Victorian Teaching and Learning Model

THE EDUCATION STATE | VICTORIA State Government Education and Training

The **Framework for Improving Student Outcomes (FISO 2.0)** helps schools lift student outcomes and build system capability

Leadership

Teaching and learning

Assessment

Learning

⟳

Wellbeing

Engagement

Support and resources

The **HITS** are ten instructional practices that reliably increase student learning wherever they are applied

Victorian Teaching and Learning Model (VTLM)

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 praactice 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.

A **Vision for Learning and Wellbeing** helps create a unified set of values and beliefs to drive a high performance learning culture

The **Practice Principles** are nine signature pedagogies which make the difference in improving student achievement and motivation

The **Pedagogical Model** describes what effective teaching looks like in the classroom and helps teachers apply the Practice Principles

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.

* The Victorian Early Years Learning and Development Framework (VEYLDF) is a resource for primary school teachers. Abilities Based Learning and Education Support (ABLES) is a resource for teachers of students with additional learning needs whose achievement is described in the Victorian Curriculum Towards Foundation, levels A to D.

What does learning and teaching look like at your school?

How do you as leaders support improved teaching and learning practices?

Next steps to align your current practices with the future educational direction of the school?

USING TOOLBOX ACTIVITIES 2 AND 3

There are a number of ways that these toolbox items can be used with the community.

To the left is a recommended activity schools may complete with their staff to generate discussion and provide input into the AMP1 process through information provided for entry into the AMP1 template.

PART 1

Reviewing the schools' current practice against the Victorian Functionality Matrix (VFM)

Option A

Staff complete Activity 2 by choosing the number next to each statement that best reflects their belief of the current practices at the school. This data is then collated and shared for further discussion.

Option B

During a meeting, staff are organized into 4 groups, mixed from across the school, and given one of the Activity 2 lists (VFM sections) to review, discuss and come up with a number for each item (20mins).

PART 2

Discussing the Preferred Reality against the VFM

In their 4 groups, staff complete Activity 3 by discussing the guiding questions for their specific area of the VFM and provide dot point answers under each (15min). If Option A is used, time to review the collated responses to Part 1 would be needed. Remember – responses should be based on what education will look like at your school in 10 years' time.

PART 3

Sharing your responses

The 4 groups report back outlining:

- **A.** The highest and lowest responses against their area of the VFM
- **B.** Their responses to the Guiding Questions in the preferred reality
- **C.** Listen to other ideas from the room and add to their responses if needed (4x 5min)

PART 4

Collating responses

The team writing the AMP1 can then collect the information gained and use it to write section 2 of the AMP1 template.

For each of the Activity 2 sections, the responses to the comments for each section of the VFM can be averaged and used to fill in the grid in the AMP1 template.

The comments in Activity 3 can be used to inform the response to the school's preferred reality in each section of the VFM.

VICTORIAN SCHOOL BUILDING AUTHORITY

VICTORIA State Government

ACTIVITY 2 Victorian Functionality Matrix (VFM)
Assess your school against this matrix

Learners and learning are central

		N/A	1	2	3	4	5
A	Students are able to learn individually, one-to-one, in small collaborative groups, communities of inquiry and larger group situations.	N/A	1	2	3	4	5
A	Teachers utilise direct instruction, explicit teaching and demonstration.	N/A	1	2	3	4	5
A	There are quiet spaces to support. Students are able engage in quiet reflection and individual research.	N/A	1	2	3	4	5
A	Students and staff are involved in creative and investigative activities and are able to access appropriate learning and teaching resources, including specialist equipment and materials.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
B	Students and teachers are able to make choices about where they learn and can move easily between space and settings to meet the needs of the teaching and learning purpose and activities.	N/A	1	2	3	4	5
B	Student work and learning resources are displayed.	N/A	1	2	3	4	5
B	The outdoor environment is an integral part of the total learning environment.	N/A	1	2	3	4	5
B	Students are encouraged to present their work in a variety of formats including digital, multi-media, verbal presentations (dialogue, storytelling), written responses and creative presentations.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
C	Students experience discipline-based learning and interdisciplinary learning appropriate for ages and stages of learning.	N/A	1	2	3	4	5
C	Learning allows for both structured and free-form interactions and collaboration.	N/A	1	2	3	4	5
C	Students and teachers engage in virtual learning at the local, national and global levels.	N/A	1	2	3	4	5
C	Sustainability education is integrated into learning as appropriate.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
D	Students and staff are involved in discussion, planning and decision making about learning.	N/A	1	2	3	4	5
D	Students and teachers are supported to build a sense of control over the learning environment.	N/A	1	2	3	4	5
D	Students and teachers adapt the learning environment to suit the learning purpose.	N/A	1	2	3	4	5
D	Learning spaces are connected to ensure continuity and meet acoustic requirements for learning.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
E	Teachers can work collaboratively and create spaces for meetings.	N/A	1	2	3	4	5
E	Teacher modelling, mentoring and peer observation are supported and utilised regularly.	N/A	1	2	3	4	5
E	Teachers collaborate to develop learning tasks based on shared current student data and best practice principles to ensure their lessons are aimed at the student's point of need.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5

VICTORIAN SCHOOL BUILDING AUTHORITY

VICTORIA State Government

ACTIVITY 2 **Victorian Functionality Matrix (VFM)**

Assess your school against this matrix

Schools are community hubs

A	Students and staff learn and work in learning neighbourhoods and learning communities.	N/A	1	2	3	4	5
A	Students are connected to the school and practice care, responsibility and respect for others and for property.	N/A	1	2	3	4	5
A	Students and teachers share ownership of their classrooms, learning neighbourhood/community.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
B	Resources and spaces are shared across the school community.	N/A	1	2	3	4	5
B	There are places that encourage students, staff and families to gather and socialise.	N/A	1	2	3	4	5
B	Community members are able to access school spaces, resources and amenities after hours.	N/A	1	2	3	4	5
B	Students and staff are able to participate in activities that build community relationships and partnerships.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
C	The school's culture is visible and celebrated throughout the school.	N/A	1	2	3	4	5
C	The school facilities are welcoming, respond to the local context and promote inclusion.	N/A	1	2	3	4	5
C	Student learning and learning products are visible to families and the wider school community.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
D	Staff, students and families are able to meet privately for interviews and for larger group meetings and conferences .	N/A	1	2	3	4	5
D	There are places that encourage gatherings and social interaction between students, staff and families.	N/A	1	2	3	4	5
D	Staff are able to meet and gather for professional and social purposes.	N/A	1	2	3	4	5
D	Students are able to socialise around the school.	N/A	1	2	3	4	5
D	Parents, families and community groups are able to gather and socialise.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
E	Students and staff are proud of the school environment and collaborate to look after and enhance it.	N/A	1	2	3	4	5
E	Students can see staff working and have access to them.	N/A	1	2	3	4	5
E	Staff are able to collaboratively plan, implement and review learning.	N/A	1	2	3	4	5
E	School spaces and places are accessible to members the school community.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5

ACTIVITY 2 Victorian Functionality Matrix (VFM)

Assess your school against this matrix

Diversity is celebrated

		N/A	1	2	3	4	5
A	Teaching and learning supports the diversity of student abilities and needs.	N/A	1	2	3	4	5
A	The contributions of all learners are recognised and celebrated.	N/A	1	2	3	4	5
A	Students with special learning needs have access to learning that meets their ways of learning.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
B	Students are able access a variety of learning experiences and activities.	N/A	1	2	3	4	5
B	Learning is organised to provide opportunities for all learners to makes choices and take responsibility for their learning.	N/A	1	2	3	4	5
B	Teachers are able to take responsibility and develop options for how their students learn.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
C	The diversity of student and community cultural and social experiences are acknowledged, supported and celebrated.	N/A	1	2	3	4	5
C	The school story and culture is acknowledged and celebrated.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
D	Facilities and amenities can be used efficiently, safely and comfortably by all members of the school community.	N/A	1	2	3	4	5
D	Displays and meeting and gathering spaces celebrate cultural diversity and understanding.	N/A	1	2	3	4	5
D	Signage around the school supports students, staff and visitors all visitors in finding their way around the school and learning spaces	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5
E	It is easy for community members and visitors to make their way around the school.	N/A	1	2	3	4	5
Average ranking:			1	2	3	4	5

VICTORIAN SCHOOL BUILDING AUTHORITY

VICTORIA State Government

ACTIVITY 2 Victorian Functionality Matrix (VFM)

Assess your school against this matrix

A welcoming environment

A	The school entrance is easily accessible and welcoming.	N/A	1	2	3	4	5
A	Learning spaces, neighbourhoods and communities are easily accessible and welcoming.	N/A	1	2	3	4	5
	Average ranking:		1	2	3	4	5
B	Learner's senses are stimulated and imagination encouraged.	N/A	1	2	3	4	5
B	Design promotes positive and safe social interaction.	N/A	1	2	3	4	5
B	There are informal spaces where students can develop personal and social capabilities.	N/A	1	2	3	4	5
B	The design of the learning environment supports the physical and emotional health of all students and staff.	N/A	1	2	3	4	5
	Average ranking:		1	2	3	4	5
C	Students, staff and visitors are able to feel safe and secure and are able to find their way around.	N/A	1	2	3	4	5
C	The community are proud of and inspired by their school and its environment.	N/A	1	2	3	4	5
C	Learning spaces, neighbourhoods and communities support a sense of 'being valued' in students and staff.	N/A	1	2	3	4	5
	Average ranking:		1	2	3	4	5
D	Furniture and fittings support the range of learning activities and individual and community needs.	N/A	1	2	3	4	5
D	Provision is made for accessible and secure storage for personal belongings.	N/A	1	2	3	4	5
	Average ranking:		1	2	3	4	5
E	The school design integrates with the natural and community environment.	N/A	1	2	3	4	5
E	Students and staff are easily able to move between outdoor and indoor spaces.	N/A	1	2	3	4	5
E	Student and staff recreation is enabled.	N/A	1	2	3	4	5
	Average ranking:		1	2	3	4	5

What will your school look like in the future?

Learners and learning are central

Learners and learning are the core focus for any school. School design should be centred on providing learning environments that develop the whole person—intellectually, emotionally, socially, physically and culturally.

Preferred Reality

How will students be learning?

How will teachers be teaching?

How will the curriculum be organised?

How will learning neighbourhoods and communities be structured?

Remember

Focus on what education will look like in your school in **10 years' time**.

VICTORIAN
SCHOOL BUILDING
AUTHORITY

VICTORIA
State
Government

Schools are learning hubs

All schools are open to communities and provide for local needs. Integrated facilities such as gymnasiums, performing arts centres and libraries can foster greater community engagement and help schools develop partnerships with people, organisations and local services.

Preferred Reality

Describe how the community will access and use the school and for what reason?

How will this benefit the school/community?

Describe the current communities available to students and staff (may be in and out of school) and how students will benefit from connecting with these.

How will broadening of connections with community further enhance learning and citizenship?

Remember

Focus on what education will look like in your school in **10 years' time**.

VICTORIAN
SCHOOL BUILDING
AUTHORITY

VICTORIA
State
Government

Diversity is celebrated

Inclusive schools recognise and respond to the diverse needs of their students, accommodating different styles and rates of learning. School design should respect and honour the diversity of the school and wider community.

Preferred Reality

Describe celebrations of diversity that embrace one or more of the following (relevant to your school context): ethnicity, language, culture, gender, disability/specific learning needs, generations, cross-age, learning ability...

Describe what you would see happening in the classroom and throughout the school that demonstrates the school's commitment to learning diversity (inclusion, special needs, equitable access, student choice).

Describe how students, staff, parents and the community will be supported to become valued and accepted as unique members of our society.

Remember

Focus on what education will look like in your school in **10 years' time**.

VICTORIAN
**SCHOOL BUILDING
AUTHORITY**

VICTORIA
State
Government

A welcoming environment

Schools should be welcoming, safe and stimulating environments. The entry of a school should distinguish it as a learning community, with accessible pathways and signage to help everyone feel welcome.

Preferred Reality

Describe what entering and navigating the school will be like for someone new.

How will this embody the unique needs and achievements of the school, individuals and the community it serves?

Describe a learning environment that aesthetically supports and inspires all students in feeling welcome, supported and safe (physically, socially and emotionally).

Describe what the learning environment would look like to inspire students to imagine and strive to achieve their best?

Remember

Focus on what education will look like in your school in **10 years' time**.

Three Layer Learning Base

Shared Learning
- Quiet Reflection/ Reading
- Meeting/ Small Group
- General Resources Storage
- Teaching Resources Storage
- Student Personal Storage
- Presentation/ Performance
- Direct Instruction/ Storytelling/ Dialogue
- Collaborative/ General Learning

Learning Base (Permanent and Relocatable)

Circulation
- Engineering/ Storage
- Circulation/ Informal Learning/ Display Area

Practical Activities
- Maker space/ Wet area
- Display area
- Practical resources storage

Support Spaces
- Laundry
- Equipment Store
- Kitchen/ Food Preparation

Consult/Individual Learning Space
- Individual Learning Space
- Quiet Space
- Consult Room

Area Group

Space Type

Suggested Sub-Spaces

7 Spatial Facility Areas of Design:

- Learning Base
- Resource Intensive Learning (Specialist Spaces)
- School/ Community Hub (gym, Music, Drama etc.)
- Learning Resource Centre (library)
- Administration
- Student Staff Amenities
- Staff work

Plus cleaning, maintenance, storage, circulation, covered outdoor & outdoor travel.

VICTORIAN SCHOOL BUILDING AUTHORITY

VICTORIA State Government

FOCUS QUESTIONS: What spaces will you need more or less of to match pedagogy and why?

Learning Base
Shared Learning

Collaborative

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Direct Instruction / Storytelling

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Presentation / performance

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Quiet reflection / reading

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Meeting / small group
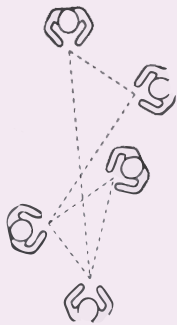
Currently on site?
◯ Yes
◯ No

Required in AMP? Why

General resources storage
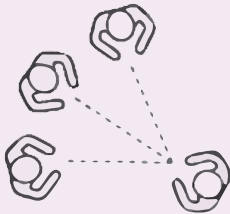
Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Teaching resources storage
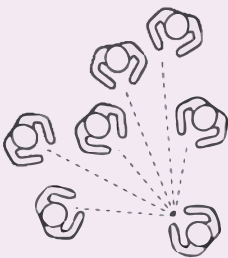
Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Student personal storage

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

VICTORIAN SCHOOL BUILDING AUTHORITY

VICTORIA State Government
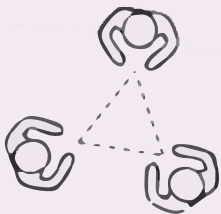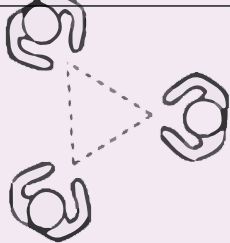
ACTIVITY 4 SPATIAL ANALYSIS DESIGN CHECKLIST

FOCUS QUESTIONS: What spaces will you need more or less of to match pedagogy and why?

Practical Activities

Make space / wet area
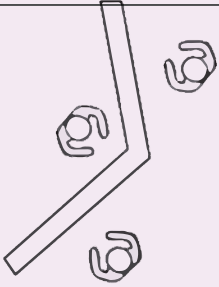
Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Display area

Currently on site?
◯ Yes
◯ No

Required in AMP? Why
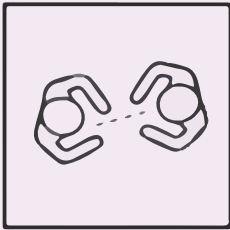
Practical resources storage

Currently on site?
◯ Yes
◯ No

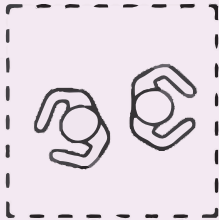Required in AMP? Why

Consult / individual learning space

Consult room

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Quiet space

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

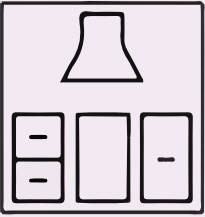### Individual learning space

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Support Spaces
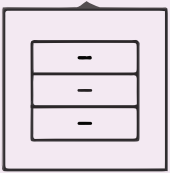
Kitchen / food preparation

Currently on site?
◯ Yes
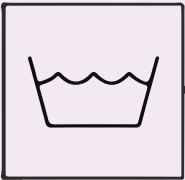◯ No

Required in AMP? Why

Equipment store

Currently on site?
◯ Yes
◯ No

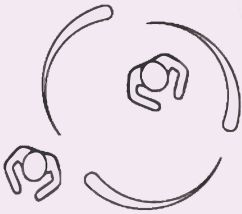Required in AMP? Why

Laundry

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Circulation

Circulation / informal learning / display area
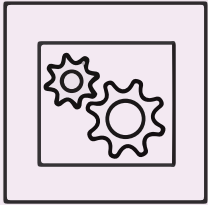
Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Engineering / storage

Currently on site?
◯ Yes
◯ No

Required in AMP? Why

Hierarchical Order
of Maintenance Works

Facilities

Priority

Cosmetic painting, internal and joinery works — **3**

Structural Issues — **2**

Water tightness of buildings leaking roofs: windows: rising damp — **1**

Infrastructure

Priority

Playing fields / Fencing / Shade & Shelter — **3**

Asphalted Areas / Paths / Retaining walls / Lighting — **2**

Electrical / Water Supply / Sewerage / Stormwater / Flood / Gas — **1**

VICTORIAN SCHOOL BUILDING AUTHORITY

VICTORIA State Government