

Strategy	Focus questions	When have I experienced this in the past?	How have I used this strategy as a teacher?
Deep knowledge and higher order thinking	Are higher-order thinking and critical analysis occurring?	In my previous employment as a Genetic Research Assistant, I was required to critically analyse results from various genetic analyses to infer species evolutionary histories. There was no obvious right or wrong answer, only an interpretation of results through high-order, critical thinking.	As a Genetics Research Assistant I taught colleagues how to think critically about results. In the huge array of analyses used, it is very rare for all results to "agree" with a particular evolutionary history theory. It was therefore imperative to teach them to understand and critically analyse their results. Are these results a true representation? Is there another variable at play?
	Does the lesson sequence cover operational fields in any depth, detail or level of specificity?	I don't recall experiencing this in any work or schooling context.	I have not ever had to create a lesson sequence. Soon I will be able to fill this section in based on my EPL experience.
	Do the work and response of the students provide evidence of depth of understanding of concepts or ideas?	I don't recall experiencing this in any work or schooling context.	I have not ever had to create a lesson sequence. Soon I will be able to fill this section in based on my EPL experience.
Collaborative and social learning	Does classroom talk break out of the initiation/response/evaluation pattern and lead to sustained dialogue between students, and between teachers and students?	In my time as a student, I did experience sessions of sustained dialogue between students and teachers. Especially in English, where a majority of the class would get involved in discussion of values and beliefs in the context of the subject material. Also, I have fond memories of in-depth discussions with my physics teacher regarding fascinating physics theories. My teacher was clearly thrilled to see me showing such an interest and I was eager to discover more.	I have not taught in this capacity before. Soon I will be able to fill this section in based on my EPL experience.
Knowledge as complex and linked to interests and experience	Are students critiquing and second-guessing texts, ideas and knowledge?	I don't recall experiencing this in a schooling context. I have witnessed this in my workplace, however in these situations I have been among peers as opposed to being a teacher. I can see that this is a valuable behaviour to promote.	Soon I will be able to fill this section in based on my EPL experience.
	Does the lesson sequence range across diverse fields, disciplines and paradigms?	I don't recall experiencing this in any work or schooling context.	Soon I will be able to fill this section in based on my EPL experience.
	Is there an attempt to connect with students' background knowledge?	I don't recall experiencing this in any schooling context.	Soon I will be able to fill this section in based on my EPL experience.
Problems that are real and relevant to students	Do the lesson sequence and the assigned work have any resemblance or connection to real-life contexts?	I recall my mathematics teacher creating maths questions specific to students' interests (ie surfing, BMX, etc). It made the students feel valued and also encouraged them to attempt to solve "their" problem.	Soon I will be able to fill this section in based on my EPL experience.
	Is there a focus on identifying and solving intellectual and/or real-world problems?	I remember an assignment in year 7 which presented a real world problem. We were given a budget and a timeframe and told to plan a trip around Australia. We had to "pretend" purchase a vehicle, accommodation, budget for daily fuel and food needs, etc. It was a fabulous lesson in maths and geography and at the time I thoroughly enjoyed it because it seemed like a skill I would definitely need to use one day.	Soon I will be able to fill this section in based on my EPL experience.
Student direction	Do students have any say in the pace, direction or outcomes of the lesson sequence?	Unfortunately, I don't recall experiencing this in any schooling context.	Soon I will be able to fill this section in based on my EPL experience.
Explicit quality performance criteria	Are the criteria for judging student performance made explicit?	Aside from simple right/wrong answers to quiz-style assessment tasks, I don't ever remember seeing a set of assessment criteria in school. In hindsight, this is really very unfair. I believe students should have a clear idea of what is required of them in order for them to achieve optimal results.	Soon I will be able to fill this section in based on my EPL experience.
Cultural knowledges	Are diverse cultural knowledges brought into play?	I don't recall experiencing this in a classroom environment.	Soon I will be able to fill this section in based on my EPL experience.
Active citizenship	Are attempts made to foster active citizenship?	I don't recall experiencing this in a classroom environment.	Soon I will be able to fill this section in based on my EPL experience.