Abbot Beyne School **Learning Framework**

Subject Knowledge

Having deep and fluent knowledge and flexible understanding of the content you are teaching

Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching

Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/ examples for the ideas you are teaching

Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

Pedagogical Knowledge

Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level

Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples

Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately

Interacting: responding appropriately to feedback from students about their thinking/ knowledge/ understanding; giving students actionable feedback to guide their learning

Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting

Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

Relationships

Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students

Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care

Promoting learner motivation through feelings of competence, autonomy and relatedness

Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

Behaviour for Learning

Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth

Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied

Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

Technological Knowledge

Use the iPad to support, enhance and transform learning and teaching through:

Distributing a range of digital resources to support and stretch students

Collecting student work digitally

Using effective methods of feedback (e.g. voice feedback, whole class feedback)

Checking students' understanding and addressing misconceptions

Enabling retrieval practice of key terms and concepts

Accessing dynamic, interactive and media-rich resources that are relevant to the world

Providing opportunities for students to collaborate digitally with a shared purpose

Empowering students to explore and discover the world, make mistakes, find solutions and express their ideas and understanding in original ways