

Dimensions		
Intellectual Quality Intellectual Quality refers to pedagogy focused on deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as requiring active construction and engages students in higher-order thinking and communicating about what they are learning.	Quality Learning Environment Quality Learning Environment refers to pedagogy that creates classrooms where students and teachers work productively and are clearly focused on learning. Such pedagogy sets high expectations and develops positive relationships among teachers and students.	Significance Significance refers to pedagogy that helps make learning meaningful to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and multiple ways of knowing or cultural perspectives.
Elements		
Deep Knowledge Knowledge is deep when it concerns the central ideas or concepts of a topic, subject or learning area and when the knowledge is judged to be crucial to the topic, subject or learning area.	Explicit Quality Criteria High explicit quality criteria is identified by frequent, detailed and specific statements about the quality of work required of students.	Background Knowledge High background knowledge is evident when lessons provide students with opportunities (or they take opportunities) to make connections between their knowledge and experience and the substance of the lesson.
Deep Understanding Deep understanding is evident when students demonstrate their grasp of central ideas and concepts.	Engagement High engagement is identified by on-task behaviours that signal a serious investment in class work.	Cultural Knowledge Cultural knowledge is high when there is an understanding, valuing and acceptance of the traditions, beliefs, skills, knowledges, languages, practices and protocols of diverse social groups.
Problematic Knowledge Knowledge is treated as problematic when it involves an understanding of knowledge not as a fixed body of information, but rather as socially constructed, and hence subject to political, social and cultural influences and implications.	High expectations Expectations are high when teachers (or students) communicate the expectation that all members of the class can learn important knowledge and skills that are challenging for them.	Knowledge Integration High knowledge integration is identifiable when meaningful connections are made between different topics and/or between different subjects.
Higher-Order Thinking Higher-order thinking requires students to manipulate information and ideas in ways that transform their meaning and implications.	Social Support Classrooms high in social support for student learning encourage all students to try hard and risk initial failure in a climate of mutual respect.	Inclusivity High inclusivity is evident when all students, from all cultural or social backgrounds, participate in the public work of the class and when their contributions are taken seriously and valued.
Metalanguage Lessons high in metalanguage have high levels of talk about language and how texts work.	Students' Self-Regulation High student self-regulation is evident when the lesson proceeds without interruption and when students demonstrate autonomy and initiative in relation to their own behaviour in ways that allow the class to get on with learning.	Connectedness High connectedness is evident when learning has value and meaning beyond the classroom and school.
Substantive Communication Classes high in substantive communication have sustained interaction, communication focused on the substance of the lessons and reciprocal interaction.	Student Direction Classrooms with high student direction see students exercising control over one or more of the following aspects of a lesson; choice of activities, time spent on activities, pace of the lesson or criteria by which they will be assessed.	Narrative Use of narrative is high when the stories written, told, read, viewed or listened to help illustrate or bring to life the knowledge that students are addressing in the classroom.