Drawing on awareness of how external conditions impact on internal states of mind and how both affect learning capacity.

But how to do it? Through practices with specific purposes...

Act to lift limits and expand opportunities

External

Act to build and strengthen positive states of mind

Internal

Affective domain
- increase confidence
- security
- competence
- commitment
- excitement

Social domain
- strengthen acceptance, belonging, contribution, community solidarity

Intellectual domain
- enhance engagement, control, relevance, meaning, reasoning

And how are these purposes to be achieved? Through key pedagogical principles

The Pedagogical Principles

<table>
<thead>
<tr>
<th>CO-AGENCY</th>
<th>EVERYBODY</th>
<th>TRUST</th>
<th>UNPREDICTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active engagement, Children and teachers together, Shared responsibility, Making connections, Children shape learning, Importance of talk, dialogue, Making choices, Building on interests</td>
<td>Can learn and get better at learning, Belongs, Is valued and planned for equally, Participates and contributes, Benefits from collective experience, Sees own and others’ identities reflected in curriculum content</td>
<td>Children want to learn, Are powerful learners, Will find meaning in worthwhile tasks, Will engage if conditions are right, Can make good choices and decisions, Never write anyone off, Keep looking for what will unlock learning for particular child</td>
<td>No pre-set expectations, limiting access for some, Expect to be surprised, Outcomes cannot and should not be prespecified, Learning depends on what learners bring, think and do and cannot be predicted, Keep an open mind, Expand horizons, Constantly offer new opportunities</td>
</tr>
</tbody>
</table>

These principles work together to guide decision-making about what to do and what not to do.

Enhanced capacity to learn