

## The Quality Teaching Framework in Your Program - What does it look like?

Intellectual Quality		Supportive Learning Environment		Significance Beyond the Classroom	
High Intellectual Quality.		High Quality Learning Environment.		High Level of Significance.	
What it looks like in your program.		What it looks like in your program.		What it looks like in your program.	
Deep Knowledge	Tasks focus on a small number of key concepts and ideas within a topic and require clear articulation of the relationship between and among concepts.	Explicit Quality Criteria	Tasks provide explicit criteria for the quality of work students are expected to produce [usually in the form of a rubric].	Background Knowledge	Tasks explicitly build from students' background knowledge and require students to demonstrate links between the known and the unknown.
Deep Understanding	Tasks require students to demonstrate deep rather than superficial understanding of what they are learning.	Engagement	Introduction draws the learner into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.	Cultural Knowledge	Tasks incorporate the cultural knowledge of diverse social groupings.
Problematic Knowledge	Task requires students to present or analyse different perspectives and/or solutions and to demonstrate how the construction of knowledge relates to their understanding of the task.	High Expectations	Tasks are challenging and conceptual risk taking is encouraged and rewarded.	Knowledge Integration	Tasks require students to build from an understanding of the links between and within subjects and key learning areas.
Higher Order Thinking	Task requires students to organise, reorganise, synthesis and evaluate knowledge and information.	Social Support	Tasks provide opportunities for students to support each other in achieving the desired outcomes. Students are provided with tools or scaffolds that will assist them in their tasks.	Inclusivity	Tasks require the active participation of all students.
Metalinguage	Tasks require students to use metalanguage, or to comment on the language used and the reason for its use in the contexts in which it is discussed.	Self Regulation	Students are provided with tasks that give them the opportunity to demonstrate initiative and to determine when they're moving towards or away from the desired outcomes.	Connectedness	Tasks apply school knowledge in real-life contexts or problems: they provide opportunities for students to share their work with audiences beyond the classroom and school.
Substantial Communication	Opportunities are provided for students to engage in sustained communication.	Student Direction	Tasks are designed so that students exercise some direction over the selection of activities related to their learning and the means and manner by which these tasks will be done.	Narrative	Tasks employ narrative framing to enhance their significance and enrich student understanding.

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Focus on Feedback given to students: