

Teachers show good command of subjects
Teachers plan effectively
Teachers have clear learning objectives
Teachers interest pupils
Teachers make effective use of time
Students acquire new knowledge or skills in their work
Students show positive response to teaching
Students show engagement and concentration, and are productive
Teachers assess pupils' work thoroughly and constructively
Teachers use assessment to inform their planning and target-setting
Students understand how well they are doing and how they can improve.

The Transmission model:
“Learning = being taught”ⁱ

Students are engaged in active participation, exploration and research
Students are engaged in activities to develop understanding and create personal meaning through reflection
Student work shows evidence of conceptual understanding, not just recall
Students apply knowledge in real world contexts
Students are presented with a challenging curriculum designed to develop depth of understanding
Teacher uses diverse experiences of students to build effective learning
Students are asked by the teacher to think about how they learn, explain how they solve problems, think about their difficulties in learning, think about how they could become better learners, try new ways of learningⁱⁱ
Assessment tasks are performances of understanding, based on higher order thinking

The Construction model:
“Learning = individual sense-making”ⁱⁱⁱ

Students operate together to improve knowledge
Students help each other learn through dialogue
Learning goals emerge and develop during enquiry
Students create products for each other and for others
Students access resources outside the class community
Students review how best the community supports learning
Students show understanding of how group processes promote their learning
The classroom social structures promote interdependence
Students display communal responsibility including in the governance of the classroom
Assessment tasks are community products which demonstrate increased complexity and a rich web of ideas

The Co-construction model:
“Learning = creating knowledge as part of doing things with others”^{iv}

ⁱⁱ Thomas, G.P. (2003) 'Conceptualisation, development and validation of an instrument for investigating the metacognitive orientation of science classroom learning environments', *Learning Environments Research* 6, 2: 175-197.

ⁱⁱⁱ from “Teaching Attributes Observation Protocol” in Brown, C.J. and Fouts, J.T. (2003) *Classroom Instruction in Achievers Grantee High Schools A Baseline Report*, Mill Creek WA: Fouts & Associates.

ⁱ Abbreviated from Office for Standards in Education (2003) *Inspecting Schools: Framework for inspecting schools*, London: Ofsted.

^{iv} From Watkins C (2005) *Classrooms as Learning Communities: what's in it for schools*, London: Routledge
<http://chriswatkins.net/download/112/>