



Leaders create learning opportunities with staff

Domain 1 Learning for effective teaching

<p>1.1 understand how self and others learn</p> <p><i>leaders and teachers develop their understanding of current learning theories, and themselves as learners, to inform learning and teaching design</i></p>	<p>1.2 develop deep pedagogical and content knowledge</p> <p><i>leaders and teachers develop their expertise by strengthening their disciplinary knowledge and translating learning theory into effective teaching practice</i></p>	<p>1.3 participate in professional learning communities and networks</p> <p><i>leaders and teachers participate in critically reflective inquiry to develop teaching and learning across the school</i></p>	<p>1.4 engage with the community</p> <p><i>leaders and teachers interact with communities to build learning partnerships and connect student learning beyond the school</i></p>	<p>1.5 discuss educational purpose and policy</p> <p><i>leaders and teachers contribute to educational dialogue and debate that shapes whole school policy and informs practice</i></p>	<p>1.6 design, plan and organise for teaching and learning</p> <p><i>leaders and teachers develop systems and structures to ensure effective teaching and monitoring of learning progress</i></p>
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Teachers create learning opportunities with students

Domain 2 Create safe conditions for rigorous learning

Domain 3 Develop expert learners

Domain 4 Personalise and connect learning

2.1 develop democratic relationships

the teacher shares power with students recognising it as a fundamental condition for learning

Indicators

- jointly develops class expectations
- ensures learners feel safe to have a go and ask questions
- models and ensures respect – acknowledges alternative perspectives
- intervenes to ensure active inclusion and shared responsibility

2.2 build a community of learners

the teacher creates a culture where everyone inspires and encourages each other's learning

Indicators

- develops a sense of community, identity and belonging
- encourages everyone to be teacher and a learner
- actively develops student's positive self concept as a learner
- provides time and resources for team learning

2.3 negotiate learning

the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum

Indicators

- provides choice re what is learned and how
- is responsive to student questions and ideas
- provides opportunities and resources for self-directed learning
- encourages students to follow their own interests

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

Indicators

- develops clear goals and standards for each student and the class
- provides explicit guidance, models, demonstrations and feedback
- establishes and monitors classroom routines and procedures to maximise learning time
- ensures all experience success – challenges each to achieve their personal best

3.1 teach students how to learn

the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively

Indicators

- explicitly teaches and names strategies for thinking and learning
- teaches and gives feedback on strategies for working in teams and independently
- models wonder, curiosity and excitement about learning
- develops learner's self awareness re strengths, preferences and areas for improvement

3.2 foster deep understanding and skilful action

the teacher helps students build rich conceptual knowledge and mastery of complex skills

Indicators

- models questioning and looking at things from a number of angles
- provides time for mastery, developing deep meaning and precise language
- guides thinking ensuring connections to learners' experiences
- stimulates new connections and tests for understanding

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

Indicators

- helps learners identify what they don't know, exposes them to new ideas and experiences
- shows that with more knowledge we can change our minds
- shows connections to other subjects
- ensures multiple perspectives are explored and examines bias

3.4 promote dialogue as a means of learning

the teacher provides opportunities for students to learn through interaction and learning conversation with others

Indicators

- encourages students to make sense of their learning by talking it through with others
- teaches students how to question and challenge others' thinking constructively
- encourages thinking out loud
- teaches students how to back up their ideas and opinions with examples, facts and clear thinking

4.1 build on learners' understandings

the teacher identifies students' prior knowledge and cultural practices as a starting point for curriculum

Indicators

- actively seeks out what students already know, can do and understand
- determines learners' needs and uses appropriate teaching strategies (explicit instruction, modelling, prompting, affirming, challenging)
- knows students' contexts, cultures and relates this to their learning
- raises students' awareness of what they know, want to know and what they need to do to achieve success

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

Indicators

- employs contemporary technologies – ICT
- finds hooks for meaning making – connects to their interests and what they already know
- responds to students' energies, needs, interests and enthusiasms
- designs learning experiences that are of personal, local or national significance

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

Indicators

- creates opportunities for self assessment of performance in real contexts against agreed standards
- identifies and focuses on learning through issues and projects that are inspiring, exciting and real to students
- ensures demonstration of learning to real audiences – face to face or online
- connects what is being learned to wider applications beyond the specific learning context

4.4 communicate learning in multiple modes

the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning

Indicators

- encourages the use of a range of media for communicating learning according to audience and purpose
- engages learners in practical activities to develop understanding and skills
- encourages learners to choose ways of learning that they find enjoyable and interesting
- ensures students have access to a diverse range of meaning making and communication modes