

A model for school environment and leadership

Learning time

- 1** Amount of classroom time allocated to learning the content
Number of hours per day and days per year
- 2** 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.)
- 3** Student attendance at school
Rates of school attendance; extent to which students are willing/choosing/happy to attend school and participate in learning
- 4** 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.)

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

- 1** Family and community support
Family valuing and having high expectations of learning; school-community value alignment; cultural capital; trust between families and school
- 2** Student fundamental needs
Safety/security/order; freedom from hunger and basic wants; feelings of belonging; social connection (with staff)
- 3** Student beliefs and dispositions
Behavioural norms; individual dispositions (e.g., conscientiousness, resilience); peer culture

Teacher-focused supports

- 4** Collaboration
Staff peer support; teacher-teacher trust; explicit collaboration on curriculum, pedagogy and assessment
- 5** Collective teacher expertise
Teacher knowledge, skills and expertise; breadth and quality of experience, within both the school and immediate team
- 6** Professional learning
Opportunities and drive for professional learning: time; funding; expectation; valuing; quality assurance

Curriculum-focused supports

- 7** Goals and demands
Culture of high expectations for all students; demanding curriculum
- 8** Resources and materials
High-quality learning materials (sequenced, scaffolded, aligned with learning aims); space / accommodation fit for purpose

Management factors

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

- 1** Supportive working relationships
Trust; support; safety; openness
- 2** Improvement mindset
Drive to be better; belief that better is possible; personal accountability; constructive evaluation; willingness to innovate
- 3** Delivery
Strategic focus on core activities; allocating time and resources; removing barriers; diagnosing the causes of problems; designing and implementing solutions
- 4** Staffing
Recruiting and retaining high-quality staff; training and support