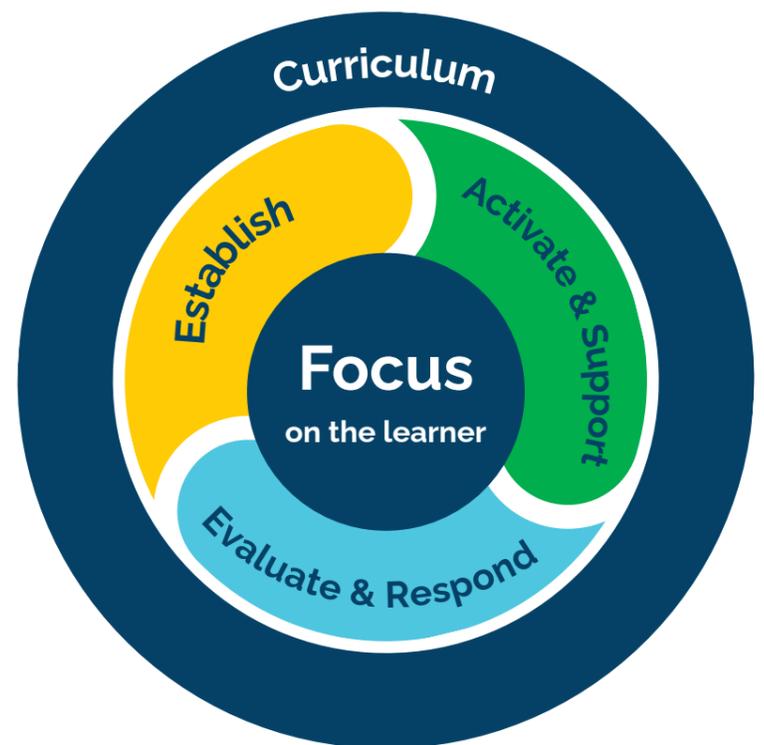


Teaching **for** Learning

The BCE Model of Pedagogy

The BCE Model of Pedagogy is a living, learning model that supports educators to make effective decisions about their practice. It is underpinned by science of learning principles that place the student at the centre of the educational journey, fostering agency and active engagement.



Curriculum

Pedagogy is shaped by disciplinary and interdisciplinary curriculum contexts and is most effective when informed by, and responsive to, learners' backgrounds and cognitive development — promoting engagement, clarity, and reflective teaching.



Focus on the learner

When focusing on the learner, educators:

- identify each learner's current level of understanding by considering progress, prior achievement, and developmental phase
- design learning experiences that accelerate cognitive growth for all students
- foster metacognitive and self-regulation skills by teaching students to plan, monitor, and evaluate their own learning, encouraging goal-setting, reflection, and persistence
- recognise and value the cultural, spiritual, emotional, and personal backgrounds students bring to the classroom, using these as assets to personalise and enrich learning.



Establish the conditions and expectations for learning & wellbeing

When establishing the conditions and expectations for learning and wellbeing, educators:

- promote teacher clarity and high expectations by explicitly communicating the focus of learning, and the criteria for success
- design a safe, inclusive, and organised classroom environment that supports both physical and psychological wellbeing, helping to foster motivation, respectful relationships, and focused learning
- develop, implement and reinforce consistent routines and behavioural norms that maximise instructional time, reduce disruptions, and encourage a supportive classroom climate
- embed social and emotional learning into the curriculum through mindfulness, resilience, and connection.



Activate & support learning experiences

When activating and supporting learning experiences, educators:

- maintain positive, structured environments that actively engage students in knowledge construction, skill acquisition and retention, and learning reflection in ways that are meaningful and motivating
- use explicit teaching and active learning strategies to build clarity, promote understanding, and support learners through multiple ways of knowing and doing
- design and implement collaborative learning experiences that actively promote peer interactions, drive shared problem-solving, and deepen learning tailored to students' interest and needs
- provide timely feedback and differentiated support that responds to individual learning progress, promotes growth, and empowers every student to grow and thrive.



Evaluate impact & respond

When evaluating impact and responding, educators:

- determine the effectiveness of their teaching by analysing formative and summative student assessment data, alongside student feedback that reveals how learning is experienced and perceived
- assess the classroom climate for evidence of engagement, emotional safety and inclusion, ensuring all students feel supported to learn and contribute
- reflect through multiple lenses – curriculum relevance, content accessibility, and student voice – to determine the extent that learners feel invited, challenged, and enabled to learn
- plan next steps with intentionality by revisiting learner needs, recalibrating learning conditions, and refining practices and strategies to foster growth and success.