# Teacher implementation rubric for Student-initiated inquiry

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| Criteria | Explore | Experiment | Expand | Embed |
| **Vision**  *Having a clear understanding of the purpose and Vision for learning* | Works with a mentor and/or team to develop an understanding of the Vision.  Awareness of both the purpose and the practices that the school has established, including the dispositions articulated by the school to be developed in students. | Familiar with the Vision, and is implementing it with feedback and coaching from the team.  Reflects on own practise and how it reflects the Vision. | Feeling a sense of ownership of the Vision and applying it consistently.  Able to articulate the Vision to others. | Living the vision in word and actions  Confident to  articulate to the school community and is visible for all  Building capacity and mentoring others in implementing the vision |
| **Learning Environment**  *Creating a supportive and stimulating learning environment* | Some evidence of learning scaffolds displayed around the learning space e.g. dispositions, strategies and processes, student thinking.  Open to trying different ways of setting up the environment that reflect trust and respect for learners working in different ways.  Engaging in ‘learning walks’, observing peers and reflecting on what is working for others. | Scaffolds in place to make the Learning journey visible. Resources available for students to access.  The environment is organised so students can experience different ways of working.  Beginning to ask students for input about the environment, and open to being observed and receiving feedback | Evidence of  shared ownership (Teachers and Students) of the  learning environment.  The Learning journey is visible and a wide range of learning scaffolds and resources are easy for students to access.  The environment is inviting and reflects the interests and needs of students. | Student driven, and allows for collaborative, flexible and independent ways of learning.  Learning journey is visible - Student  Scaffolds for a supportive environment e.g. dispositions, stages of learning, criteria, expectations etc are clearly displayed.  Fully embracing the concept of the ‘Environment as the third teacher’ |
| **Expectations**  *Establishing high expectations and making these clear and visible to students* | Teacher establishes routines and articulates high expectations.  Use of teacher-developed rubrics with students.  Establishing time for conferencing as part of the learning process.  Observing peers that have embedded clear and visible expectations in their spaces. | Consults with students and peers to construct rubrics and set high expectations. Expectations are regularly reinforced.  Holds regular conferences to ensure students are on track.  Open to being observed and to receiving feedback | Works with students to; set goals; set, discuss and maintain high expectations; and co-construct rubrics.  Challenges students regularly to aim high and stretch themselves.  Holds regular student/teacher conferencing to give feedback and guidance and challenge students. | Students feel empowered to reflect on their learning and develop their own goals supported by coaching conversations with a teacher  Teachers and students challenge each other to aim high and stretch themselves.  Development of assessment capable Learners who know where they’re at, and what they want to achieve next. |
| **Collaboration**  *Collaborating with colleagues in planning, reflecting and implementing Student-initiated inquiry* | Engaged in working with peers in order to learn more about the approach (the why and the how).  Views working with a team as an opportunity to learn; asking questions, contributing ideas, observing peers and following an established plan.  Has a positive attitude to ‘having a go’ at implementing new strategies. | Working closely with peers to plan, share ideas and outcomes, and evaluate.  Researching and reflecting on practice and sharing this with team.  Open to and seeking feedback. | Consistent collaborative practices are visible amongst colleagues and students  Commitment to constant cycle of reflection, evaluation and further planning with the team.  Provides feedback and support to other team members. | Works with peers to conduct action research in the classroom.  Reflection and evaluation leads to continuous learning and improvement.  Provides leadership and support to other team members |
| **Differentiation**  *Differentiating support to students at the point of need* | Teacher focussing on resourcing and establishing classroom management and routines.  Same or similar support provided to all students. | Support is differentiated for cohorts of students, for example low, middle, high, and targeted at large groups of students. | More personalised support achieved through conferencing.  Utilising the classroom learning environment, and peer support as alternate ways of supporting students. | Regular time spent conferencing, using a variety of conferencing modes - advice, reflection, mastery (goal setting)  Providing alternate strategies for student support, e.g. Experts,  Providing for needs - enabling templates, structured time, LSO’s |
| **Assessment**  *Collecting evidence of student learning and communicating this to students, parents and others* | Introducing reflection as a means of thinking about students’ learning.  Sharing student end products in a formalised way. | Use of learning journals, learning stories and reflection sheets in an attempt to collect evidence about the process and the product.  Teacher selection of what to share. | Recording milestones revealed during conferences.  Both the learning process and the end product valued.  Collecting and communicating evidence of learning in limited formats. | Regularly collecting and communicating evidence of learning by students and teachers in a variety of formats. E.g. Seesaw.  Supporting students to develop skills to share their learning effectively with families and the wider community. |
| **Culture of Learning**  *Providing structured opportunities for collaboration, sharing and feedback between students* | Provides only a few opportunities for choice and collaboration.  Control is kept tight and group discussions are teacher-led.  Feedback is given to the students by the teacher. | Provides opportunities for students to collaborate to complete a shared project.  Sets formalised opportunities for students to share and give/receive feedback in a given way eg through ‘Introductions/tune ins and share time. | Learning journeys are made visible and shared in open forums.  Collaboration, sharing and feedback highly valued and prioritised, and occur throughout the session as well as at formalised times. | Innovative and researched collaborative practices, understanding the benefit of feedback and sharing.  Collaboration, sharing and critical feedback explicitly taught and expected as seamless parts of the learning process.  Use of student modelling and examples as exemplary practice to other students. |
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Developed by the 3-6 Cluster November