

EXPLAIN					
Capability					
Presents New Content	What the Teacher Does	Develops Language and Literacy	What the Teacher Does	Strengthens Connections	What the Teacher Does
The teacher supports students to develop explanations to make sense of the inquiry. They present new content based on year level standards and represent the content in different ways to enhance students' understanding. (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 identifies students' level of English language proficiency to inform their teaching. They model the use of English language conventions to develop students' language and literacy. The teacher models the language of the discipline and uses tasks that incorporate different modes of language (Level 1)	<ul style="list-style-type: none"> <li>Models the correct, consistent language and terminology in a variety of tasks.</li> <li>Uses a Wonder Wall of terms/words.</li> <li>Brainstorms terms/language.</li> <li>Exposes students to a range of modes of language: Dialogue, Discussion, Maths Debate (What's better: Fractions or decimals?), Advocacy/Inquiry.</li> </ul>	The teacher verbalises the connections between new content and past learning, and continuously prompts students to clarify their understanding. They provide opportunities for students to practise new skills and processes (Level 1)	<p>Structures ongoing reflection: 'WALT' (We are learning today) and WILT (What I learnt today) process. 'Traffic lights' Sentence starters: "I used to know. Now I know..." "It is important to know... because..." "I need to know/learn more about..." "I am still uncertain about..."</p> <p><a href="http://www.adrianbruce.com/blogging/question_stems/question_stems.htm">www.adrianbruce.com/blogging/question_stems/question_stems.htm</a></p>
The teacher uses student explanation of the inquiry to determine current levels of understanding and introduces new content accordingly. They select multiple ways to represent the same content in response to student need. (Level 2)	<ul style="list-style-type: none"> <li>Delivers content based on student needs (flexible groupings)</li> <li>Encourages strategy sharing.</li> <li>Uses "Convince me" process.</li> <li>Employs open-ended questioning.</li> <li>Think Board / Placemat.</li> </ul>	They explicitly teach the conventions of English in all curriculum areas. They teach the language of the discipline and structure tasks to engage students in using multiple modes of language. (Level 2)	<ul style="list-style-type: none"> <li>Explicitly teaches correct language and terminology.</li> <li>Involves students in discussions using correct terminology (whole/small).</li> </ul>	The teacher structures collaborative opportunities for students to share their explanations and supports students to make links between past and new learning. They provide multiple opportunities for students to consolidate the new learning using varied types of practice. (Level 2)	<ul style="list-style-type: none"> <li>Directs group discussions about what students have learnt/found out and revisits individual goals.</li> <li>Think/Pair/Share, Pin Wheels, PCIU (Positive, Challenges, Interesting, Unexpected), Inside-Outside circles, Student experts etc.</li> <li>Selects appropriate contexts to strengthen connections</li> <li>Problem solving scenarios, real life, hands on, games, IT, etc skills.</li> <li><a href="http://www.durham.edu.on.ca/progrmmath2/Math_Poems/math_poems.html">www.durham.edu.on.ca/progrmmath2/Math_Poems/math_poems.html</a></li> </ul>
The teacher differentiates content based on the students' level of understanding of the inquiry. They adapt representations based on student need. (Level 3)	<ul style="list-style-type: none"> <li>Uses open-ended tasks/questions to adapt spontaneously to student needs (considered and informed groupings).</li> </ul>	The teacher responds to students' English language proficiency, providing students with strategies to meet the literacy demands of the task. They explain the reasons for selecting particular modes of language and expect students to use the language of the discipline. (Level 3)	<ul style="list-style-type: none"> <li>Selects modes of language appropriate to task.</li> <li>Uses a process of evaluating the modes of language (How, When, Why and Where?)</li> </ul>	The teacher uses analogy and metaphor to illustrate the relationship between ideas, assisting students to make connections between new and existing knowledge to clarify understanding. They structure opportunities for students to strengthen specific skills and processes through focused practice. (Level 3)	<ul style="list-style-type: none"> <li>Selects appropriate activities from student brainstorming.</li> <li>Connects from known to unknown.</li> <li>Scaffolds student learning (Zone of proximal development).</li> </ul>
The teacher assesses the student's level of understanding, selecting and introducing content at individual point of need, in response to student explanation. (Level 4)	<ul style="list-style-type: none"> <li>Student/teacher conferencing guides explanation.</li> <li>Uses 'SMART GOALS' (Simple, Measurable, Achievable, Relevant and Time) to guide explanation.</li> <li>Uses rubrics, reports and diagnostic tests and work samples to set goal</li> </ul>	The teacher supports students to use the language of the discipline and to select the mode of language appropriate to the task. They support students to identify and use strategies to meet the literacy demands of the task. (Level 4)	<ul style="list-style-type: none"> <li>Allows students to reflect on learning goals and rubrics to help them select the appropriate modes of language.</li> <li>Makes modes of language clearly accessible to students at all times e.g. Posters, Books (library), Websites, Newspapers, Games.</li> </ul>	They assist students to select strategies to demonstrate relationships between ideas and to connect new content with prior learning. The teacher challenges students to represent their understanding in multiple ways. They guide students to establish independent practice routines to reinforce and extend the student's level of understanding (level 4)	<ul style="list-style-type: none"> <li>Uses Reflection strategies to guide teaching: "I need to know/learn more about..." "I am still uncertain about..."</li> <li>Guides students to make their own connections "If I know,.. then I know"</li> <li><a href="http://www.adrianbruce.com/blogging/question_stems/question_stems.htm">www.adrianbruce.com/blogging/question_stems/question_stems.htm</a></li> <li>Brainstorm activities with students and students select appropriate ones</li> </ul>