**Culturally Responsive Profile Categories and Items**

**The items below are from the culturally responsive survey. Identify the categories and specific behaviours you wish to target in your practice.**

**Indigenous cultural value**

V8: Students speciﬁc cultural identities are valued in this classroom

V25: I communicate personally with families

V36: Resources with local Indigenous content are provided

V41: Cultural values are verbally endorsed

V47: Relatives and community Elders are invited to contribute to or observe classroom learning

V53: Contemporary aboriginal and Torres Strait Islander perspectives are included in all subject areas

V59: Local community has input into curriculum content and process

**Explicitness**

V62: Individual scaffolding is provided to all students so each can perform required learning tasks

V57: I ensure my explanations are succinct

V35: The learning priorities of the classroom are made clear

V10: Learning objectives are displayed and articulated

V17: I give constructive individual feedback

V24: The learning focus for lessons is orally communicated throughout lessons

**Self-regulation support**

V67: Students are given time to think things through in their own minds

V71: I use individual student’s strengths to support individual and collective learning

V74: Lessons are paced to allow students time for task completion

V76: Students reﬂect on their goal achievement

V82: Time is given for students to respond to questions or during discussion

V28: Individual goals for student achievement are established

V31: Students work together and help others on activities and problems

V16: Students are given choices about work e.g. modes content timing order of tasks where to work

V23: Students conduct self-assessments of work completed

V39: I act as a learning facilitator

V49: Students are provided with time to ensure mastery of ideas

**Ethic of care**

V4: I ensure that students know that their success and value is not determined only by academic achievement

V13: I have a warm respectful manner to all students

V32: I spend individual time with all students in matters pertaining to their learning

V40: I communicate high academic expectations for students

V54: I engage with all students in positive conversation in matters that display evidence of my interest in the student

V60: I explicitly encourage learner development in the broad sense not just academic learning

V65: I positively acknowledge all students verbally or non-verbally outside the classroom

V73: Learning success is celebrated

V78: I display positive gestures e.g. smiles towards all students

**Literacy teaching**

V6: Buddy reading or dialogue around reading tasks occurs

V38: The vocabulary and language of each curriculum area are explicitly taught

V44: Literacy skills are taught and practiced in the context of modelled age appropriate text

V55: ESL strategies are used when teaching students learning English as a second or additional language

V61: Basic literacy skills are regularly revised

V72: I orientate students to the vocabulary background knowledge and features of a text before reading

V79: Oral language is used to develop literacy competence in SAE

**Behaviour support**

V58: Skills and behaviours are modelled for students

V48: I address off task behaviour with less intrusive correction skills such as non verbal cues and proximity

V43: Students are able to contribute to the setting of the behavioural expectations for the classroom

V37: Routines provide students with foreknowledge of activities and expectations

V26: Consequences for student behaviour are made clear

V21: I communicate and follow through on expectations about expected classroom behaviour

V7: I communicate high behavioural expectations for students

**Pedagogical expertise**

V85: Many examples are provided to support students in their learning

V86: Tasks carried out encourage student Creativity and independent thinking

V80: I use multiple strategies to assist students in their learning

V81: Intervention is provided for those students not achieving the expected attainment for their age cohort

V75: Students show their learning in various ways not just written

V68: Learning and assessment are placed within the broader contexts of what is familiar to students

V69: Learning Experiences that cater for a variety of learning preferences are provided

V56: Learning is chunked into short teaching segments

V51: Hands on experiential activities are provided to support learning

V52: I model thinking processes aloud

V33: Multiple methods are used to explain abstract ideas

V34: Students are provided with many opportunities to master skills

V5: Narrative and story are used across the content areas

V9: Open ended learning activities are provided

V42: Visual images are used to support understanding of ideas