

Category	Item	Never	Rarely	Often	Usually	Always
Cultural Value	A1. I communicate personally with families					
Cultural Value	A2. Resources with local Indigenous content are provided					
Cultural Value	A3. Cultural values are verbally endorsed					
Cultural Value	A4. Relatives and community Elders are invited to contribute to or observe classroom learning					
Cultural Value	A5. Contemporary Aboriginal and Torres Strait Islander perspectives are included in all subject areas					
Cultural Value	A6. Local community has input into curriculum content and process					
Explicitness	B1. Individual scaffolding is provided to all students so each can perform required learning tasks					
Explicitness	B2. I ensure my explanations are succinct					
Explicitness	B3. The learning priorities of the classroom are made clear					
Explicitness	B4. Learning objectives are displayed and articulated					
Explicitness	B5. I give constructive, individual feedback					
Explicitness	B6. The learning focus for lessons is orally communicated throughout lessons					
Self-regulation	C1. Students are given time to think things through in their own minds					
Self-regulation	C10. I act as a learning facilitator					
Self-regulation	C11. Students are provided time to ensure mastery of ideas					
Self-regulation	C2. I use individual students' strengths to support individual and collective learning					
Self-regulation	C3. Lessons are paced to allow students time for task completion					
Self-regulation	C4. Students reflect on their goal achievement					
Self-regulation	C5. Time is given for students to respond to questions or during discussion					
Self-regulation	C6. Individual goals for student achievement are established					
Self-regulation	C7. Students work together and help others on activities and problems					
Self-regulation	C8. Students are given choices about work (e.g. modes, content, timing, order of tasks, where to work)					
Self-regulation	C9. Students conduct self-assessments of work completed					
Ethic of care	D1. I ensure that students know that their success and value is not determined only by academic achievement.					
Ethic of care	D2. I have a warm, respectful manner to all students					
Ethic of care	D3. I spend individual time with all students in matters pertaining to their learning					
Ethic of care	D4. I communicate high academic expectations for students					
Ethic of care	D5. I engage with all students in positive conversation in matters that display evidence of my interest in the student					
Ethic of care	D6. I explicitly encourage learner development in the broad sense, not just academic learning					
Ethic of care	D7. I positively acknowledge all students (verbally or non-verbally) outside the classroom					
Ethic of care	D8. Learning success is celebrated					
Ethic of care	D9. I display positive gestures (e.g., smiles) towards all students					
Literacy teaching	E1. Buddy reading occurs					
Literacy teaching	E2. The vocabulary and language of each curriculum area are explicitly taught					
Literacy teaching	E3. Literacy skills are taught and practiced in the context of modelled age appropriate text					
Literacy teaching	E4. ESL strategies are used when teaching students learning English as a second or additional language					
Literacy teaching	E5. Basic literacy skills are regularly revised					
Literacy teaching	E6. I orientate students to the vocabulary, background knowledge and features of a text before reading					
Literacy teaching	E7. Oral language is used to develop literacy competence in Standard Australian English					

Behaviour support	F1. Skills and behaviours are modelled for students					
Behaviour support	F2. I address off-task behaviour with less intrusive correction skills such as non-verbal cues and proximity					
Behaviour support	F3. Students are able to contribute to the setting of the behavioural expectations for the classroom					
Behaviour support	F4. Routines provide students with foreknowledge of activities and expectations					
Behaviour support	F5. Consequences for student behaviour are made clear					
Behaviour support	F6. I communicate and follow through on expectations about expected classroom behaviour					
Behaviour support	F7. I communicate high behavioural expectations for students					
Pedagogical expertise	G1. Many examples are provided to support students in their learning					
Pedagogical expertise	G10. I model thinking processes aloud					
Pedagogical expertise	G11. Multiple methods are used to explain abstract ideas					
Pedagogical expertise	G12. Students are provided with many opportunities to master skills					
Pedagogical expertise	G13. Narrative and story are used across the content areas					
Pedagogical expertise	G14. Open-ended learning activities are provided					
Pedagogical expertise	G15. Visual images are used to support understanding of ideas					
Pedagogical expertise	G2. Tasks carried out encourage student creativity and independent thinking					
Pedagogical expertise	G3. I use multiple strategies to assist students in their learning					
Pedagogical expertise	G4. Intervention is provided for those students not achieving the expected attainment for their age-cohort					
Pedagogical expertise	G5. Students show their learning in various ways, not just written					
Pedagogical expertise	G6. Learning and assessment are placed within the broader contexts of what is familiar to students					
Pedagogical expertise	G7. Learning experiences that cater for a variety of learning preferences are provided					
Pedagogical expertise	G8. Learning is chunked into short teaching segments					
Pedagogical expertise	G9. Hands-on (experiential) activities are provided to support learning					
General	Q67. Please tell us which (if any) questions were unclear (This is an optional question)					
General	Q9. Students' specific cultural identities are valued in this classroom					