activities that engage the class as a whole.

The teacher is polite in all interactions with students, using verbal and non-verbal language to manage and respond to student behaviour. The teacher develops students' metacognitive skills by modelling the language of thinking, and providing tools and strategies to assist them to be aware of, and monitor, their own learning. They facilitate students' self-assessment by giving them tools to assess, and reflect on, their own work.

The teacher demonstrates different ways of expressing discipline-specific numerical information, explaining the purpose of each. They teach students how to use vocabulary, including grammatical and language features, to ensure understanding by students of all language levels and abilities. The teacher uses specific strategies to help individual students understand, and accurately use, symbolic representations.

The teacher supports students to think critically by independently developing questions, posing problems and reflecting on multiple perspectives. They model strategies for dialogue and paraphrasing and encourage students to articulate what they hear. The teacher asks clarifying questions in order to enable student talk to predominate over teacher talk. They teach and model questioning, sharing and problem solving skills, with the aim of developing respectful interaction.

The teacher promotes and reinforces the importance of expressing discipline-specific numerical information, explaining the purpose of each. They teach students how to use vocabulary, including grammatical and language features, to ensure understanding by students of all language levels and abilities. The teacher uses specific strategies to help individual students understand, and accurately use, symbolic representations.

Highly Accomplished Lead

The teacher negotiates learning routines and protocols with students. They provide timeframes for facilitating transitions. The teacher negotiates assessment strategies with students, ensuring these are aligned with learning goals. The teacher supports students to assess their own use of academic language and measure their own progress in this area.

Class dialogue is distributed, so that teacher and students both take an active role. This includes the teacher facilitating students actively entering into intellectual dialogue with each other. They support students to critique one another’s ideas in order to increase the intellectual rigor of the conversation.

The teacher involves students in adapting the learning space to support everyone’s learning.

Progressive Classroom Practice Continuum Professional Practice Domain Australian Professional Standards for Teachers Graduate

Classroom Practice Level One

The teacher outlines the purpose of learning the content, based on the relevant curriculum standards. They organise the learning space and resources, including ICT, to engage students in the learning activities.

The teacher promotes and reinforces the importance of expressing discipline-specific numerical information, explaining the purpose of each. They teach students how to use vocabulary, including grammatical and language features, to ensure understanding by students of all language levels and abilities. The teacher supports students to assess their own use of academic language and measure their own progress in this area.

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Appendix 7