

**An example of data gathering on the LfL Blueprint dimension:  
Curriculum and Teaching**

Students from Years 3 to 7 at School A (n=65) completed this survey anonymously. They rated their level of agreement with 15 statements about aspects of their classroom experience on a 3-point scale from *agree* to *disagree*. The survey was facilitated by a teacher who instructed the students to tick “agree” where an aspect or process of learning was easily observable in their classroom experience; “neutral” was to be ticked when students considered the aspect or learning process occurred but it was not something which happened consistently; “disagree” was to be ticked when students considered the matter was something that hadn’t happened in their experience so far that year.

Their responses are collated below.

<b>In my Class</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>
We work in groups, individually and as a whole class.	57	6	2
There is a variety of things to read.	48	13	4
There are displays and posters about literacy.	48	17	0
Kids’ work is displayed.	54	11	0
<b>My Schoolwork</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>
My work is marked and commented upon.	46	18	1
I attempt all the work my teacher provides.	59	6	0
The teacher tells me how I can improve my learning.	54	10	1
Incorrect words are fixed up.	60	5	0
<b>During Reading / Literacy lessons</b>	<b>agree</b>	<b>neutral</b>	<b>disagree</b>
The teacher tells us why we are doing the work.	43	20	2
The teacher assists us when we have problems.	55	10	0
Before, during, and after reading strategies are taught to us.	48	15	2
We use graphic organisers and mind maps to plan our writing.	31	30	4
We use thesauruses.	50	14	1
We are taught how to read new and unknown words.	53	12	0
The teacher asks us to explain our reasons for thinking of and providing an answer.	54	10	1

How might you add value to the use of an instrument such as this?

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