

Quick Guide to the Victorian Teaching and Learning Model 2022



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Introduction

This guide provides an overview of the Victorian Teaching and Learning Model, originally released in 2019, and its alignment with the new [Framework for Improving Student Outcomes \(FISO\) 2.0](#).

FISO 2.0 places students at the centre of school improvement, represented by the shared student outcomes of learning and wellbeing. This design elevates the importance of wellbeing, both as an enabler of learning outcomes and also as a meaningful outcome in its own right (for more information please refer to the [FISO 2.0 Evidence Base](#)).

The FISO 2.0 student outcomes of learning and wellbeing are supported by five evidence-based core elements: Leadership, Teaching and learning, Assessment, Engagement, and Support and resources. These five core elements work together and can be simultaneously developed and blended to support improvement in student learning and wellbeing outcomes.

This guide aligns the Victorian Teaching and Learning Model (VTLM) with the core elements of FISO 2.0, in particular the Teaching and learning element.

The guide has been developed for School Leaders, School Improvement Teams (SITs), Professional Learning Communities (PLCs) and teachers. This guide can be used to inform SIT discussions, engage staff in the improvement of teaching practice, and to support the planning and monitoring of improvement efforts.

This guide is supported by a range of resources and materials available on the Department's website at [Victorian Teaching and Learning Model \(VTLM\)](#).



Structure of the VTLM

The Victorian Teaching and Learning Model consists of four components:

- A [Vision for Learning and Wellbeing](#) that helps create a unified set of values and beliefs to drive a high performing and inclusive teaching culture.
- The [Practice Principles](#) for Excellence in Teaching Practice (Practice Principles) are nine signature pedagogies which make the difference in improving student achievement engagement and wellbeing.

- The [Pedagogical Model](#) describes what effective teaching looks like in the classroom and helps teachers apply the Practice Principles.
- The [High Impact Teaching Strategies](#) (HITS) are ten instructional practices that reliably increase student learning wherever they are applied.

Development is underway of a new, fifth component to the VTLM, a set of High Impact Wellbeing Strategies (HIWS), to reflect the priority of student wellbeing within FISO 2.0.

Vision for Learning and Wellbeing

All students are empowered to learn and achieve, experiencing high quality teaching practice that promotes learning and wellbeing, equipping them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.



Practice Principles for Excellence in Teaching Practice

| | | | | | | | | |
|--|---|--|--|--|---|--|---|---|
| 1. High expectations for every student promote intellectual engagement and self-awareness. | 2. A supportive and productive learning environment promotes inclusion and collaboration. | 3. Student voice, agency and leadership empower students and build school pride. | 4. Curriculum planning and implementation engages and challenges all students. | 5. Deep learning challenges students to construct and apply new knowledge. | 6. Rigorous assessment practices and feedback inform teaching and learning. | 7. Evidence based strategies drive professional practice improvement | 8. Global citizenship is fostered through real world contexts for learning. | 9. Partnerships with parents and carers enhance student learning. |
|--|---|--|--|--|---|--|---|---|

Pedagogical Model

| | | | | |
|--------|---------|---------|-----------|----------|
| Engage | Explore | Explain | Elaborate | Evaluate |
|--------|---------|---------|-----------|----------|

High Impact Teaching Strategies

| | | | | | | | | | |
|---|---|---|---|--|--|--|--|--|--|
|  1. Setting Goals |  2. Structuring Lessons |  3. Explicit Teaching |  4. Worked Examples |  5. Collaborative Learning |  6. Multiple Exposures |  7. Questioning |  8. Feedback |  9. Metacognitive Strategies |  10. Differentiated Teaching |
|---|---|---|---|--|--|--|--|--|--|

High Impact Wellbeing Strategies (HIWS)

Under development. Number of strategies to be determined.

Vision for Learning and Wellbeing

Why have a Vision for Learning and Wellbeing?

A Vision for Learning and Wellbeing helps teachers and school leaders to create a unified set of values and beliefs which drive the development of a high performing and inclusive teaching culture. It creates the foundation for success and a narrative for change.

A Vision for Learning and Wellbeing is framed by the following fundamental questions:

- **Why are we here?**
- **What do we stand for?**
- **How do we achieve our goals?**

When teachers can identify the values and beliefs at the centre of their practice, they have a frame of reference that helps them to evaluate their current practice. Mindsets change when teachers actively adjust their practice to ensure it is aligned with their core values and beliefs.

Together, the Vision for Learning and Wellbeing and the Practice Principles will help teachers and school leaders to consider:

- what school communities and teachers value
- the beliefs about learning and wellbeing which underpin practice
- how current practice helps to achieve what is valued
- how new practices will help to achieve what we value.

What is our Vision for Learning and Wellbeing?

Vision for Learning and Wellbeing

'All students are empowered to learn and achieve, experiencing high quality teaching practice that promotes learning and wellbeing, equipping them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.'

With students at its centre, the Vision outlines our aspiration for all students to achieve and grow, and to realise the goals of lifelong learning and wellbeing. Students will be empowered to take ownership of their learning, to make purposeful contributions to their learning environments, and to respond positively to challenges and opportunities throughout their lives.

Our Vision for Learning and Wellbeing also recognises the central role of teachers as they use expert knowledge, skills and dispositions as designers. They develop engaging and appropriately challenging teaching programs and create the optimal conditions for student learning and wellbeing, including supporting parents as first educators and partners in education. Teachers model lifelong learning as they build reflection and deep levels of thinking into their practice and challenge themselves and their students to co-construct and apply new knowledge.

Victoria's Vision for Learning and Wellbeing creates the narrative for change, and draws our focus to the values and beliefs at the heart of excellent teaching practice. For teachers and school leaders in Victorian schools it provides a starting point for a close analysis of school culture and professional practice.

Practice Principles

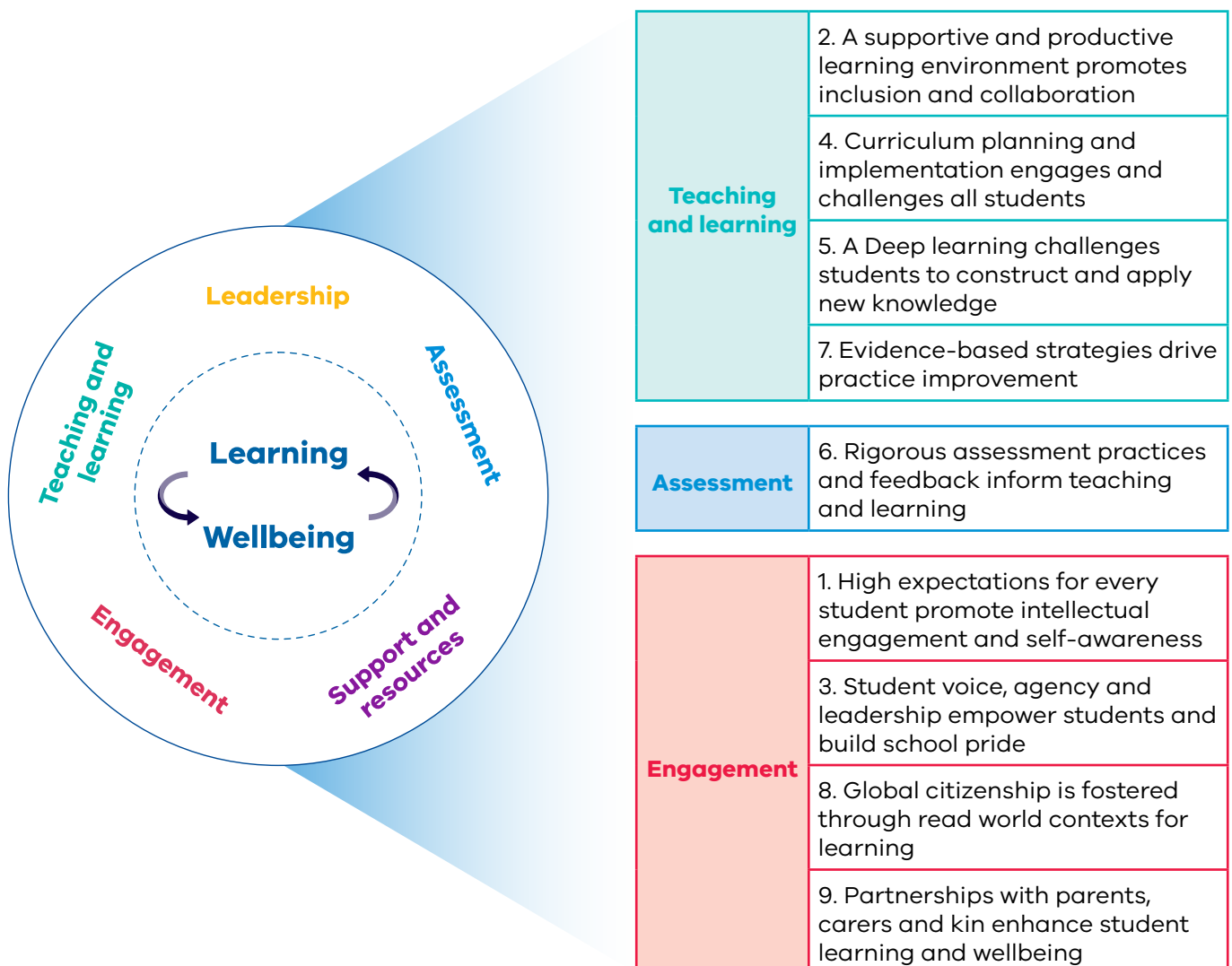
The [Practice Principles for Excellence in Teaching Practice](#) are nine signature pedagogies which make the difference in improving student learning and wellbeing.

The Practice Principles

The Practice Principles articulate how teachers can deliver the curriculum and engage students. They are designed to link directly to a school's documented teaching program, which outlines what is to be taught, and the approach to assessment, which helps teachers determine student learning needs and how students can demonstrate their levels of understanding.

Early years teachers can also draw on the VEYLDF Practice Principles for Children's Learning and Development which provide an evidenced based understanding of the science of early learning and development to guide teachers to know what children up to eight years of age need to thrive and the pedagogy that best supports this.

Practice Principles aligned to FISO 2.0 core elements



Practice Principles and associated actions

Each of the Principles is unpacked into three or four key actions which provide more detail about the specific teacher practices which contribute to effective teaching, and promote wellbeing.

The Actions cascade into a set of Indicators which provide additional, and more granular detail about the Principle and what it looks like in practice. The Indicators can be used as a diagnostic tool for teacher self-reflection, for teacher observation and feedback, and as the basis for student feedback to teachers. The indicators are available in the [Practice Principle guide](#).

A summary of the Principles and associated actions is outlined below.

Principle 1: High expectations for every student promote intellectual engagement and self-awareness

| Number | Action |
|--------|--|
| 1.1 | Teachers convey high expectations of learning, effort and engagement for all students |
| 1.2 | Teachers co-design aspirational goals with students |
| 1.3 | Teachers scaffold and differentiate learning to enable students to achieve their goals |
| 1.4 | Teachers build student capacity to monitor and evaluate their own progress and achievement |

Principle 2: A supportive and productive learning environment promotes inclusion and collaboration

| Number | Action |
|--------|--|
| 2.1 | Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner |
| 2.2 | Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program |
| 2.3 | Teachers develop student capacity to collaborate |
| 2.4 | Teachers maintain an energised and focused learning environment |

Principle 3: Student voice, agency and leadership empower students and build school pride

| Number | Action |
|--------|--|
| 3.1 | Teachers empower students to have a democratic voice in the running of the communities in which they learn |
| 3.2 | Teachers co-design opportunities for students to exercise authentic agency in their own learning |
| 3.3 | Teachers co-design leadership opportunities |
| 3.4 | Teachers build school pride and connectedness |

Principle 4: Curriculum planning and implementation engages and challenges all students

| Number | Action |
|--------|---|
| 4.1 | Teachers place student needs at the centre of program planning and delivery |
| 4.2 | Teachers collaboratively design and implement a scope and sequence of learning |
| 4.3 | Teachers regularly review and update learning programs in line with school curriculum plans |

Principle 5: Deep learning challenges students to construct and apply new knowledge

| Number | Action |
|--------|---|
| 5.1 | Teachers design learning programs to explicitly build deep levels of thinking and application |
| 5.2 | Teachers support students to explore the construction of knowledge |
| 5.3 | Teachers support students to be reflective, questioning and self-monitoring learners |

Principle 6: Rigorous assessment practices and feedback inform teaching and learning

| Number | Action |
|--------|--|
| 6.1 | Teachers design authentic, fit for purpose assessments to reflect the learning program and objectives |
| 6.2 | Teachers moderate and use student data to identify student needs and plan for learning |
| 6.3 | Teachers provide regular feedback to students on their progress against individual learning and wellbeing goals and curriculum standards |
| 6.4 | Teachers analyse student achievement data to improve their practice |

Principle 7: Evidence-based strategies drive professional practice improvement

| Number | Action |
|--------|--|
| 7.1 | Teachers evaluate the impact of teaching on learning and wellbeing by analysing multiple sources of data |
| 7.2 | Teachers identify and target areas for professional learning |
| 7.3 | Teachers draw on current research and use an inquiry improvement cycle |
| 7.4 | Teachers challenge and support each other to improve practice |

Principle 8: Global citizenship is fostered through real world contexts for learning

| Number | Action |
|--------|---|
| 8.1 | Teachers support students to explore their role as global citizens |
| 8.2 | Teachers model and facilitate using digital tools and resources to access, use and share learning |
| 8.3 | Teachers and students co-design learning that connects to real world contexts |
| 8.4 | Teachers and students collaborate in learning partnerships in and beyond the school |

Principle 9: Partnerships with parents and carers enhance student learning

| Number | Action |
|--------|---|
| 9.1 | Teachers establish open and sustained communications with parents/carers/kin |
| 9.2 | Teachers seek and use parents'/carers'/kins' knowledge and feedback |
| 9.3 | Teachers facilitate parent/carer/kin involvement in education within the classroom, school and beyond |

Diagnostic tools

Diagnostic tools are available to support teachers and school leaders to reflect on the Practice Principles and engage in collaborative practice development, both for guided whole-school reflection and guided teacher self-reflection. To access the tools, download:

- [Reflection tools booklet \(pdf 1 \(pdf - 1.12mb\)\)](#)
- [Reflection tools booklet \(docx - 1.15mb\)](#)
- [Traffic light tools](#)

Pedagogical Model

The **Pedagogical Model** provides an overview of the learning cycle and breaks it down into five domains or phases of instruction: **Engage, Explore, Explain, Elaborate and Evaluate**.

The Pedagogical Model supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment.

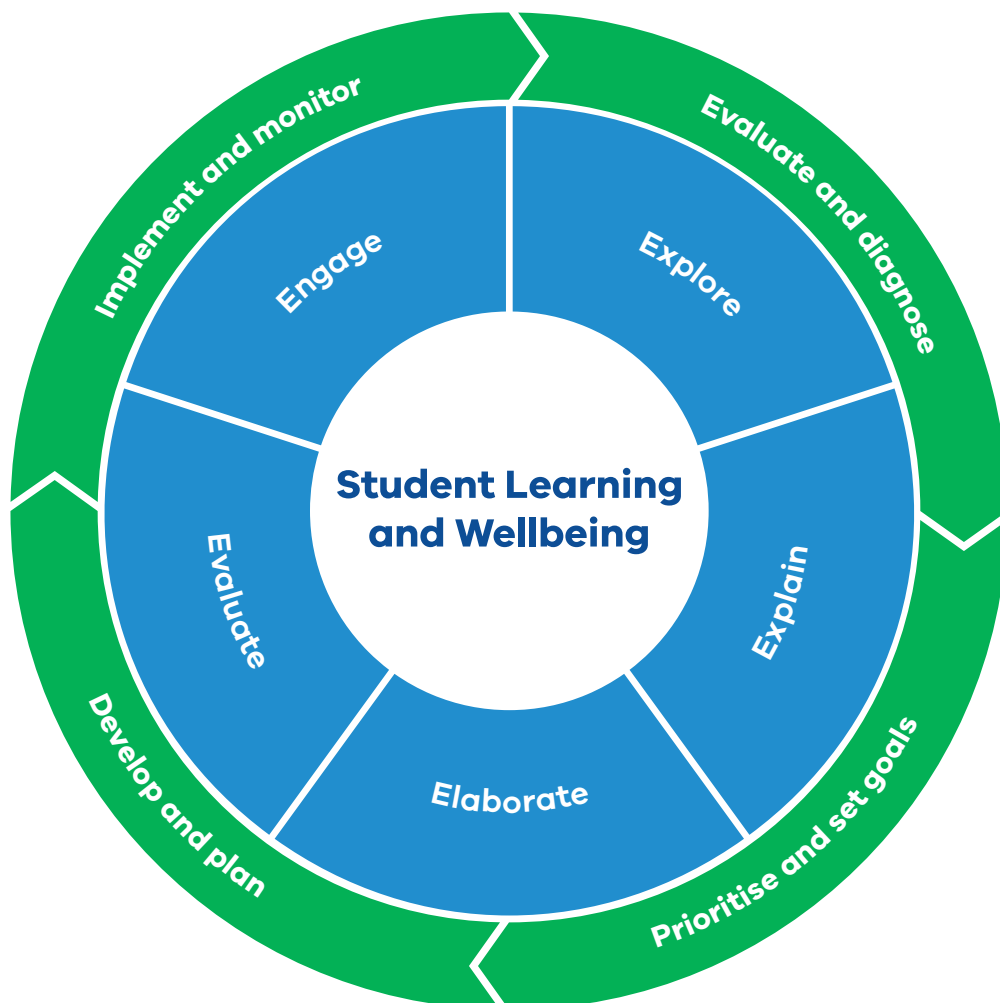
The Pedagogical Model is:

- aligned to the FISO 2.0 cycle for school improvement
- focused on teacher practice as the main contributor to improved student learning outcomes
- improvement-focused to assist teachers with their professional learning, including designing their PD goals
- adaptive and can be modified to fit specific school and subject contexts.

Domains

The Pedagogical Model includes five domains or phases of instruction. In practice, the domains do not exist in isolation. Teachers will switch between domains in response to student needs and learning program requirements.

Each of the domains can be broken down into a continuum of teacher proficiency, from graduate, through proficient, highly accomplished and lead teachers. Teachers can use each domain's continuum to reflect on their practice, make judgements about specific areas of teaching and set targets to move to the next level of proficiency.



Engage

Teachers know their students well and engage them in building supportive, inclusive and stimulating learning environments. Teachers motivate and empower students to manage their own learning and develop agency.

Explore

Teachers present challenging tasks to support students in generating and investigating questions, gathering relevant information and developing ideas. They help students expand their perspectives and preconceptions, understand learning tasks and prepare to navigate their own learning.

Explain

Teachers explicitly teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They monitor student progress in learning and provide structured opportunities for practising new skills and developing agency.

Elaborate

Teachers challenge students to move from surface to deep learning, building student ability to transfer and generalise their learning. They support students to be reflective, questioning and self-monitoring learners.

Evaluate

Teachers use multiple forms of assessment and feedback to help students improve their learning and develop agency. They monitor student progress and analyse data to draw conclusions about the effectiveness of their teaching practices, identify areas for improvement, and address student individual needs.

Using the Pedagogical Model

Teachers can use the Pedagogical Model to:

- guide their reflections on their current teaching practices
- assist them in evaluating their performance against each domain's continuum of practice
- understand areas for improvement.

Professional Learning Communities (PLCs) can use the Pedagogical Model to:

- review their learning programs
- guide self and group-reflection
- set professional development goals
- plan and implement the specific steps to achieve those goals.

School leaders can drive school-wide improvement by using the Pedagogical Model to refresh and deepen teachers' pedagogical knowledge.

Schools can:

- adopt a new Pedagogical Model, can use the Pedagogical Model as a part of the VTLM to develop a high performance learning culture and establish consistently high quality teaching practice across the school
- update the implementation of their current Pedagogical Model
- use the Pedagogical Model as a part of the VTLM to benchmark and improve the quality and consistency of teaching practice across the school.

High Impact Teaching Strategies (HITS)

High Impact Teaching Strategies (HITS) are a bank of 10 instructional practices that are internationally recognised as some of the most reliable teaching strategies for delivering learning outcomes.

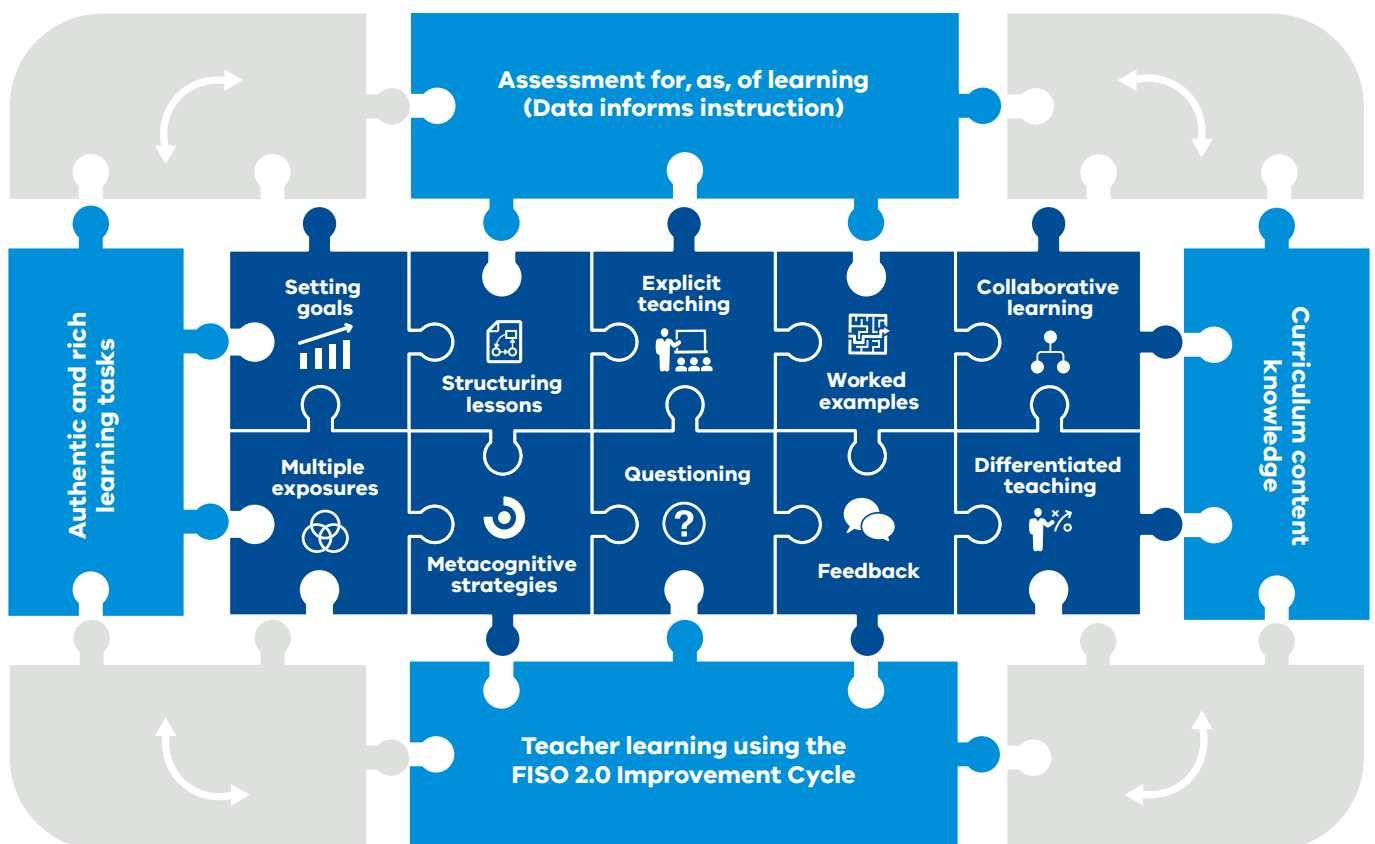
HITS have emerged from the findings of tens of thousands of studies on what has worked in classrooms across Australia and the world. Although HITS are highly effective strategies for increasing student learning they do not provide a complete framework for professional practice. Instead, HITS form part of the full set of instructional practices that contribute to a comprehensive [Pedagogical Model](#) for teaching.

Teachers can apply the 10 HITS to the wide variety of learning needs of their students.

- **For beginning teachers:** the HITS are a bank of reliable instructional practices you can use with confidence.
- **For experienced teachers:** it's important to note that HITS are not intended to replace

teaching strategies you are already using with success. Instead, our HITS guide can add to your understanding of the HITS you are already using, and suggest new ways to use them in the classroom.

- **For professional learning communities:** by using the HITS to build the pool of knowledge, professional learning communities can anchor their interventions in evidence-based practices and so increase the likelihood of interventions being effective.
- **For school leaders:** HITS are a professional learning opportunity. The HITS are linked to each other and connect to a broader repertoire of teacher skills and knowledge. They can be connected to collaboration between teachers and integrated into the classroom and school planning around curriculum, instruction and assessment.



The 10 HITS strategies



Strategy 1: Setting goals

Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do.

Having clear learning goals helps the teacher to plan learning activities and it helps students understand what is required.



Strategy 2: Structuring lessons

A lesson structure maps the teaching and learning that occurs in class.

Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities stimulates and maintains engagement by linking lesson and unit learning.



Strategy 3: Explicit teaching

When teachers adopt explicit teaching practices they clearly show students what to do and how to do it.

The teacher decides on the learning intentions and success criteria and makes them transparent to students, demonstrating them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009).



Strategy 4: Worked examples

A worked example demonstrates the steps required to complete a task or solve a problem. A scaffolded learning approach reduces a learner's cognitive load, so skill acquisition can become easier.

The teacher presents a worked example and explains each step. Later, students can use the worked examples during independent practice and review and embed new knowledge.



Strategy 5: Collaborative learning

Collaborative learning occurs when students work in small groups and everyone participates in a learning task. There are many collaborative learning approaches, each uses varying forms of organisation and tasks.

Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.



Strategy 6: Multiple exposures

Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.

Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge.



Strategy 7: Questioning

Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. Effective questioning yields immediate feedback on student understanding, it supports informal and formative assessment and helps capture feedback on the effectiveness of teaching strategies.

Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view. It engages students, stimulates interest and curiosity in learning, and can create links to students' lives.



Strategy 8: Feedback

Feedback informs a student and/or the teacher about the student's performance relative to the learning goals. Effective feedback will redirect or refocus teacher and student actions, so the student can align their effort and activity with a clear outcome that leads to achieving a learning goal.

Teachers and peers can provide formal or informal feedback, it can be oral, written, formative or summative. Whatever form the feedback takes, it will comprise specific advice a student can use to improve their performance.



Strategy 9: Metacognitive strategies

Metacognitive strategies teach students to think about their thinking. When students become aware of the learning process, they gain control over their learning.

Metacognition extends to self-regulation or managing one's own motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.



Strategy 10: Differentiated teaching

Differentiated teaching methods are used to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations.

To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product.

Supporting resources

- [HITS catalogue](#)
- [HITS and trauma informed practice](#)

