



Enabling Learning refers to the positive relationships, cultural responsiveness, classroom expectations and management techniques that teachers establish and use to foster student self-regulation and self-efficacy, and to create a learning-focused environment where the development and application of knowledge drives curiosity and creativity.



Enabling Learning Self-reflection Rubric: This rubric supports self-assessment and professional reflection to guide PDP goal setting					
Inclusive Learning	<p>I set and communicate high expectations for all students</p> <ul style="list-style-type: none"> • Clear LI & SC • Questioning strategies • Worked examples • Positive Classroom Management Strategies (PCMS) • Tier 1 Instructional Playbook • Encourage school-wide expectations (School Values & SWPBS/PBIS) 	<p>I set Visible Learning Goals with students and monitor progress</p> <ul style="list-style-type: none"> • Clear LI • Co-constructed Success Criteria (SC) • Anchor charts • Worked examples • Pause & reflect on learning • Monitoring progress 	<p>I provide necessary, scaffolds, and resources for students to meet their ILP goals and full potential</p> <ul style="list-style-type: none"> • Clear Learning Intention (LI) • Co-constructed SC • Assistive Technology • Anchor charts & visual cues • Strategies & adjustment (whole school) 	<p>I plan, document & implement reasonable adjustments for all learners</p> <ul style="list-style-type: none"> • Disability Inclusion Domains & Activities • Students' ZPD • Tier 1 Instructional Playbook • Multi-Tiered Systems of Supports (MTSS) • Strategies & adjustment (whole school) 	<p>I adjust tasks to match student's learning needs</p> <ul style="list-style-type: none"> • Modify tasks • Differentiated regulation breaks • Re-teaching • Learning extensions • Reduced supports • Differentiated instructions • Strategies & adjustment (whole school)
	<p>I develop trusting, respectful and positive relationships with all learners</p> <ul style="list-style-type: none"> • Tier 1 Instructional Playbook (Unconditional positive regard) • PCMS • Learner Profiles (Student Interests) 	<p>I help students explain their thinking and talk through how they solve problems</p> <ul style="list-style-type: none"> • Model problem solving steps • Use sentence starters and prompts • Active listening • PCMS • Jackson Social 	<p>I encourage student choice, voice, agency and leadership building upon learner readiness and interests</p> <ul style="list-style-type: none"> • First-Then (Choices) • Learner Profiles • JSLT • Opportunities to respond (Verbal/Non-verbal) • Self and peer assessment 	<p>I engage and enact specialist advice to develop an inclusive learning environment</p> <ul style="list-style-type: none"> • Learner Profile with ASSIST Tool • Wellbeing Support Plans, BSPs & Risk Management Plans • Differentiated Coaching Support • Allied Health & Mental Health Teams 	<p>I build positive, two-way communication with families to support all students' learning and wellbeing</p> <ul style="list-style-type: none"> • Active partnerships through SSG's (formal & informal) • Seesaw • Community events • Enact attendance strategy to enable full participation
Cultural Responsiveness	<p>I address discrimination/bullying racism, and or offensive behaviour promptly</p> <ul style="list-style-type: none"> • RRRR • PBIS Lessons • Jackson Social • Ready to Learn program • PCMS 	<p>I model active listening and value students sharing their cultural identity</p> <ul style="list-style-type: none"> • Paraphrase student contributions • Affirming response to cultural diversity • Questioning strategies • Safe Schools 	<p>I support cultural safety by strengthening a sense of belonging and connectedness</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Cross-Curricular Priority • Whole school events • Contextual Groups of Learners (CGOLS) • Work with KESO 		
Positive Classroom Management Strategies	<p>I establish clear and predictable procedures and routines in a calm and consistent way</p> <ul style="list-style-type: none"> • Tier 1 Instructional Playbook (scheduling, visual cues and timers) • Explicit teaching of procedures & expectations • Student collection from recess/lunch and dismissal from class • Predictable classroom layout 	<p>I recognise and celebrate individual successes and achievements</p> <ul style="list-style-type: none"> • Use strength-based feedback loops (Teacher-Student) • Celebrate success • Use verbal praise • Praise the steps students take towards achieving success 	<p>I move and scan during learning and use verbal/ non-verbal cues to support learning</p> <ul style="list-style-type: none"> • Active supervision • Transitions • Ready to Learn program • Jackson Social • Differentiated regulation breaks 	<p>I plan and provide frequent opportunities for students to respond to their learning</p> <ul style="list-style-type: none"> • Purposeful questions • Checking for understanding and provide feedback 	<p>I provide positive specific, timely and differentiated feedback</p> <ul style="list-style-type: none"> • Strength-based feedback linked to learning (Teacher-Student) • Differentiated feedback • Encourage student reflection • Monitoring learning
Enable student self-regulation and self-efficacy	<p>I explicitly teach strategies for recognising and managing emotions</p> <ul style="list-style-type: none"> • Model and verbalise self-regulation • Jackson Social • Ready to Learn program • SWPBS/PBIS • Differentiated regulation breaks • Model/encourage persistence/resilience 	<p>I support emotional regulation</p> <ul style="list-style-type: none"> • Providing predictability • Jackson Social program • Ready to Learn program • RRRR • SWPBS/PBIS • PCMS • Regulation breaks • Assistive Technology 	<p>I model how to think about thinking and help students ask questions about their learning</p> <ul style="list-style-type: none"> • Model thinking aloud • Model reflecting on learning • Prompting • Metacognitive strategies 		