Learning time



Amount of classroom time allocated to learning the content Number of hours per day and days per year

Disruption to timetabled lessons Extent to which teacher absence disrupts planned learning; extent to which lesson time is lost to interruptions; extent to which other learning activities displace timetabled lessons (e.g., careers events, school/class trips, work experience, etc.)



Time students spend on meaningful learning activities outside the classroom

Quality and quantity of homework set and completed; integration between in- and out-of-class learning activities; school support for homework completion (e.g., providing space and equipment, encouraging parent support, incentives/sanctions, etc.)

Student attendance at school Rates of school attendance: extent to which students are willing/ choosing/happy to attend school and participate in learning

Learning supports

Factors that affect the teaching-learning interaction, but are (largely) outside the control of an individual classroom teacher include the below.

Student-focused supports

Family and community support Family valuing and having high expectations of learning; schoolcommunity value alignment; cultural capital; trust between families and school

Teacher-focused supports



Collaboration

Staff peer support; teacherteacher trust; explicit collaboration on curriculum, pedagogy and assessment

Curriculum-focused supports



Goals and demands

Culture of high expectations for all students; demanding curriculum



Student fundamental needs Safety/security/order; freedom from hunger and basic wants; feelings of belonging; social connection (with staff)

Collective teacher expertise Teacher knowledge, skills and expertise; breadth and quality of experience, within both the school and immediate team



Resources and materials High-quality learning materials (sequenced, scaffolded, aligned with learning aims); space / accommodation fit for purpose



Professional learning

Behavioural norms;

peer culture

Opportunities and drive for professional learning: time; funding; expectation; valuing; quality assurance

Student beliefs and dispositions

individual dispositions (e.g.,

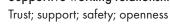
conscientiousness, resilience);

Management factors

School- or team-level factors that are necessary for effective functioning of any organisation.

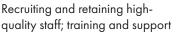


Supportive working relationships





Staffing





Improvement mindset

Drive to be better; belief that better is possible; personal accountability; constructive evaluation; willingness to innovate



Delivery

Strategic focus on core activities; allocating time and resources; removing barriers; diagnosing the causes of problems; designing and implementing solutions

