Classroom Practice Continuum

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6 PROFILES OF CLASSROOM PRACTICE SHOWING AN INCREASING REPERTOIRE OF TEACHING EXPERTISE

Standard 03
Plan for and implement effective teaching and learning
3.1, 3.2, 3.3, 3.4, 3.5

Standard 04
Create and maintain supportive and safe learning environments
4.1, 4.2, 4.3, 4.4, 4.5

Standard 05
Assess, provide feedback and report on student learning
5.1, 5.2, 5.3

LEVEL 01	LEVEL 02	LEVEL 03	LEVEL 04	LEVEL 05	LEVEL 06
GRADUATE	PROFICIENT	PROFICIENT	HIGHLY ACCOMPLISHED	HIGHLY ACCOMPLISHED/LEAD	LEAD

LEVEL 01 — GRADUATE

The teacher organises and uses the available learning space and resources, including ICT, to support student learning in the planned learning activities. The teacher designs the activities to engage the diverse perspectives and needs of students and adapts the tasks to student readiness.

The teacher assesses students' prior knowledge by asking them to recall what they know about the content. They identify student misconceptions and attempt to address these directly. The teacher links the content of the current learning activities to past and future learning experiences. They represent the content in the same way to all students.

The teacher provides tasks for all students to practice skills and processes. They use a variety of question types to encourage students to discuss the main ideas. The teacher engages students in the use of relevant literacy and numeracy skills, together with relevant academic vocabulary that supports student thinking about key concepts in the content area.

The teacher explains the criteria that will be used to assess student work and to give feedback to students. They provide tools for students to assess their own work. The teacher provides corrective feedback to students in relation to particular tasks and advises them on where to next in relation to their learning goals. They develop students' capacity to differentiate levels of quality in assessing their peers' work.

The teacher communicates in ways that recognise students as individuals from diverse backgrounds. They model respectful interactions with students, including expressing interest in students' thoughts and opinions. They articulate learning expectations for all students.

The teacher states their expectations for students working productively and cooperatively in groups and develops students' abilities to participate in constructive discussions. They draw on a variety of strategies to manage and respond to student behaviour and identify key safety risks in the learning environment. The teacher refers to established rules to manage the learning environment. When students are using information and communications technology, the teacher refers to the school's ICT protocols.

LEVEL 02 — PROFICIENT

The teacher explains the lesson structure, including timeframes for learning activities. The teacher selects a range of resources that are relevant to the goals and content of the lesson and organises the learning environment to support individual learning needs. They design learning interactions that engage the diverse perspectives of students. They advise students about the procedures to be followed to engage in and complete the learning tasks during the allocated time. The teacher describes what quality work looks like and illustrates this by drawing attention to the success criteria.

The teacher represents concepts of the discipline in multiple ways to all students. They use stimuli to elicit prior knowledge and to clarify students' current understanding. The teacher draws on students' interests to make connections to the learning activity. They explain the reason for the use of particular strategies to assist students to organise information.

To reinforce and consolidate relevant skills, the teacher varies the type of practice students engage in during the lesson. The teacher monitors students' understanding and skill development against the learning goals and notices when students need additional assistance or extension. They organise opportunities for students to articulate what they have learned and to say which learning strategies have been most effective for them.

The teacher supports students to apply their literacy skills to different concepts and uses vocabulary and academic language that is clear, correct and appropriate for students. The teacher uses a range of questioning strategies that are designed to encourage students to use different ways of thinking about the content. Strategies are inclusive of all students.

The teacher demonstrates how assessment rubrics are aligned to specific criteria to make judgments about progress and how they support students to provide peer feedback that progresses their learning. The teacher establishes learning routines with students that are linked to learning expectations. Communication is direct, repeated, specific and positive. The teacher monitors the students' use of ICT and responds to breaches.

LEVEL 03 — PROFICIENT

The teacher discusses the connections between learning goals, learning activities and assessment requirements with students. They identify connections between students' interests, experiences and backgrounds and the learning activities. The teacher articulates student misconceptions and addresses the knowledge and skills required by the students to address them. They adjust the lesson structure in order to maximise learning opportunities for students.

The teacher provides information through multiple modalities and selects a range of resources that are relevant to the goals and content of the lesson. They enable students to challenge their own perspectives in relation to the experience of others. The teacher adjusts pacing and interaction during instruction to enable all students to understand the content and participate productively in the lesson. The teacher designs individual and/or group activities to suit particular purposes. They support students to set goals for group behaviour and participation, and to monitor and self-assess their achievement of these goals.

They use a variety of methods to scaffold students' use of academic language enabling students to engage in and express complex thinking. They create opportunities for students to employ a range of forms of communication that address various purposes. The teacher explains their own thinking while modeling specific strategies for thinking about learning, in order to develop students' metacognitive skills. The teacher uses a variety of assessment activities to help students assess their progress. They support students to provide peer feedback that progresses learning, aligned to the success criteria.

The teacher encourages interaction between students and between teacher and students about the key ideas of the topic. They support students to think critically by independently developing questions, posing problems and reflecting on multiple perspectives. They model strategies for dialogue and reinforce positive and responsible learning behaviours. The teacher maintains the focus on learning tasks by redirecting challenging behaviour. The teacher implements safe practices by modeling, reinforcing and maintaining safety protocols in the learning environment.

LEVEL 04 — HIGHLY ACCOMPLISHED

The teacher designs activities to assist students to see relationships across disciplines by making connections between curriculum materials in the content area and related perspectives from another content area. They encourage students to evaluate resources including human and ICT to support their own learning. To maximise each student's progress, the teacher may use multiple entry points, which provide opportunities for all students to engage in the learning activity.

The teacher creates learning routines with students that are linked to learning expectations. They design activities that provide opportunities for students to develop academic vocabulary through oral and written construction and support them to apply their numeracy skills to different concepts. The teacher focuses practice on specific skills and processes in response to individual needs. They use conversation topics that generate thinking and that encourage students to justify and provide reasons for their responses to questions. The teacher helps students build on their peers' understanding by teaching the skills of reflective listening, paraphrasing and questioning.

The teacher aligns assessment strategies to learning goals and adjusts the learning tasks to student readiness. The teacher prompts, listens actively and monitors and adjusts instruction to ensure alignment with success criteria. They integrate multiple sources of evidence to inform their own assessment judgments. The teacher checks student understanding while modeling specific strategies for thinking about learning. They provide feedback on how students monitor and regulate their actions to achieve learning goals and develop procedures for students to collaboratively evaluate and adjust peer assessment processes to identify next steps for growth.

The teacher explicitly teaches social communication skills, with the aim of developing respectful interaction in whole group and small group discussions. They support students to hold each other to account for each student's contribution to the group's outcomes. They attend to students' verbal and non-verbal cues and respond to individual behaviour. They require students to be responsible for safe practices.

LEVEL 05 — HIGHLY ACCOMPLISHED/LEAD

The teacher uses a range of strategies to determine students' prior knowledge. They use this evidence to provide students with the opportunity to engage with challenging learning goals. To address misconceptions, the teacher constructs the required scaffolding with reference to domain-specific learning progressions. The teacher shares responsibility with students for establishing and reinforcing agreed learning expectations and refers to agreed routines.

They help students make sense of connections within and between curriculum areas by applying knowledge from more than one discipline to understand a concept or set of concepts. The teacher encourages students to use a range of perspectives to deepen their own understanding and supports them to identify personal connections with what they have learned. They provide students with choice in the selection of learning activities based on agreed learning goals and a variety of opportunities to apply their literacy skills to particular tasks. They support students to use strategies to maximise the opportunities for learning.

The teacher provides feedback on how students monitor, direct and regulate their actions to create products, complete tasks and achieve learning goals. They explain the relationship between the assessment method, the learning objectives and the nature of the evidence required to make decisions about progress and performance.

Transitions are student managed and efficient, maximising learning time. The teacher's pacing of the lesson gives students enough time to intellectually engage with the concepts and consolidate their understanding. The teacher demonstrates and encourages respect for all students' questions, ideas and ways of thinking.

The teacher asks students to support their contributions with evidence, pressing them for accuracy and reasoning. They give students time to grapple independently with the demanding aspects of open-ended tasks. The teacher asks students clarifying questions to enable student talk to predominate over teacher talk. They attend to students' verbal and non-verbal cues and respond to individual behaviour. The teacher involves students in adapting the learning space to support everyone's learning. They model strategies for students to manage their own safe and responsible use of ICT.

LEVEL 06 — LEAD

The teacher supports students to use evidence, including prior learning experiences, to personalise their learning goals and align them with the curriculum standards. The teacher designs challenging tasks that require students to generate knowledge and elaborate upon information. They explain the taxonomy used to structure the learning activity and to inform the assessment criteria so that students understand the intellectual demands of the task.

The teacher makes students responsible for establishing deliberate practice routines to support their learning. They provide students with a choice of learning activities based on agreed learning goals that apply discipline-specific knowledge and skills including literacy and numeracy skills in gathering, analysing and presenting work. The teacher supports students to use different representations to develop their understanding of particular concepts and ideas. They develop students' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address different audiences and purposes.

The teacher supports students to develop their own questions that lead to further inquiry. They engage students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems and developing original work.

The teacher develops procedures for students to individually evaluate and adjust their thinking about learning. They provide students with the opportunity to reflect critically on the strategies they have used to complete the learning task. The teacher tailors assessment criteria to monitor student progress towards complex task completion. They use a variety of methods to scaffold students' use of academic vocabulary to express complex reasoning.

Responsibility for designing group arrangements that are appropriate to particular learning goals and purposes is negotiated between the teacher and the students. The teacher supports students to critique one another's ideas in order to increase the intellectual rigour of the conversation. The teacher holds students accountable for implementing and monitoring ICT protocols.

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