Safety for challenge in learning

• 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?

Knowing what to learn… Knowing how to learn it…

• 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?

Connecting learning to students’ lives and contexts

• 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?

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

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 skillful 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