

# South Australian Teaching for Effective Learning Framework

*unleashing learning potential*



## 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 that 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

<p><b>Domain 2</b> Create safe conditions for rigorous learning</p>	<p><b>Domain 3</b> Develop expert learners</p>	<p><b>Domain 4</b> Personalise and connect learning</p>
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<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 challenge students to achieve high standards with appropriate support</b></p> <p>the teacher has high expectations and guides each student to achieve his/her 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 students' 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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