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 concept. They encourage students to bring their 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 a way that allows students to select 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 practice skills and processes. They use a variety of questions to encourage students to discuss, pose questions to the whole class and respond 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 seen as positive and supportive. 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.