

ELABORATE					
Capability					
Facilitates Substantive Conversation	What the Teacher Does	Cultivates Higher Order Thinking	What the Teacher Does	Monitors Progress	What the Teacher Does
The teacher uses strategies to involve all students in focused conversation, facilitating the sharing of ideas. The teacher selects the topic and structures the conversation to generate student thinking about the key concepts. (Level 1)	<ul style="list-style-type: none"> <li>Small/whole group discussions.</li> <li>Inner and Outer Circles.</li> <li>Snowballing.</li> <li>Establishes conversation protocols with students.</li> <li>Models and monitors conversation protocols.</li> </ul>	The teacher provides intellectually challenging tasks and articulates the cognitive demands of the task to students. They provide examples of the concept in similar contexts to assist students to apply their learning. (Level 1)	<ul style="list-style-type: none"> <li>Use of different cognitive organisers to meet the demand of the activity.</li> <li>Teachers highlight to students, connections with their learning.</li> </ul>	Teacher monitors student understanding, providing students with feedback specific to the task and modifying instruction based on student responses. (Level 1)	<ul style="list-style-type: none"> <li>Teachers provide students with timely feedback, which provides an explanation for action. <a href="http://mq.edu.au/itc/about/It/assess_docs/giving_ass_feedback.pdf">http://mq.edu.au/itc/about/It/assess_docs/giving_ass_feedback.pdf</a></li> </ul>
The teacher structures conversation, acknowledging the value of students' ideas and using these to build individual and collective understanding. Teacher groups students according to the purpose of the conversation. They incorporate wait time to support students to consider the ideas and construct their responses. (Level 2)	<ul style="list-style-type: none"> <li>Small group discussion based on individual needs.</li> <li>Think Pair Share.</li> <li>Use of Pinwheels to facilitate group conversations.</li> <li>Use 1-2-4 to facilitate conversation.</li> <li>Back-to-Back.</li> </ul>	The teacher provides tasks that support the transfer of learning and assists students to apply concepts from familiar to unfamiliar contexts. The teacher models and provides thinking tools and strategies to support transfer. They incorporate wait time to support students to consider the ideas and construct their responses. (Level 2)	<ul style="list-style-type: none"> <li>Teachers plan sessions, using higher order thinking tools (Blooms, Habits of Mind, MI, Thinkers Keys, Cooperative Learning strategies).</li> <li>Teacher applies at least 3 seconds wait time when getting students to consider and construct their responses.</li> </ul>	The teacher gives feedback referenced to assessment criteria, when monitoring student progress. Teachers adapt instruction based on group needs. (Level 2)	<ul style="list-style-type: none"> <li>Use of teacher generated rubrics/ assessment charts to inform student of assessment criteria.</li> <li>Teachers use multiple forms of assessment (as, of and for) to inform their teaching- adapting instruction based on group needs.</li> </ul>
3. The teacher negotiates conversational protocols which support all students to make meaningful contributions, build on and challenge one another's ideas. The teacher asks questions, probes student thinking and prompts them to justify their responses. (Level 3)	<ul style="list-style-type: none"> <li>Students have involvement in negotiating protocols.</li> <li>Use class norms as a way to respectfully challenge others.</li> <li>Teachers use a range of questioning techniques to probe student thinking – higher order question stems.</li> </ul>	The teacher structures tasks that require students to manipulate information and ideas to generate rules and principles. They support students to test these rules and principles in unfamiliar contexts. (Level 3)	<ul style="list-style-type: none"> <li>Use of cooperative learning strategies to facilitate student manipulation of information and ideas.</li> <li>Teachers display a range of cognitive organisers around their rooms as a way of supporting students to test rules and principles in unfamiliar contexts.</li> </ul>	The teacher provides feedback and structures opportunities for students to give feedback to one another. Teacher monitors student progress and intervenes to address individual needs. (Level 3)	<ul style="list-style-type: none"> <li>Use of rubrics, assessment criteria to facilitate peer assessment.</li> <li>Use cooperative learning strategies to provide students with opportunities to give each other feedback.</li> <li>Teachers use multiple forms of assessment (as, of and for) to inform their teaching for each individual student.</li> <li>One on one teacher conferencing.</li> </ul>
The teacher structures opportunities for students to sustain a conversation, deepening individual and collective understanding. They support students to critique one another's ideas to increase the intellectual rigour of the conversation. (Level 4)	<ul style="list-style-type: none"> <li>Use of peer assessment- allows students to critique others ideas.</li> <li>Use of Structured Controversy as a way to increase intellectual rigour of student conversation. <a href="http://olc.spsd.sk.ca/de/pd/instr/strats/structuredcon/index.html">http://olc.spsd.sk.ca/de/pd/instr/strats/structuredcon/index.html</a></li> <li>Cooperative learning strategies to facilitate substantive conversations. <a href="http://education.qld.gov.au/public_media/reports/curriculum-framework/productive-pedagogies/html/int-04.html">http://education.qld.gov.au/public_media/reports/curriculum-framework/productive-pedagogies/html/int-04.html</a></li> <li>Classroom talk leads to <i>sustained conversational dialogue</i> between students, and between teacher and students, to create or negotiate understanding of subject matter. (Qld Ed Dept website- See above)</li> </ul>	The teacher explains the taxonomy used to structure the task and inform the assessment criteria. They support students to use evidence to challenge assumptions underpinning principles when extending the learning to new contexts. (Level 4)	<ul style="list-style-type: none"> <li>Teacher uses teacher and student generated assessment rubrics as a way of informing criteria for task.</li> <li>Teachers use a range of questioning techniques that allow students to justify and reflect upon what they know.</li> </ul>	The teacher continuously monitors student progress and provides feedback that enables each student to understand what they need to do to improve. (Level 4)	<ul style="list-style-type: none"> <li>Teacher provides ongoing feedback-focused on independence. It allows students to be capable of assessing their own work and being critical as learners (reflectors).</li> <li>VELS language used to assess and provide feedback is modified in a way that students can understand.</li> </ul>