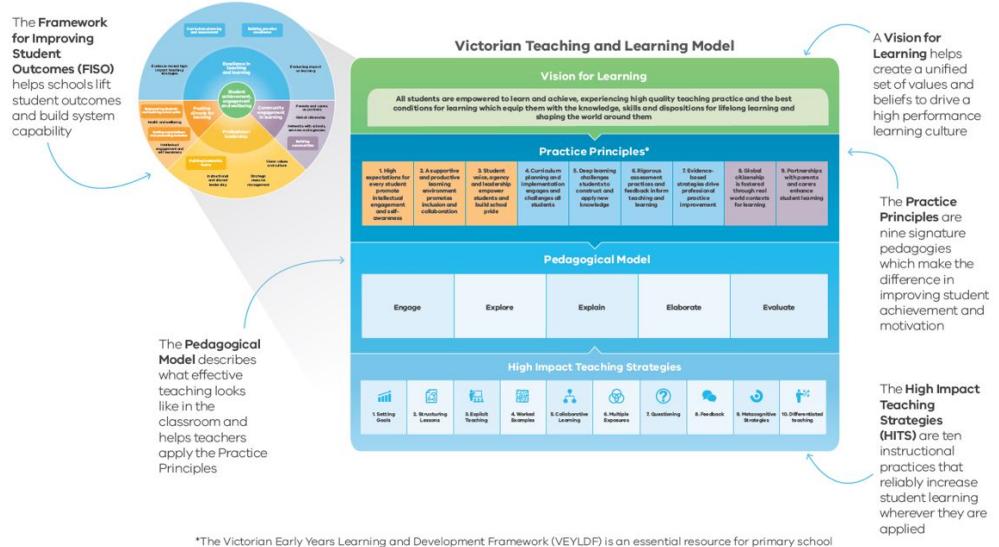




VICTORIAN TEACHING & LEARNING MODEL

THE VTLM brings the [framework for improving student outcomes \(FISO\)](#) into the classroom.

The purpose of the VTLM is to support teachers and school leaders with their pedagogical practice by providing evidence-based principles and strategies that will positively impact student outcomes.



Across our system we are working to enhance teacher practice, collaboration and consistency. Evidence clearly indicates that when teachers work together to improve their practice, students learn more. The [VTLM](#) provides teachers and school leaders with a framework to systematically evaluate student learning experiences and outcomes, reflect on current teaching practices and put in place effective strategies to extend every student's learning and improve wellbeing.

AT A GLANCE

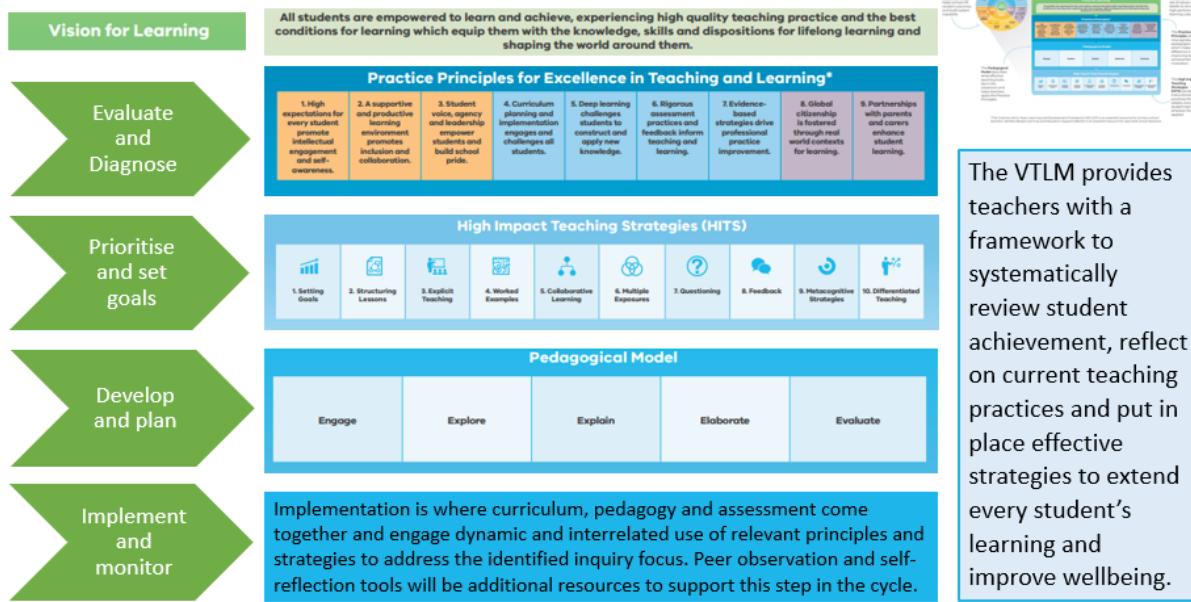
- The VTLM comprises four interrelated components through which excellence in teaching practice is articulated:
 - [Vision for Learning](#)
 - [Practice Principles for Excellence in Teaching and Learning](#) (Practice Principles)
 - [Pedagogical Model](#)
 - [High Impact Teaching Strategies](#) (HITS)
- The VTLM creates a line of sight between the whole-school improvement approach and classroom practice.
- The VTLM components provide teachers and schools with research evidence of best practice to support precise adjustments to teaching approaches that will enhance student engagement and learning.
- The VTLM supports teachers to reflect upon and improve their teaching practice, enhances teachers' pedagogical repertoire, and, supports key improvement initiatives such as PLCs, MYLNS and TLI.
- The VTLM is supported by a range of additional resources such as self-reflection tools, Professional Practice Notes, case studies and an extensive HITS Catalogue, all of which are available through the [VTLM page on FUSE](#).



USING THE VTLM WITH THE FISO IMPROVEMENT CYCLE

The four interrelated components of the VTLM will support teachers, middle leaders, PLCs and schools to review student achievement, identify and clarify the purpose of specific classroom-based inquiry cycles, and make precise adjustments to teaching approaches that will enhance student engagement and learning. The graphic below provides an example of how you could use the VTLM in a FISO Improvement Cycle.

Improvement Priority and Inquiry supports



Sequential engagement with the components of the VTLM can be aligned through use of the FISO Improvement Cycle.

- **Vision for Learning** provides the overarching purpose and places students at the centre of our decision making.
- **Practice Principles** are aligned to the **Evaluate and diagnose** stage of the Improvement Cycle. The HITS and the Pedagogical Model offer continua which can be used to further inform this step of the cycle.
- **HITS** provide important evidence-based classroom approaches which support the prioritisation of clear actions and goals for your inquiry aligned to **Prioritise and set goals** step in the cycle. The Practice Principles and the Pedagogical Model can also be useful in prioritising focus for practice development.
- **Pedagogical Model** provides support for bringing curriculum, pedagogy, and assessment together as you **Develop and plan** sequences of learning and annual curriculum plans. The continua within the Pedagogical Model provides additional detailed descriptions of progressive practice to assist professional learning.
- The final step in the cycle brings together peer observation and self-reflection to **Implement and monitor** the precise and targeted use of key strategies and pedagogical approaches to address student learning needs. The embedded VTLM continua provide additional guidance for regular monitoring and reflection both individually and through PLCs.