



# Engage

## Develop shared norms

### Level 1

I provide a safe, orderly environment with respect and courtesy afforded to all members, where effort and hard work are promoted.

### Level 2

I ensure the work environment is productive and school values are referenced to behavioural and learning expectations.  
I ensure individuals are treated fairly and consistently and regularly engage with the teacher.

### Level 3

I negotiate learning routines and protocols for interaction with students.  
I respond to each individual student's social and emotional needs.

### Level 4

I refer to shared norms in my interactions with students and share responsibility with the students for reinforcing protocols.

## Determines readiness for learning

### Level 1

I stimulate interest and curiosity through linking to student interests.  
I establish prior knowledge by asking students what they know about the topic.

### Level 2

I use stimuli to elicit what they know and support students to make links with their experience.

### Level 3

I use a range of strategies to assess and document student's prior knowledge.

### Level 4

I use all available evidence to determine each individual student's current knowledge.  
I use questions generated by students to extend the focus of learning and to connect with students' lives.

## Establishes learning goals

### Level 1

I articulate learning goals based on expected year level standards and inform students of assessment requirements.

### Level 2

I use student's prior knowledge to differentiate goals for groups based on need.  
I demonstrate a purpose for learning by linking the specific activity to the learning goal.  
I explain assessment criteria when talking about requirements to students.

### Level 3

I use evidence of prior knowledge as a starting point for learning goals with curriculum standards.  
I provide examples of student work to demonstrate the expected standard when communicating assessment requirements.

### Level 4

I support students to use evidence to personalise their learning goals and align them with curriculum standards.  
I provide rubrics, illustrating levels of proficiency based on curriculum standards.

## Develops metacognitive capacity

### Level 1

I use tools and strategies to support students' thinking processes and to develop students understanding of metacognition.  
I support students to identify what they know, enabling them to monitor their own learning.

### Level 2

I model different types of thinking using labels and definitions.

### Level 3

I verbalise my own thinking and model strategies I use.  
I provide tools and strategies to assist students to reflect on their learning.

### Level 4

I support students to evaluate their own and others' thinking.  
I facilitate processes for students to monitor the effectiveness of their learning.



# Explore

## Prompts Inquiry

### Level 1

I use a range of question types and encourage students to share their prior experiences. I ask students to explain their understanding of key concepts and ideas to identify misconceptions.  
I select relevant resources.  
I present examples of information in an organised format.

### Level 2

I use questions to stimulate further thinking. I broaden students' experiences by making links between the learning focus and real world applications.

### Level 3

I provide experiences to draw out students' misconceptions and frame questions to challenge students' ideas.

### Level 4

I introduce new perspectives, extending and supporting students to reflect on their understandings.

## Structures inquiry

### Level 1

I use guiding questions to help students to select relevant information.

### Level 2

I observe and listen to student interactions and respond to any misconceptions. I present additional resources and provide tools to record information in response to student need.

### Level 3

I teach strategies for students to choose appropriate resources. I teach processes to collect and select relevant information. I explain reasons for the use of particular strategies to help students organise information.

### Level 4

I challenge misconceptions through the use of specific tasks and questions to extend student thinking. I prompt students to select tools and strategies appropriate for documenting the collected information. I teach students processes to evaluate the quality of information.

## Maintains session momentum

### Level 1

I present an outline for the session, informing students of the time frame for tasks. I refer to class rules to manage student behaviour.

### Level 2

I continuously monitor the students and intervene when required to maintain student engagement. I provide a structure for the session, establishing routines and providing a schedule to support time management.

### Level 3

I adapt routines and adjust time allocated to maximise student learning opportunities and understanding. I reinforce shared norms and expected behaviours to maintain session momentum.

### Level 4

I attend to students' verbal and non-verbal cues, respond to individual behaviour and support learning accordingly. I provide strategies to enable students to manage their time effectively.



explain

Presents new content

#### Level 1

I support students to develop explanations to make sense of their learning.  
I present new content based on year level standards.  
I represent the content in different ways to enhance students' understandings.

#### Level 2

I use student explanations of their learning to determine current levels of understanding and introduce new content accordingly.  
I use multiple ways to represent the same content in response to student need.

#### Level 3

I differentiate content based on the students' level of understanding of the inquiry.  
I adapt representations based on student need.

#### Level 4

I assess student's level of understanding, selecting and introducing content at individual point of need.

# Explain

Develops language and literacy

#### Level 1

I identify students' level of English language proficiency to inform my teaching.  
I model the use of English language conventions to develop students' language and literacy.  
I provide model the language of the discipline and uses tasks that incorporate different modes of language.

#### Level 2

I explicitly teach the conventions of English in all curriculum areas.  
I teach the language of the discipline and structure tasks to engage students in using multiple modes of language.

#### Level 3

I respond to students' English language proficiency, providing students' with strategies to meet the literacy demands of the task.  
I explain the reasons for selecting particular modes of language and expect students to use the language of the discipline.

#### Level 4

I support students to use the mode of language appropriate to the task.  
I support students to identify and use strategies to meet the literacy demands of the task

Strengthens Connections

#### Level 1

I verbalise the connections between new content and past learning and continuously prompt students to clarify their understanding.  
I provide opportunities for students to practise new skills and processes.

#### Level 2

I structure collaborative opportunities for students to share their explanations and supports students to make connections between past and new learning.  
I provide multiple opportunities for students to consolidate new learning's using varied types of practise.

#### Level 3

I use analogy and metaphor to illustrate the relationships between ideas, assisting students to make connections between new and existing knowledge to clarify understandings.  
I structure opportunities for students to strengthen specific skills and process through focused practice.

#### Level 4

I assist students to select strategies to demonstrate relationships between ideas and to connect new content with prior learning.  
I challenge students to represent their understandings in multiple ways.  
I guide students to establish independent practice routines to reinforce and extend the students level of understanding.



elaborate

# Elaborate

## Facilitates substantive conversation

### Level 1

I use a range of strategies to involve all students in focussed conversation.  
I choose the topics for discussions and structure the conversation to generate student thinking.

### Level 2

I structure conversations, acknowledging the value of students' ideas and using these to build individual and collective understanding.  
I group students according to the purpose of the conversation.

### Level 3

I negotiate conversational protocols which support all students to make meaningful contributions, build on and challenge one another's ideas.  
I ask questions, probe student thinking and prompt them to justify their responses.

### Level 4

I structure opportunities for students to sustain a conversation, deepening individual and collective understanding.  
I support students to critique one another's ideas to increase the intellectual rigour of the conversation.

## Cultivates higher order thinking.

### Level 1

I provide intellectually challenging tasks.  
I articulate the cognitive demands of the task to students.  
I provide examples of the concept to assist students to apply their learning.

### Level 2

I provide tasks that support the transfer of learning and assist students to apply concepts from familiar to unfamiliar contexts.  
I model and provide thinking tools and strategies to support transfer.  
I incorporate wait time to support students to consider the ideas and construct their responses.

### Level 3

I structure tasks that require students to manipulate information and ideas to generate rules and principles.  
I support student to test these rules and principles in unfamiliar contexts.

### Level 4

I explain the taxonomy used to structure to task and inform the assessment criteria.  
I support students to use evidence to challenge assumptions underpinning principles when extending the learning to new concepts.

## Monitors progress

### Level 1

I provide students with feedback specific to the task.  
I modify instruction based on student response.

### Level 2

I give feedback which is referenced to assessment criteria.  
I adapt instruction based on group needs.

### Level 3

I provide opportunities for students to give feedback to one another.  
I monitor student progress and intervene to address individual needs.

### Level 4

I continually monitor student progress and provide feedback that enables each student to understand what they need to do to improve.



# Evaluate

## Assesses performance against standards

### Level 1

- I assist students to prepare for a performance of understanding.
- I assess student achievement and communicate progress.

### Level 2

- I provide strategies for students to reflect on and refine their work in preparation for a performance of understanding.
- I integrate evidence gathered from informal and formal assessment to make judgements about student progress.
- I use examples of student learning and work samples to illustrate student progress against learning goals.

### Level 3

- I structure opportunities for students to individually and collaboratively assess and improve their work in preparation for a performance of understanding.
- I make judgements about student achievement using rubrics referenced to curriculum standards.
- I communicate progress against learning goals based on curriculum standards.

### Level 4

- I moderate both within and across classes to ensure consistent judgements.

## Facilitates student self assessment

### Level 1

- I provide guiding questions to enable students to reflect on their learning.
- I support students to frame future learning goals based on their identified strengths and areas for improvement.

### Level 2

- I model strategies for self reflection.
- I support students to reflect on their achievements and learning processes to frame future learning goals.

### Level 3

- I support students to review samples of their work to identify evidence of their learning and to reflect on their overall progress.
- I support students to identify future learning goals and strategies to progress their learning.

### Level 4

- I support students to reflect on their learning outcomes and evaluate strategies used.
- I conference with individual students using student reflection and teacher judgement to discuss progress against curriculum standards.
- I refer to the conference and curriculum standards when facilitating an individual student's identification of future learning goals and strategies.