### Leaders create learning opportunities with staff

**Domain 1** Learning for effective teaching

1.1 understand how self and others learn
- Leaders and teachers develop their understanding of current learning theories, and themselves as learners, to inform learning and teaching design

1.2 develop deep pedagogical and content knowledge
- Leaders and teachers develop their expertise by strengthening their disciplinary knowledge and translating learning theory into effective teaching practice

1.3 participate in professional learning communities and networks
- Leaders and teachers participate in critically reflective inquiry to develop teaching and learning across the school

1.4 engage with the community
- Leaders and teachers interact with communities to build learning partnerships and connect student learning beyond the school

1.5 discuss educational purpose and policy
- Leaders and teachers contribute to educational dialogue and debate that shapes whole school policy and informs practice

1.6 design, plan and organise for teaching and learning
- Leaders and teachers develop systems and structures to ensure effective teaching and monitoring of learning progress

### Teachers create learning opportunities with students

**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
- Indicators
  - Jointly develop class expectations
  - Ensure 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

### 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
- Indicators
  - Explicitly teaches and names strategies for thinking and learning
  - Involves students in learning through interaction and learning conversation with others
  - Encourages students to make sense of their learning by talking it through with others
  - scaffolds students to question and challenge others' thinking constructively
  - Encourages students to think out loud

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
  - Connects to other subjects
  - Ensures multiple perspectives are explored and examined

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
  - Involves students in learning through interaction and learning conversation with others
  - Encourages students to think out loud
  - Encourages students to question and challenge others' thinking constructively

### 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
- Indicators
  - Actively seeks out what students already know, can do and understand
  - Determines learners' needs and uses appropriate teaching strategies
  - Responds to students' energies, needs, interests and enthusiasms
  - Designs learning experiences that are of personal, local or national significance

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 enthusiasm
  - 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 projects and activities 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 the curriculum incorporates rich and varied modes of meaning and communicating meaning
- Indicators
  - Encourages the use of a range of media for communicating learning
  - 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