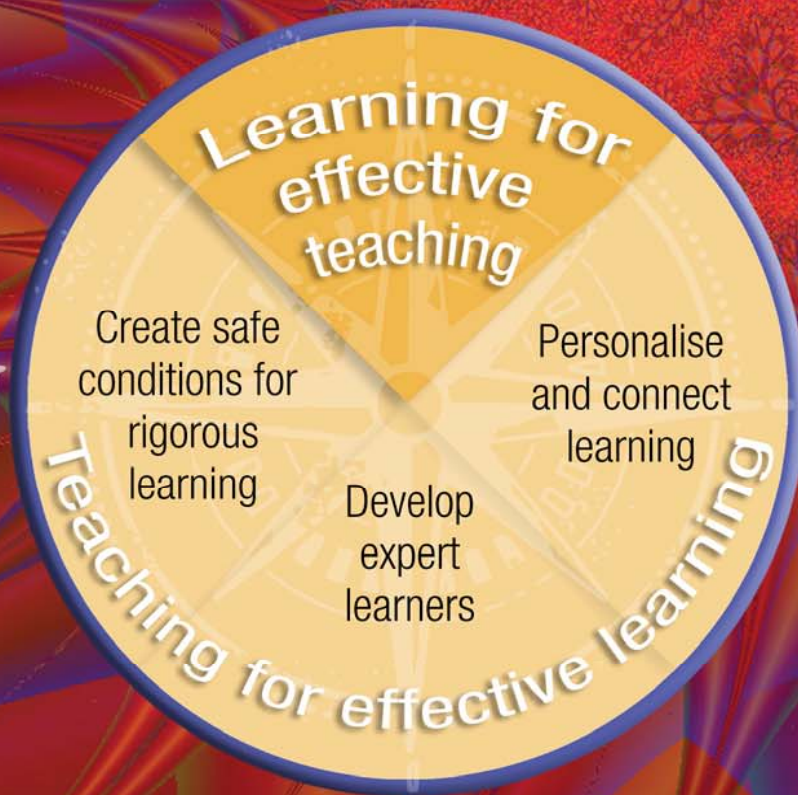




# SA TfEL

South Australian Teaching for Effective Learning Resource



# 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 | 1.2 develop deep pedagogical and content knowledge | 1.3 participate in professional learning communities and networks | 1.4 engage with the community | 1.5 discuss educational purpose and policy | 1.6 design, plan and organise for teaching and learning |
|--|--|---|-------------------------------|--|---|

## Teachers create learning opportunities with students

### Domain 2

#### Create safe conditions for rigorous learning

- 2.1 develop democratic relationships
- 2.2 build a community of learners
- 2.3 negotiate learning
- 2.4 support and challenge students to achieve high standards

### Domain 3

#### Develop expert learners

- 3.1 teach students how to learn
- 3.2 foster deep understanding and skilful action
- 3.3 explore the construction of knowledge
- 3.4 promote dialogue as a means of learning

### Domain 4

#### Personalise and connect learning

- 4.1 build on learners' understandings
- 4.2 connect learning to student lives and aspirations
- 4.3 apply and assess learning in authentic contexts
- 4.4 communicate learning in multiple modes

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## Leaders create learning opportunities with staff

### Domain 1 Learning for effective teaching

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

<b>Domain 2</b> <b>Create safe conditions for rigorous learning</b>	<b>Domain 3</b> <b>Develop expert learners</b>	<b>Domain 4</b> <b>Personalise and connect learning</b>
<p><b>2.1 develop democratic relationships</b></p> <p>the teacher shares power with students recognising it as a fundamental condition for learning</p> <p><b>2.2 build a community of learners</b></p> <p>the teacher creates a culture where everyone inspires and encourages each others' learning</p> <p><b>2.3 negotiate learning</b></p> <p>the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum</p> <p><b>2.4 support and challenge students to achieve high standards</b></p> <p>the teacher has high expectations and guides each student to achieve their personal best</p>	<p><b>3.1 teach students how to learn</b></p> <p>the teacher develops student understanding of learning and expands their strategies for thinking, learning and working collaboratively</p> <p><b>3.2 foster deep understanding and skilful action</b></p> <p>the teacher helps students build rich conceptual knowledge and mastery of complex skills</p> <p><b>3.3 explore the construction of knowledge</b></p> <p>the teacher shows that knowledge is open to question, serves particular purposes and is shaped by culture and experience</p> <p><b>3.4 promote dialogue as a means of learning</b></p> <p>the teacher provides opportunities for students to learn through interaction and learning conversation with others</p>	<p><b>4.1 build on learners' understandings</b></p> <p>the teacher identifies students' prior knowledge and cultural practices as a starting point for curriculum</p> <p><b>4.2 connect learning to student lives and aspirations</b></p> <p>the teacher ensures that learning builds on the resources, skills, knowledge and goals students develop in their homes and communities</p> <p><b>4.3 apply and assess learning in authentic contexts</b></p> <p>the teacher structures the curriculum so that students apply their learning in real-world/ authentic contexts</p> <p><b>4.4 communicate learning in multiple modes</b></p> <p>the teacher ensures that the curriculum incorporates rich and varied modes of making and communicating meaning</p>

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## Teachers create learning opportunities with students

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