

**Rubric for Observing High-Quality Teaching and Learning:**

**Criteria: High-Quality Teaching and Learning (HQTL) at This involves research-based practices, lively discussions, constructive feedback, and collaboration among students, teachers, and the school community. The approach fosters diverse perspectives by building independence, self-efficacy, and real-world connections through varied tasks and feedback that shows the students what to do next to improve. Our view of HQTL emphasises the importance of physical and mental well-being, engagement, collaboration, and reflective learning experiences. It highlights the need for maintaining good physical health, avoiding harmful substances, and nurturing warm teacher-student relationships, with the ultimate aim of creating a sense of belonging within the school community.**

<b>Engagement and Active Participation:</b>	The lesson actively engages students.	Students are encouraged to contribute meaningfully to their learning experiences.	Lively discussions, thought-provoking tasks, and constructive feedback are evident.
<b>Collaboration and Teacher-Student Relationships:</b>	Close collaboration is fostered among students and teachers.	Warm teacher-student relationships exist, where students are known by the adults working with them, and a warm working environment is evident.	Mentoring to develop students as good team members and collaborative learners as well as subject specialists is observed.
<b>Reflective and Evaluative Learning:</b>	Learning experiences are effective, reflective, and evaluative.	Learning experiences build students' independence and self-efficacy.	Learning experiences provide relevant real-world context through examples both inside and outside the classroom.
<b>Immediate Feedback and Support:</b>	Immediate feedback is provided to students whenever possible.	Feedback helps students understand what they need to do next to improve.	There is active engagement and humor contributing to the joy of learning.
<b>Variety of Learning Tasks and Modes of Communication:</b>	A variety of tasks, including individual, pair, and group work, is utilized.	Different modes of communication are observed. Eyes, body, voice... written, spoken, seen.	Assessment preparation through practice of authentic exercises occurs.
<b>Diverse Teaching Strategies and Well-Paced Learning:</b>	Diverse teaching strategies are planned and employed.	Learning maintains a well-paced, adaptable tempo of challenge, review, and assessment.	Learning outcomes are shared and age-appropriate expectations are set.
<b>Embracing Mistakes and Differentiation:</b>	Mistakes are embraced as valuable learning opportunities.	Diversity of perspectives and acceptance of difference are fostered.	Instruction is scaffolded and differentiated to ensure opportunity, safety, and learning for all.