

ENGAGE					
Capability					
Develops Shared Norms	What the Teacher Does	Determine Readiness for Learning	What the Teacher Does	Develops Metacognitive capacity	What the Teacher Does
The teacher promotes a safe and orderly learning environment by providing the class with rules and modelling expected behaviours. They treat individuals with courtesy and promote effort and hard work. (Level 1)	<ul style="list-style-type: none"> <li>Displays class norms as reflected in school values</li> <li>Refers to Student Code of Conduct – (Individual Contracts where required)</li> <li>Explicitly teaches students to follow class protocols</li> <li>Defines and models appropriate behavioural skills for group tasks</li> </ul>	The teacher stimulates interest and curiosity in the learning, making links to students' interests. They explain the purpose for learning and assess students' prior knowledge by asking students what they know about the topic. (Level 1)	Sets the scene for learning <ul style="list-style-type: none"> <li>Identifies and displays learning intentions</li> <li>Attracts student attention – 'gives them a hook.'</li> <li>Establishes prior knowledge using KWL/tKWL</li> </ul> Provides opportunities to engage students through: <ul style="list-style-type: none"> <li>Open ended questioning.</li> <li>Tell me. How did you do that?</li> <li>Wonder wall.</li> <li>IWB.</li> </ul>	They use tools and strategies to support students' thinking processes and to develop students' understanding of metacognition. The teacher supports students to identify what they know and what they need to know, enabling students to monitor their own learning. (Level 1)	Determines prior knowledge and encourages student reflection: <ul style="list-style-type: none"> <li>Thinking Hats / Mind Maps.</li> <li>Brainstorming.</li> <li>KWL.</li> <li>Portfolios.</li> <li>Journal Writing.</li> </ul>
The teacher maintains a productive learning environment by conveying behavioural and learning expectations for all students which are referenced to school values. The teacher regularly engages with individual students and treats them fairly and consistently. (Level 2)	<ul style="list-style-type: none"> <li>Displays class norms as reflected in school values.</li> <li>Student Code of Conduct – Individual Contract.</li> <li>Individual learning plans.</li> <li>Defines and models appropriate behavioural skills for group tasks.</li> <li>Explicitly teach students to follow class protocols</li> </ul>	The teacher uses this information to differentiate learning goals for groups of students based on need. The teacher demonstrates a purpose for learning by linking the specific activity to the learning goals. They explain assessment criteria when communicating assessment requirements to students. (Level 2)	Support students to link learning via: <ul style="list-style-type: none"> <li>Videos.</li> <li>Warm up games.</li> <li>Kinaesthetic activities.</li> <li>Incursions/excursions.</li> <li>ICT.</li> <li>Library.</li> <li>Guest Speakers.</li> </ul>	The teacher models different types of thinking using labels and definitions. (Level 2)	Models different types of thinking: <ul style="list-style-type: none"> <li>Graphic Organisers/Thinkers Keys.</li> <li>Gardiner's Multiple Intelligences.</li> </ul>
The teacher negotiates learning routines and protocols for interactions with students. The teacher responds to each individual student's social and emotional needs. (Level 3)	<ul style="list-style-type: none"> <li>Respects and values students' opinion</li> <li>Conferences individual/small groups</li> <li>Collaborative goal setting and developing rubrics with assessment expectations</li> </ul>	The teacher uses this evidence as the starting point to determine learning goals based on curriculum standards. They provide examples of student work to demonstrate the expected standard when communicating assessment requirements. (Level 3)	<ul style="list-style-type: none"> <li>Connects learning goals to VELS standards.</li> <li>Negotiates learning goals.</li> <li>Provides reflection time.</li> <li>References quality student work and behaviours to model expected standard.</li> <li>Allows opportunity for 'Celebration' time.</li> <li>Encourages peer feedback.</li> <li>Allocates roles and responsibilities for each group.</li> </ul>	The teacher verbalises their approach to thinking and models the strategies used. They provide tools and strategies to assist students to reflect on their learning. (Level 3)	Models and verbalises different forms of thinking and self reflection tools/strategies: <ul style="list-style-type: none"> <li>Student observations.</li> <li>Rubrics.</li> <li>Blooms Taxonomy.</li> <li>Habits of Mind.</li> </ul>
The teacher refers to shared norms in their interactions with students and shares responsibility with them for reinforcing protocols. (Level 4)	<ul style="list-style-type: none"> <li>Facilitates and guides student learning and the discussion around norms</li> <li>Provides opportunities for students to personalise their own learning goals</li> <li>Makes explicit the need for students to monitor their own learning by peer/self reflection and evaluation</li> </ul>	The teacher attends to student's verbal and non-verbal cues, responds to individual behaviour and supports learning accordingly. Teacher provides strategies to enable students to manage their time effectively. (Level 4)	<ul style="list-style-type: none"> <li>Provides written feedback.</li> <li>Roves during sessions.</li> <li>Provides a time line for task completion.</li> <li>Uses count down clock or timer.</li> <li>Reflects on and re-set goals.</li> <li>Provides opportunity for student self-assessment using log / checklist / diary /journal.</li> </ul>	They support students to evaluate their own and others' thinking. The teacher facilitates processes for students to monitor the effectiveness of their learning. (Level 4)	Models and implements a range of evaluative tools: <ul style="list-style-type: none"> <li>Reflective Journals.</li> <li>Rubrics.</li> <li>Reciprocal Teaching.</li> <li>Action plans- when, what, who and how.</li> <li>Self critique.</li> <li>Contracts and self reflection.</li> <li>Direct conversation.</li> </ul>