

Excellence in every classroom

Implementing the VTLM 2.0: Start with 'why'





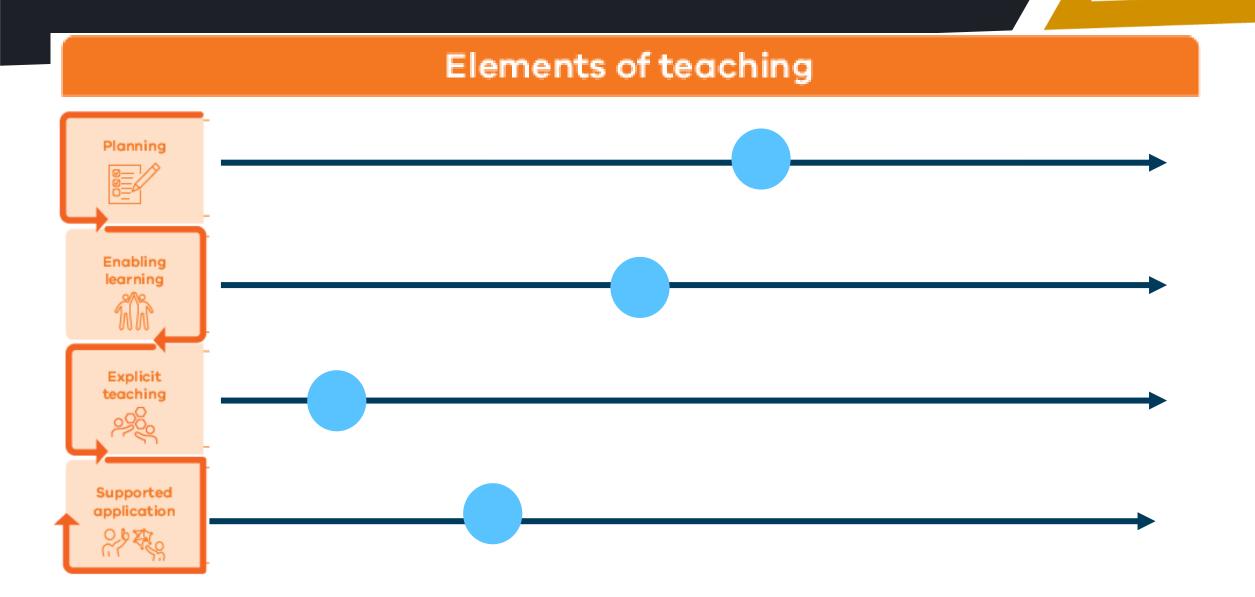
Intentions

- Deepen our understanding of the VTLM 2.0
- Link elements of teaching to elements of learning
- Connect the why, how and what of the VTLM 2.0
- Reflect on current practice through the lens of the VTLM 2.0

Take aways

- Dig deep, take time and understand why
- Understanding the VTLM 2.0 in the context of your school
- Build knowledge before taking action
- Reflect on key elements driving success
- Resources to support further learning
- Middle level leaders driving implementation

Where might your school be?



We are all at different places on the continuum

Continuum of elements of teaching

Many have started with the 'how' ie. Explicit teaching

All at different places

3 years to achieve (25,26,27)

According to Simon Sinek, understanding why is:
"The compelling higher purpose that inspires us and acts as the source of all we do."



Where has the why come from?

1. Elements of Learning – the process of human learning, based on <u>cognitive science</u>, <u>neuroscience</u> and <u>education</u> <u>psychology</u>.

2.Elements of Teaching – representing the <u>evidence-based</u> teaching practices that most effectively support learning: planning, enabling learning, explicit teaching and supported application.



Building a collective understanding

Elements of learning



Attention, focus and regulation

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



Knowledge and memory

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



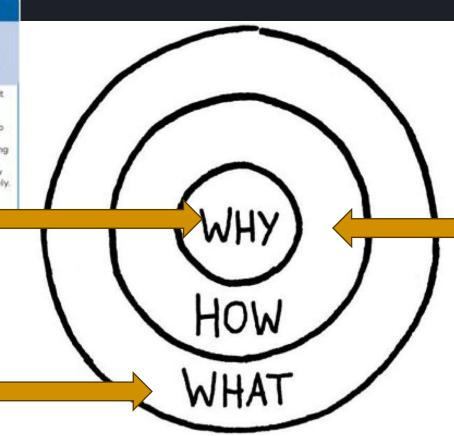
Retention and recall

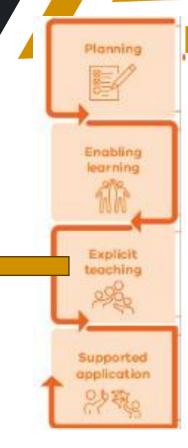
Refers to working memory being able to hold a small amount of information at once (cognitive load). If overloaded, new knowledge won't be effectively stored in long-term memory.



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 IT LOOKS
LIKE IN YOUR
SCHOOL (as a result
of the why)

Physiological importance of starting with why

Elements of learning



Attention, focus and regulation

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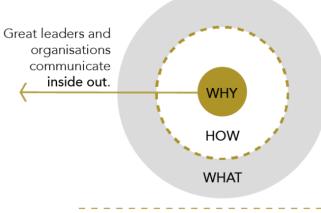
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Mastery and application

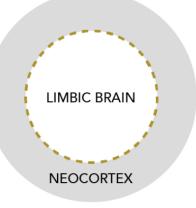
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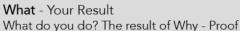
Why - Your Purpose Your motivation? What do you believe?

How - Your Process Specific actions taken to realise your Why

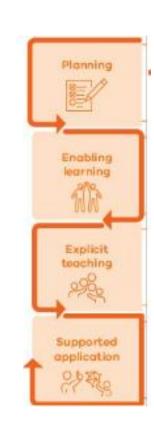
What - Your Result



Limbric Brain - Your Trust Controls behavior and decision making Result: 'Gut' feelings and loyalty



Neocortex - Your Rational Controls senses, spatial reasoning, analytical thinking and language Result: Rationalisation and communication







Why and how and the Limbic system



The limbic system is a complex network of brain structures involved in emotion, memory, and motivation. It plays a key role in processing emotional responses, regulating mood, and interpreting social cues.

The amygdala, a component of the limbic system, is responsible for processing fear and emotional memories. The hippocampus is essential for forming and recalling memories. The limbic system also influences the release of certain hormones and plays a role in basic drives like hunger and thirst. Overall, it contributes to emotional well-being, memory consolidation, and behaviors linked to survival and adaptation.

'I think I can do this'
'There's something in it for me' (reward processing)

'It's safe for me to have a go'

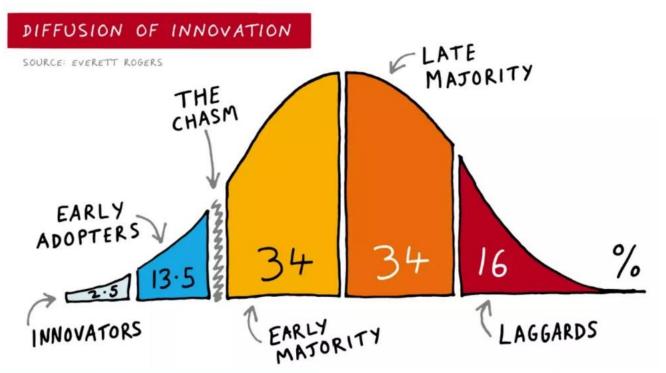
'I'm getting positive feedback for just trying'

'I'll give it another go tomorrow'

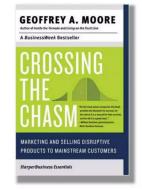
'It's hard but I only have to do one thing'

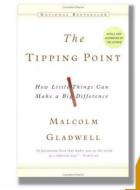
'I want to learn'

As school leaders we also need to understand our 'why'



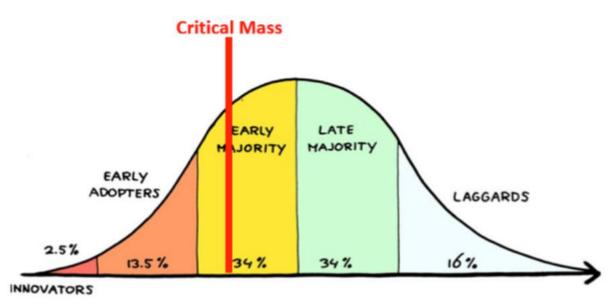
- Innovators First to try the innovation venturesome, willing to take risks
- Early Adopters opinion leaders, comfortable in new ideas
- Early Majority-need to see evidence
- Late Majority Validation
- Laggards-skeptical of change







As school leaders we also need to understand our 'why'



Adopter Categories	Who they are	What they need to see / hear			
Innovators 2.5%	Risk Takers. Those willing to lead the charge.	Not much. These folks are on board			
Early Adopters 13.5%	Opinion leaders. Comfortable with innovation and implementing new ideas. Recognize that change is needed.	No need to convince them. Share specifics and details. How we intend to launch. Measures of success etc.			
Early Majority 34%	Thoughtful. Likes to see evidence that innovation meets expectations. Readily adopt new ideas.	Want to see evidence that the new initiative will work at you worksite. Share progress, gains and successes.			
Late Majority 34%	Skeptical . Will come aboard after the majority have adopted the innovation.	Looking for proof that initiative is supported by their colleagues.			
		Evidence that the improvements have been successful.			
Laggards	Very traditional and skeptical. Will	Don't write these people off.			
16%	commit only after the idea had become mainstream.	Provide statistics and positive results. Make clear the impact if the initiative is unsuccessful			

Critical Mass: A sufficient number of adopters of an innovation so that the rate of adoption becomes self-sustaining and creates further growth. Typically, 10-25% of the population



PLC Cycle – Term 1 2025 – VTLM 2.0

Focus: Elements of Learning, Attention, Focus & regulation

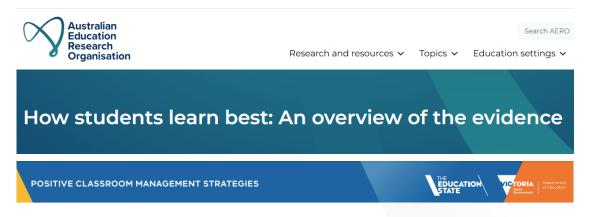
Influence from the evidence base

August 2024

- AIP planning
- PLC Cycle 1 focus on Personal & Social Capabilities

Summer break reading involved a range of resources

- This changed our understanding of the VTLM 2.0 and how we should approach our PLC's
- Our shared understanding assisted us with shifting our focus to teacher practice that targeted improvement of attention focus and regulation



Universal Supports: Positive Classroom Management Strategies



Tools for Teachers and Cognitive Load Theory in Action,



AIP Focus

Embed Professional Learning Communities to collaborate and plan to meet students' diverse learning needs

Specific Actions:

- Communicate the routines and agenda practices to support collaboration and weekly professional learning
- Set up effective professional learning resources around Attention, Focus and Regulation
- Facilitate professional learning for all staff, including education support staff to engage with the VTLM 2.0
- Guide staff to engage in with peer observations and developing routine practices of observing peers

	Securing Attention	
	Learning and Memory Overview (Clark 2024)	Learning-
	Book Overview Why Don't Student Like School Willingham (2010)	And Why-Dont- Students
Lengthy read that covers all the research	AERO Australian Education Research Organisation Relevant pages for this cycle 24-28 - Learning requires focus and attention - Success in learning fosters self-efficacy and ongoing engagement - Students' beliefs about their ability to learn influences effort - Students can learn techniques to self-regulate their learning	AERO how- students
Short Summary	Active Participation (Clark 2024)	Active- Participati
Short Summary	Secure Attention (Clark 2010)	Secure- Attention
Short Summary	Managing Attention (MccRea) Managing thinking involves managing attention, which involves:	https://activelearningtrust.org/blog/2020 -03-30-16-02-21-the-gatekeeper-to- thinking-attention

Bringing the staff onboard

Analysis of ATOSS Data

- Effective Classroom Behaviour
- Effort
- Self-Regulation and Goal Setting

We used our first curriculum day to guide staff with protocols of how to interpret data

In PLC groups we focused on diagnosis of what areas require attention with a focus on the year level of learners they were working with

This analysis formed our focus in the first cycle

Reflected the staff opinion survey and staff perception of student regulation being poor

	Overall %	all % Year 7 – % Positive		Year 8 – % Positive		Year 9 - % Positive			Year 10 - % Positive				
			Femal						Femal			Femal	
	Positive	Total	е	Male	Total	Female	Male	Total	е	Male	Total	е	Male
Framework Factor	(n=1,161)	(n=201)	(n=88)))	(n=93)	(n=84)))	(n=78))	(n=98))
Effective Classroom Behaviour	57%	61%	61%	60%	52%	47%	58%	56%	56%	56%	57%	55%	59
Students at this school treat teachers with respect	36%	37%	34%	38%	24%	13%	36%	31%	28%	36%	43%	38%	47
My teacher expects students to pay attention / My teacher expects me to	90%	93%	94%	92%	92%	91%	93%	93%	94%	92%	82%	84%	80
My teacher sets clear rules for classroom behaviour	79%	87%	90%	84%	81%	82%	81%	83%	84%	81%	75%	75%	75
If students misbehave in class, my teachers manage it effectively	60%	65%	68%	62%	53%	49%	58%	61%	67%	53%	59%	62%	56
Students at this school treat each other with respect	32%	27%	25%	30%	24%	15%	35%	28%	25%	32%	36%	28%	43
Students are rewarded or acknowledged for appropriate behaviour	39%	50%	51%	49%	35%	30%	42%	31%	28%	35%	44%	40%	47
Effort	65%	65%	71%	60%	58%	56%	60%	64%	64%	65%	65%	66%	64
I usually pay attention in class	78%	71%	81%	63%	71%	69%	74%	83%	85%	80%	79%	82%	76
My teacher expects nothing less than our full effort	72%	74%	78%	70%	70%	69%	71%	72%	76%	66%	70%	73%	68
l enjoy participating in class	45%	50%	53%	48%	32%	29%	36%	39%	31%	48%	46%	43%	49
Self-regulation and goal setting	63%	61%	61%	60%	57%	51%	63%	60%	61%	60%	66%	71%	63
I come to class willing to learn	71%	63%	66%	60%	63%	57%	71%	69%	67%	72%	73%	76%	71
I try very hard at school / I try my best at school*	71%	65%	60%	68%	88%	*	*	79%	80%	79%	71%	*	*
I set learning goals for myself	47%	48%	48%	47%	40%	35%	46%	39%	44%	33%	53%	56%	51
When I don't get good results, I study or work harder the next time	74%	-	-	-	-	-	-	-	-	-	72%	78%	67
I ask my teacher for help when I find my work difficult	67%	70%	70%	71%	64%	59%	69%	68%	67%	70%	-	-	-

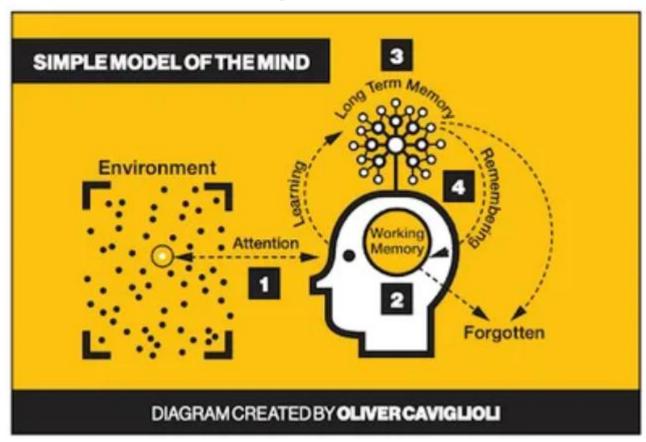
Attention, focus and regulation

To learn something students must pay attention to it and that attention takes the information out of the environment and into their working memory. This is the first effort that must be exerted by the learner.

Once it is in the working memory, and there is not too much information overloading the working memory, the student then must process it into the long term memory (the second effort).

The learner must find strategies to make it stick, and for it to be genuine learning it must be able to be retrieved or recalled.

So learning is embedding in the long term memory and being able to retrieve it.



Summary of D.Willingham (2021)

Attention, focus and regulation

PLC Cycle skill focus across Term 1

- Secure student attention
 - o Through minimising distractions and facilitating habits of attention
 - Allows students to access Long Term Memory
- Setting appropriate levels of challenge
 - Ensures Working Memory is not too overloaded
 - o Builds students self-efficacy, self- regulation in learning
- Establishing learning environments where students feel accepted, valued and that they belong
 - More likely to pay attention to learning
 - Build self-efficacy, self-regulation in learning

Attention, Focus & Regulation

PLC Term 1 skill focus: Securing attention

ecuring Attention

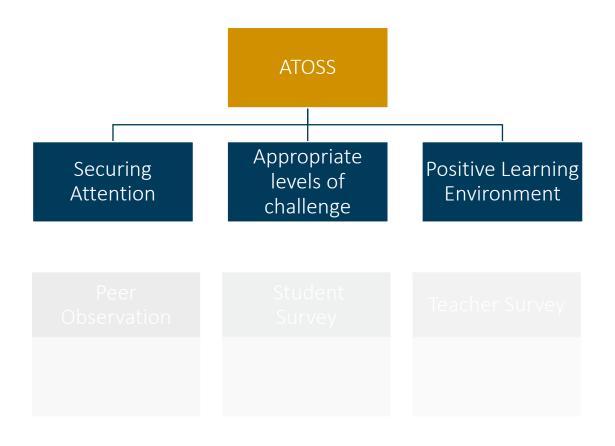
Habits of Attention

Effective Opening of the Lesson

Accountable Questioning

Securing Attention	Example Theory of Action
Habits of attention	Habits of attention: If we explicitly teach and monitor key habits of attention to students, we will improve student attention and consolidation of[insert curriculum skill/ knowledge]
Effective opening of the lesson	Effective opening of the lesson: If we consistently have effective entry routines that allow students to focus and consolidate prior learning, we will improve student attention and consolidation of[insert curriculum skill/knowledge]
Accountable Questioning	Accountable Questioning: If we implement consistent routines of questioning that allow all students to think and participate, we will improve student attention and consolidation of[insert curriculum skill/knowledge]

Explicit guidance for staff



Example Skill Focus "If we explicitly teach and monitor key habits of attention to students, we will improve student attention, and consolidation of order of operations in complex questions"

What we have learned

- Start with the data
- Make use of an evidence base
- Provide clear examples of how staff can approach their PLC cycle
- Celebrate the wins weekly
- Sharing practice learning from PLC's with Learning Area teams
- Gathering evidence of practice to inform our next instructional model

Professional reading and observations, each group member to share conclusions drawn from reading or observations to do with the chosen skill focus:

WAR – started to use STAR habit of Attention this week focusing on facing forward.

JEN – used STAR monitoring students paying attention to each other

PRE – used STAR to encourage students to express their views. PRE challenged students to not only agree with others but to also add value. Students need to have skills/confidence built during in class discussion.

MCG – explicit teaching of habit of attention. Explained STAR and reinforced student understanding and implementation in following lessons.

HAN – used STAR steps with class to help students understand habits of attention. Another strategy that HAN used was 'All Hands Up' to activate students thinking in readiness for a question.

How will progress and impact be measured and captured?

A second teacher will be observing in the room. They will be circulating while the other teacher is delivering instruction at the front of the room. They will record the names of any students who are not staying ahead of the black texta.

Teacher can then focus on these students in the following lesson by giving extra attention to these students while circulating, or calling them out to answer a question – if they struggle, they can use the phone a friend technique. Hopefully, this makes students more comfortable with answering teacher questions.

Document the teaching plan for the next 3 weeks below:

- 1. PLC team to go into each other's maths classes to monitor students who do not keep up with teacher instruction (during the instructional part of the lesson).
- 2. Visiting teacher to note down names of students who are falling behind the instructions given by the teacher (e.g. copies questions from board but does not answer them).
- 3. These names are then given to the classroom teacher to follow up.
- 4. Over the next 3-4 lessons, the teacher will monitor these students during the instructional part of their lessons:
 - a. circulate: are they keeping up?
 - b. Call them out to answer a question can they answer it?
 - c. If they cannot answer a given question utilise phone a friend.

cus:



MOUNT VIEW PS VTLM 2.0





THE WHY?



- Contextualised
 - Increased reporting of major and minor incidents
 - Lack of clarity and consistency in behaviour expectations
 - **2025 SWPBS**



ENABLING LEARNING



- Elements of learning
 - Attention, focus and regulation
- Elements of teaching
 - Learning focused environment
 - Positive relationships
 - Expectations



OUR FOCUS



- Rules and Routines
 - Entry
 - Exit
 - Through the School
- Playground expectations
 - Proactive strategies
 - Active Supervision





Whole School Enabling Learning

- Positive learning culture
- Positive Classroom Management Strategies
- PLC focus
- SWPBS Team





Teaching and Learning Leaders

- Enabling Learning
 - Our positive learning culture
 - Planning
 - Curriculum and planning





Leadership Team

- VTLM 2.0 guides and professional reading to build our understanding
- Clarity for VTLM 2.0 in our context in 2026
 - Instructional Model that prioritises:
 - Explicit Instruction
 - Supported application





- Clarity for VTLM 2.0 in our context in 2026-27
 - Instructional Model that prioritises:
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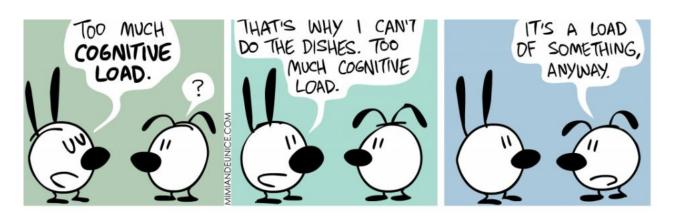
KEY CONSIDERATIONS



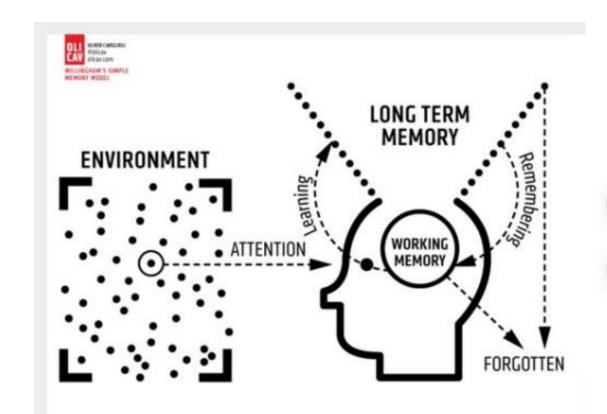
- •Elements of Learning for:
 - Students
 - Staff
 - Impact on how we lead school improvement

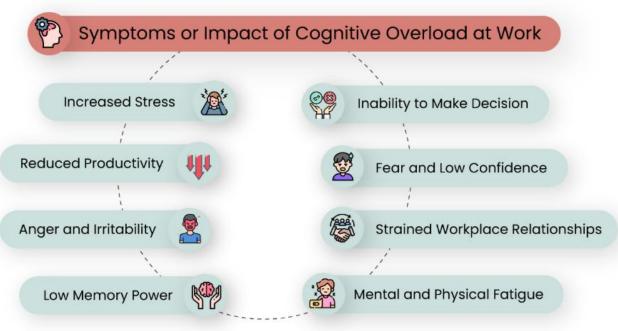
Cognitive overload in our staff

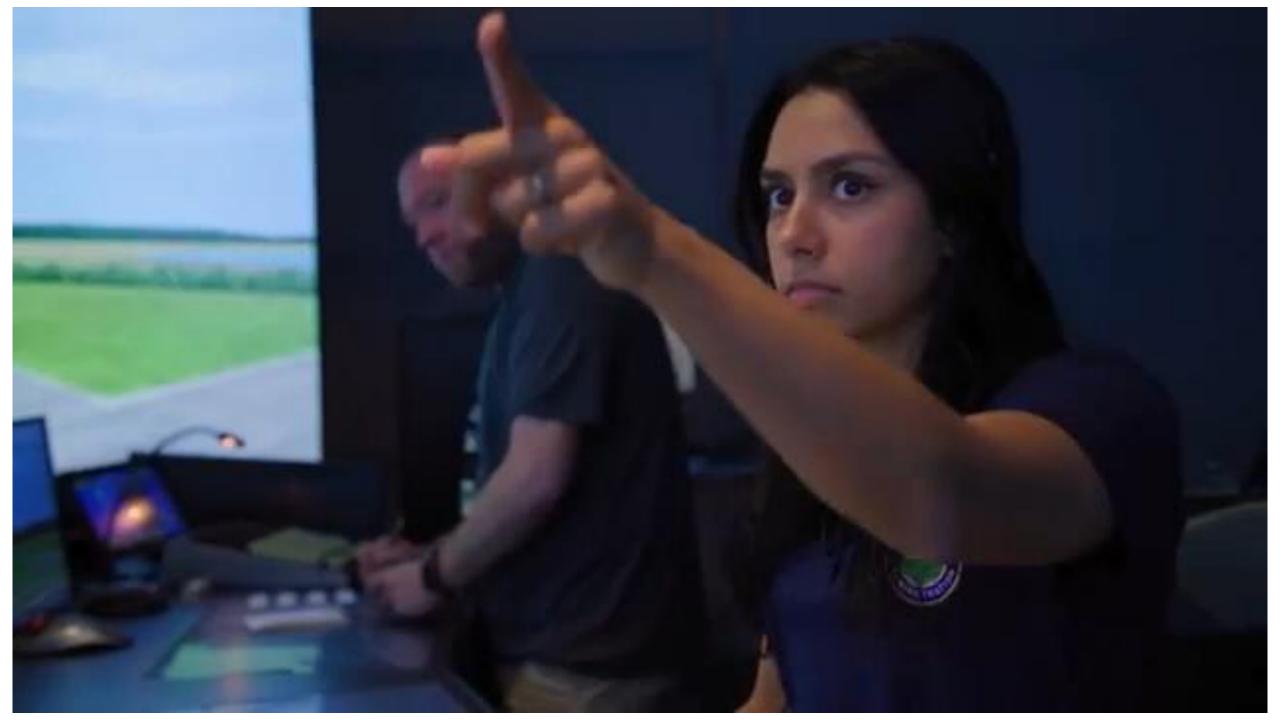
Adjustments in planners	Instructional Structured Synthetic implementation phonics		Student behaviour	Student learning needs	Self	
NCCD	IEP	Big 6 Reading	Engagement with parents	Timetable changes	Family	
Profiles	SSG	Resourcing	Vic Curric 2.0	Weather	Children	
Correction & feedback	Yard issues	Technology	Reporting	Goals		

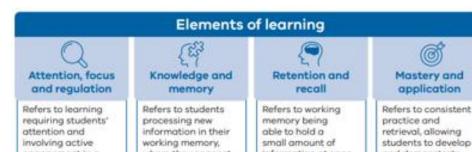


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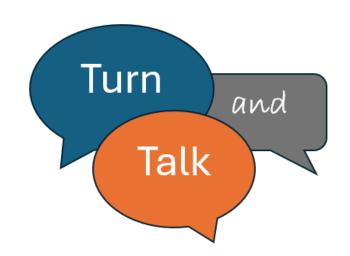


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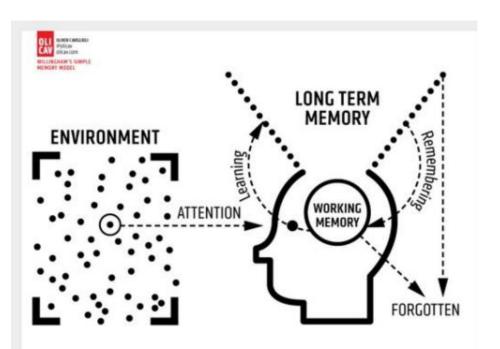
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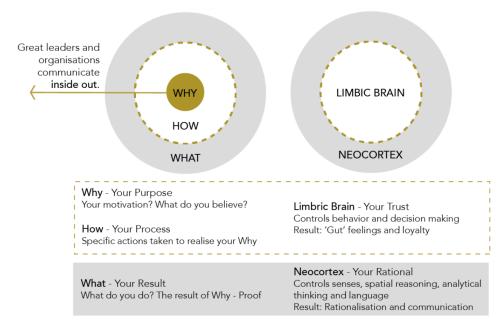
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Refers to consistent practice and retrieval, allowing students to develop and demonstrate mastery by retaining knowledge and understanding how to apply it effectively.



WHY DID SHE HAVE TROUBLE UNDERTAKING THE TASK?

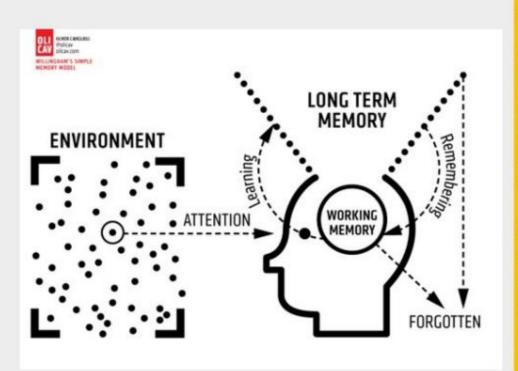




Connect new knowledge to old



How learning happens - Schema building



Knowledge is sticky!

New information can only be stored if we can connect it to something we already know. Prior knowledge is a major factor in our capacity to learn new information.

Recall activities promote the retrieval of information and this strengthens the links between the knowledge and allows for learning to take place.



Unpacking the WHY

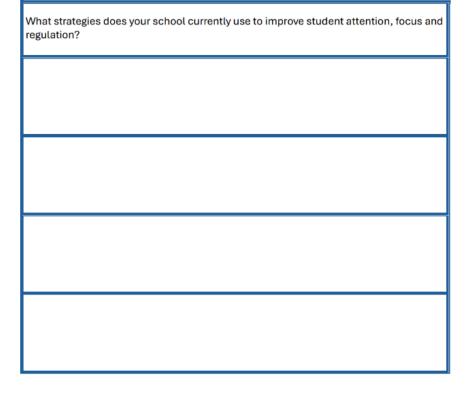


Attention, focus and regulation

Victorian Teaching and Learning Model 2.0

Elements of learning

Refers to learning requiring student's attention and involving active engagement in a supporting and responsive learning focused environment.



List 4 non-negotiables in your school that are targeted toward this element of learning?

Elements of learning in our school context

Elements of learning aligned to Structured Teaching



Attention, focus and regulation

- Clearly defined physical structures minimise distractions and improve focus.
- Visual schedules support attention and transitions, reduce anxiety and enhance self regulation.
- Work system provide clear expectations, supporting task completion and engagement



Knowledge and memory

- Sequential task analysis breaks complex skills into manageable steps.
- Visual supports enhance comprehension and retention.
- Predictable routines and repetition strengthen long-term memory.



Retention and recall

- Structured work systems reinforce learned concepts.
- Consistent routines support cognitive recall and skill retrieval.
- Visual cues guide task completion and information recall.



Mastery and application

- Scaffolded learning progressions support skill mastery before professing to more complex tasks.
- Independent work systems promote autonomy and problem-solving.
- Generalisation strategies target the transfer of skills across settings to promote real-world application.



Learning walks

IMPROVEMENT CYCLE

LEARNING WALKS

When going on a learning walk use it to:

- strengthen your understanding of why you do what you do
- challenge and reflect on the 'why'
- Reflect on 'We do thisbecause....'
- Recognise the links between the why, the how and the what
- Gather information on the tools the school uses to measure impact that may be relevant
- Reflect on how visible the why is in classroom practice



tipsforteachers.co.uk

Inquire into mechanisms



Connecting the WHY, the HOW and the WHAT





Victorian Teaching and Learning Model 2.0

Elements of learning

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 I long-term memory.

What strategies does you school currently use to improve student retention and recall?

Anchor charts to support retrieval of information

How might each strategy you listed link to the elements of teachings. How do the why, how and what relate?

Planning – to produce anchor charts and determining content and purpose

Enabling learning – visually represent norms and expectations Explicit teaching – a worked example

Supported application – providing a scaffold of process

Enabling learning

Explicit teaching

Supported application

What part of what we do is most likely to be generating the effect? What is the **active ingredient**?

PLC opportunities

- Find your crumb
- Define the active ingredient

BARAK ROSENSHINE'S

THE PRINCIPLES OF INSTRUCTION



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.

PROVIDE MODELS

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



determine how well the material is learned. CHECK STUDENT

ASK QUESTIONS
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to

UNDERSTANDING
Lass successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. Faise. By contrast, more successful teachers, check to not all students.



NEW MATERIALS IN SMALL STEPS

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



WEEKLY & MONTHLY REVIEW

The effort miowed in recalling recentlylearned material embeds it in longterm memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

INDEPENDENT PRACTICE

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



SCAFFOLDS FOR DIFFICULT TASKS

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





GUIDE STUDENT
PRACTICE
Students seest additional time to replicase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

OBTAIN HIGH SUCCESS RATE

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



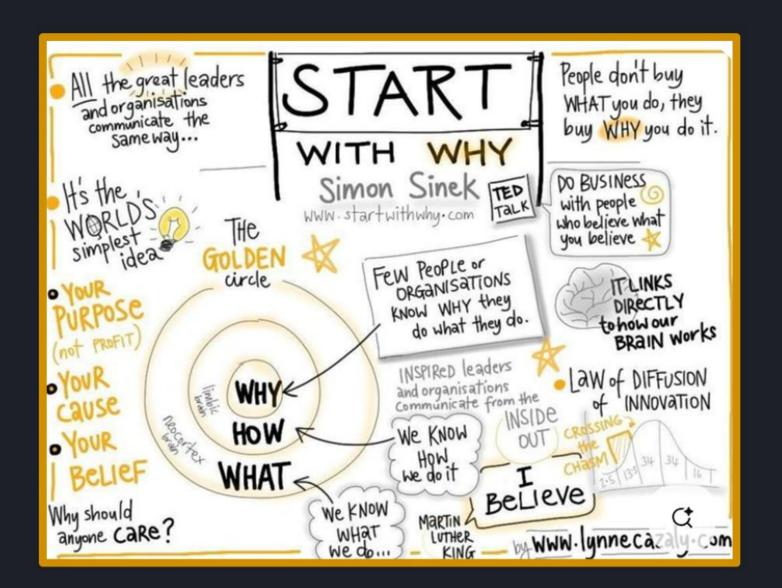
Summing up

Understanding why

- Links cognitive load to the VTLM 2.0
- Calms our limbic system
- Builds a sense of safety and positivity
- Provides a solid foundation to build the 'how' and 'what'
- Prioritises what's important
- Enables schools to reflect on the good things that are already happening
- Promotes discussions built on evidence
- Supports those already in cognitive overload
- Crosses the 'tipping point'
- Integrates school vision and values with strong research
- Creates a shared understanding of why we do what we do
- Implements the VTLM 2.0 slowly utilising the three years that has been given



Questions...





Carolyn Elliot (SEIL Manningham, Inner East)

Gaye Wilde (Education Improvement Leader, Inner East)

Justine Mackey (Principal, Mount View Primary School)

Wesley Pfitzner (Assistant Principal, Doncaster Secondary College)

Thank you

