

Classroom Practice Continuum

Professional Practice Domain

Australian Professional Standards for Teachers

Standard 3
Plan for and implement effective teaching and learning

- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication

Standard 4
Create and maintain supportive and safe learning environments

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 4.5 Use ICT safely, responsibly and ethically

Standard 5
Assess, provide feedback and report on student learning

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Makes consistent and comparable judgements

Graduate	Proficient	Proficient	Highly Accomplished	Highly Accomplished/Lead	Lead
Classroom Practice Level One	Classroom Practice Level Two	Classroom Practice Level Three	Classroom Practice Level Four	Classroom Practice Level Five	Classroom Practice Level Six

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 assesses students' prior knowledge by asking them to recall what they know about the content. They endeavour to connect learning to students' personal contexts by identifying links to their interests, experiences and background. The teacher makes links between the content of the learning activities and the content of previous and future learning experiences. They present content in the same way to all students, selecting general activities that engage the class as a whole.

The teacher presents an outline of the lesson and the work to be done in the allocated time. They give students procedural directions needed to complete the tasks. The teacher creates opportunities for students to practise skills and processes. They use a variety of questions to encourage students to discuss content, posing questions to the whole class and responding to individual students' answers. The teacher introduces the literacy and numeracy skills of the content area, together with relevant academic vocabulary.

The teacher explains the criteria that will be used to assess student work. They prompt students' responses in order to assess their progress throughout the lesson, and they provide opportunities for students to comment on their own work.

The teacher is polite in all interactions with students. Their response to student behaviour is sensitive towards, and respectful of, each student. The teacher states their expectations for students working individually and cooperatively in groups. They promote and reinforce the importance of effort and hard work in the learning process. The teacher refers to established rules to manage behaviour, and identifies key safety needs in the learning environment. When students are using information and communications technology, the teacher refers to the school's ICT protocols.

Classroom Practice Level Two

The teacher explains the lesson structure, including timeframes for learning activities. They have all tasks, materials and resources ready and accessible for students.

The teacher uses stimuli to elicit prior knowledge and to clarify students' current understanding. Throughout the lesson they monitor students' understanding and skill development against established learning goals and assessment criteria, adapting strategies when necessary for individual students or the whole class. The teacher supports students to develop their literacy and numeracy skills. They model the use of English language conventions and the language of the discipline. The teacher uses a variety of questioning strategies, which are designed to elicit factual knowledge and comprehension and are inclusive of all students.

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 uses a variety of strategies to manage and respond to student behaviour. Communication is direct, repeated, specific and positive. They model respectful interactions with students, using verbal and non-verbal behaviours, including expressing interest in students' thoughts and opinions.

The teacher implements safe practices by modelling and maintaining safety protocols in the learning environment.

Classroom Practice Level Three

The teacher discusses connections between learning goals, learning activities and assessment requirements. They articulate the learning expectations for all students, drawing on their interests, experiences and backgrounds in order to make connections with learning activities.

The teacher explains what high-quality work looks like and illustrates this by stating the success criteria, both verbal and non-verbal. They align assessment strategies to learning goals and they adapt learning tasks to student readiness. The teacher gives students standards-referenced rubrics to demonstrate how their learning will be assessed.

The teacher provides information through multiple modalities and carefully selects a range of resources that are relevant to the goals and content of the lesson. They adjust pacing during instruction and interaction to enable all students to understand content and participate in the lesson. To reinforce and consolidate relevant skills, the teacher varies the types of practice students engage in during the lesson. The teacher designs individual and/or group activities to suit particular purposes, thus providing student choice. The teacher explains this rationale to students. They support students to set goals for individual and group behaviour and participation, and to monitor and self-assess their achievement of these goals. The teacher monitors students for cues and notices when students need extra assistance or extension.

The teacher demonstrates different ways of expressing discipline-specific numerical information, explaining the purpose of each. They teach relevant academic language, 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 listening, sharing and communication skills, with the aim of developing respectful interaction.

The teacher reinforces positive and responsible learning behaviours. They monitor the students' use of ICT and respond to individual students' adherence to ICT protocols.

Classroom Practice Level Four

The teacher articulates learning goals that are communicated clearly, referred to frequently and used by students to monitor and advance their own learning. They clarify students' misconceptions, in order to refine individual learning goals. The teacher designs activities that incorporate cross-curricular applications and real-world connections. They set out the expectations for learning and they model expected behaviours. The teacher organises the learning environment and resources to support individual learning needs.

The teacher provides detailed instructions and examples of what students would need to do, or include in their work, to produce a high-quality product. They present concepts of the discipline in multiple ways to all students and identify diverse perspectives when presenting content.

To maximise each student's progress, the teacher uses multiple entry points, which provide opportunities for all students to engage in the learning activity. They design tasks that support the development of academic vocabulary through oral and written construction. The teacher focuses practice on specific skills and processes, including literacy and numeracy, in response to individual needs. They use conversation topics that generate thinking and they encourage students to justify and provide reasons for their responses to questions. The teacher helps students build on each other's understanding by teaching the skills of reflective listening, paraphrasing and questioning.

The teacher prompts, listens actively, monitors and adjusts instruction and assessment tasks based on feedback from students. They use a variety of formative assessment activities to help students assess their own progress. Students develop rubrics according to the teacher's specified learning goals. The teacher creates opportunities for students to monitor and adjust their own thinking, and reflect on and evaluate their own learning.

The teacher negotiates learning routines and protocols with students. They provide timecues to facilitate transitions. The teacher supports students to hold each other to account for their contribution to the group's outcomes. They draw on a range of strategies to redirect behaviour without any consequent loss of learning time.

Classroom Practice Level Five

The teacher uses a range of strategies to determine students' prior knowledge. They use this evidence to design challenging learning goals. The teacher shares responsibility with students for reinforcing agreed learning expectations and refers to agreed routines and protocols throughout the lesson.

The teacher supports students to use different representations to develop their understanding of particular concepts and ideas. They help students make sense of connections within and between curriculum areas. The teacher provides scaffolds on which students can build their own capacity to appreciate diverse perspectives, and supports them to make personal connections with what they have learnt. When articulating assessment requirements, the teacher uses examples of student work to demonstrate the expected standards.

The teacher's pacing of the lesson gives students enough time to intellectually engage with the concepts, reflect upon their own learning and consolidate their understanding. Responsibility for designing group arrangements that are appropriate to particular learning goals and purposes is negotiated between the teacher and the students. The teacher demonstrates and encourages respect for all students' ideas and ways of thinking. They ask students to support their contributions with evidence, pressing them for accuracy and for reasoning appropriate to the discipline. The teacher organises opportunities for students to articulate what they have learnt and to say which learning strategies are most effective for them. They give students time to grapple independently with the demanding aspects of open-ended tasks. Students respond to questions, formulate their own questions and share ideas with the class.

The teacher gives students responsibility for implementing and monitoring ICT protocols. They connect classroom safety principles to the world beyond the classroom.

Classroom Practice Level Six

The teacher supports students to use evidence, including prior learning experiences, in personalising and revising their learning goals and aligning them with the curriculum standards. They spontaneously adjust their instructions during the lesson to increase learning opportunities and improve students' understanding. 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.

Transitions are student managed and efficient, maximising learning time. The teacher makes students responsible for establishing deliberate practice routines. They provide students with a choice of learning activities that apply discipline-specific knowledge and skills including literacy and numeracy skills. The teacher facilitates processes for the students to select activities based on the agreed learning goals. The teacher supports the students to generate their own questions that lead to further inquiry. The teacher uses cues to differentiate between their responses to individual students throughout the learning time.

The teacher provides students with the opportunity to reflect critically on the strategies they have used to complete the learning task. They negotiate 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 rigour of the conversation.

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