

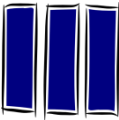
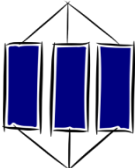
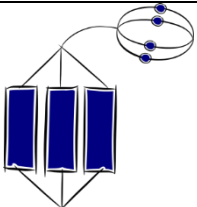


| <b>Supportive Learning Environment:<br/>Respect and affirm cultural identity</b>   |  |   |   |   |    |
|--|---|--|--|--|---|
| <p>Respect and affirm cultural identity (including gender identity).</p> <p>BES # 3. Effective links are created between school and other cultural contexts in which students are socialised, to facilitate learning. <i>Alton-Lee 2003 BES</i></p> <p><i>Quality teaching respects and affirms cultural identity (including gender identity) and optimises educational opportunities.</i></p> | <p>I expect students to be respectful.</p>  | <p>I respect and affirm the cultural and gender identity of my students to optimise educational opportunities and I expect students to be mutually respectful.</p> | <p>I respect and affirm the cultural and gender identity of my students to optimise educational opportunities and I expect students to be mutually respectful. I model respectful behaviours regarding different cultures and when interacting with students. I am developing strategies to help them achieve this</p> | <p>I respect and affirm the cultural and gender identity of my students to optimise educational opportunities and I expect students to be mutually respectful. I model respectful behaviours regarding different cultures and when interacting with students. I am developing strategies to help them achieve this. I have a range of strategies to support this when necessary.</p> | <p>I respect and affirm the cultural and gender identity of my students to optimise educational opportunities and I expect students to be mutually respectful. I model respectful behaviours regarding different cultures and when interacting with students. I monitor the effectiveness of the strategies we adopt to help students achieve this.</p> |
| <p>Effective strategies</p>  |   |  |  |  |   |