Question 1
What will I do to establish or maintain classroom procedures and expectations?
- Establishing classroom routines
- Organising the physical layout of the classroom

What will I do to recognise and acknowledge adherence and lack of adherence to classroom procedures and expectations?
- Acknowledgment of students being ‘on track’
- Applying consequences for lack of adherence to rules

Question 2
What will I do to:
- establish and communicate learning intentions & success criteria,
- track student progress
- provide productive feedback
- celebrate success?

What will I do to communicate high expectations for all students?
- Demonstrating value and respect for all students
- Asking questions and probing correct & incorrect answers with all students

Question 3
What will I do to help students effectively interact with new knowledge?
- Identifying critical information
- Organising students to interact with new knowledge
- Previewing new content
- Chunking content into ‘digestible bites’
- Processing of new information
- Elaborating on new information
- Recording and representing knowledge

Question 4
What will I do to help students practise and deepen their understanding of new knowledge?
- Reviewing content
- Organising students to practise and deepen knowledge
- Using homework
- Examining similarities and differences
- Examining reasoning
- Practising skills, strategies and processes

Question 5
What will I do to help students generate and test hypotheses about new knowledge?
- Organising students for cognitively complex tasks
- Engaging students for cognitively complex tasks involving hypothesis generation & testing

Question 6
What will I do to engage students?
- Noticing when students are not engaged
- Using academic games
- Managing response rates
- Using physical movement
- Maintaining a lively pace
- Demonstrating intensity and enthusiasm
- Using friendly controversy
- Providing opportunities for students to talk about themselves
- Presenting unusual or intriguing information

Question 7
What will I do to establish and maintain effective relationships with students?
- Understanding students’ interests and backgrounds
- Using verbal & nonverbal behaviours that demonstrates a positive interest in students as individuals
- Displaying objectivity and control
Planning and Preparing

- Effective scaffolding of information with lessons
- Lessons within units
- Attention to content and achievement standards

Reflecting on Teaching

- Evaluating Personal Performance
  - Identifying areas of pedagogical strength and weaknesses
  - Evaluating the effectiveness of individual lessons and units
  - Evaluating the effectiveness of specific pedagogical strategies & behaviours

Collegiality and Professionalism

- Promoting a Positive Environment
  - Promoting positive interaction with colleagues
  - Promoting positive conversations about students and parents

- Promoting Exchange of Ideas and Strategies
  - Seeking mentorship for areas of need or interest
  - Mentoring other staff and sharing ideas and strategies

- Promoting DECS, Regional and School engagement and development
  - Adhering to NT Dept. of Education & Durack School policies, protocols and procedures
  - Participate in NT Dept. of Education, Regional & school initiatives

Planning and Preparing for Lessons and Units

- Use of a variety of resources
- Use of available technologies

Planning and Preparing for Use of Resources

- Assessment for learning
- Assessment as learning
- Assessment of learning

Planning and Preparing for Individual Needs

- Students who have been identified as having special needs
- English Language Learners
- Students who lack home support for schooling

Developing & Implementing a Professional Growth Plan

- Developing a written Performance and Development Plan
- Monitoring progress relative to the goals set in the Performance and Development Plan

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