

# Teaching for Effective Learning Framework | Three big ideas

Designing learning that improves learner engagement, challenge and achievement

<p><b>Safety for challenge in learning</b></p>	<p><b>Knowing what to learn... Knowing how to learn it...</b></p>	<p><b>Connecting learning to students' lives and contexts</b></p>
<p><b>Domain 2</b> <b>Create safe conditions for rigorous learning</b></p> <p>2.1 develop democratic relationships <i>the teacher shares power with students recognising it as a fundamental condition for learning</i></p> <p>2.2 build a community of learners <i>the teacher creates a culture where everyone inspires and encourages each other's learning</i></p> <p>2.3 negotiate learning <i>the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum</i></p> <p>2.4 challenge students to achieve high standards with appropriate support <i>the teacher has high expectations and guides each student to achieve his/her personal best</i></p>	<p><b>Domain 3</b> <b>Develop expert learners</b></p> <p>3.1 teach students how to learn <i>the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively</i></p> <p>3.2 foster deep understanding and skilful action <i>the teacher helps students build rich conceptual knowledge and mastery of complex skills</i></p> <p>3.3 explore the construction of knowledge <i>the teacher shows that knowledge is open to question, serves particular purposes and is shaped by culture and experience</i></p> <p>3.4 promote dialogue as a means of learning <i>the teacher provides opportunities for students to learn through interaction and learning conversation with others</i></p>	<p><b>Domain 4</b> <b>Personalise and connect learning</b></p> <p>4.1 build on learners' understandings <i>the teacher identifies students' prior knowledge and cultural practices as a starting point for curriculum</i></p> <p>4.2 connect learning to students' lives and aspirations <i>the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities</i></p> <p>4.3 apply and assess learning in authentic contexts <i>the teacher structures the curriculum so that students apply their learning in real-world/authentic contexts</i></p> <p>4.4 communicate learning in multiple modes <i>the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning</i></p>
<ul style="list-style-type: none"> <li>Do my students feel safe to have a go and say "I don't get it"?</li> <li>Do my students have a range of peers they can learn from and with?</li> <li>Do my students know how to adapt tasks or set learning goals to really suit them?</li> <li>Do my students see challenge as positive and necessary in their learning, and know they can improve with effort, practice and resilience?</li> </ul>	<ul style="list-style-type: none"> <li>Do my students know how they learn best and understand that learning involves making mistakes and reflection?</li> <li>Do my students value understanding over completion and persist in asking questions to do this?</li> <li>Do my students expect to be actively involved in developing new understanding?</li> <li>Can my students think about their thinking, think out loud and discuss their learning with others?</li> </ul>	<ul style="list-style-type: none"> <li>Do I start from what my students know and can already do?</li> <li>Do my students understand the learning goals and see the relevance to their lives?</li> <li>Do my students understand that assessment is ongoing and valuable when they are actively involved?</li> <li>Can my students demonstrate their learning in multiple ways?</li> </ul>

