

**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.

In my Class	agree	neutral	disagree
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
My Schoolwork	agree	neutral	disagree
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
During Reading / Literacy lessons	agree	neutral	disagree
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?
