CITIZENSHIP

Descriptions to the world measures the extent to which the lesson has value and meaning beyond the instructional context, exhibiting a connection to the larger social context which students live.

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No problem are presented during the lesson.</td>
<td>Some minor or small problems (no correct solution) are posed to the students, but they require little knowledge construction by students.</td>
<td>Students study a topic, problem or issue that the teacher considers to be necessary for the development of difference and group identities. Students are all treated as individuals.</td>
<td>Students study or work on a topic, problem or issue that the teacher considers to be necessary for the development of difference and group identities. Students are all treated as individuals.</td>
<td>Students study or work on a topic, problem or issue that the teacher considers to be necessary for the development of difference and group identities. Students are all treated as individuals.</td>
<td>Students study or work on a topic, problem or issue that the teacher considers to be necessary for the development of difference and group identities. Students are all treated as individuals.</td>
</tr>
<tr>
<td>No student direction. All activities for the period are explicitly designed by the teacher for students.</td>
<td>Teacher makes initial selection of activity, but students exercise some control through a choice of procedure or manner in which the task is completed.</td>
<td>Teacher makes initial selection of activity, but students exercise some control through a choice of alternative activities prescribed by the teacher in addition to the procedural choice.</td>
<td>Teacher makes initial selection of activity, but students exercise some control through a choice of alternative activities prescribed by the teacher in addition to the procedural choice.</td>
<td>Teacher makes initial selection of activity, but students exercise some control through a choice of alternative activities prescribed by the teacher in addition to the procedural choice.</td>
<td>Teacher makes initial selection of activity, but students exercise some control through a choice of alternative activities prescribed by the teacher in addition to the procedural choice.</td>
</tr>
<tr>
<td>Social support is positive, active, committed and sustained by the teacher and by peers.</td>
<td>Social support is mixed. Both negative and positive behaviours or comments are observed.</td>
<td>Social support is mixed. Both positive and negative peer social interaction.</td>
<td>Social support is neutral or mildly positive. Evidence may be either apparent or only occasionally active in carrying out assigned activities, but very few students are clearly off-task.</td>
<td>Social support from the teacher is clearly positive and there is some evidence of social support among students for their peers. Social support is neutral or mildly positive. Evidence may be either apparent or only occasionally active in carrying out assigned activities, but very few students are clearly off-task.</td>
<td>Social support is neutral or mildly positive. Evidence may be either apparent or only occasionally active in carrying out assigned activities, but very few students are clearly off-task.</td>
</tr>
<tr>
<td>Teachers do not make any explicit statements about the expected learning outcomes, quality of performance required of the students.</td>
<td>Some procedural parameters, advanced organizers and aspects of the general direction of the lesson have been established, but students have been working without explicit statement of outcomes.</td>
<td>Outcomes and criteria for some aspects of the quality of performance have been specified and the lesson proceeds coherently.</td>
<td>Outcomes and criteria for some aspects of the quality of performance have been specified and the lesson proceeds coherently.</td>
<td>Outcomes and criteria for the quality of student performances have been specified more than once in the lesson (but not repeatedly).</td>
<td>Outcomes and criteria for student performances have been specified and detailed in exact ways repeatedly throughout the lesson with a focus on the quality of outcomes being reinforced.</td>
</tr>
<tr>
<td>Teachers devolve over half of their classroom talk onto students and encourage students to make statements that aim to discipline students’ behaviour or to regulate students’ movements and dispositions.</td>
<td>A substantial amount of the lesson time is taken engaged in disciplinary and regulatory talk. There is a substantial interruption to the lesson.</td>
<td>Teachers must regulate students’ behaviour several times during a lesson, perhaps focusing on specific groups of students who are out of control, whereas the lesson proceeds coherently.</td>
<td>Teachers must regulate students’ behaviour several times during a lesson, perhaps focusing on specific groups of students who are out of control, whereas the lesson proceeds coherently.</td>
<td>Teachers must regulate students’ behaviour several times during a lesson, perhaps focusing on specific groups of students who are out of control, whereas the lesson proceeds coherently.</td>
<td>Teachers must regulate students’ behaviour several times during a lesson, perhaps focusing on specific groups of students who are out of control, whereas the lesson proceeds coherently.</td>
</tr>
<tr>
<td>No explicit recognition or valuing of other than teachers’ cultural backgrounds is evident in the classroom and any other cultural heritage, race, ethnic group, social status or youth values are not included as part of the lesson plan.</td>
<td>Some inclusion of others cultures with weak cultural heritage as a minor deviation from the main framework of the lesson.</td>
<td>Students are receiving strong evidence of cultural heritage in the classroom and any other cultural heritage, race, ethnic group, social status or youth values are included as part of the lesson plan.</td>
<td>Students are receiving strong evidence of cultural heritage in the classroom and any other cultural heritage, race, ethnic group, social status or youth values are included as part of the lesson plan.</td>
<td>Students are receiving strong evidence of cultural heritage in the classroom and any other cultural heritage, race, ethnic group, social status or youth values are included as part of the lesson plan.</td>
<td>Students are receiving strong evidence of cultural heritage in the classroom and any other cultural heritage, race, ethnic group, social status or youth values are included as part of the lesson plan.</td>
</tr>
<tr>
<td>No narrative in lessons is identified. In addition to teaching and in student roles on such things as the use of personal stories, biographies, historical accounts, literary and cultural texts.</td>
<td>Narrative is present in both the narrative or content of the lesson, but the use of this narrative is only one on an occasion or a minor deviation from the main portion of the lesson.</td>
<td>The lesson processes and content are evenly split between narrative and expository forms.</td>
<td>The lesson processes and content are evenly split between narrative and expository forms.</td>
<td>The lesson processes and content are evenly split between narrative and expository forms.</td>
<td>The lesson processes and content are evenly split between narrative and expository forms.</td>
</tr>
<tr>
<td>No evidence of evidence of classroom within the lesson; no explicit recognition of difference and group identities and no support for the development of difference and group identities. Students are all treated as individuals.</td>
<td>Limited evidence of evidence of classroom exists within the classroom; no explicit recognition of difference and group identities and no support for the development of difference and group identities. Students are all treated as individuals.</td>
<td>Limited evidence of evidence of classroom exists within the classroom; no explicit recognition of difference and group identities and no support for the development of difference and group identities. Students are all treated as individuals.</td>
<td>Limited evidence of evidence of classroom exists within the classroom; no explicit recognition of difference and group identities and no support for the development of difference and group identities. Students are all treated as individuals.</td>
<td>Limited evidence of evidence of classroom exists within the classroom; no explicit recognition of difference and group identities and no support for the development of difference and group identities. Students are all treated as individuals.</td>
<td>Limited evidence of evidence of classroom exists within the classroom; no explicit recognition of difference and group identities and no support for the development of difference and group identities. Students are all treated as individuals.</td>
</tr>
<tr>
<td>Citizenship is developed when the teacher elaborates the rights and responsibilities of groups and individuals in a democratic society and facilitates its practice both inside and outside the classroom.</td>
<td>The citizenship rights of students and teachers are typically discussed practiced within the classroom.</td>
<td>There is limited talk about the practice of active citizenship within the classroom.</td>
<td>There is some evidence and some talk about the content of, and possible practice of, active citizenship for teachers and students.</td>
<td>There is evidence of the practice of active citizenship within the classroom.</td>
<td>The practice of active citizenship is obviously present and meaningful in relationships between students and the teacher, and students and students; and in some instances will involve active participation in contemporary issues external to the school.</td>
</tr>
</tbody>
</table>
### Knowledge as Problematic

<table>
<thead>
<tr>
<th>Intelectual Quality</th>
<th>Knowledge as Problematic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No knowledge as problematic. All knowledge is presented in an unconvincing fashion.</td>
</tr>
<tr>
<td>2</td>
<td>Some knowledge seen as problematic, but interpretations linked/deduced to give body of facts.</td>
</tr>
<tr>
<td>3</td>
<td>Approximately half knowledge seen as problematic. Multiple interpretations recognized as variations on a theme.</td>
</tr>
<tr>
<td>4</td>
<td>Explicit valuation of multiple interpretations and constructions of information, presented as having equal status, and being equally accommodated and accepted by others.</td>
</tr>
<tr>
<td>5</td>
<td>All knowledge as problematic. Knowledge is seen as socially constructed, with conflicting implications and social functions producing resolution and/or conflict.</td>
</tr>
</tbody>
</table>

### Metalinguage

<table>
<thead>
<tr>
<th>Substantive Conversations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

### Knowledge Integration

<table>
<thead>
<tr>
<th>Knowledge integration is identifiable when knowledge is connected across subject boundaries, or subject boundaries are not independent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

### Background Knowledge

<table>
<thead>
<tr>
<th>Background knowledge is valued when lessons provide explicit links with students’ prior experience. This may include community knowledge, local knowledge, personal experience, media and popular culture sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>