Domains overview

Engage	Explore	Explain	Elaborate	Evaluate
Teachers know their students well and engage them in building supportive, inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop agency.	Teachers present challenging tasks to support students in generating and investigating questions, gathering relevant information and developing ideas. They help students expand their perspectives and preconceptions, understand learning tasks and prepare to navigate their own learning.	Teachers explicitly teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They monitor student progress in learning and provide structured opportunities for practising new skills and developing agency.	Teachers challenge students to move from surface to deep learning, building student ability to transfer and generalise their learning. They support students to be reflective, questioning and self-monitoring learners.	Teachers use multiple forms of assessment and feedback to help students improve their learning and develop agency. They monitor student progress and analyse data to draw conclusions about the effectiveness of their teaching practices, identify areas for improvement and address student individual needs.
Practice Principles - Actions	**Practice Principles - Actions**	**Practice Principles - Actions**	**Practice Principles - Actions**	**Practice Principles - Actions**
1.1 Teachers convey high expectations of learning, effort and engagement for all students **2.1** Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner **2.2** Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program	**1.1** Teachers convey high expectations of learning, effort and engagement for all students **1.2** Teachers co-design aspirational goals with students **1.3** Teachers scaffold and differentiate learning to enable students to achieve their goals **2.3** Teachers develop student capacity to collaborate **2.4** Teachers maintain an energised and focused learning environment	**1.1** Teachers convey high expectations of learning, effort and engagement for all students **1.3** Teachers scaffold and differentiate learning to enable students to achieve their goals **3.2** Teachers provide opportunities for students to exercise agency in their own learning **4.1** Teachers place student needs at the centre of program planning and delivery	**1.1** Teachers convey high expectations of learning, effort and engagement for all students **2.3** Teachers develop student capacity to collaborate **2.4** Teachers maintain an energised and focused learning environment **3.1** Teachers empower students to have a democratic voice in the running of the communities in which they learn	**1.1** Teachers convey high expectations of learning, effort and engagement for all students **1.4** Teachers build student capacity to monitor and evaluate their own progress and achievement **3.2** Teachers provide opportunities for students to exercise agency in their own learning **4.1** Teachers place students' needs at the centre of program planning and delivery

2.4 Teachers maintain an energised and focused learning environment **3.1** Teachers empower students to have a democratic voice in the running of the communities in which they learn **3.3** Teachers provide leadership opportunities **3.4** Teachers build school pride and connectedness **4.1** Teachers place student needs at the centre of program planning and delivery **8.4** Teachers and students collaborate in learning partnerships in and beyond the school **9.1** Teachers establish open and sustained communications with parents/carers **9.3** Teachers facilitate parental/carer involvement in education within the classroom, school and beyond	**3.1** Teachers empower students to have a democratic voice in the running of the communities in which they learn **3.2** Teachers provide opportunities for students to exercise agency in their own learning **3.3** Teachers provide leadership opportunities **4.1** Teachers place students' needs at the centre of program planning and delivery **5.3** Teachers support students to be reflective, questioning and self-monitoring learners **6.3** Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards **8.2** Teachers model and facilitate use of digital tools and resources to access, use and share learning **8.3** Teachers and students co-design learning that connects to real world contexts **9.3** Teachers facilitate parental/carer involvement in education within the classroom, school and beyond	**4.2** Teachers collaboratively design and implement a scope and sequence of learning **5.1** Teachers design learning programs to explicitly build deep levels of thinking and application **9.3** Teachers facilitate parental/carer involvement in education within the classroom, school and beyond	**3.2** Teachers provide opportunities for students to exercise agency in their own learning **3.3** Teachers provide leadership opportunities **4.1** Teachers place student needs at the centre of program planning and delivery **4.2** Teachers collaboratively design and implement a scope and sequence of learning **5.1** Teachers design learning programs to explicitly build deep levels of thinking and application **5.2** Teachers support students to explore the construction of knowledge **5.3** Teachers support students to be reflective, questioning and self-monitoring learners **6.3** Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards **7.3** Teachers draw on current research and use an inquiry improvement cycle **7.4** Teaches challenge and support each other to improve practice **8.1** Teachers support students to explore their role as global citizens **8.2** Teachers model and facilitate use of digital tools and resources to access, use and share learning **8.3** Teachers and students co-design learning that connects to real world contexts **9.3** Teachers facilitate parental/carer involvement in education within the classroom, school and beyond	**4.3** Teachers regularly review and update learning programs in line with school curriculum plans **5.3** Teachers support students to be reflective, questioning and self-monitoring learners **6.1** Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives **6.2** Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning **6.3** Teachers provide regular feedback to students on their progress against individual learning goals and curriculum standards **6.4** Teachers analyse student achievement data to improve their practice **7.1** Teachers evaluate the impact of teaching on learning by analysing multiple sources of data **7.2** Teachers identify and target areas for professional learning **7.3** Teachers draw on current research and use an inquiry improvement cycle **7.4** Teachers challenge and support each other to improve practice **9.1** Teachers establish open and sustained communications with parents/carers **9.2** Teachers seek and use parents'/carers' knowledge and feedback **9.3** Teachers facilitate parent/carer involvement in education within the classroom, school and beyond
HITS	**HITS**	**HITS**	**HITS**	**HITS**
1 Setting goals **2** Structuring lessons **7** Questioning **10** Differentiation	**1** Setting goals **5** Collaborative learning **7** Questioning **8** Feedback **9** Metacognition **10** Differentiation	**3** Explicit teaching **4** Worked examples **5** Collaborative learning **6** Multiple exposures **10** Differentiation	**4** Worked examples **5** Collaborative learning **6** Multiple exposures **8** Feedback **9** Metacognition	**1** Setting goals **8** Feedback **9** Metacognition