Attitude

- ☐ Students' ideas and questions are welcomed, valued, and encouraged.
- ☐ Students are seen as partners in a learning journey.
- ☐ Students are supported when they take responsibility for their own learning.
- ☐ Staff members have a commitment and desire to share their field of expertise and its relevance to professional practice.
- ☐ Staff members actively search for new ways to help students learn. Staff learn about teaching from evaluating and reflecting on student learning.
- ☐ Learning is fun and vital to personal development for grasping opportunities throughout life.

Communication

- ☐ Formal communications (subject guides, learning outcomes, assessment guidelines, timetables, etc.) are clear, specific, and in writing. (This includes any changes to the original information.)
- ☐ Discussion of aims and intentions include differing perspectives.
- ☐ Students receive timely and adequate information on which they can base assignment and study plans and decisions.
- ☐ Students are offered opportunities to discuss connections they are making with previous classes and other subjects in the course.
- ☐ Students' experiences and views about the school's programs are actively sought and used as an integral part of planning for future programs

Program/Subject Design

- ☐ Student input is sought in planning subject revision.
- ☐ Programs facilitate student choice, providing negotiation of learning outcomes where appropriate, and student adaptation of learning issues and context where possible.
- ☐ The planning of all aspects of programs involves students, to ensure their perspectives, ideas, and needs have been accommodated.

Evaluation

- ☐ Students are offered opportunities to give feedback, with the assurance that issues will be addressed in response to that feedback.
- ☐ Staff members reflect on student feedback and performance, seeking improvement and adding documentation in personal teaching portfolios.

Learning Activities

- ☐ Prior learning is considered and discussed, addressing the needs of students who may be at different starting points.
- ☐ Learning activities are negotiated (when appropriate and possible), so that they occur in ways that students find relevant, engaging, and suitably challenging, thereby ensuring the development of high-school-graduate capabilities.
- ☐ A range of teaching methods is offered that will ensure the development of the necessary skills to meet the demands of industry and professional workplaces.
- ☐ Students with less effective processes are exposed to learners with more effective processes, thus creating a forum for sharing learning approaches and ideas.
- ☐ Opportunities are generated for students to explore their own hypotheses, promoting scholarly and reflective practices consistent with skill development as lifelong learners.

Assessment Activities

- ☐ Staff explains assessment methods and negotiates where possible.
- ☐ Staff checks to ensure that the assessment achieves the desired high-school-graduate capabilities and requirements of professional practice in each discipline.
- ☐ A range of assessment approaches is made available to accommodate different learning styles.
- ☐ Opportunities are sought for both formal and informal peer and self-assessment.