Domain 2**