VTLM 2.0
Guide Pack

Victorian Teaching and Learning Model 2.0

Elements of learning

Attention, focus and regulation

Refers to learning requiring students' attention and involving active engagement in a supportive and responsive learning-focused environment.

Knowledge and memory

Refers to students processing new information in their working memory, where they connect it with existing knowledge in long-term memory, building mental models that integrate and organise knowledge.

Retention and recall

Refers to working memory being able to hold a small amount of information at once (cognitive load). If overloaded, new knowledge won't be effectively stored in long-term memory.

Mastery and application

Refers to consistent practice and retrieval, allowing students to develop and demonstrate mastery by retaining knowledge and understanding how to apply it effectively.

Elements of teaching		Strategies
Planning	Refers to the collaborative development of whole school teaching and learning programs that break down and sequence the knowledge to be taught and assessed. It also refers to the planning required to implement the curriculum into the classroom and to the school-wide enactment of a multi-tiered system of supports.	• Lead a whole-school curriculum approach • Develop and deliver quality curriculum materials • Enact a Multi-Tiered System of Supports
Enabling learning	Refers to the positive relationships, cultural responsiveness, classroom expectations and management techniques that teachers establish and use to foster student self-regulation and self-efficacy, and to create a learning-focused environment where the development and application of knowledge drives curiosity and creativity.	• Inclusive learning • Cultural responsiveness • Positive Classroom Management Strategies • Enable student self-regulation and self-efficacy
Explicit teaching	Refers to the evidence-based practices that manage the cognitive load of students, including activating prior knowledge, clearly stating learning objectives, providing explicit explanations of new knowledge, scaffolding learning and modelling practice, and using formative assessment and feedback to monitor progress towards mastery.	• Focus the learning • Explicit explanation and modelling • Scaffold practice • Monitor progress
Supported application	Refers to the practices that maximise the consolidation and application of learning, including revisiting and reviewing knowledge, varying and spacing practice, organising knowledge and extending and challenging students as they move to mastery of new factual, conceptual and procedural knowledge.	• Vary practice • Revisit and review materials • Apply learning and build mastery

* Knowledge includes factual, conceptual and procedural knowledge. See AERO (2023), **www.edresearch.edu.au/resources/how-students-learn-best**, p.5

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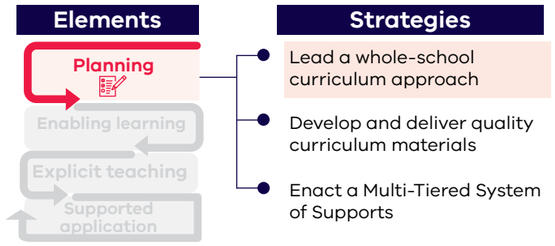
Lead a whole-school curriculum approach

A whole-school curriculum approach is characterised by clear structures, roles and processes that enable collaborative development, monitoring of implementation, and ongoing improvement of a documented teaching and learning program. Curriculum planning and improvement are key aspects of a wider approach to school improvement.

The school's teaching and learning program includes four interrelated layers of planning: whole school, curriculum area, year level, and unit and lesson plans. A whole-school curriculum approach supports teachers to enact the Curriculum with a shared plan for what they will teach and how students will be assessed.



Key links to other guides

Lead a whole-school curriculum approach and the other Planning strategies provide a foundation for the implementation of all the VTLM 2.0 elements of teaching.

Links to departmental initiatives

- **Victorian Lesson Plans**
- **Phonics Plus**
- **Victorian Curriculum and Assessment Authority (VCAA)**
- **VCAA Whole-school curriculum planning resources**
- **School Networks**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/78083

Target audience:
School leaders and teachers

Practice 1 Enable curriculum development

Leaders put systems and processes in place to plan, share and improve the school's teaching and learning program. The teaching and learning program brings together the Curriculum, VTLM 2.0 practices and the school's policies and priorities. The Curriculum includes the Victorian Curriculum F–10 Version 2.0, Victorian Pathways Certificate (VPC) and Victorian Certificate of Education (VCE) pathways.

Establish whole-school processes

HOW?

- Establish key accountabilities for curriculum development, such as School Improvement Teams, designated meeting time for middle leaders and teachers, and norms for effective use of time.
- Confirm processes to review current curriculum documentation for quality, gaps and alignment to the Curriculum and the VTLM 2.0, and identify areas for improvement.
- Use designated meeting time to enable collaborative development and review of curriculum documents. E.g. PLCs, curriculum area meetings and teaching team meetings.
- Collect evidence of the effectiveness of the teaching and learning program, including student achievement data and teacher reflections.
- Determine a location for curriculum documents to be saved and accessed by all staff.

Build capability and expertise

HOW?

- Establish clear roles, responsibilities and required expertise to enable ongoing monitoring and improvement of the teaching and learning program.
- Use school networks and Communities of Practice (CoPs) to share effective approaches, address shared challenges and build expertise. E.g. school visits to share curriculum documentation, observe classroom practice and leadership discussions, and participate in professional learning activities.
- Establish observation and instructional coaching protocols to support teachers to enact the teaching and learning program and the VTLM 2.0 practices.

Practice 2 Develop and document the school's teaching and learning program

A coherent and organised teaching and learning program ensures that knowledge is sequenced to build in depth and complexity within curriculum areas across year levels (vertical alignment) and to establish connections between curriculum areas at each year level (horizontal alignment). In small schools, planning processes may need to be adapted but the principles remain the same. For example, a small school may collaborate in its network to use and adapt quality materials from another school.

Develop a whole-school curriculum plan

HOW?

- Develop and document a whole-school curriculum overview that outlines how the curriculum will be organised and implemented, including how time is allocated across curriculum areas.
- Work with middle leaders to develop curriculum area plans that sequence the building of key knowledge and skills over time (vertical alignment) and identify cumulative unit outcomes. E.g. a scope and sequence for the F-2 phonics program or year 7-10 History topics, knowledge and skills.
- Develop year level plans that establish appropriate cross-curricular connections and timing (horizontal alignment). E.g. students learn to calculate the mean of a data set in Mathematics before they are required to use averaging to reduce the impact of random errors in experiments in Science.
- Confirm how resources, specialist staff and timetabling will be allocated to deliver the teaching and learning program. E.g. timetabling 25 minutes of daily explicit teaching of phonics and phonemic awareness.
- Adopt Victorian Lesson Plans (VLPs) and/or use them as a model in the review and improvement of the whole-school curriculum. VLPs can be used as the core of a teaching and learning program, to fill gaps, and as a quality benchmark for lesson sequences that enact the VTLM 2.0 and the Curriculum.
- Lead teams/teachers to develop quality curriculum materials that reflect the VTLM 2.0 and the school context. This includes common units, lesson plans, assessments and classroom materials (see **Develop and deliver quality curriculum materials**). Where appropriate, source and share quality curriculum documents through school networks and COPs.

Develop a whole-school assessment approach

HOW?

- Develop and document an assessment schedule as part of the school's teaching and learning program for assessing and reporting on student progress against achievement standards and outcomes.
- Undertake assessments for all students, including diagnostic and mandatory assessments, to enact the school's Multi-Tiered System of Supports.
- Embed moderation processes to calibrate teacher judgements.

Lead ongoing curriculum improvement

HOW?

- Monitor that the documented teaching and learning program is being delivered with fidelity through regular review and reflection processes. E.g. a literacy Learning Specialist visiting Foundation classes to observe and provide feedback on the implementation of Phonics Plus lessons.
- Analyse emerging data to track progress (individual, cohort and whole-school) and evidence of effectiveness of the teaching and learning program. E.g. use insights from 'Effective teaching time' in the Attitudes to School Survey to monitor student experience of learning objectives, explanations and checks for understanding.
- Use teacher reflections and evidence collected to identify opportunities for improvement and to update unit and lesson plans. E.g. teachers use a traffic light system to reflect on the effectiveness of a lesson plan and leaders review the data to identify and prioritise areas for improvement.

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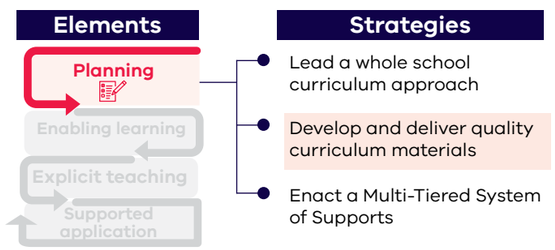
Develop and deliver quality curriculum materials

As part of a whole-school teaching and learning program, leaders guide teachers in the collaborative development and refinement of quality curriculum materials, including unit and lesson plans, assessments and classroom materials.

A collaborative approach reduces variance in curriculum delivery and enhances professional knowledge and practice. Victorian Lesson Plans (VLPs) can form the core of a quality teaching and learning program and are a key resource to support collaborative planning in schools. With shared unit and lesson plans, teachers can focus on preparing to teach their students. Effective preparation strengthens the quality of teaching, which improves student learning and engagement.



Key links to other guides

Planning, including Develop and deliver quality curriculum materials, provides a foundation for the implementation of the VTLM 2.0 Elements of teaching.

Links to departmental initiatives

- **Diverse Learners Hub**
- **Phonics Plus**
- **Professional Learning Communities**
- **Victorian Lesson Plans**
- **VCAA Whole-school curriculum planning resources**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/78127

Target audience: Teachers

Practice 1 Collaboratively develop what to teach

When teachers collaborate to create and maintain a shared bank of quality curriculum materials, including unit and lesson plans, assessments and classroom materials, they are able to share expertise and deepen their professional knowledge. Collaborative planning approaches build understanding of the Curriculum, subject knowledge and school-wide consistency in lesson delivery. The Curriculum includes the Victorian Curriculum F–10 Version 2.0, Victorian Pathways Certificate (VPC) and Victorian Certificate of Education (VCE) pathways.

Collaboratively develop common curriculum resources

HOW?

- Review units and lessons for alignment to curriculum area and year level plans, and clarity in sequencing and chunking of knowledge and skills.
- Assess existing common curriculum materials for quality, gaps and alignment to the Curriculum and VTLM 2.0 practices.
- Use VLPs as a guide for reviewing and improving current curriculum materials. VLPs show how to enact VTLM 2.0 practices and implement the Curriculum. They provide clear examples of lesson sequences, resources and assessments.
- Adopt VLPs where there are no common curriculum materials, or to fill gaps and address quality issues in existing materials. Where required, work collaboratively to update existing common curriculum materials and to create new materials.
- For each lesson, specify the learning objectives (LOs) and prior knowledge required. Determine success criteria (SC) that further chunk concepts, knowledge and skills into manageable steps.
- Plan instructional activities to facilitate the intended learning, embedding the practices of the VTLM 2.0.
- Identify key content to be consolidated through retrieval practice. E.g. use VLP retrieval resources to build mastery in Mathematics.
- Document and share unit plans, lesson plans and classroom materials, such as videos, texts, exemplars, manipulatives, slides and visual supports.

Collaboratively develop common assessment resources

HOW?

- Following the school's assessment schedule, design and select a range of assessments to measure student progress against the LOs and enable reporting against achievement standards and outcomes.
- For all assessment tasks, develop and refine criteria that are shared with students and used by teachers for marking. E.g. rubrics and checklists.
- Plan a variety of ways for students to show their understanding and demonstrate mastery. E.g. checks for understanding, retrieval quizzes and applied learning tasks.

Evaluate the impact of the planned curriculum

HOW?

- Collect evidence of students' attainment of the LOs and use this information to identify and address emerging needs in future lessons, or to make quick adjustments before re-teaching the same content to another class.
- Follow school processes for recording lesson reflections and collaboratively refining the school's curriculum materials.

Practice 2 Plan how to deliver the curriculum

When teachers have access to quality curriculum materials, they have greater opportunity to focus their professional expertise on preparing to meet their students' needs.

Drawing on their understanding of their students, they can plan for additional scaffolds, reasonable adjustments and extension, and ensure the Curriculum is accessible and appropriately challenging.

Determine class and student needs

HOW?

- Review existing evidence of your students' learning progress and prior knowledge. E.g. diagnostic assessments and screening tools, evidence collected through classroom activities and observations.
- Refer to information about your students' learning, health and wellbeing needs. E.g. access Individual Education Plans, specialist reports and input from families.
- Plan and record reasonable adjustments for students with diverse learning needs.
- Use knowledge of your students to plan adjustments to lessons, such as opportunities to respond and scaffolds to meet the needs of all students.
- Identify where pace may be adjusted and where flexible groupings can facilitate targeted teaching or extension.
- Collaborate with staff delivering Tier 2 and 3 interventions to your students to support consistency in practice across all tiers. (see **Enact a Multi-Tiered System of Supports**)

Prepare to teach students in your classroom

HOW?

- Prepare for individual units and lessons by reviewing and building understanding of planned curriculum materials and considering the detail of delivery.
- Use designated meeting times to work with colleagues to discuss lesson elements and to anticipate and prepare for potential learning challenges and misconceptions. E.g. developing alternative explanations and additional scaffolds.
- If required, adjust or supplement planned activities to match the timing of the lesson. E.g. add a 'Do Now' task to assist students to settle and refocus after lunchtime or recess.
- Where possible, make simple changes to the learning environment to support attention and enhance the planned learning activities. E.g. setting up the classroom for small group instruction or peer collaboration.

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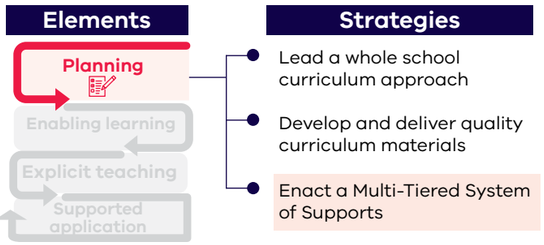
Enact a Multi-Tiered System of Supports

A Multi-Tiered System of Supports (MTSS) integrates the school's approach to learning, behaviour and wellbeing. MTSS includes a tiered continuum of instruction, support and intervention, and data-based decision making.

When implemented in a school, MTSS enables identification of students requiring additional support. It includes instruction across three tiers of increasing intensity and tracking of student growth to monitor and improve program effectiveness.



Key links to other guides

Planning, including Enact a Multi-Tiered System of Supports, provides a foundation for the implementation of the VTLM 2.0 Elements of teaching.

Links to departmental initiatives

- **Supporting High-Ability Students**
- **Middle Years Literacy and Numeracy Support initiative**
- **School-wide Positive Behaviour Support**
- **Diverse Learners Hub**
- **Health, Wellbeing and Inclusion Workforces**
- **School Networks**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/78091

Target audience:
School leaders and teachers

Practice 1 Develop and implement a school-wide approach to MTSS

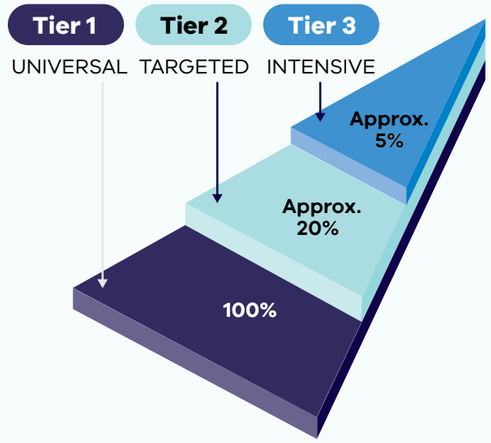
MTSS Tiers

Tier 1 represents evidence-based practices for all students.

Tier 2 provides targeted instruction, support and intervention for small groups of students who need extra help or extension.

Tier 3 provides intensive instruction, support and intervention for individual students with more significant needs.

Percentages at Tiers 2 and 3 are indicative.



Enact the tiered continuum of instruction, support and intervention

MTSS includes a consistent approach to evidence-based instruction across the three tiers. It includes effective classroom practice at Tier 1 for all students as the foundation. Student learning, wellbeing and behaviour needs are addressed by increasing the intensity, frequency and duration of monitoring and support across the three tiers.

HOW?

- Implement a strong Tier 1 teaching and learning program and wellbeing program that integrates evidence-based practices from the VTLM 2.0.
- Support teachers to understand the interdependence of learning, behaviour and wellbeing outcomes, and the preventative effect of evidence-informed Tier 1 practices.
- Ensure consistent implementation and identify when to enhance Tier 1 through regular review and refinement. E.g. review and adjust implementation of Positive Classroom Management Strategies (PCMS) to increase engagement and instructional time.
- Identify available Tier 2 and 3 programs and funding. E.g. the Middle Years Literacy and Numeracy Support initiative (MYLNS), Student Excellence Program and Tier 2 Disability Inclusion funding.
- Provide intensive and targeted instruction, support and intervention to small groups in Tier 2 and individual students in Tier 3.
- Determine how tiered approaches can be used to extend and challenge high-achieving students.
- Use strengths-based communication to help students and families understand how tiered supports are designed to assist them (AERO 2024).

Engage in data-based decision making

Data-based decision making is at the core of MTSS. With quality data, protocols and clear processes for collaboration, the whole school can participate in an agreed problem-solving approach for learning, wellbeing and behaviour. This includes identifying and monitoring students accessing interventions and extension, as well as reviewing and improving the effectiveness of each tier.

HOW?

- Determine universal academic, behaviour and wellbeing assessments to enable the early identification of students needing support. E.g. early years screening with the Year 1 Phonics Check.
- Facilitate the collection of further assessment data, including classroom evidence and engagement data.
- Use designated meeting time for staff to work together to analyse assessment data and identify students who need Tier 2 or 3 support and interventions.
- For students identified via assessment evidence, administer diagnostic assessments to match interventions to specific skill gaps.
- Increase progress monitoring for students receiving supports to verify that the interventions are achieving the intended outcomes.
- Regularly analyse cohort and whole-school data to monitor the effectiveness of instruction, support and intervention at each of the tiers. E.g. if higher than typically expected numbers of students are identified for Tier 2, review Tier 1 to determine if program improvements are required.

Establish key enablers of MTSS

In embedding an MTSS approach, leaders will need to address role allocation, capability building, communication and collaboration.

HOW?

- Participate in collaborative improvement practices through school networks to support MTSS implementation and improvement. E.g. share data collection and analysis protocols or engage in learning walks at a school with a well-established MTSS approach.
- Identify and establish leadership responsibilities, ensuring those involved have the required authority, knowledge and skills to drive implementation and sustain the program.
- Use designated meeting times for leaders with MTSS responsibilities to progress implementation, identify gaps and problem-solve.
- Communicate the program to staff and the broader school community, secure buy-in and clarify expectations for teachers and specialised staff delivering MTSS.
- Monitor implementation of learning, behaviour and wellbeing practices to ensure fidelity of delivery.
- Ensure teachers and those delivering Tier 2 and 3 support have opportunities to share data, adjust and align practice, and address issues that arise. E.g. through PLCs or scheduled meetings.
- Use professional learning to build whole-school knowledge and practice in MTSS, data use and evidence-based practices.

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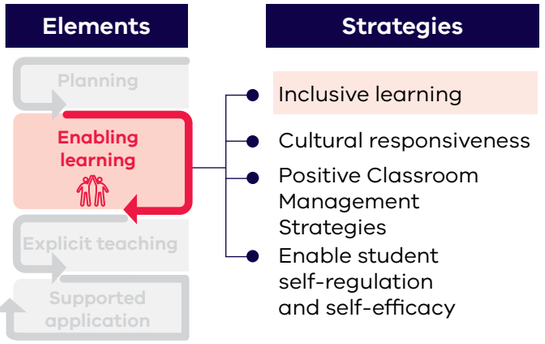
Inclusive learning

Creating a safe and inclusive school environment helps all students to feel they belong, stay engaged and succeed. This means building strong, trusting relationships and recognising, respecting and celebrating diversity.

Inclusive practices acknowledge and affirm that children and young people have different and overlapping needs that schools need to consider, support and plan for. This upholds their right to learn in a safe and inclusive environment, where everyone is treated fairly and their different needs are addressed.



Key links to other guides

- **Positive Classroom Management Strategies**
- **Enact a Multi-Tiered System of Supports**
- **Scaffold practice**

Links to departmental initiatives

- **Disability Inclusion**
- **Diverse Learners Hub**
- **Inclusion Outreach Coaching**
- **Graduate Certificate in Education (Learning Difficulties) Program**
- **LGBTIQA+ Student Support**
- **Respectful Relationships**
- **Bully Stoppers**
- **Inclusive Classrooms**

References and further reading

- **arc.educationapps.vic.gov.au/learning/resource/78561**

Target audience:
Teachers and school leaders

Practice 1 Support students to reach their potential

Maintain high expectations

In an inclusive classroom, teachers demonstrate their belief that all students can succeed. They hold high expectations, provide the support students need and model respectful behaviour. This helps create a classroom where students feel they belong and learning is effective.

HOW?

- Communicate high expectations for all students, demonstrating you believe they can improve and achieve. E.g. in Health and Physical Education, make purposeful adjustments to activities so all students can be challenged and achieve success.
- Ensure your teaching supports all students to meet high expectations. E.g. consistently implement the Positive Classroom Management Strategies (PCMS) that increase classroom engagement.
- Recognise student effort and provide timely, specific, positive feedback on progress.
- Reflect on and challenge personal experiences and beliefs that may lead to unconscious biases and undermine high expectations. E.g. gender stereotypes in mathematics.

Enable full participation

Inclusive practices help teachers meet diverse learning needs and create a positive learning environment where all students can thrive. Reasonable adjustments enable all students, including students with disability and diverse learning needs, to equitably participate in education and experience success. Disability Inclusion funding can be used to strengthen capacity and capability to deliver adjustments and inclusive practice for students with disability.

HOW?

- Develop **Individual Education Plans (IEPs)** and/or student profiles that identify student goals, teaching strategies and adjustments tailored to their strengths and functional needs.
- Implement IEPs and/or student profiles and monitor progress to ensure strategies and adjustments meet the changing needs of students. E.g. using specialist equipment, such as a soundfield system, every lesson to ensure access for deaf or hard of hearing students.
- For students working towards the Foundation achievement standard, use the Victorian Curriculum Foundation Levels A — D to plan and deliver a scaffolded, developmentally-sequenced learning program that builds foundational knowledge and provides a rich learning experience.
- Build knowledge and skills in supporting diverse learners. E.g. through the Diverse Learners Hub and the Inclusive Classrooms professional learning suite.

Practice 2 Build inclusion through strong relationships

Build trusting and respectful relationships

When teachers show they care and take the time to get to know and understand their students, they build trusting and respectful relationships. Over time, multiple positive interactions can strengthen trust with students (AERO 2025b).

HOW?

- Build trust and respect by being predictable, fair and reliable. E.g. consistently implement the PCMS, including classroom procedures and routines and encouraging expected classroom behaviour.
- Demonstrate care, empathy and interest in your students. E.g. use activities, classroom discussions and informal conversations in the yard to learn about student interests, backgrounds and experiences.
- Enable student voice, demonstrating active listening and openness to student feedback. E.g. use exit tickets, class surveys or suggestion boxes to provide opportunities for student input.
- Maintain respectful relationships by separating the student from their challenging behaviour, using agreed approaches in IEPs and/or student profiles, and following school processes to reduce and prevent inappropriate behaviour.

Facilitate positive interactions among students

Positive peer relationships contribute to student wellbeing and are connected to strong school engagement and outcomes (Taylor et al. 2017). Teaching the Victorian Curriculum Personal and Social Capability supports students to establish and maintain respectful relationships and effective collaborations.

HOW?

- Implement the Rights, Resilience and Respectful Relationships teaching and learning resources to help students build social and emotional skills.
- Use paired and collaborative tasks (see **Scaffold practice**), intentional groupings and activities to develop interpersonal skills and enable new friendships.
- Teach, model and promote respectful interactions, challenging all forms of discrimination. E.g. celebrate IDAHOBIT to promote inclusion and challenge LGBTIQA+ discrimination.
- Consistently apply school expectations, procedures and policies around positive relationships and bullying.

Work with parents, carers and kin

Working together and communicating openly with families (including parents, carers and kin) has a positive impact on students' academic achievement, social behaviours and mental health (Smith et al. 2020). Building positive relationships and mutual respect between families, the community and the school creates strong partnerships that support all students.

HOW?

- Build positive, two-way communication with families. E.g. use strengths-based language, highlighting progress before addressing concerns.
- Work together with families to gain insights and knowledge about their children and provide guidance on how to play an active role in supporting learning at home. E.g. promoting regular home reading.
- Engage with families in inclusive and culturally sensitive ways. E.g. use plain language and seek advice from school leaders and staff such as Multicultural Education Aides or Koorie Engagement Support Officers.

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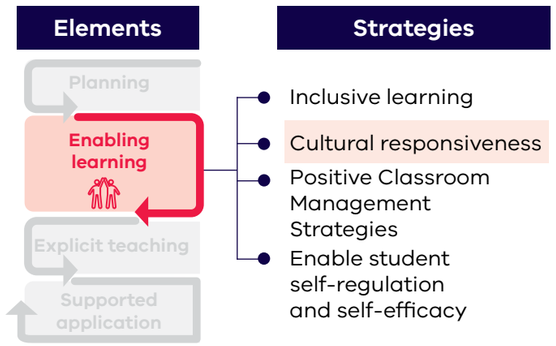
Cultural responsiveness

Cultural responsiveness in schools includes welcoming, respecting and supporting culturally diverse students, families (including parents, carers and kin) and broader community members.

Students who feel strong in their cultural identity have better connections to school and educational outcomes (Prehn et al. 2024).

Culturally responsive schools take active steps to challenge and respond to racial, religious, and cultural discrimination. They foster understanding and respect for the cultures of their students through the teaching and learning program and school events.

Recognising and embedding Aboriginal and Torres Strait Islander perspectives, histories, and cultures is a central part of school life and learning.



Key links to other guides

- **Develop and deliver quality curriculum materials**
- **Positive Classroom Management Strategies**

Links to departmental initiatives

- **Preventing and Addressing Racism in Schools**
- **Marrung Aboriginal Education Plan**
- **Strengthening Aboriginal Self-Determination in Education**
- **Respectful Relationships**
- **Interpreting and translation services**

References and further reading

- **arc.educationapps.vic.gov.au/learning/resource/78148**

Target audience:
Teachers and school leaders

Practice 1 Support cultural safety

Foster inclusivity and address racism and discrimination

Teachers build a welcoming and equitable classroom by modelling respect and inclusion. When teachers actively address racism, religious intolerance and other forms of discrimination in line with school policies, they create a safer environment that supports the wellbeing and engagement of all students and their families.

HOW?

- Welcome and celebrate the school community's diverse cultures. E.g. at school reception display the Aboriginal and Torres Strait Islander flags alongside the national flag. Celebrate cultural diversity events such as Harmony Day and Refugee Week.
- Model active listening and valuing of student cultures, languages and experiences. E.g. draw on actions from the Strengthening Aboriginal Self-Determination in Education Report (2024) such as appointing a Marrung Champion or supporting Koorie student representation in decision-making.
- Build your understanding of students' cultural backgrounds through respected sources. E.g. understand protocols for events (VAEAI 2016) before conducting an Acknowledgment of Country or arranging a Welcome to Country by a Traditional Owner group.
- Set clear expectations for culturally appropriate and respectful language and interactions, and support students to develop cultural understanding and empathy. E.g. use the personal and cultural strengths activities (Topic 2) of the Resilience, Rights and Respectful Relationships resources for the year level/s you teach.
- Consider cultural and religious observances and food practices when planning activities. E.g. understand kosher and halal requirements when planning for Food Technology or other school or classroom activities.
- Immediately address instances of racism, discrimination and demeaning or offensive behaviour by following each step outlined in the Preventing and Addressing Racism in Schools policy.

Reflect on values and actions to develop responsiveness

Thinking about how our own experiences and perspectives affect the way we teach can enhance cultural responsiveness. Considering our own values and actions (referred to as reflexivity) can build understanding of how beliefs and behaviours influence teaching and relationships with students.

HOW?

- Build understanding of how assumptions, values and attitudes can shape teaching and relationships (see **Further reading on Arc** for tools and resources).
- Strengthen your cultural understanding and practice through professional learning. E.g. participate in 'School's In for Refugees' to learn strategies that support inclusion, belonging and wellbeing for students from refugee backgrounds.
- Use the knowledge and insights gained from reflection and professional learning to strengthen cultural responsiveness in the school's teaching and learning program.

Practice 2 Strengthen belonging and connectedness

Establish relationships and protocols for cultural inclusion

Students, families and communities determine whether they feel culturally safe within a school (AERO 2025). Student voice helps schools and teachers measure and understand how safe, valued, included and respected students feel. Listening to and learning from diverse communities strengthens a school's cultural responsiveness.

HOW?

- Use student data and feedback to strengthen wellbeing, connectedness and cultural inclusion. E.g. look for patterns in academic achievement or Attitudes to School Survey data.
- Create diverse opportunities empowering students, families and community leaders to share knowledge and feedback. E.g. morning teas, information nights, yarning circles and campfire conversations.
- Build partnerships with local communities to strengthen cultural understanding. E.g. seek support from the Koorie Education Workforce to connect with local Koorie organisations and community.
- Ensure school events, materials and resources are accessible to all families. E.g. use the department's interpreting and translation service, Multicultural Education Aides and/or School Community Liaison Officers to support engagement with families.

Incorporate cultural diversity in the learning program

Reflecting students' cultures, languages and stories in the teaching and learning program can support students to feel recognised and included. Bringing cultural perspectives into the teaching and learning program through the Victorian Curriculum Intercultural Capability, helps students to build empathy, intercultural understanding and appreciation of diversity.

HOW?

- Plan to incorporate cultural perspectives, content and artefacts in curriculum materials. E.g. ensure Aboriginal and Torres Strait Islander authors are prominent in text selection in English, using Victorian Lesson Plans text study.
- Use resources that amplify diverse voices and incorporate cultural perspectives. E.g. access the Languages and Multicultural Education Resource Centre to source curated resources for NAIDOC Week.
- Support safe student engagement by giving advance notice about sensitive content, including material that may breach cultural protocols, such as images or audio of deceased persons.
- Encourage students to share their cultural identity and knowledge in ways that feel safe and empowering, without placing expectations on them to be community experts.
- When embedding the Aboriginal and Torres Strait Islander Histories and Culture cross-curriculum priority, where possible privilege local Koorie cultures and engage with respected sources.

Enabling Learning

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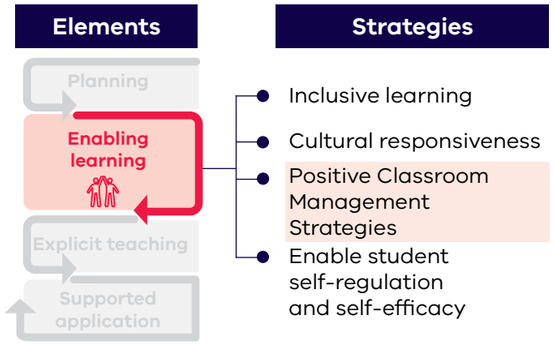
Positive Classroom Management Strategies

Positive Classroom Management Strategies (PCMS) focus on increasing learning time and engagement through eight evidence-based practices. These practices stem from the School-wide Positive Behaviour Support model, and are documented in the PCMS guides.

PCMS are effective when implemented consistently through a whole-school approach that establishes consistent expectations, clear rules and fair, logical and predictable consequences.



Key links to other guides

- **Lead a whole-school curriculum approach**
- **Develop and deliver quality curriculum materials**
- **Explicit explanation and modelling**
- **Scaffold practice**

Links to departmental initiatives

- **Diverse Learners Hub**
- **School-wide Positive Behaviour Support**
- **Mental Health Menu**
- **Respectful Relationships**

References and further reading

- **schools.vic.gov.au/pcms**
- **arc.educationapps.vic.gov.au/learning/resource/77780**

Target audience: Teachers

Practices 1-4 Increase instructional time

Classroom rules and expectations

When schools clearly define and teach consistent expectations and rules, students have a clear structure for behaviour.

Expectations set broad goals for behaviour, while rules describe the specific actions students should take to meet those goals.

HOW?

- Identify, explicitly teach and consistently apply classroom rules.
- Follow school protocols for positive reinforcement, corrective feedback and fair consequences.

For details, see PCMS guide 1

Classroom procedures and routines

Consistent routines reduce uncertainty, support transitions and create a predictable learning environment.

HOW?

- Identify regular whole school classroom procedures. E.g. entering the room, asking for help.
- List expected routine procedures.
- Teach directly and apply consistently.
- Provide practice and feedback.
- Provide visual reminders.

For details, see PCMS guide 2

Encouraging expected classroom behaviour

When teachers consistently use specific, positive feedback to acknowledge expected behaviour, students are more likely to repeat and strengthen those behaviours.

Effective feedback describes exactly what the student did well and links to whole-school expectations.

HOW?

- Teach expectations and routines explicitly.
- Use prompts and precorrection.
- Give frequent positive attention.
- Provide specific positive feedback.

For details, see PCMS guide 3

Discouraging inappropriate behaviour

When teachers respond to misbehaviour calmly and with whole-school procedures, students are more likely to re-engage and focus on learning.

Corrective feedback should be brief, directly linking behaviour to rules and expectations.

HOW?

Indirect responses:

- proximity
- signal/verbal cue
- ignore/attend/praise.

Direct responses:

- prompt, re-direct and re-teach.

Consequences:

- implement school processes
- predictable and logical.

For details, see PCMS guide 4

Practices 5-8 Increase classroom engagement

Active supervision

Moving, scanning and interacting with students during learning boosts engagement, promotes positive behaviour and helps prevent minor issues from becoming bigger problems.

HOW?

- Position yourself to see all students during whole group, small group and individual instruction.
- Move frequently and unpredictably.
- Scan frequently.
- Interact frequently using verbal and non-verbal methods.

For details, see PCMS guide 5

Opportunities to respond

Planning and using a range of questions and activities that require students to respond support active participation and engagement.

Frequent responding promotes learning, increases time on task and reduces off-task behaviour.

HOW?

Plan frequent opportunities to respond during instruction:

- verbal, e.g. cold calling
- written, e.g. mini whiteboards
- non-verbal, e.g. hand signals
- involve individual students, groups and the whole class.

For details, see PCMS guide 6

Activity sequence and choice

When teachers sequence tasks strategically and offer some planned choices, students are more likely to stay engaged and persist with learning.

Thoughtful sequencing builds behavioural momentum and supports motivation.

HOW?

As part of planning, collaboratively develop a menu of acceptable choices such as:

- method of response
- tools and supplies
- working independently or with peers
- order of tasks
- location for working.

For details, see PCMS guide 7

Task difficulty

Adjusting task difficulty to match student learning needs maintains engagement and helps students access the learning. This may include modifying task length, work time, response mode or providing breaks, guided practice, additional support and extension.

HOW?

Develop a repertoire of task adjustments such as:

- task length or required work time
- offering periodic breaks
- mode of input or response
- opportunities for instruction or guided practice.

For details, see PCMS guide 8

Enabling Learning

Victorian Teaching and Learning Model 2.0

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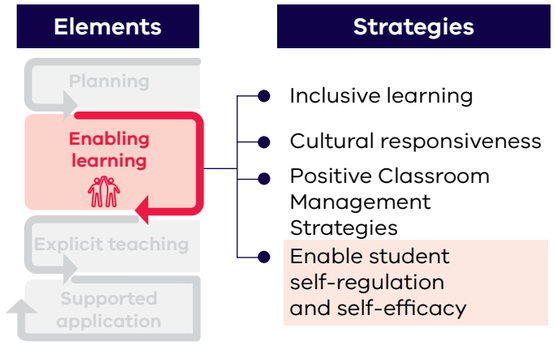
Department of Education

Enable student self-regulation and self-efficacy

Self-regulated learners use a range of strategies to manage their emotions, stay motivated and improve their learning (EEF 2025). Self-regulation develops gradually, beginning in infancy and continuing throughout adulthood (Rosanbalm and Murray 2017). Factors such as age, trauma or disability can impact students' ability to effectively regulate their learning and behaviour (AERO 2024).

By modelling and explicitly teaching self-regulation and metacognitive strategies, teachers help students become more successful learners. This fosters a positive cycle that strengthens their confidence as learners and enhances their ability to transfer learning to new contexts.



Key links to other guides

- **Develop and deliver quality curriculum materials**
- **Positive Classroom Management Strategies**
- **Apply learning and build mastery**

Links to departmental initiatives

- **Mental health and wellbeing toolkit**
- **Resilience, Rights and Respectful Relationships**
- **Student Excellence Program**
- **Diverse Learners Hub**
- **Victorian Curriculum 2.0 Capabilities**

References and further reading

- **arc.educationapps.vic.gov.au/learning/resource/78136**

Target audience: Teachers

Practice 1 Support students to manage emotions, behaviour and motivation

Teach strategies for emotional regulation

Emotional regulation can support students to focus attention and engage in learning. Students with strong self-regulation skills can more effectively avoid distractions and re-focus if interrupted (AERO 2025a). Explicitly teaching students to recognise, understand and manage their stress and emotions supports their learning and wellbeing.

HOW?

- Establish and maintain a calm and predictable learning environment. E.g. consistently implement the Positive Classroom Management Strategies (PCMS).
- Teach students to recognise, name and manage their emotions through the Victorian Curriculum Personal and Social Capability.
- Explicitly teach and model the use of self-regulation strategies to effectively respond to challenges. E.g. teach topics 1 to 6 of the Resilience, Rights and Respectful Relationships curriculum.
- For students needing additional support to regulate their emotions, develop a plan together with strategies they can use to manage or avoid escalation and to engage with the learning.
- Help students manage their emotions and behaviour by responding in a calm, consistent and predictable manner. E.g. when behaviour is escalating direct students to the strategies they need to self-regulate.

Support student motivation and self-efficacy

Successful learning experiences build confidence to tackle more challenging learning, creating a positive cycle where continued success leads to self-efficacy and increased motivation (AERO 2025b).

HOW?

- Plan for tasks that are challenging but achievable, providing scaffolds to support student achievement of learning objectives. E.g. adjust the level of challenge within tasks through extending or enabling prompts.
- Support students to persevere with challenging tasks by providing feedback and reassurance, recognising effort and highlighting personal progress.
- Model self-reflection and perseverance during lessons through thinking aloud. E.g. 'This question is challenging but if I break it into smaller parts, I can work through it step by step.'
- Teach students to recognise their progress and to reflect on the steps they took to get there. E.g. regularly refer to Learning Objectives and Success Criteria, helping students track their own progress and celebrate improvement.

Practice 2 Support students to take control of their learning

Teach and model metacognitive strategies

Metacognition refers to a student's ability to understand, direct, monitor and evaluate their own thinking and learning processes. Teaching students how to use metacognitive strategies helps them manage their learning, persist through challenges and stay motivated if stuck. Over time, this builds their confidence and equips them to approach their learning with greater independence.

HOW?

- Teach metacognitive strategies through subject content. During planning, identify opportunities to embed the use of metacognitive strategies in units and lesson plans. E.g. constructing a diagram to assist in understanding how a system works and explaining it to a peer to revise understanding (Victorian Curriculum Critical and Creative Thinking Capability).
- Think aloud to reveal thinking processes, reasoning and the strategies used, making largely implicit processes explicit. E.g. 'This worded problem contains lots of information. What information can I identify? What information is still missing and what strategy should I apply to find it?'
- Provide scaffolds to enable all students to access and use metacognitive strategies. E.g. use sentence frames and supplementary explicit teaching of vocabulary for English as an Additional Language learners.
- Provide extensive guided practice, gradually removing scaffolds as students become more proficient. E.g. clearly model and practise with students the use of decision trees, supporting them to apply this strategy independently.
- Promote metacognitive talk by encouraging students to discuss their ideas, assumptions, and how they solve problems so that they share the rationale for approaches, ideas or thinking going beyond their initial response. E.g. paired elaborative interrogation (see **Vary practice**).
- Use self-questioning to model habits of connecting learning to prior knowledge and identifying steps needed to approach a task. E.g. 'What strategies have I used for similar problems?' (see **Apply learning and build mastery**).

Teach the planning, monitoring and evaluation cycle

HOW?

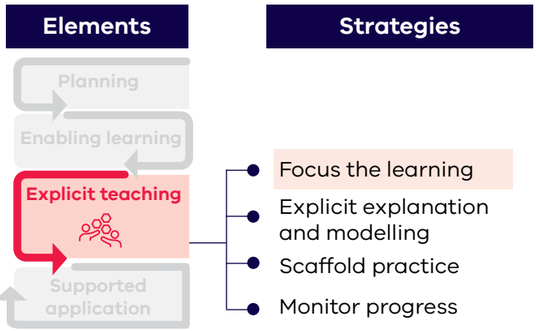
- Identify opportunities for students to set relevant, meaningful learning goals and explicitly teach them how to plan, monitor and evaluate their own learning using metacognitive strategies.
- Explicitly teach and model metacognitive questions to encourage students to think about how they will approach each part of the cycle. E.g. Goal setting and planning: 'What is the learning goal? What prior knowledge do I have that might help? How will I approach the task?' Monitoring: 'Is the strategy I have chosen working or do I need to try something else?' Evaluating: 'Did I achieve the learning goal? What might I do differently next time?'

Victorian Teaching and Learning Model 2.0

VICTORIA State Government | Department of Education

Focus the learning

Learning objectives (LOs), also known as learning intentions, help to focus and guide student learning. LOs reflect the content descriptions and achievement standards in the Victorian Curriculum F–10 Version 2.0, and the knowledge and skills in the Victorian Pathways Certificate and VCE pathways. LOs help students understand what they are expected to learn, while success criteria (SC) break down what students need to demonstrate to achieve the LOs. When setting LOs and planning lessons, it is important to consider what prior knowledge students must have to be able to achieve the intended learning.



Key links to other guides

- **Develop and deliver quality curriculum materials**

Links to departmental initiatives

- **Diverse Learners Hub**
- **Professional Learning Communities**
- **Student Excellence Program**
- **Victorian Lesson Plans**

References and further reading:

arc.educationapps.vic.gov.au/learning/resource/77150

Target audience: Teachers

Practice 1 Use learning objectives and success criteria

State and explain learning objectives and success criteria

Brief, clear and measurable LOs provide students with the key goals of the lesson and help them focus on the key information to be learnt (Black and Wiliam 1998; Perry et al. 2021). SC break down the steps to achieving the goals, helping students know whether they are on track.

HOW?

- State and fully explain the LOs and SC in student-friendly language, defining key vocabulary and checking understanding.
- LOs should use verbs such as compare, predict, solve and describe. E.g. 'We are learning to define and identify nouns and verbs in sentences.'
- Articulate SC as 'I can' actions. E.g. 'I can explain the difference between a noun and a verb' and 'I can circle the nouns and underline the verbs'.
- When using exemplars and worked examples identify how they meet the SC and can be used to self-check work.

Review achievement of learning objectives and success criteria

Reviewing LOs and SC helps to confirm the intended learning has been achieved and reveals gaps in understanding to be addressed in future teaching. It is also an opportunity to highlight links with previous and future learning, which supports the development of more complex mental models. It can support self-regulation by providing a basis for students to actively monitor their progress, reflect on their understanding, and make necessary adjustments to improve (Quigley et al. 2018).

HOW?

- Revisit SC during the lesson to track progress towards the LOs.
- Review the LOs and SC at the end of each lesson to identify if further instruction is required.
- Measure understanding and achievement of SC either verbally or by incorporating strategies such as exit tickets, quick quizzes or questioning.
- Facilitate student reflection on the LOs, identifying steps taken to achieve them. E.g. ask students to write a short reflection on their work, how they met the SCs and what they found challenging.

Practice 2 Activate prior learning and stimulate connections

Activate prior knowledge and facilitate connections

Identifying the prior knowledge required for units and lessons and activating it or explicitly teaching it (when required) assists students to engage with the new learning material (AERO 2023). Using references that are familiar to students supports them to link their existing knowledge with the new material.

HOW?

- Use pre-tests and review activities to identify gaps in prior knowledge to be addressed, and opportunities for extension or compression of content that students have already mastered.
- At the start of the lesson, activate relevant knowledge with retrieval activities such as 'Do Nows', questioning, low-stakes quizzes or peer-explanation.
- Explicitly illustrate the connections between prior knowledge and the LOs. E.g. 'Last week we learnt to say and record number quantities to 20. Today we will use this knowledge to estimate and represent collections without counting all.'
- Relate new concepts and skills to everyday experiences initially to engage students and strengthen retention. E.g. by identifying persuasive writing techniques in a popular advertisement.

Use advance organisers

Advance organisers (which can be graphic, expository, narrative and skimming) show students the connections between their existing knowledge and new knowledge to be covered in the lesson or learning sequence (Marzano et al. 2001; Kirschner and Hendrick 2020). This presents the big picture and sets the scene for learning, prompting the activation of prior knowledge and preparing students to assimilate new information. They are not summaries but rather an overview of the material to be taught (Cottingham 2023).

HOW?

- Identify key ideas from the upcoming topic and arrange them logically to highlight connections between prior learning and the content that will be covered.
- Present students with the organiser at the beginning of a lesson or learning sequence to prime them for the coming learning.
- Use the organiser as you introduce each new idea or concept, referring to it as the topic progresses to help consolidate students' mental models.
- Advance graphic organisers provide visual representations of connections that convey meaning, and can be returned to throughout a unit.
- Expository, narrative and skimming organisers are often delivered verbally, however their effectiveness can be enhanced when also represented graphically.

Victorian Teaching and Learning Model 2.0

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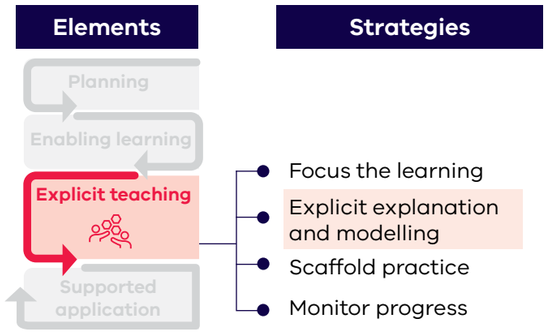
Explicit explanation and modelling

A structured and sequenced approach to explicitly teaching new knowledge optimises student learning (AERO 2023). Introducing new information is most effective when it is broken down into manageable chunks that teachers explicitly explain and model (I do).

This approach prepares students for guided (we do) and independent practice (you do), and can reduce cognitive load and foster deeper understanding.



Key links to other guides

- **Develop and deliver quality curriculum materials**
- **Positive Classroom Management Strategies**

Links to departmental initiatives

- **Diverse Learners Hub**
- **Phonics Plus**
- **Professional Learning Communities**
- **Victorian Lesson Plans**

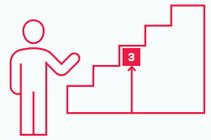
References and further reading:

arc.educationapps.vic.gov.au/learning/resource/76696

Target audience: Teachers

Practice 1 Fully explain what students need to learn

Explain the material in concise, small steps

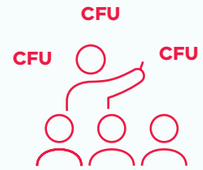


Explicit explanations ensure students are taught essential knowledge efficiently and effectively. Limiting unnecessary information helps students focus on the learning material and reduces cognitive load (AERO 2024).

HOW?

- Break new information into manageable chunks and explain each chunk step by step.
- Preview and explain key vocabulary. E.g. in a poetry lesson, you might introduce and explain words like 'rhyme', 'metre' and 'stanza'.
- When explaining key concepts, procedures and strategies, minimise distraction such as busy slides, complex language and unnecessary digressions.
- Explicitly link explanations to students' prior knowledge and learning objectives. E.g. 'A plant is a living thing that uses sunlight. Examples of plants are trees, flowers in our garden and bushes in our school.'

Deliver interactive and engaging explanations



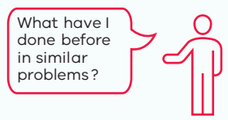
Explicit explanations that are brief and interactive, including frequent opportunities to respond and checks for understanding, can increase student engagement. They also provide the teacher with feedback that makes clear when students are ready to move on to guided practice or require further explicit explanation.

HOW?

- Set the duration and pace of this phase of the lesson to suit the age and stage of students and the complexity of the task.
- Check for understanding by asking frequent questions during explanations and demonstrations. E.g. ask a non-volunteer to identify the verb in a sentence and explain how they know which type of word it is.
- Use predicable student response routines such as hand signals, mini-whiteboards and turn-and-talk. E.g. students respond to examples and non-examples with thumbs up or down.
- Use checks for understanding to determine readiness for guided practice or if additional explanation is required.

Practice 2 Demonstrate and model what students need to learn

Demonstrate and think aloud



Sharing the thought processes of an expert learner, through teacher modelling, makes implicit processes explicit and helps students develop their metacognitive skills (Quigley et al. 2018).

HOW?

- Guide students through the content with step-by-step demonstrations.
- Narrate your thought processes as you work through tasks or procedures.
- For example, when explaining properties of materials, 'I can use observations to identify the properties of this object. I see that the paper is white, and I can feel that the paper is light and smooth. I also see and feel that the paper can be moved and bent without breaking.'
- Make explicit links to prior learning. E.g. 'Last time I approached this by …'
- Invite active participation through self questioning. E.g. 'What steps do I need to take next to solve this problem?'

Model with worked examples

Worked examples provide learners with the problem-solving approaches that need to be stored in long-term memory (Sweller et al. 2011). They help prevent working memory overload, enabling students to concentrate on fully understanding and learning the process, not just the result.

HOW?

- Begin with a worked example and explain the steps needed to complete a task or solve a problem. E.g in distributive law, a(b+c)=ab+ac, so:
  7x13 = 7x(10+3) = 7x10+7x3 = 70+21 = 91
- Introduce new elements, variations or alternative ways to complete the task in subsequent worked examples.
- Extend students by removing steps or providing examples with errors to foster problem solving.
- Gradually reduce the use of examples as students approach mastery.

Use examples and non-examples

Examples help students understand and connect abstract concepts to the real world. Varied examples help identify the defining features of a concept. Non-examples help define the limits of a concept, pre-empting misconceptions.

HOW?

- Design examples that highlight key features and ideas.
- Draw attention to the changing elements of different examples and compare them with constant factors. E.g. marsupials are mammals but raise their offspring in an external pouch.
- Present clear and concrete examples and non-examples, and analyse similarities and differences.
- Design non-examples that prevent or address potential misconceptions. E.g. mushrooms and coral are not plants.

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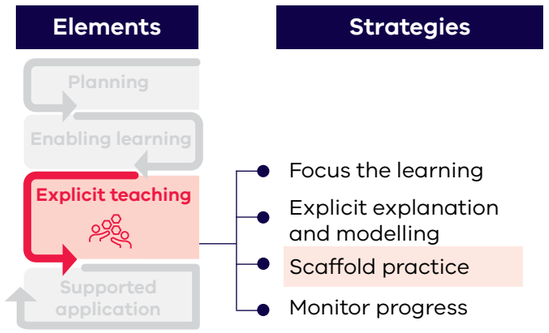
Scaffold practice

Scaffolding involves providing temporary supports to help students approach novel tasks. These supports can take the form of direct guidance from the teacher, or tools and resources that aid the learning process.

Teachers will plan scaffolds to support classroom instruction (I do, we do) and will also be prepared to provide additional scaffolds in response to student needs during the lesson. When teachers assess that learners are capable of managing independently (you do), they can gradually withdraw scaffolds. Through scaffolding, teachers create pathways for students to engage meaningfully with the learning.



Key links to other guides

- **Collaboratively develop quality curriculum materials**
- **Prepare to teach students in your classroom**
- **Positive classroom management strategies**
- **Apply learning and build mastery**

Links to departmental initiatives

- **Diverse Learners Hub**
- **Phonics Plus**
- **Professional Learning Communities**
- **Student Excellence Program**
- **Victorian Lesson Plans**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/77140

Target audience: Teachers

Practice 1 Identify, provide and fade supports

Anticipate scaffolds to support learning

When teachers anticipate scaffolds, they consider the support students need to learn new concepts and skills, and to manage cognitive overload (Sweller et al. 2011). Tailoring scaffolds helps students to maintain a high level of success as they move towards independence (Rosenshine 2012; Archer and Hughes 2011).

HOW?

- Plan and develop scaffolds to model and explain new learning and to guide, monitor and extend practice.
- In developing scaffolds consider common misconceptions or difficulties that the whole class or groups of students may encounter.
- Identify scaffolds required to make the learning accessible to all students, including those with learning difficulties. E.g. providing some students with a printed copy of the worked example on the board.
- Be prepared to adjust scaffolds, or provide additional scaffolds, for students who need more support during the lesson. E.g. providing students with a counter to help them keep track of where they are up to on a number chart.

Use planned and responsive scaffolds

Planned

Point of need

All students can be supported to make progress in their learning and achieve success. Scaffolds can be planned or provided in response to student needs identified during a lesson. With scaffolds and adjustments to activity sequence, choice and task difficulty, students can work towards common learning objectives.

HOW?

- Use scaffolds during instruction, as well as guided and independent practice.
- Respond to evidence of student learning during guided or independent practice and be ready to use scaffolds to re-explain new learning or guide and monitor practice. E.g. add paragraph topics or topic sentences in an essay planner for students who require additional support.
- Consider students' different levels of readiness and capacity for new learning, and if further adjustments to scaffolds or task difficulty is required.
- Extend students who demonstrate early proficiency. E.g. when skip counting, direct students to begin from a non-zero starting point.

Reduce or remove scaffolds as students build proficiency

Reducing scaffolds involves the smooth transition from full teacher support to minimal guidance. This allows students to gain fluency and practise independently as they build proficiency.

HOW?

- Monitor student progress regularly to assess scaffold effectiveness.
- Adapt frequency, intensity and duration of scaffolds to support students progressing at different rates.
- Reduce or remove scaffolds as students build proficiency in the new learning.
- Provide increased opportunities for independent practice, problem-solving and decision making. E.g. in English, extend students who show readiness by asking them to plan their essay without the aid of the provided planner.

Practice 2 Use a range of scaffolds to help model and explain new learning

Using scaffolds to model and explain new concepts helps to manage cognitive load and assists in making complex ideas accessible to students (Sweller et al. 2011).

HOW?

Techniques* to model and explain new learning include:

- worked examples
- example-problem pairs
- exemplars (high-quality work samples)
- concrete materials
- questions and dialogue
- writing scaffolds (e.g. sentence stems, sentence starters, visual prompts)
- graphic organisers
- vocabulary lists
- checklists.

Practice 3 Use a range of scaffolds to guide, monitor and extend student practice

Teachers can adjust tasks by responsively introducing or removing scaffolds, and by making adjustments to task difficulty, sequence and choice. This supports students to work towards mastery and offers opportunities for support and extension.

HOW?

Techniques* to guide and monitor student practice include:

- discussion frames
- guided notes
- templates
- process worksheets
- adjustments to task sequence, choice and difficulty
- procedural prompts
- self-review prompts
- paired and collaborative tasks
- extending prompts to increase challenge.

*Access additional information about these techniques at:
arc.educationapps.vic.gov.au/learning/sites/vtlmresources/2176/VTLM-20-Scaffold-Practice-Techniques

Victorian Teaching and Learning Model 2.0

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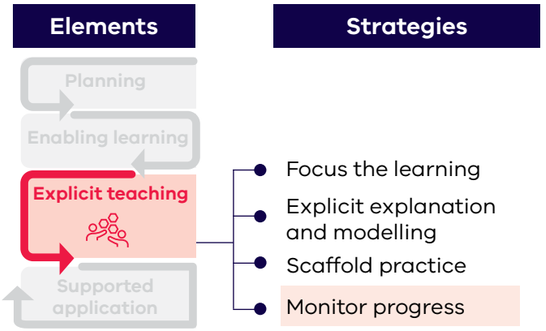
Monitor progress

Monitoring student progress is a key element of effective instruction and responsive teaching. It involves using a range of formative assessments, including checks for understanding, during instruction (I do), guided practice (we do) and independent practice (you do). Monitoring progress clarifies what students know and understand, confirms when students have achieved the intended learning, and uncovers learning gaps, misconceptions and opportunities for extension. Eliciting ongoing evidence of learning enables teachers to be responsive in their teaching and make informed decisions about adjusting instruction, feedback and scaffolds.



Key links to other guides

- **Develop and deliver quality curriculum materials**
- **Enact a Multi-Tiered System of Supports**
- **Revisit and review**

Links to departmental initiatives

- **Assessment guidance and resources**
- **Individual Education Plans**
- **Phonics Plus**
- **Professional Learning Communities**
- **Student Excellence Program**
- **Tutor Learning Initiative**
- **Victorian Lesson Plans**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/78092

Target audience: Teachers

Practice 1 Use formative assessment and feedback

Check for student understanding and address misconceptions

Frequent checks for understanding help ensure students learn the material with fewer errors (Rosenshine 2012). It also enables teachers to identify when to reteach concepts, provide additional explanations or offer targeted guidance.

HOW?

- Plan formative assessments and opportunities to respond, such as hinge questions, exit tickets, turn-and-talk, mini-whiteboards, hand signals (thumbs up, down or in the middle) and cold calling. E.g. 'Is it true (thumbs up) or false (thumbs down) that fungi cells have chloroplasts?'
- Consider if alternative options for responding are required, for example for diverse learners.
- Use student responses to provide affirmative and corrective feedback, to identify if instruction needs to be adjusted, and to identify gaps to be addressed in future lessons.

Provide specific and actionable feedback

Feedback should prompt students to revise their work and address specific areas for improvement tied to the overarching learning objectives and success criteria. Feedback should help students to understand exactly what steps they need to take to improve (Wiliam 2016) and should be timely, constructive and actionable.

HOW?

- Provide feedback that helps students clarify the learning and task goals, understand how they are going, and/or identify next steps.
- Feedback should be actionable and easily understood and can focus on product, process or self-regulation.
- For peer feedback, use structured frameworks like 'kind, specific and helpful' to guide constructive input.
- Whenever possible, allow sufficient class time for students to act on feedback and to check how they have responded.

Practice 2 Use responsive teaching for all

Responsive teaching involves using evidence of learning to adapt instruction, as required, to support student learning and engagement. Effective teaching transitions between explicit explanation and modelling (I do), guided practice (we do) and independent (you do) practice. This supports students to build a solid foundation of understanding before moving to independent practice. When teachers responsively adapt instruction and practice, they ensure students receive the guidance and support they need, including extension and enrichment (AERO 2023).

Move between I do, we do, you do

HOW?

- Determine what students need to demonstrate to indicate they are ready for independent practice.
- Monitor student progress through observation and other formative assessments, and move from guided to independent practice, returning to explicit explanation or guided practice if required.
- Use flexible groups, made up of students with varying skill levels, or at the same skill level, to support, guide or extend students.

Provide additional support

HOW?

- Identify students requiring additional explanation, modelling or guided practice.
- Provide additional scaffolds, including alternative resources, visual supports, further worked examples and modelling using concrete materials. E.g. in maths, provide more guidance by doing all the steps of a problem together and provide counters to use as a concrete representation.
- Use flexible grouping for small groups of students who require additional instruction.
- When required, follow school processes to initiate tiered support, such as the Tutor Learning Initiative.

Extend and challenge students

HOW?

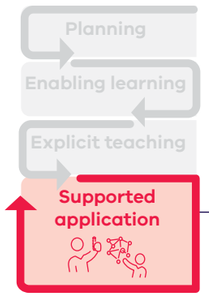
- Identify students requiring extension.
- Use extending prompts that increase challenge by adjusting the structure, scale or style of tasks (Quigley 2024). E.g. in a recount asking specific students to write using a non-linear structure or in the style of a particular author.
- Increase the complexity of tasks by introducing variation. E.g. alternating different problem types when practising maths skills, or introducing different contexts and real world problems.
- Provide opportunities for like-ability interactions to foster growth and engagement.

Vary practice

To consolidate learning after explicit teaching, students need to retrieve and practise knowledge in different ways and contexts, and at spaced intervals. The challenge introduced by the spacing and varying of practice helps to consolidate learning and to make future recall easier (Bjork and Bjork 2011).

Varying how students practise and apply their learning supports them to develop multiple connections to knowledge, build mastery and transfer learning to new situations (AERO 2023).

Elements | **Strategies**



- Vary practice
- Revisit and review
- Apply learning and build mastery

Key links to other guides

- **Positive Classroom Management Strategies**
- **Scaffold practice**
- **Monitor progress**
- **Enable student self-regulation and self-efficacy**

Links to departmental initiatives

- **Diverse Learners Hub**
- **Phonics Plus**
- **Professional Learning Communities**
- **Student Excellence Program**
- **Victorian Lesson Plans**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/77581

Target audience: Teachers

Practice 1 Use a variety of tasks and question types

Use tasks to apply knowledge in varied ways

Varying task types can enhance students' ability to use knowledge across different contexts and for different purposes. It helps students develop multiple connections to knowledge stored in long term memory, improving retention, retrieval and transferability of learning (AERO 2024).

HOW?

- During guided and independent practice, provide a range of related tasks that enable students to apply knowledge multiple times, in different ways. E.g. in Maths, teach division in concrete, representational and abstract ways by sharing counters, drawing representations and writing out matching equations.
- Include tasks that involve the application of knowledge in different contexts or using different materials. E.g. in lower primary Physical Education, practising throwing and catching in different sports.
- Vary the way students demonstrate their knowledge by changing the response mode. E.g. writing a summary of a topic, creating a concept map or engaging in a structured discussion or debate.
- Move from familiar to unfamiliar tasks to manage student cognitive load. Build student confidence as they engage with more challenging material. E.g. in Food Technology, creating a meal plan consisting of dishes eaten at home before using the same core ingredients to create a restaurant menu.

Use questions for engagement, explanation and elaboration

Questions can vary in purpose, stimulating either simple recall or an ever more complex understanding and application of knowledge. They can be delivered in different formats to match the purpose of the task and to maximise student engagement and participation.

HOW?

- Include a range of question types to engage students in different learning activities, matching questions to the task purpose. E.g. eliciting recall, demonstrating understanding, connecting knowledge and synthesising topics.
- Use questions to manage students' cognitive load. E.g. pair factual recall and application questions so that students first retrieve relevant knowledge and are then asked to use it.
- Introduce questions that probe students' assumptions and prompt them to explain their thinking. E.g. 'Your answer assumes ___. How do you know that? What would happen if ___?'
- Promote 'elaborative interrogation' by introducing 'how' and 'why' questions that guide students to explain and actively use their learning. E.g. after a lab session, ask: 'What happened to the ice? Why did this happen? How can we explain this using particle theory?'
- Vary how questions are delivered and what students do in response. E.g. delivering and answering questions orally or in writing, facilitating student self and paired questioning, or embedding questioning in routines such as cold calling and whole-class interactive quizzes.

Practice 2 Space and alternate practice

Space practice

Spacing practice leads students to engage and re-engage with knowledge and ideas over time. Re-engaging with content at spaced intervals, and in different ways, requires students to actively retrieve information from long term memory. Each spaced engagement that requires reasonable effort to remember content (a form of desirable difficulty), strengthens connections in long term memory (Bjork and Bjork 2011; AERO 2024).

HOW?

- Space the learning and practice of new knowledge, concepts or skills across lessons. E.g. over a week return to the same small set of vocabulary words, each time doing different activities with them such as word associations and generating examples and non-examples (Beck et al. 2013).
- Use review routines to space practice (see **Revisit and Review**).
- Homework tasks can be an opportunity to provide additional spaced practice at intervals outside of timetabled lessons.
- Use assessment to decide when and how often material should be practised to consolidate learning, and when to increase challenge or move on.

Alternate practice of related content

Practice			
A	B	A	B

Alternating practice between related but different concepts or skills (referred to as interleaving), requires students to repeatedly recall relevant knowledge and determine the right rule or strategy to use. Interleaving helps students to discern between different problem types, consolidate learning and use knowledge flexibly (Bjork and Bjork 2011; Dunlosky 2013).

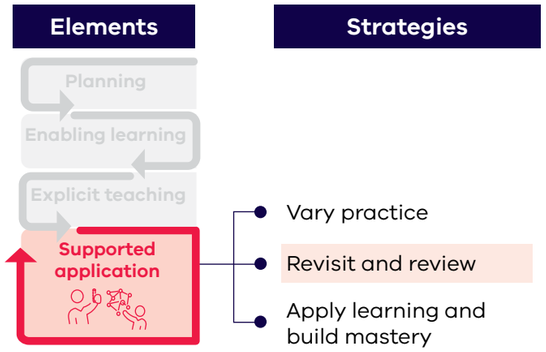
HOW?

- Use interleaving after explicit teaching and practice so that students have basic proficiency of the knowledge, skills or concepts to be applied.
- In Mathematics, interleaving is used to alternate between exercises that require the application of distinct but related formulas or concepts. E.g. alternating between adding, subtracting, multiplying and dividing fractions.
- As students develop proficiency, increase the level of challenge by requiring students to recall and apply knowledge to increasingly similar interleaved tasks. E.g. After students have alternated reviewing the key features of different art movements they may move to alternating review of the styles of artists within the one movement.

Revisit and review

Revisiting knowledge at increasing intervals reduces forgetting, strengthens connections in long-term memory and makes the knowledge easier to recall and apply (Agarwal and Bain 2019; AERO 2024).

Typical teaching involves revisiting knowledge in multiple ways. Teachers can deliberately promote revisiting and reviewing, including through intentional strategies at different stages of a lesson and through routines like daily, weekly and monthly reviews.



Key links to other guides

- **Develop and deliver quality curriculum materials**
- **Focus the learning**
- **Enable student self-regulation and self-efficacy**

Links to departmental initiatives

- **Diverse Learners Hub**
- **Professional Learning Communities**
- **Student Excellence Program**
- **Victorian Lesson Plans**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/77580

Target audience: Teachers

Practice 1 Identify review purpose and requirements

Identify what to revisit, why and how

If learning is not revisited, it will most likely be forgotten over time, with the highest drop in retention occurring soon after something is learnt. Each time knowledge is revisited, it is further consolidated in long-term memory (Ebbinghaus 1913). Retrieval activities that require effort to remember help to embed previously taught knowledge more firmly, making it easier to recall and use in the future (AERO 2024). Once knowledge is consolidated, retrieval can become automatic, freeing capacity in working memory for new learning.

HOW?

- Drawing on the whole-school curriculum, map out the content that needs to be consolidated, such as core disciplinary knowledge (content, concepts and skills) and knowledge that students need to build fluency in. E.g. in Mathematics revisit and review core arithmetic skills, such as multiplication facts or calculation procedures, throughout the year.
- Use retrieval tasks that require reasonable effort ('desirable difficulty') from students to recall information, such as self testing or creating summaries of learnt content from memory.
- Use a variety of retrieval tasks, including short, repeated tasks to practise skills, simple recall activities (e.g. multiple-choice quizzes), questioning that stimulates reasoning, and tasks that prompt problem solving. E.g. the Victorian Lesson Plans mathematics retrieval resources.

Practice 3 Model and teach the features of effective retrieval practice

Teach revision strategies and techniques

Explicitly teaching students revision strategies helps them build their study habits and distinguish between effective and ineffective approaches. This supports them to manage their study increasingly independently and to become more effective independent learners (see **Enable student self-regulation and self-efficacy**).

HOW?

- Teach review strategies such as summarisation, self-explanation and elaborative interrogation.
- Explicitly teach self-testing techniques, such as concept mapping, using flash cards and self-quizzing. E.g. as a study aid, students create a concept map identifying common and different traits of mammals, marsupials and monotremes.
- Address student misconceptions about ineffective study strategies, such as cramming, by explaining why spacing study sessions is more effective. Provide examples and models of study schedules to help students plan their independent study.

Practice 2 Consolidate knowledge through retrieval

Establish retrieval routines

It takes multiple exposures for information to become part of a student's long-term memory (Ebbinghaus 1913; Rosenshine 2012). Routines, including daily, weekly and monthly reviews, allow students and teachers to consolidate learning, and identify if re-teaching or further practice is required.

HOW?

- Include reviews shortly after students have learnt new material. This can be through daily reviews, activities to activate relevant prior knowledge, and through end of lesson reviews. E.g. in a properties of materials lesson, students use questions and think-pair-share to activate prior knowledge ahead of a practical experiment: 'What are observations?', 'How do we make observations?' and 'Why are observations important in science?'.
- In addition to daily reviews, establish weekly and monthly routines to review content from the previous week, from the previous month and from the beginning of the year. E.g. the Phonics Plus scope and sequence specifies review content for each term.
- Adjust the duration of retrieval routines to ensure adequate time for new learning. Reviews should focus on retrieval practice to consolidate prior learning, rather than delivering new content.

Promote high response and thinking rates

Retrieval and review are most effective when all students are actively engaged. Low-stakes activities that require all students to respond, or be ready to respond, encourage students to actively think about what they know.

HOW?

- Use whole-class retrieval routines that require verbal and non-verbal responses, such as cold calling, mini whiteboards, quizzes, call and response, and agree/disagree statements. E.g. in a place value lesson, students respond on mini whiteboards to 'Which number is greater than 401? a) 391, b) 402, c) 209, d) 400.'
- Use a 'Do Now' activity (an independent task completed at the start of the lesson) to draw students back into the content and stimulate recall. E.g. in a lesson on persuasion in advertising, students write down definitions and examples of key terms from the previous lesson: persuasion, advertising, consumer and target audience.
- Use elaborative interrogation (what? how? why?) and peer supported retrieval (students taking turns asking questions and checking answers), to stimulate recall of previous learning. E.g. in a science lesson, use cold calling to elaborate on each answer: 'Are kangaroos mammals? How do we know? How are they different and similar to humans?'

Supported Application

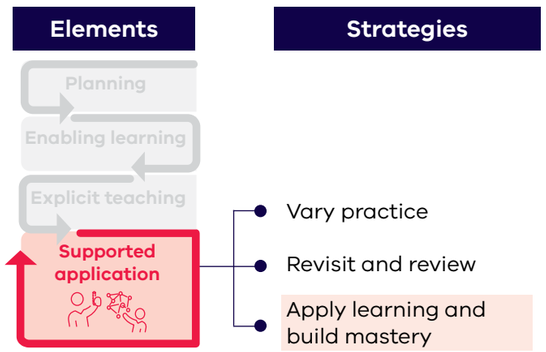
Victorian Teaching and Learning Model 2.0

Join the discussion about VTLM 2.0 guides:

Department of Education

Apply learning and build mastery

Once students have developed a sound knowledge base, following explicit teaching and guided and independent practice, they can apply their learning in increasingly complex and independent ways (AERO 2024a). Students can further consolidate their knowledge and demonstrate mastery through open tasks, problem solving and guided, structured inquiry. By engaging in tasks that require students to select, organise and integrate knowledge, students can generate new learning beyond what they have been explicitly taught (Fiorella and Mayer 2016).



Key links to other guides

- **Scaffold practice**
- **Monitor progress**
- **Enable student self-regulation and self-efficacy**

Links to departmental initiatives

- **Diverse Learners Hub**
- **Phonics Plus**
- **Professional Learning Communities**
- **Student Excellence Program**
- **Tech Schools**
- **Victorian Lesson Plans**

References and further reading

arc.educationapps.vic.gov.au/learning/resource/78132

Target audience: Teachers

Practice 1 Enable knowledge application and mastery

Use tasks to promote deep learning

With sufficient knowledge, students can engage in deep learning tasks where they draw on prior learning to generate new connections and ideas. These are activities where students think more deeply about the content: they choose what is important, organise ideas and connect new learning with what they already know (Hattie and Donoghue 2016; Fiorella and Mayer 2016). This helps students understand and remember more over time.

HOW?

- Use summary tasks that require students to select key ideas, organise them in a logical structure and integrate the new information with prior knowledge.
- Use mapping, drawing and imagining to prompt students to translate material they are learning into organised and coherent representations. E.g. in History, students draw on key material from the lesson to write a first-person account, imagining they are present at an historical event.
- Self-testing, self-explaining and peer teaching can prompt students to select relevant new content or prior learning, organise the material and build new connections. E.g. students writing quiz questions on a recently completed topic.

Use open tasks

Open tasks that challenge students to solve real-world problems allow them to use their knowledge to think critically and creatively (AERO 2024). These tasks require students to use and connect explicitly taught knowledge to solve problems and generate new learning.

HOW?

- Use open-ended tasks that encourage students to explore multiple methods and solutions. E.g. set a Fermi problem: 'Could all the people in the world fit into Victoria?'
- Vary restrictions and conditions in tasks. E.g. you have a $50 discount voucher for a dinner. What might be the cost of your dinner? What if you take a friend? Calculate the percentage discount for each diner.
- Design open tasks that allow students to apply their knowledge to real world problems E.g. students research an issue in their local community, such as rubbish disposal and recycling, and design solutions.

Practice 2 Guide and support students as they apply their learning with greater independence

Model problem solving

Teachers enhance students' problem solving ability by modelling the process of drawing upon previously taught knowledge to solve new problems. (AERO 2023). When students have relevant domain-specific knowledge to retrieve and process, they can generate ideas and determine possible solutions (Beaty et al. 2015; Sweller 2016).

HOW?

- Show students where to start with a problem and then guide them through solution steps based on their understanding and recall of domain-specific knowledge.
- Model for students how to spot and correct mistakes.
- Introduce processes that codify the steps of problem solving and can be used with different problem types and subjects. E.g. Understand the problem, Plan the strategies, Solve the problem and Check the result (UPSC).

Support guided structured inquiry

Following explicit teaching and practice to consolidate learning, guided structured inquiry can introduce complexity, challenge and opportunities to build independence (AERO 2024).

HOW?

- Ensure students have sufficient foundational knowledge to engage in structured inquiry.
- Provide guidance and structure through clear instructions, modelling, scaffolds and feedback.
- Teach guided inquiry processes for your discipline area. Provide scaffolds, such as worksheets or guides, with step-by-step directions. E.g. in History, students use an historical inquiry process where they develop a research question, identify, organise and analyse primary sources and historical interpretations, and then construct an historical argument supported by evidence.

Use group work

Group work distributes the workload in complex tasks and promotes collaboration and communication. Protocols and scaffolds provide students with structure and ensure accountability in group tasks.

HOW?

- Explicitly teach group work protocols (see **Paired and collaborative tasks in Scaffold practice**) to ensure participation and workload is equally shared across the group.
- Provide tools and scaffolds to direct and capture group discussion, decision making and work.
- Encourage genuine collaboration by setting group tasks that are too difficult for students to complete individually.
- Consider if the benefits of group work outweigh the complexity of collaboration.

Teach metacognitive strategies

Building students' awareness of metacognitive knowledge and strategies leads to an improved ability to monitor, direct and review their learning (Quigley et al. 2018). This helps them manage their thinking, select the most appropriate strategies to solve specific tasks, and become independent learners.

HOW?

- Teach students the cycle of goal setting, planning, monitoring and self-evaluation (see **Enable student self-regulation and self-efficacy**).
- Model and support the use of the 4 types of self-directed metacognitive questions (Mevarech and Kramarski 2014):
  - Comprehension questions help students understand the problem. E.g. 'What is the problem about?'
  - Connection questions help students connect the problem to prior knowledge. E.g. 'Have I encountered this before?'
  - Strategic questions help students identify appropriate strategies. E.g. 'What strategies have I used for similar problems?'
  - Reflection questions help students monitor their progress, adapt their approach and evaluate their success. E.g. 'Was this the best strategy? Why or why not?'