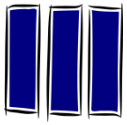
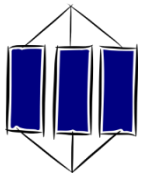
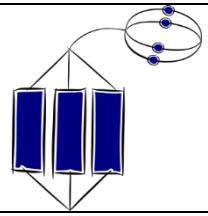
Encouraging Reflective Thought and Action: SOLO as common language					
SOLO Taxonomy as a common language of learning outcomes BES # 7. Curriculum goals, resources including ICT usage, task design, teaching and school practices are effectively aligned. *Alton-Lee 2003 BES* *Whole school alignment enables a common language, teacher collaboration and reflection and other synergies around improving teaching.* *BES # 4. Quality teaching is responsive to student learning processes. Alton-Lee 2003 BES* *Teachers have knowledge of the nature of student learning processes in the curriculum area, can interpret student*	I need help to understand/ introduce SOLO Taxonomy as the common language for student understanding of learning outcomes.	I use SOLO Taxonomy, HOT maps and self-assessment rubrics to supplement my existing teaching programmes.	I integrate SOLO Taxonomy, HOT maps and self assessment rubrics to scaffold differentiated learning outcomes in my planning.	I integrate SOLO Taxonomy, HOT maps and self assessment rubrics to complement differentiated learning outcomes in the design, implementation and assessment of learning within my teaching practices. I share these SOLO coded intended learning outcomes and co-create rubrics with SOLO coded success criteria with students in a way that helps them understand their own learning processes.	I have infused SOLO Taxonomy, HOT Maps and self-assessment rubrics in the design, implementation and assessment of learning within my teaching practices. My students and I understand how the SOLO Taxonomy aligns with and assists teaching and learning and can innovate to apply it to new situations. I seek student feedback about its effectiveness, and use this feedback to inform my practice.

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behaviour in the light of this knowledge and are responsive, creative and effective in facilitating learning processes.					
Example	*e.g. Reference to learning outcomes is predominately based on teacher WALT statements and there is little reference to or evidence of SOLO Taxonomy, HOT Maps or rubrics in student work.*	*e.g. I SOLO code my learning intentions (WALT statements) at the start of each learning experience The SOLO coded HOT maps and student self assessment rubrics used in my teaching programme in designing learning experiences that mainly reinforce lower cognitive skill development (unistructural and multistructural learning outcomes) relating to the content under investigation.*	*e.g. I SOLO code my learning intentions (WALT statements) at the start of each learning experience. I use SOLO coded rubrics as success criteria for students. The SOLO coded HOT maps and student self assessment rubrics are thoughtfully integrated into my teaching program to scaffold differentiated learning experiences and to unpack questions for learning. HOT SOLO coded maps and self assessment rubrics are employed throughout the learning experiences to reinforce both cognitive skill development and content understanding across multistructural, relational and extended abstract levels.*	*e.g. The learning purpose of HOT SOLO coded learning experiences, HOT maps and self assessment rubrics and questions for learning is shared with students in a manner that provides for student understanding of their own learning process. Emphasis is placed on student identification of the differentiated learning outcomes within the class and individual learning experiences.*	*e.g. Students have ready access to and a complete understanding of differentiated learning outcomes through SOLO Taxonomy, and have access to HOT mapping, self assessment rubrics, and an array of learning outcome coded questioning, ICTs and thinking interventions. They create their own success criteria using SOLO Taxonomy coded rubrics. The curriculum for learning is personalised, with the content emerging based on the needs of the individual learner.*
Effective strategy					

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