



# Auburn Primary School

Redefining Instructional Practices – VTLM 2.0 in action



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# VTLM 2.0 = Opportunity



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# Enablers

# 2025 Auburn Primary School AIP





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# Where is the best place to start?



**VICTORIA**  
State  
Government

Department  
of Education

## 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.

What are some barriers that people have to lean into this work?





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## AERO suggests...

- Developing their understanding and use of research on how students learn.
- Reviewing the structure of their teaching programs using research evidence.
- Evaluating the effectiveness of teaching practices in their schools to identify opportunities to have a greater impact.



### **How students learn best**

An overview of the learning process and  
the most effective teaching practices

September 2023

Weekly professional learning



# Teaching for how students learn

*To explore the evidence underpinning  
VTLM 2.0*



*Understanding  
is memory in  
disguise...*

Dan Willingham

*Memory is the  
residue of  
thought...*

Dan Willingham

*Learning is  
sticky...*

Dan Willingham



*Attention is  
the currency  
of learning*

Doug Lemov

*If nothing has  
changed in  
long-term  
memory,  
nothing has  
been learned.*

Kirschner, Sweller,  
& Clark

*I've come to the conclusion Sweller's Cognitive Load Theory is the  
single most important thing for teachers to know*

Dylan Wiliam



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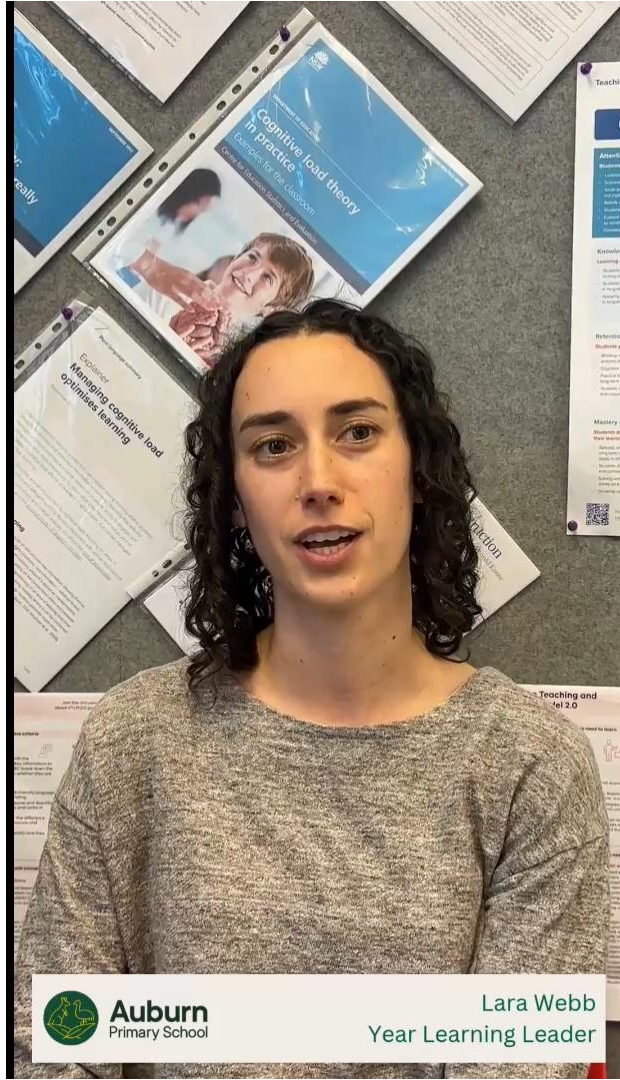


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## Turn & Talk

How have you created a  
culture of learning within  
your staff?

Let's hear from  
our staff...



# The Victorian Curriculum F-10

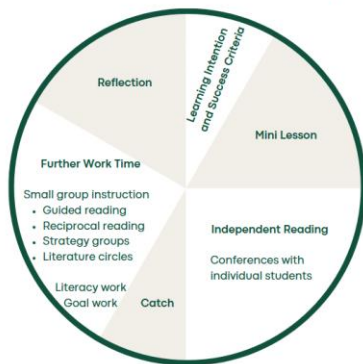


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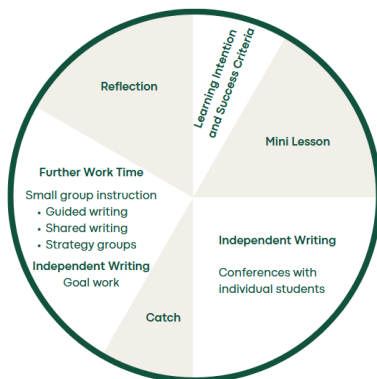
## Victorian Lesson Plans guidance: Phonics Plus

Guidance support for school leaders and teachers to implement the program.

### Reader's Workshop



### Writer's Workshop



Search Q Learning



## Literacy Teaching Toolkit

Victoria's approach to teaching reading F-2



# Unpacking placemats...



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# Theory into Practice

**Explicit Teaching**

**Victorian Teaching and Learning Model 2.0**

Join the discussion about VTL 2.0 today

## Focus the learning

Learning objectives (LOs) allow teachers to focus and guide student learning. LOs affect the content, sequence and assessment standards in the Victorian Curriculum. LOs are the starting point for planning and teaching. LOs help students understand what they are expected to learn. LOs are also used to monitor student progress and to provide feedback to students. LOs are also used to communicate what prior knowledge students must have to be able to achieve the intended learning.



**Key links to other guides**

- Explicit teaching
- Explicit explanation and modelling
- Explicit assessment and monitoring
- Explicit feedback
- Explicit reflection

**Explicit Teaching**

**Victorian Teaching and Learning Model 2.0**

Join the discussion about VTL 2.0 today

**Explicit explanation and modelling**

A structured and sequenced approach to explicit teaching new knowledge or skills. Explicit explanation and modelling involves breaking down new knowledge or skills into manageable chunks that students can understand and model. This approach provides students for guided and independent practice. Explicit explanation and modelling involves breaking down new knowledge or skills into manageable chunks that students can understand and model. This approach provides students for guided and independent practice.

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**Practice 1 Use learning objectives and success criteria**

**State and explain learning objectives and success criteria**

State and explain LOs and SC to provide students with the key goals of the lesson and help them focus on the key information to learn. LOs and SC are also used to monitor student progress and to provide feedback to students. LOs and SC are also used to communicate what prior knowledge students must have to be able to achieve the intended learning.

**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 for learning. LOs and SC are also used to monitor student progress and to provide feedback to students. LOs and SC are also used to communicate what prior knowledge students must have to be able to achieve the intended learning.

**Practice 3 Use advance organizers**

**Use advance organizers**

Advance organizers (AOs) can be graphic, expository, narrative and/or descriptive. AOs are used to provide students with a framework for understanding new knowledge. AOs are also used to monitor student progress and to provide feedback to students. AOs are also used to communicate what prior knowledge students must have to be able to achieve the intended learning.

**Practice 4 Use examples and non-examples**

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**Practice 5 Use explicit feedback**

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**Practice 6 Use explicit reflection**

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**Practice 11 Use explicit feedback**

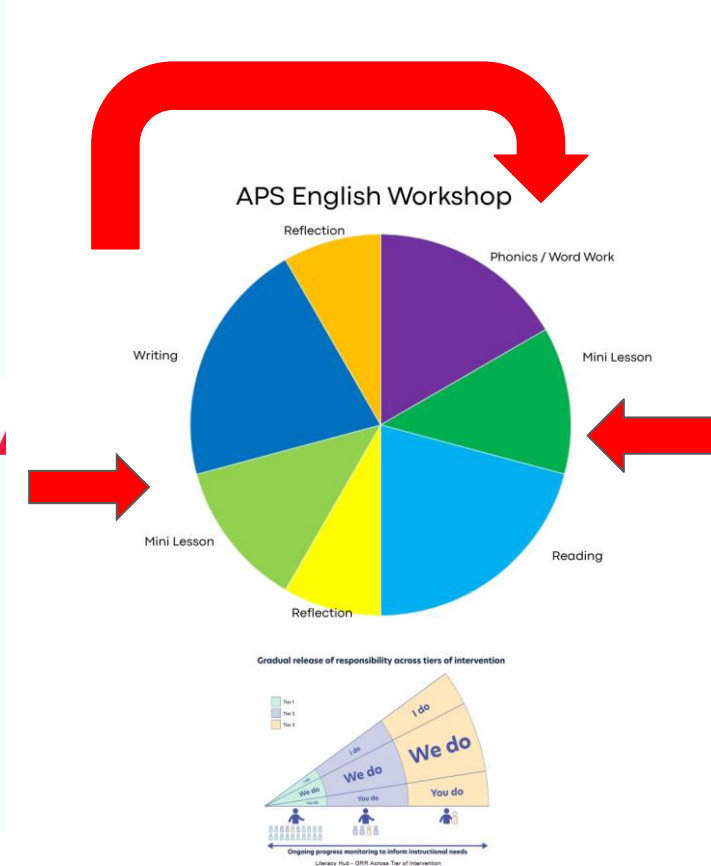
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## THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.



**01 DAILY REVIEW**

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

**02 NEW MATERIAL IN SMALL STEPS**

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

**03 ASK QUESTIONS**

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

**04 PROVIDE MODELS**

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

**05 GUIDE STUDENT PRACTICE**

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

**06 CHECK STUDENT UNDERSTANDING**

Less successful teachers merely ask "Are there any questions?" No questions are asked to mean no problems. Falses. By contrast, more successful teachers check on all students.

**07 OBTAIN HIGH SUCCESS RATE**

A success rate of around 80% has been found to be optimal, showing students are learning and teacher thinking aloud. Better teachers taught in small steps followed by practice.

**08 SCAFFOLDS FOR DIFFICULT TASKS**

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

**09 INDEPENDENT PRACTICE**

Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no perishing of students' working memory.

**10 WEEKLY & MONTHLY REVIEW**

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to that prior knowledge.

Gradual release of responsibility across tiers of intervention





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# Where to next...



# TEACHING WALKTHRU<sup>s</sup>

FIVE-STEP GUIDES TO INSTRUCTIONAL COACHING

A JIMMY KETT PUBLICATION



TOM SHERRINGTON  
OLIVER CAVIGLIOLI

**BEHAVIOUR & RELATIONSHIPS**

Establish classroom conditions  
essential for effective learning

**CURRICULUM PLANNING**

Develop content, and sequence  
of knowledge and skills

**EVALUATING PROGRESS**

Measurement of outcomes to  
support students in achieving  
learning outcomes

**QUESTIONS & FEEDBACK**

Developing learning outcomes  
to develop students' understanding  
and skills (see page 10)

**PRACTICE & RETRIEVAL**

Building learning outcomes  
into practice

**MODES OF TEACHING**

Deliver content of learning  
outcomes in a variety of ways

and learning

"Brilliant analysis."  
—*Wall Street Journal*

"A triumph of critical thinking."  
—*Washington Post*

DANIEL T. WILLINGHAM

## WHY DON'T STUDENTS *Like* SCHOOL?

SECOND EDITION



A COGNITIVE SCIENTIST  
ANSWERS QUESTIONS ABOUT HOW  
THE MIND WORKS AND WHAT IT  
MEANS FOR THE CLASSROOM

JOSSEY-BASS  
A Wiley Group

## Tom Sherrington ROSENSHINE'S PRINCIPLES IN ACTION



A JIMMY KETT PUBLICATION

 Australian  
Education  
Research  
Organisation



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## DOUG LEMOV *Teach* LIKE A CHAMPION 3.0

63  
TECHNIQUES  
THAT PUT STUDENTS  
ON THE PATH  
TO COLLEGE



100+ VIDEOS INCLUDED

Uncommon  
Schools | Change History

JOSSEY-BASS  
A Wiley Group

Oliver Lovell

## SWELLER'S COGNITIVE LOAD THEORY IN ACTION



IN ACTION  
SERIES | EDITOR  
TOM SHERRINGTON

WITH ILLUSTRATIONS BY OLIVER CAVIGLIOLI

WALKTHRU<sup>s</sup>  
PUBLICATION