South Australian Teaching for Effective Learning Framework

unleashing learning potential

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

2.2 build a community of learners
- the teacher creates a culture where everyone inspires and encourages each others’ 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

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

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

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