

PoLT Component Map

Date of discussion: _____ Teacher code: _____

Class this mapping refers to: _____ Learning area in question: _____

This mapping instrument forms the basis of a discussion between the PoLT Coordinator and classroom teacher, during which an agreed position on aspects of each component is circled. The final column could be used for the teacher's comment on their ideal position, intentions regarding the component, or particular circumstances that affect their classroom practice or complicate the judgment. Where a position is not clear, sentences that apply can be underlined or highlighted.

This mapping instrument is the basis for teachers to monitor their practice. Schools and clusters will use that data to inform their action planning. It is important that individual results remain confidential, and only aggregate results are reported. No teacher should ever be identified in reports of any kind. **This instrument is not intended, and should never be used, for evaluation purposes.**

1 The learning environment is supportive and productive.

1.1 The teacher builds positive relationships through knowing and valuing each student.

In my practice:

5 I work to develop supportive relationships with all students by creating opportunities to find out their interests and potentialities, and acknowledging their perspectives and contributions.	4 Between these.	3 I welcome opportunities to get to know students and respond to their interests and contributions. I form relatively friendly and productive relationships with a number of students.	2 Between these.	1 I focus exclusively on dealing effectively with knowledge and skills. I help individuals but do not pursue opportunities to get to know students.
Comment:				

1.2 The teacher promotes a culture of value and respect for individuals and their communities.

In my practice:

5 I use explicit strategies to ensure that students listen to and appreciate the ideas and approaches taken by others, including modelling respect for students' ideas, perspectives and capabilities.	4 Between these.	3 I generally listen and respond to students positively, and discourage criticism and disrespect. I do not use explicit strategies to model or promote tolerance, but deal appropriately with situations as they arise.	2 Between these.	1 I correct students when they express inappropriate ideas, but need more strategies for dealing with intolerance expressed in the classroom.
Comment:				

1.3 The teacher uses strategies that promote students' self-confidence and willingness to take risks with their learning.

In my practice:

<p>5 I ensure that all students are able to express their ideas and try out different approaches without fear of being criticised. I use explicit strategies to encourage and support students to extend themselves into new approaches and ideas.</p>	<p>4 Between these.</p>	<p>3 Students are generally able to express their ideas and try out different approaches without undue criticism. I sometimes encourage and support students to extend themselves into new approaches and ideas.</p>	<p>2 Between these.</p>	<p>1 I do not encourage students to try things they are not confident with, but reward those who achieve success in mastering knowledge or skills.</p>
<p>Comment:</p>				

1.4 The teacher ensures each student experiences success through structured support, the valuing of effort and recognition of their work.

In my practice:

<p>5 I ensure that all students achieve a measure of success by providing timely support, by incorporating rewards for effort and improvement, both informal and within assessment processes, and by providing recognition for the diversity of students' perspectives and talents.</p>	<p>4 Between these.</p>	<p>3 I work to support students in achieving a measure of success on the various assessment criteria, and acknowledge their effort. The majority of students receive sustained support, and some recognition and reward.</p>	<p>2 Between these.</p>	<p>1 I support students by setting appropriate tasks. Many students achieve success on the assessment but I find it difficult to cater for those who are not serious or who do not have the knowledge, skills or attitudes to effectively participate.</p>
<p>Comment:</p>				

2 The learning environment promotes independence, interdependence and self-motivation.

2.1 *The teacher encourages and supports students to take responsibility for their learning.*

In my practice:

<p>5 I regularly use strategies to support students to take responsibility for their learning, including providing structured support to encourage students to make choices about their approach to learning. Learning sequences are sufficiently flexible to allow for student involvement in decision making on a variety of aspects of the learning program.</p>	<p>4 Between these.</p>	<p>3 I mostly use tasks and strategies that involve explicit instructions and guide students to target competencies and understandings. I occasionally use strategies to help students make choices about and take responsibility for their learning, or to be involved in decision making on aspects of the learning program.</p>	<p>2 Between these.</p>	<p>1 I run a tightly managed program in which students mostly follow set procedures. The way they work is strongly shaped by the instructional materials which almost always give explicit instructions and guide them carefully to the target competencies and understandings.</p>
<p>Comment:</p>				

2.2 *The teacher uses strategies that build skills of productive collaboration.*

In my practice:

<p>5 I regularly plan activities that require students to work collaboratively to achieve identified outcomes. I use a range of strategies to ensure a collaborative atmosphere and shared responsibilities within the class.</p>	<p>4 Between these.</p>	<p>3 I regularly have students work in groups to complete activities or assignments. I circulate to help groups and encourage cooperation but it is the responsibility of individuals to complete their work within the group.</p>	<p>2 Between these.</p>	<p>1 I mainly arrange for students to work individually, using activities from worksheets or a text. They respond to my questions and challenges in whole-class discussion but student–student exchanges are infrequent.</p>
<p>Comment:</p>				

3 Students' needs, backgrounds, perspectives and interests are reflected in the learning program.

3.1 *The teacher uses strategies that are flexible and responsive to the values, needs and interests of individual students.*

In my practice:

<p>5 I regularly use student interests and concerns to provide the context for practice or the discussion of ideas. I actively use students' interests and life experiences to introduce and shape learning.</p>	<p>4 Between these.</p>	<p>3 I occasionally use student interests and concerns to provide the context for learning, or to illustrate ideas. I often make reference to the relevance of the learning to students' out of school lives.</p>	<p>2 Between these.</p>	<p>1 I choose learning contexts to promote formal understandings and skills and rarely use student interests to inform planning. I occasionally relate the learning to students' out of school lives.</p>
<p>Comment:</p>				

3.2 *The teacher uses a range of strategies that support the different ways of thinking and learning.*

In my practice:

<p>5 I consistently use tasks which incorporate a variety of skills and difficulty levels. I monitor individual students' learning needs and arrange for them to approach tasks in ways that support these.</p>	<p>4 Between these.</p>	<p>3 I sometimes use tasks which incorporate a variety of skills and difficulty levels. Individual students often have some choice of task, or choice of the way they approach tasks. I do not explicitly monitor students' differing learning approaches or strengths.</p>	<p>2 Between these.</p>	<p>1 I almost always have students do set tasks in the same way. I provide assistance to students as required, to help them successfully complete the task.</p>
<p>Comment:</p>				

3.3 *The teacher builds on students' prior experiences, knowledge and skills.*

In my practice:

<p>5 In any new topic I explore and clarify students' prior experiences, knowledge and skills, and ways of looking at ideas. I use tasks and problems specifically designed to build on and respond to these.</p>	<p>4 Between these.</p>	<p>3 I occasionally use strategies to find out students' prior knowledge, skills and perspectives, and we discuss these. The teaching sequence tends not to take these explicitly into account.</p>	<p>2 Between these.</p>	<p>1 I teach each topic in an organised way, presenting the knowledge and skills clearly. I do not explicitly explore or take into account student prior knowledge or skills.</p>
<p>Comment:</p>				

3.4 *The teacher capitalises on students' experience of a technology-rich world.*

In my practice:

<p>5 I regularly and explicitly plan learning sequences to incorporate students' skills and knowledge of contemporary technologies and media in developing and representing their ideas.</p>	<p>4 Between these.</p>	<p>3 I occasionally plan learning sequences to incorporate students' skills and knowledge of contemporary technologies and media to develop and represent their ideas.</p>	<p>2 Between these.</p>	<p>1 I rarely incorporate students' experiences, skills and knowledge of contemporary technologies and media.</p>
<p>Comment:</p>				

4 Students are challenged and supported to develop deep levels of thinking and application.

4.1 *The teacher plans sequences to promote sustained learning that builds over time and to emphasise connections between ideas.*

In my practice:

5 I regularly extend and consolidate ideas across lessons. Students are regularly supported to make connections to prior learning and to make appropriate connections to related ideas within and across learning areas.	4 Between these.	3 I sometimes extend and consolidate ideas across lessons. Students are occasionally supported to make connections to prior learning or to make appropriate connections to related ideas within or across learning areas.	2 Between these.	1 I sometimes link ideas across lessons but this is rarely made explicit. Generally there is no explicit connection made to prior learning or related ideas within or across learning areas.
Comment:				

4.2 *The teacher promotes substantive discussion of ideas.*

In my practice:

5 I regularly support students to contribute ideas and questions to sustained class discussion that engages with deeper levels of thinking and clarification of purposes.	4 Between these.	3 I often engage students in class discussion and sometimes we have sustained discussions in which I challenge and support them to clarify and contribute ideas and questions.	2 Between these.	1 I focus on clarifying practical procedures, explaining new ideas and defining new concepts, and discussion consists mainly of students responding to my questions.
Comment:				

4.3 *The teacher emphasises the quality of learning with high expectations of achievement.*

In my practice:

5 I make it clear to students at all times that I believe each of them can learn effectively and achieve significant understandings, and that I will support them in doing that.	4 Between these.	3 I make it clear to students that if they work, they can achieve success, and I support them in that. However, I accept that some students will not strive to achieve at their optimal level.	2 Between these.	1 I pitch the conceptual difficulty at a level that enables all students to experience success, but only a few are challenged.
Comment:				

4.4 The teacher uses strategies that challenge and support students to question and reflect.

In my practice:

5 I consistently design tasks that are structured to challenge and support students to engage with deeper levels of understanding and practice through questioning, interpreting, and reflecting.	4 Between these.	3 I tend to use tasks involving standard procedures and interpretations, but occasionally use challenging tasks that engage students with deeper levels of questioning and interpretation.	2 Between these.	1 I almost always use tasks involving standard procedures with fixed response formats. I rarely use tasks that require deeper level questioning and interpretation.
Comment:				

4.5 The teacher uses strategies to develop investigating and problem-solving skills.

In my practice:

5 I often use open-ended, problem-based tasks and questioning strategies to promote interpretive and analytical skills, support students to reason with evidence and develop problem-solving strategies.	4 Between these.	3 I mostly use tasks and questions to help students understand ideas and practices and their application. I occasionally use strategies and tasks to support students' interpretive skills, reasoning with evidence, and problem-solving strategies.	2 Between these.	1 I use tasks and questioning to support students to master rules and procedures. I rarely use open-ended tasks that require interpretive thinking or problem solving.
Comment:				

4.6 The teacher uses strategies to foster imagination and creativity.

In my practice:

5 I often use open-ended tasks and exercises that stimulate innovation and challenge students to think creatively. I incorporate explicit strategies to support students to respond flexibly and imaginatively to problems and tasks.	4 Between these.	3 I occasionally use open-ended tasks that challenge students to think creatively and explicit strategies to support the development of flexible and imaginative thinking.	2 Between these.	1 I rarely use open-ended tasks requiring imagination and creative thinking.
Comment:				

5 Assessment practices are an integral part of learning and teaching.

5.1 *The teacher designs assessment practices that reflect the full range of learning program objectives.*

In my practice:

5 I assess the full range of learning objectives, at different levels, using varied assessment processes.	4 Between these.	3 I assess a sample of learning objectives using a few different assessment processes.	2 Between these.	1 Assessment is limited to a few samples of work or formal testing, and is not explicitly planned to cover a range of objectives.
Comment:				

5.2 *The teacher ensures that students receive frequent constructive feedback that supports further learning.*

In my practice

5 I ensure that students receive regular feedback from myself, peers and other audiences where appropriate. Students are challenged to revisit and rethink their understandings and practices.	4 Between these.	3 I provide feedback to students on all assessment tasks. I give students a good idea of how well they are doing and occasionally provide comments that help them improve their understandings and practices.	2 Between these.	1 I write or otherwise provide comments on major assessment tasks and to let students know the extent to which they successfully completed work. I rarely provide opportunities for students to act on my feedback to revisit or improve their learning.
Comment:				

5.3 *The teacher makes assessment criteria explicit.*

In my practice:

5 I regularly clarify assessment criteria for students, and support them to understand the standards involved and the implications of this for their work.	4 Between these.	3 I clarify for students the nature of the assessment tasks and describe what is expected in general terms. I sometimes identify explicit criteria for these tasks.	2 Between these.	1 I explain each assessment task as it is given, but rarely discuss assessment tasks or criteria.
Comment:				

5.4 The teacher uses assessment practices that encourage reflection and self-assessment.

In my practice:

<p>5 I regularly use explicit strategies to encourage and support students to monitor and reflect on their learning, including self-assessment and peer assessment.</p>	<p>4 Between these.</p>	<p>3 I occasionally use strategies, such as self-assessment or the provision of reflective tools, to encourage and support students to monitor and reflect on their learning.</p>	<p>2 Between these.</p>	<p>1 I rarely incorporate self-assessment or other strategies to encourage students to monitor and reflect on their learning.</p>
<p>Comment:</p>				

5.5 The teacher uses evidence from assessment to inform planning and teaching.

In my practice:

<p>5 I plan for regular monitoring of individual students' understandings and skills, and use the outcomes to continuously adjust my activities and strategies.</p>	<p>4 Between these.</p>	<p>3 I monitor student understandings and skills during each learning sequence. The information is sometimes used to adjust activities and strategies.</p>	<p>2 Between these.</p>	<p>1 I structure assessment of student learning during each unit. I rarely adjust activities and strategies based on monitoring individual understandings during a learning sequence.</p>
<p>Comment:</p>				

6 Learning connects strongly with communities and practice beyond the classroom.

6.1 The teacher supports students to engage with contemporary knowledge and practice.

In my practice:

5 I regularly include consideration of contemporary, personal and socially relevant issues. I support students to explore how the knowledge and skills being learnt relates to the practices and values of different professions and community groups.	4 Between these.	3 I focus mainly on knowledge and skills, but sometimes incorporate contemporary issues and uses. I sometimes relate the learning to the practices of different professions and community groups.	2 Between these.	1 I focus exclusively on knowledge and skills and rarely look at contemporary issues and practices.
Comment:				

6.2 The teacher plans for students to interact with local and broader communities.

In my practice:

5 Wherever appropriate, I use links to the local and broader community through such things as involvement in community or global projects, or communication with other groups via electronic and other media.	4 Between these.	3 I sometimes use opportunities to make links with the local or broader community through such things as parental involvement, excursions, visiting speakers, or via media.	2 Between these.	1 I use links with local or broader communities rarely, except for occasional excursions.
Comment:				

6.3 The teacher uses technologies in ways that reflect professional and community practices.

In my practice:

5 I regularly embed available technologies in learning sequences, supporting students to actively explore and generate ideas in a way that reflects contemporary professional and community practice.	4 Between these.	3 I make reasonable use of available technologies in learning sequences, but only occasionally in ways that reflect contemporary professional and community practice in generating and exploring ideas.	2 Between these.	1 I rarely use technologies in ways that reflect contemporary practice in generating and exploring ideas.
Comment:				