Victorian Academy of Teaching and Leadership

Excellence in every classroom

Implementing the VTLM 2.0: Start with ‘why’

VICTORIA State Government | Department of Education

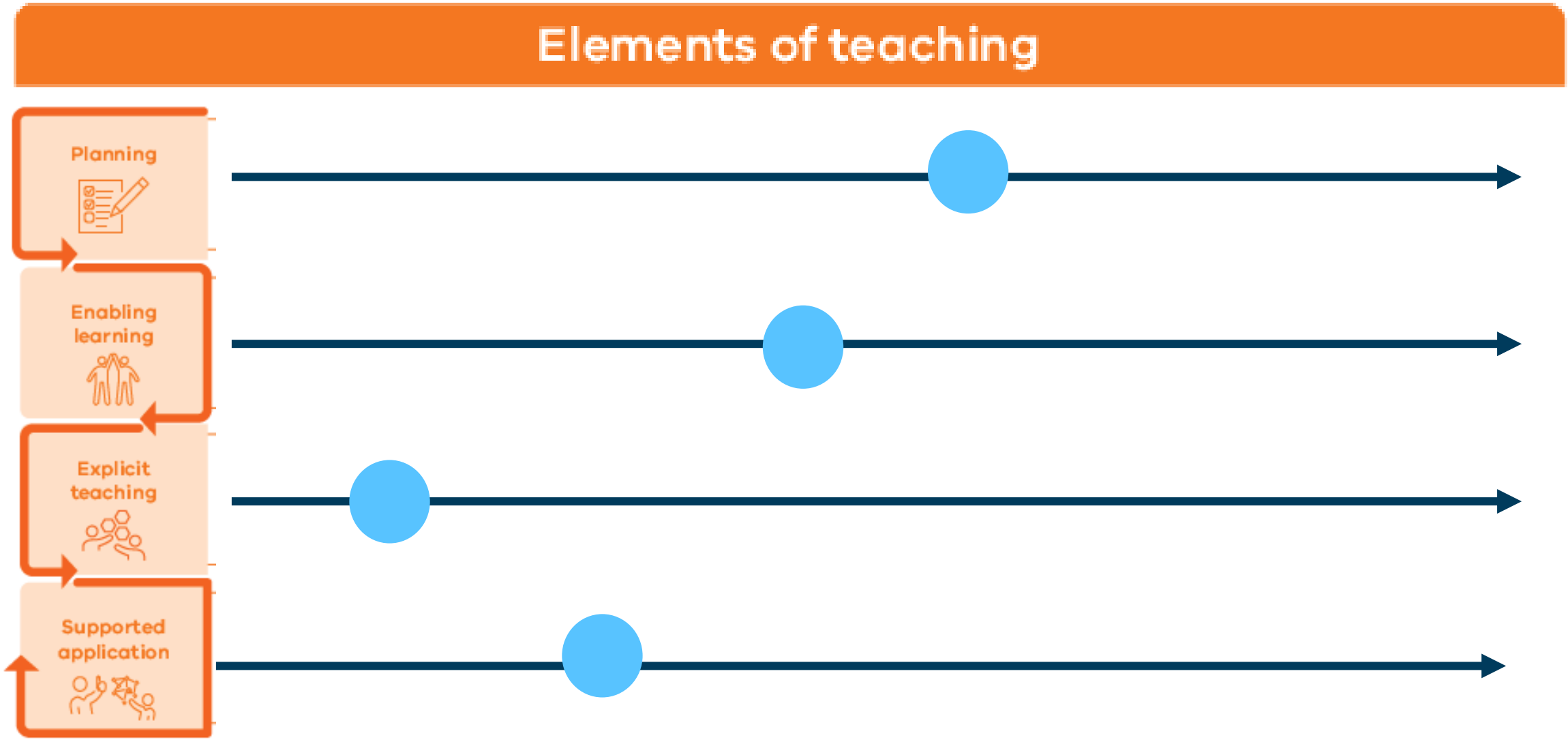
Intentions

- 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

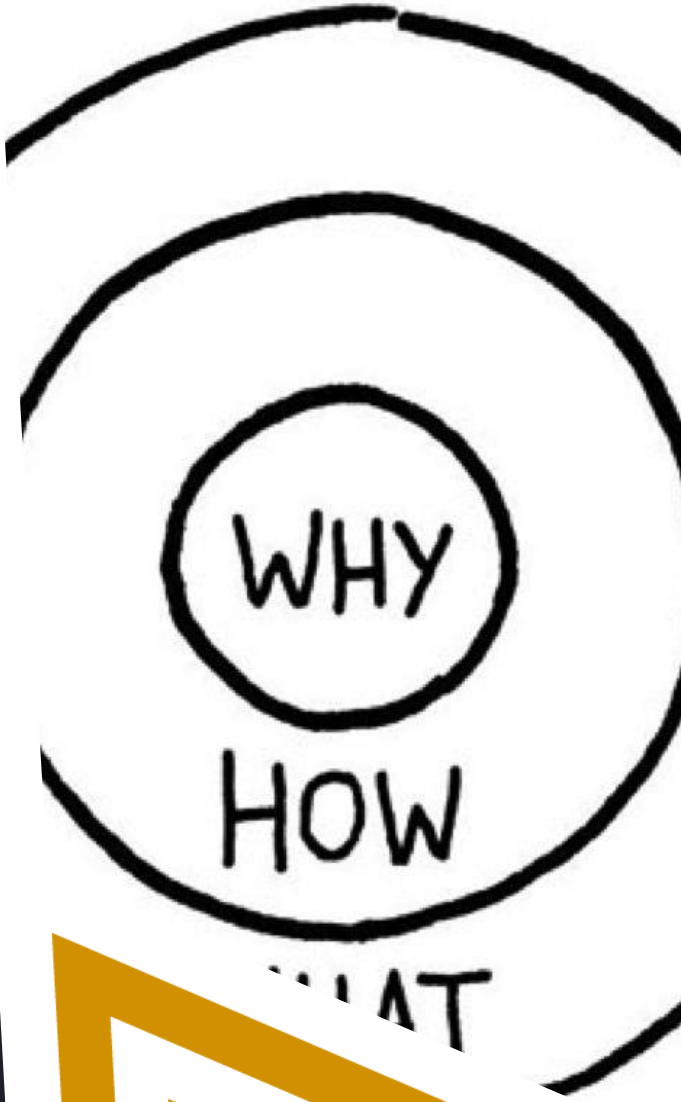
Many have started with the 'how' ie. Explicit teaching

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 cognitive science, neuroscience and education psychology.

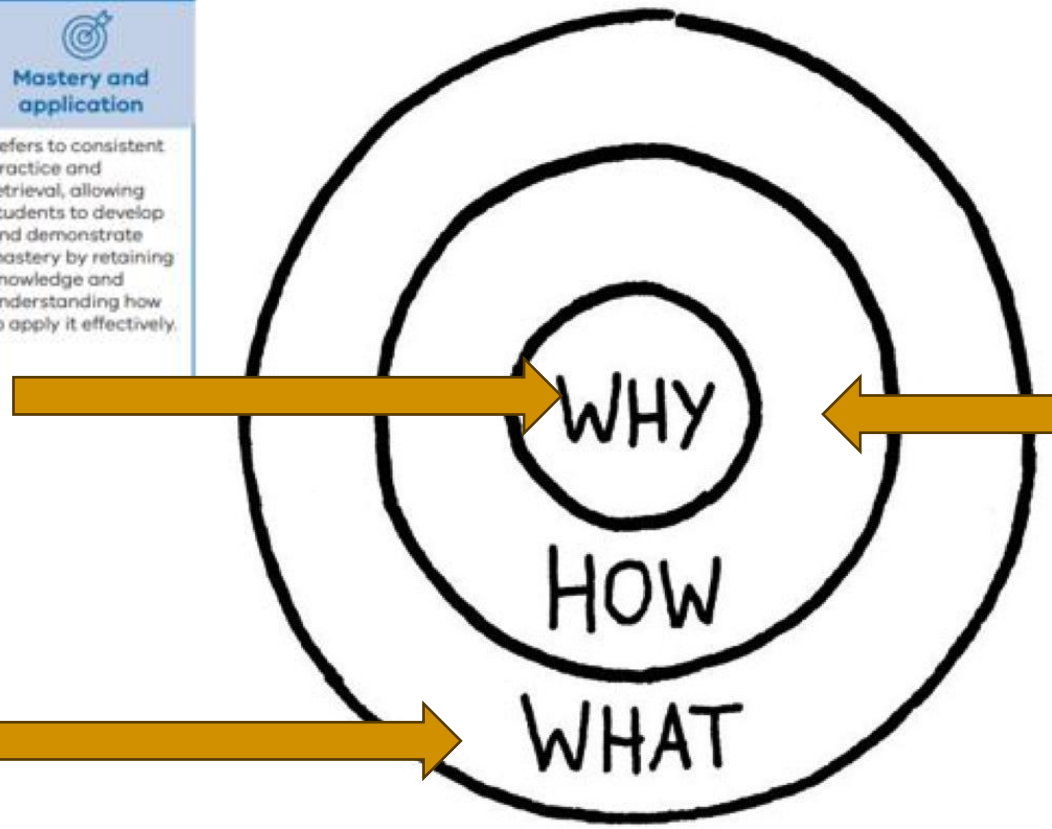
2.Elements of Teaching – representing the evidence-based teaching practices that most effectively support learning: planning, enabling learning, explicit teaching and supported application.

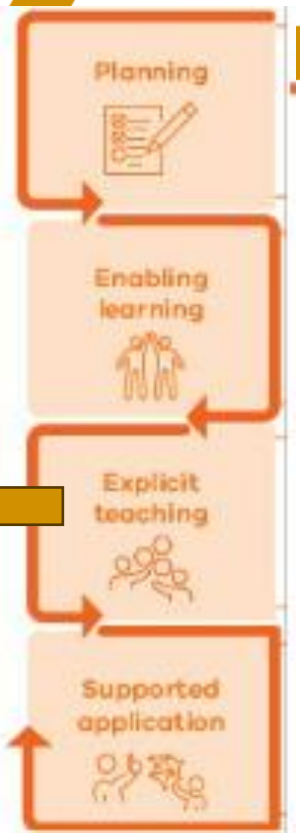
Australian Education Research Organisation

Teaching for how students learn: A model of learning and teaching | Australian Education Research Organisation

Building a collective understanding

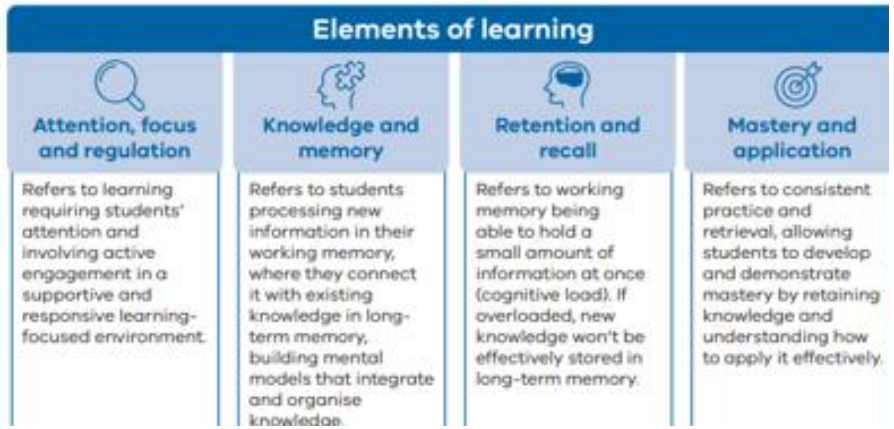
Elements of learning			
Attention, focus and regulation	**Knowledge and memory**	**Retention and recall**	**Mastery and application**
Refers to learning requiring students' attention and involving active engagement in a supportive and responsive learning-focused environment.	Refers to students processing 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.	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.	Refers to consistent practice and retrieval, allowing students to develop and demonstrate mastery by retaining knowledge and understanding how to apply it effectively.



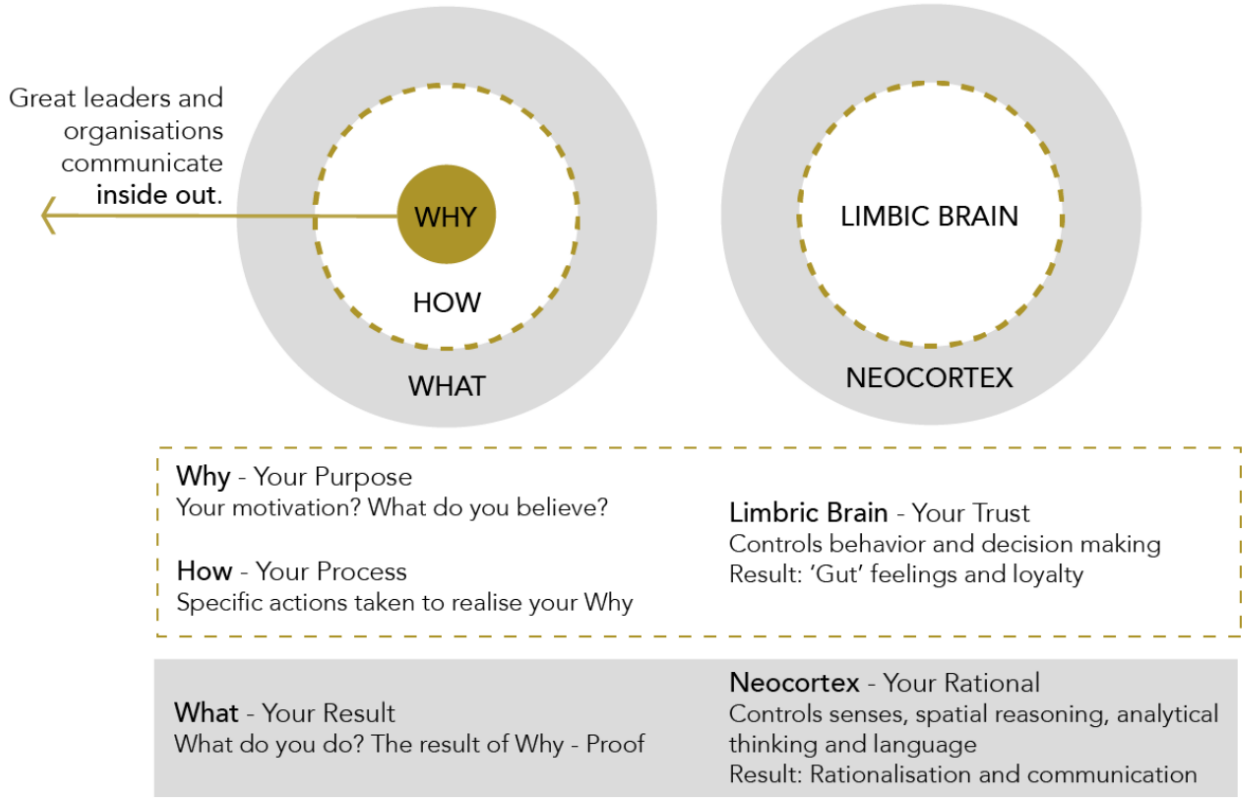


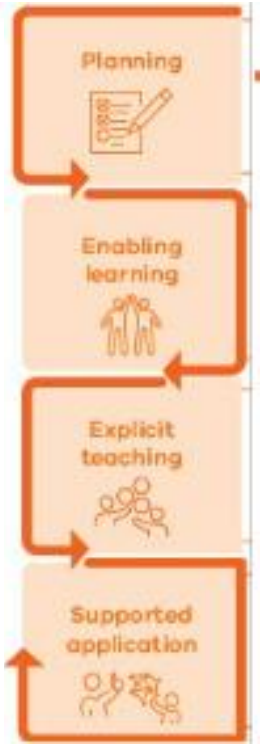
WHAT IT LOOKS LIKE IN YOUR SCHOOL (as a result of the why)

Physiological importance of starting with why



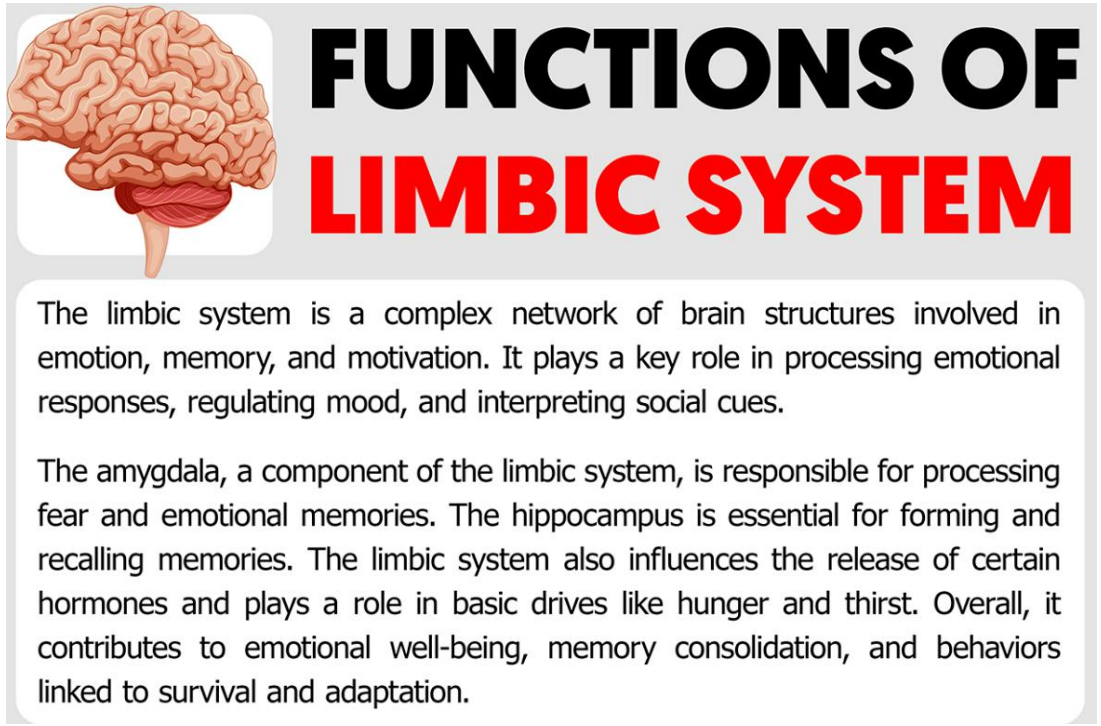
WHY





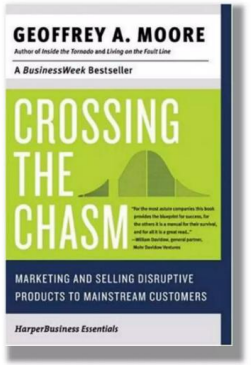
HOW

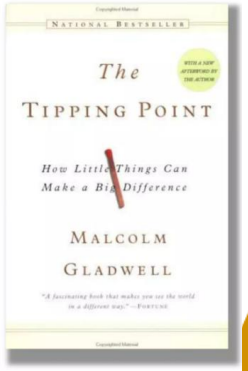
Why and how and the Limbic system

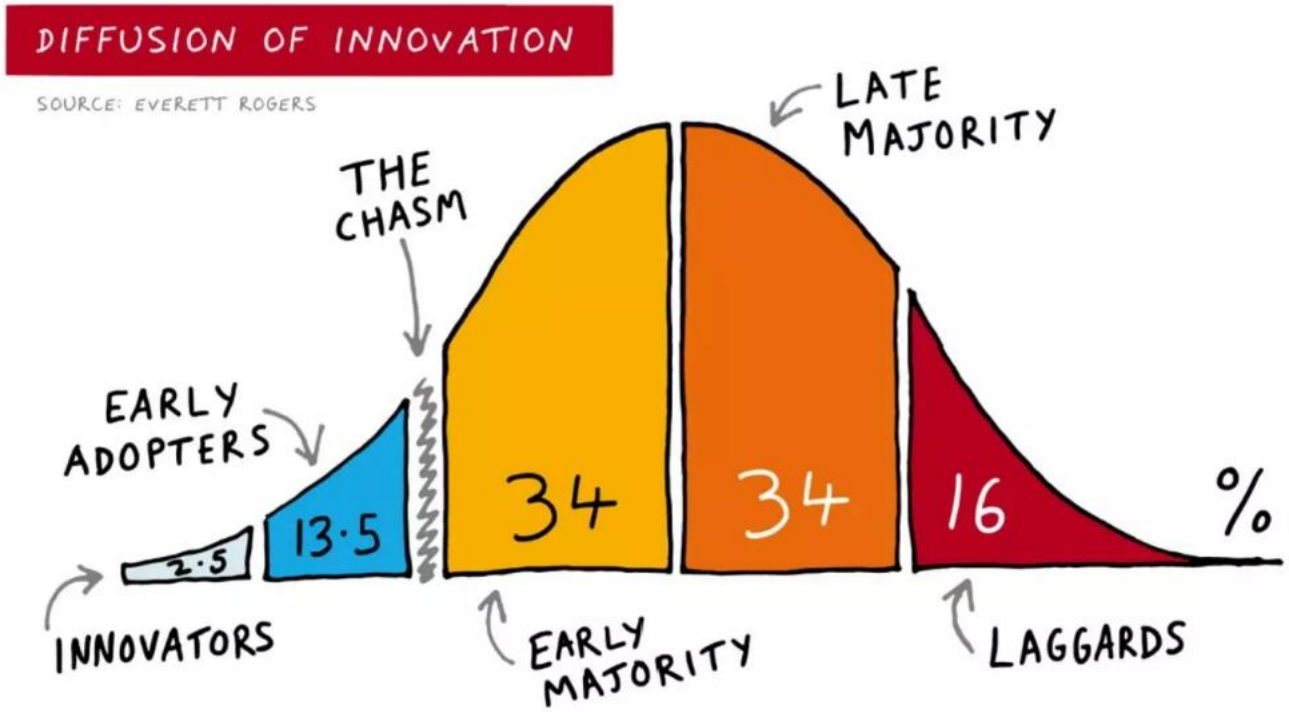


‘I think I can do this’
‘There’s something in it for me’ (reward processing)
‘It’s safe for me to have a go’
‘I’m getting positive feedback for just trying’
‘I’ll give it another go tomorrow’
‘It’s hard but I only have to do one thing’
‘I want to learn’

As school leaders we also need to understand our ‘why’

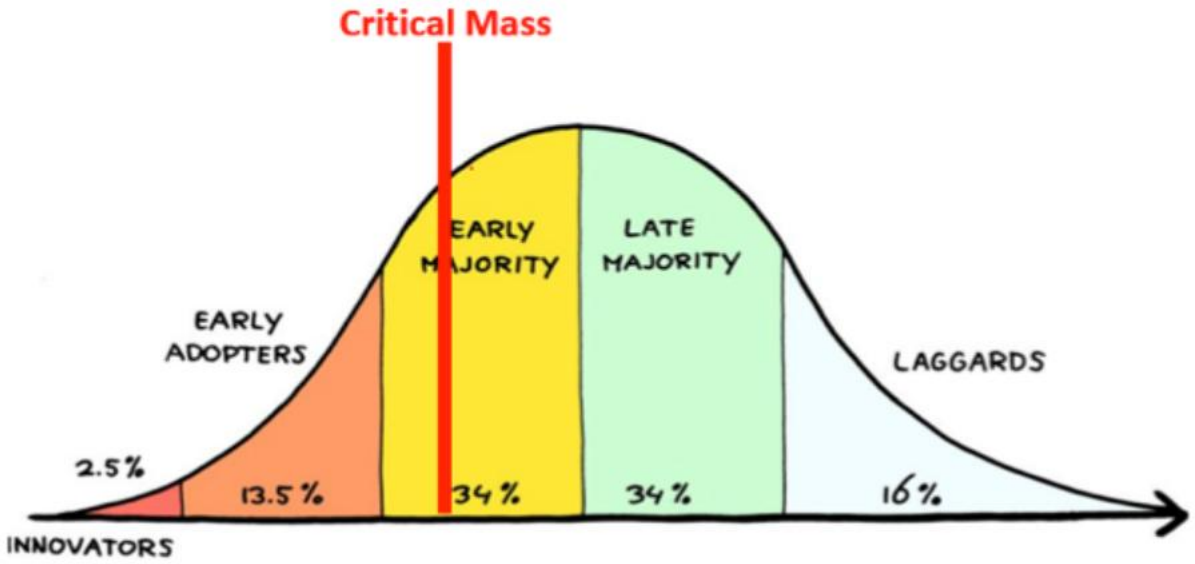






- Innovators – First to try the innovation venturesome, willing to take risks
- Early Adopters - opinion leaders, comfortable in new ideas
- Early Majority-need to see evidence
- Late Majority - Validation
- Laggards-skeptical of change

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 your 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 **16%**	**Very traditional and skeptical.** Will commit only after the idea had become mainstream.	Don't write these people off. 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

DONCASTER
SECONDARY COLLEGE

PLC Cycle – Term 1 2025 – VTLM 2.0

Focus: Elements of Learning, Attention, Focus & regulation

Influence from the evidence base

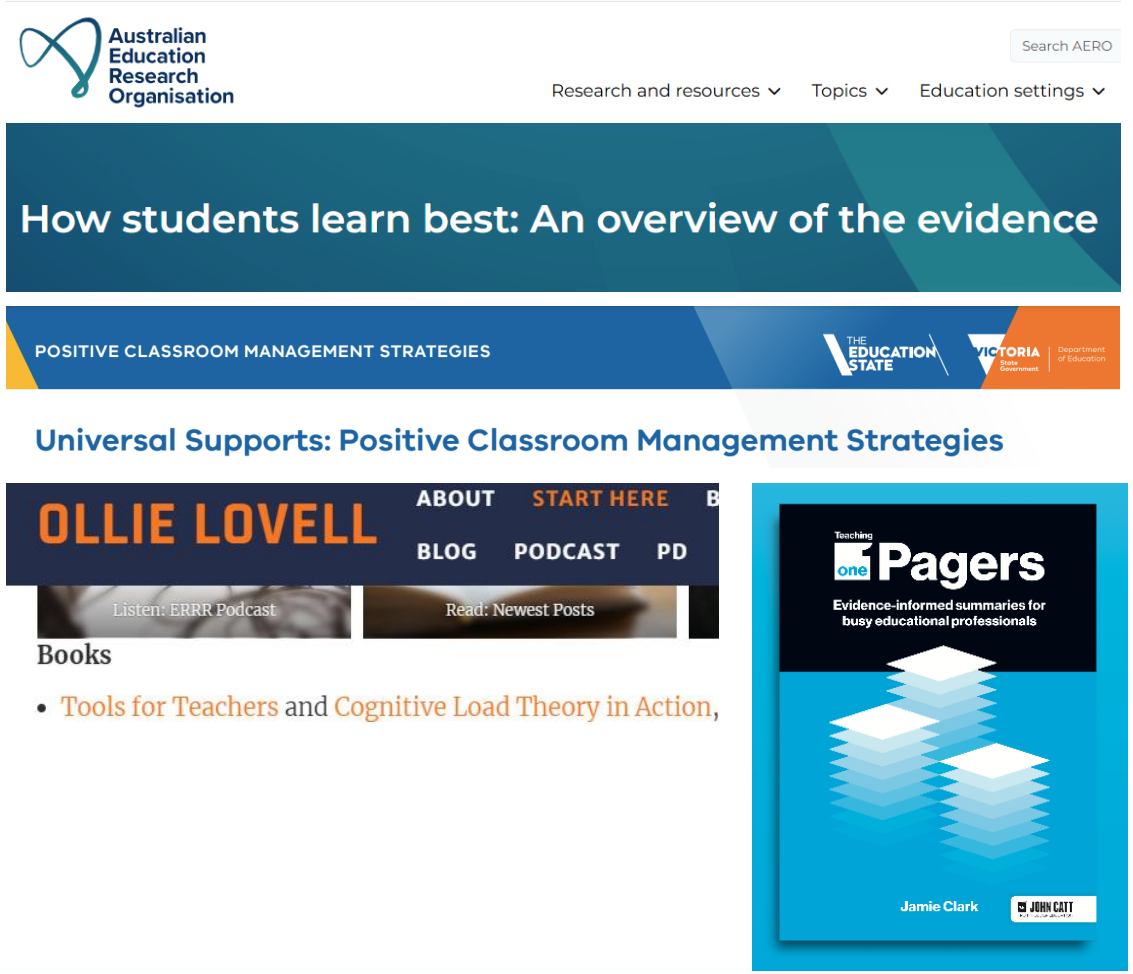
August 2024

- 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



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) Book Overview Why Don't Student Like School Willingham (2010)	Learning-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 %	Year 7 – % Positive			Year 8 – % Positive			Year 9 – % Positive			Year 10 – % Positiv		
Framework Factor	Positive (n=1,161)	Total (n=201)	Female (n=88)	Male	Total	Female (n=93)	Male (n=84)	Total	Female	Male (n=78)	Total	Female (n=98)	Male
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
I 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%	-	-	-

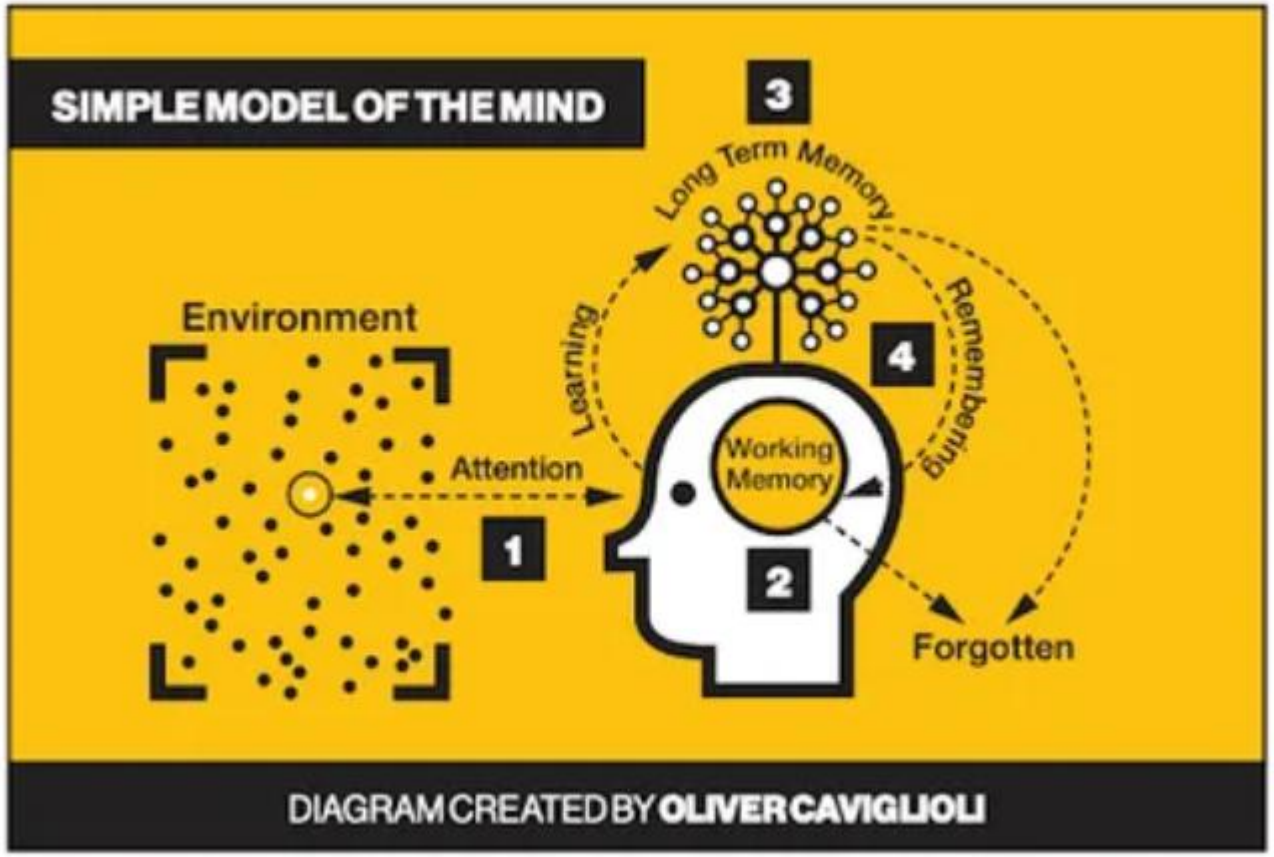
Attention, focus and regulation

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**
  - 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
  - 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

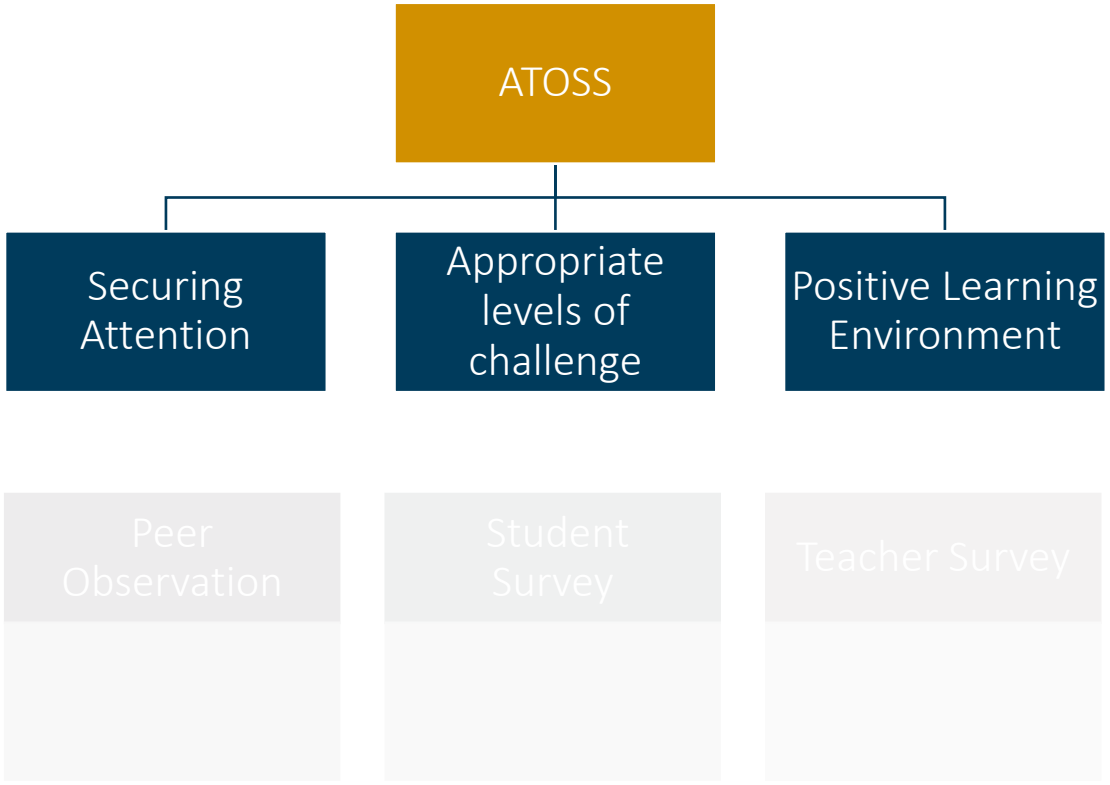
Securing Attention

- Habits of Attention
- Effective Opening of the Lesson
- Accountable Questioning

PLC Term 1 skill focus: Securing attention

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

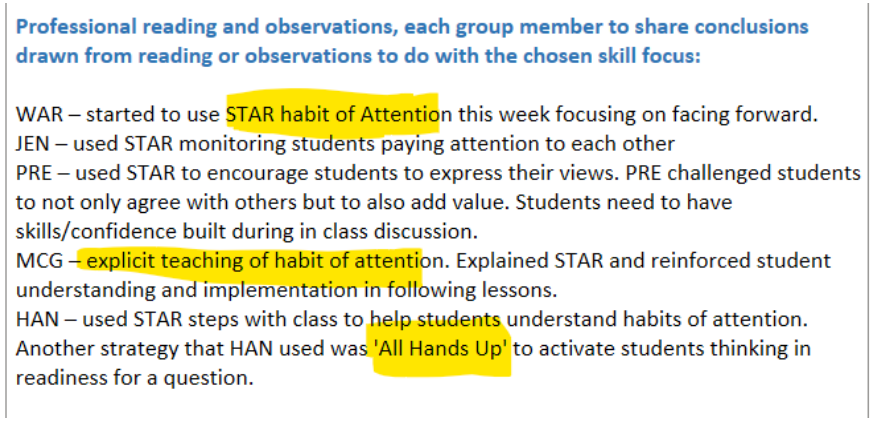


Example Skill Focus

"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"

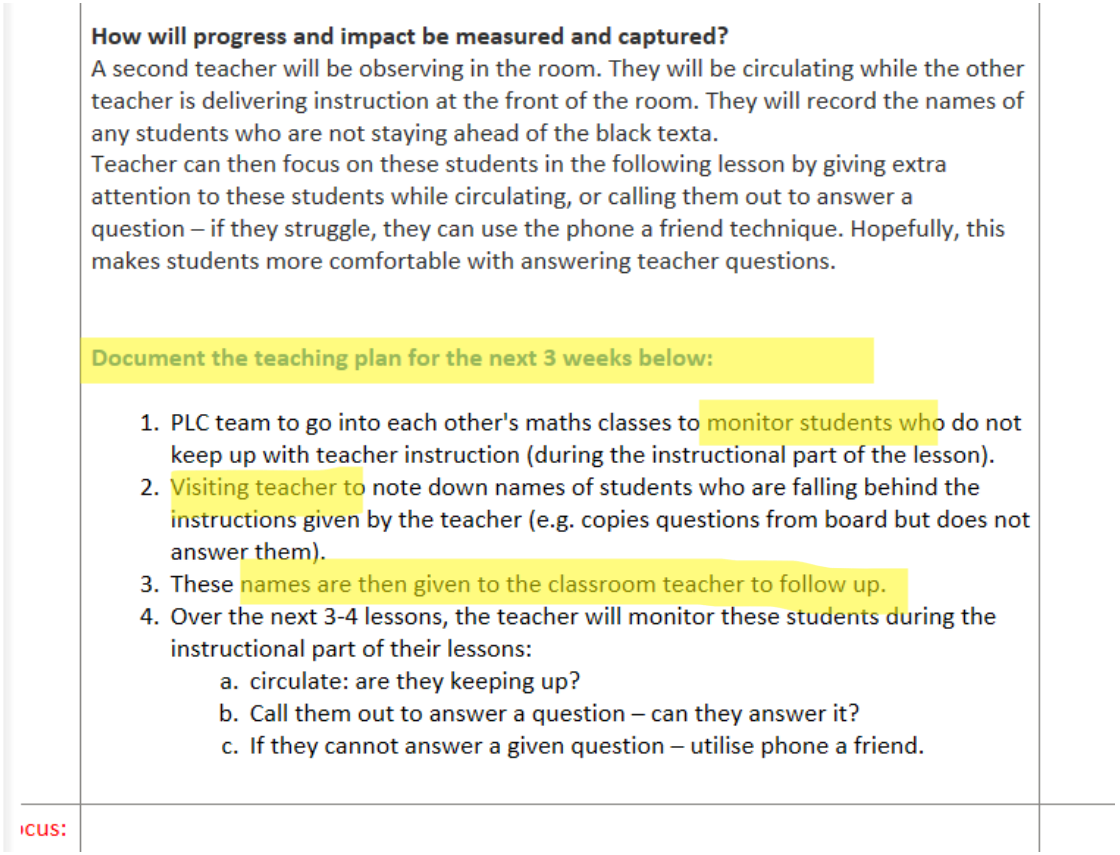
What we have learned

- 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.

MOUNT VIEW PS VTLM 2.0

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achieve succeed together

THE WHY?

Clarity Consistency Confidence

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

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ENABLING LEARNING

Clarity
Consistency
Confidence

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

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OUR FOCUS

Clarity
Consistency
Confidence

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

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PROFESSIONAL LEARNING

Clarity Consistency Confidence

Whole School Enabling Learning

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

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PROFESSIONAL LEARNING

Clarity Consistency Confidence

Teaching and Learning Leaders

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

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PROFESSIONAL LEARNING

Clarity Consistency Confidence

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

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PROFESSIONAL LEARNING

Clarity Consistency Confidence

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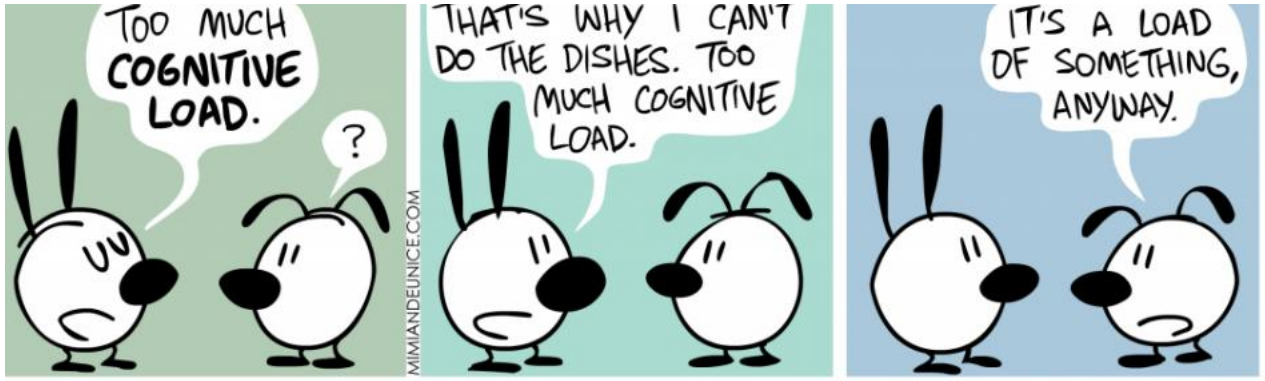
KEY CONSIDERATIONS

Clarity Consistency Confidence

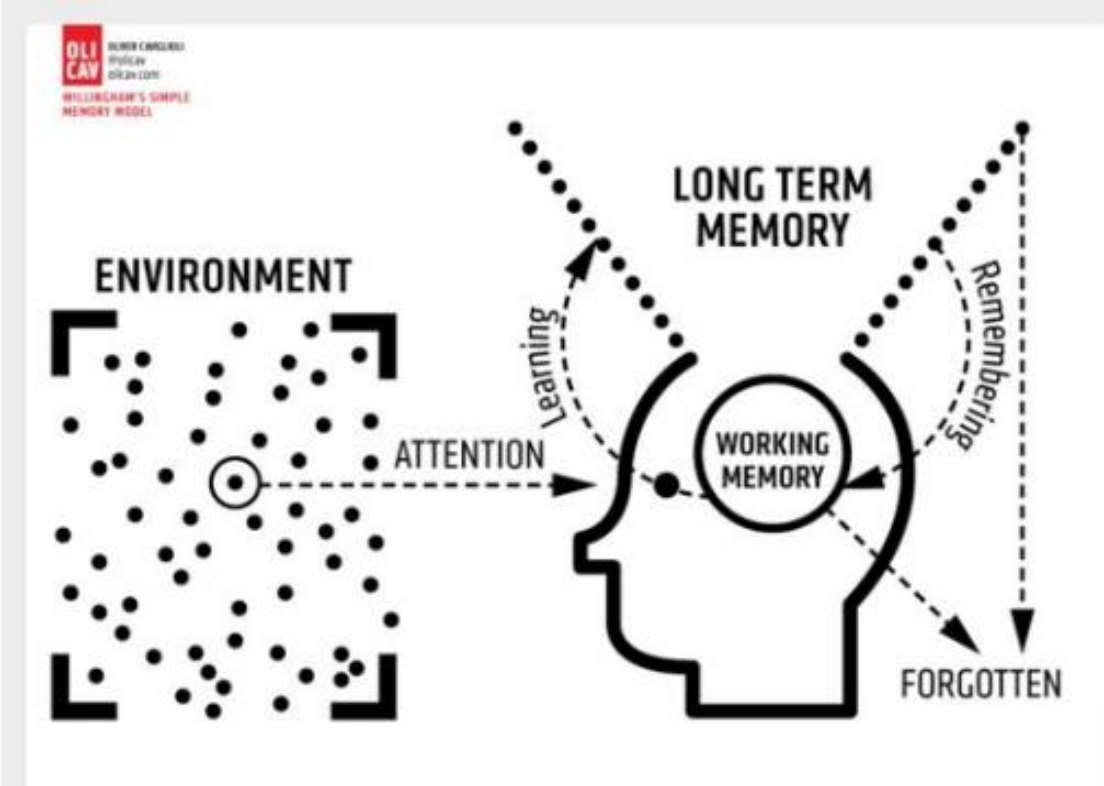
- Elements of Learning for:
  - Students
  - Staff
  - Impact on how we lead school improvement

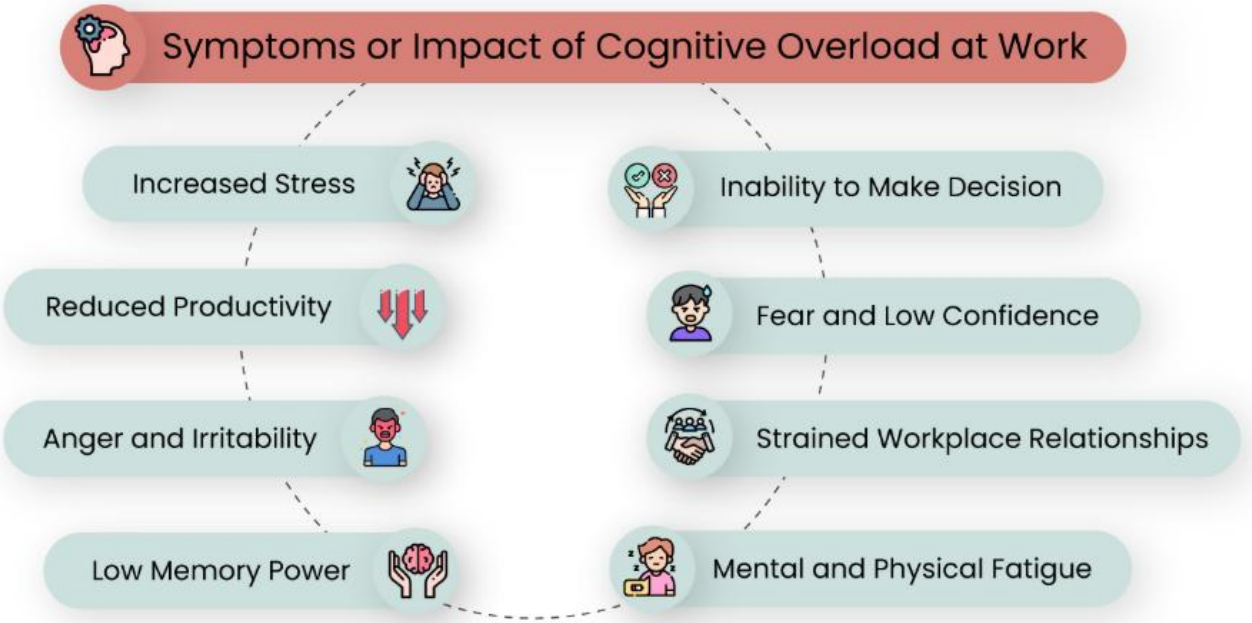
Cognitive overload in our staff

Adjustments in planners	Instructional model implementation	Structured Synthetic 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	



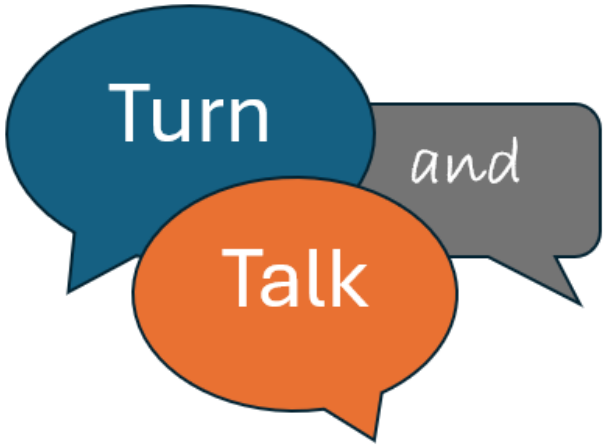
Cognitive overload in our staff



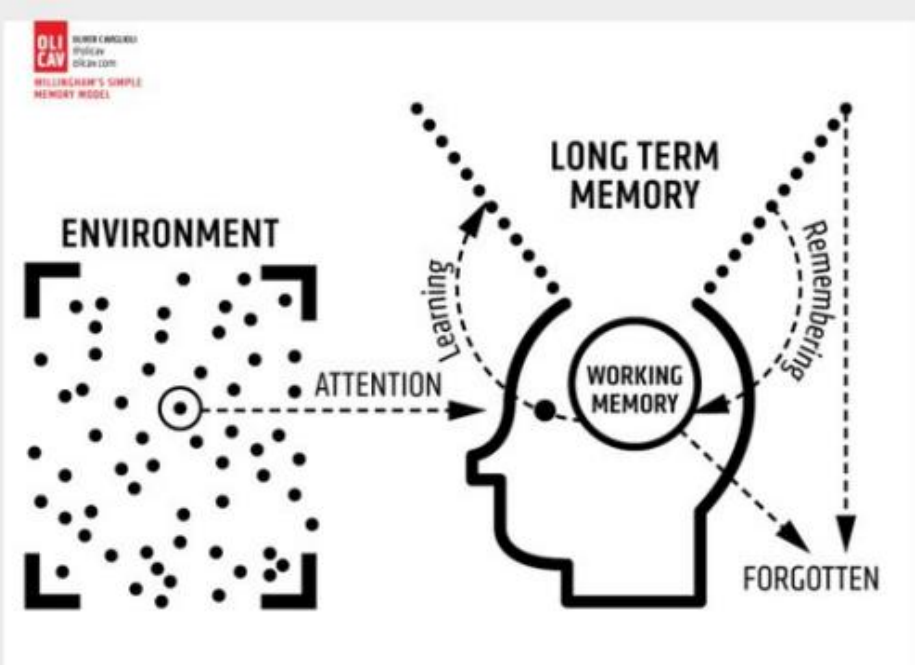


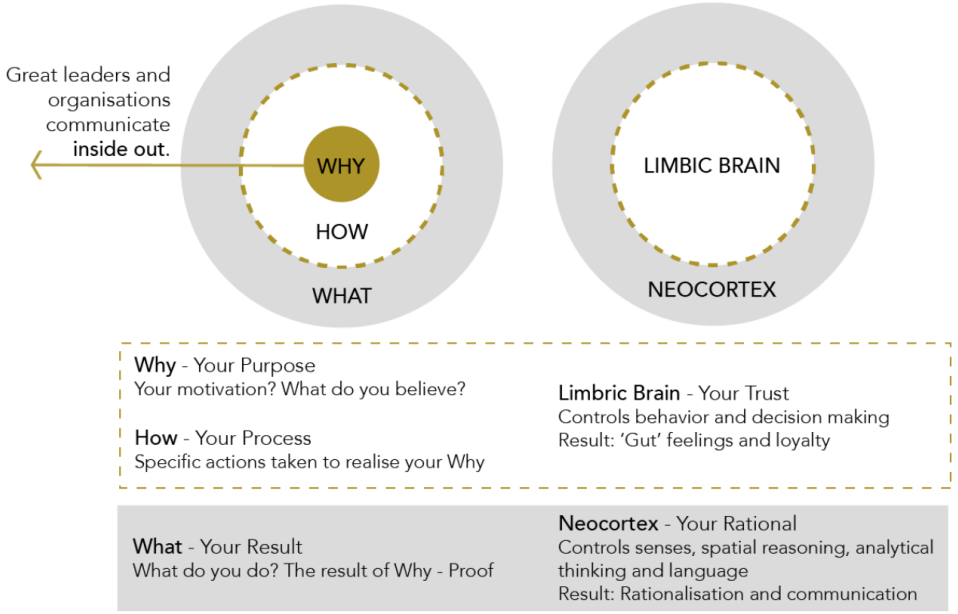
Elements of learning

Attention, focus and regulation	Knowledge and memory	Retention and recall	Mastery and application
Refers to learning requiring students' attention and involving active engagement in a supportive and responsive learning-focused environment.	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.	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.	Refers to consistent practice and retrieval, allowing students to develop and demonstrate mastery by retaining knowledge and understanding how to apply it effectively.

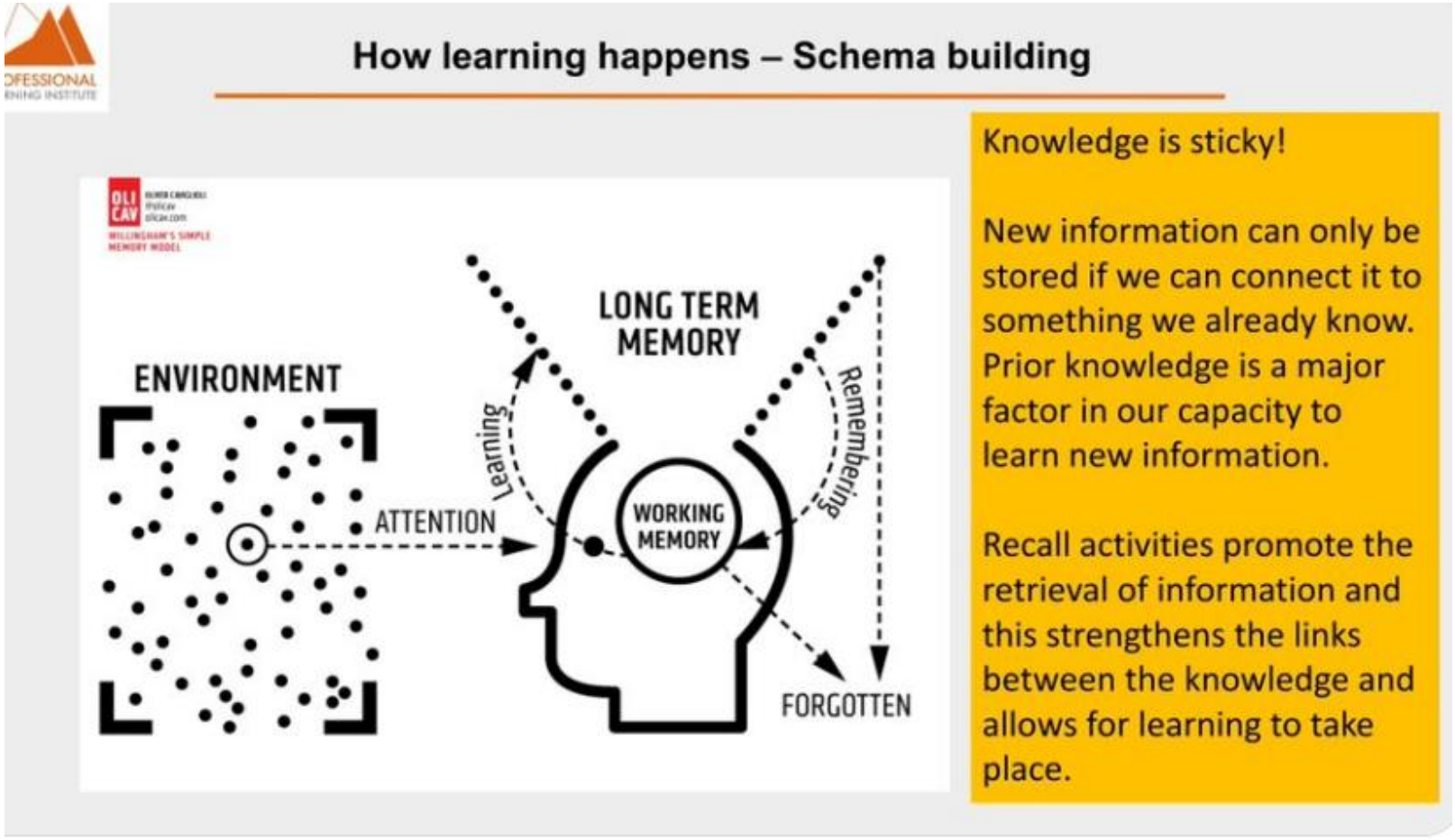


WHY DID SHE HAVE TROUBLE UNDERTAKING THE TASK?

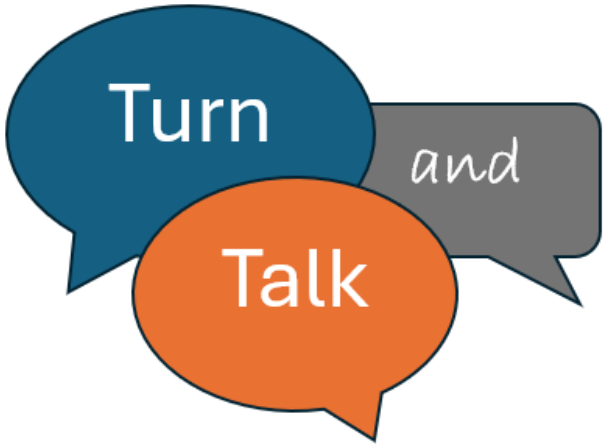




Connect new knowledge to old



Unpacking the WHY



Attention, focus and regulation

Victorian Teaching and Learning Model 2.0

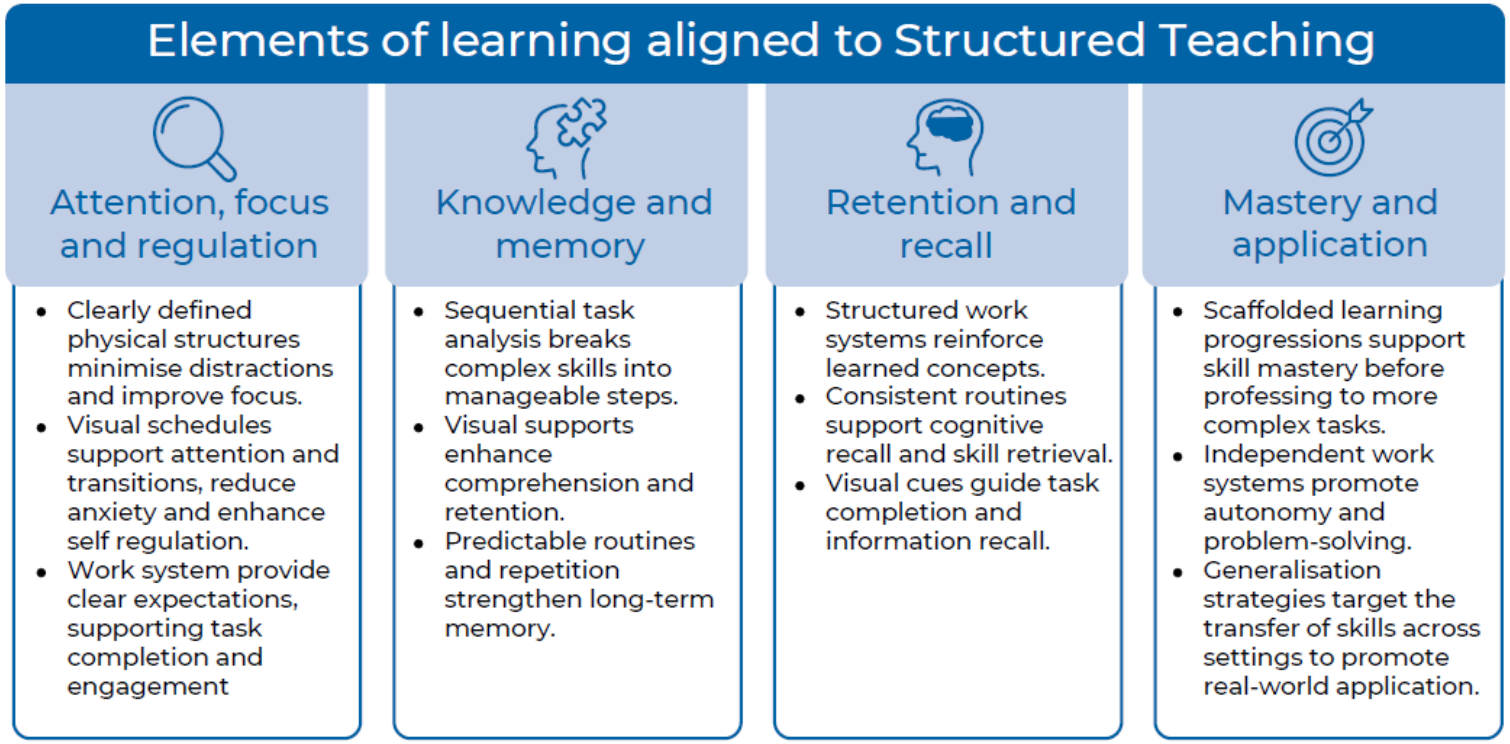
Elements of learning

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

What strategies does your school currently use to improve student attention, focus and regulation?

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

Elements of learning in our school context



Victorian Academy of Teaching and Leadership

Learning walks

LEARNING WALKS

When going on a learning walk use it to:

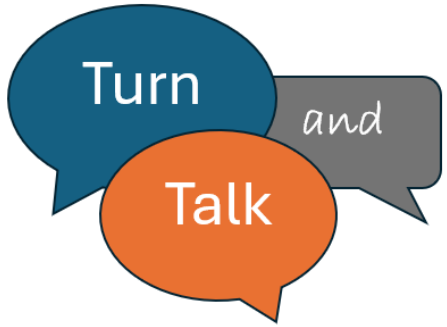
- strengthen your understanding of why you do what you do
- challenge and reflect on the ‘why’
- Reflect on 'We do this …..because....’
- Recognise the links between the why, the how and the what
- Gather information on the tools the school uses to measure impact that may be relevant
- Reflect on how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

tipsforteachers.co.uk

TIPS
FOR TEACHERS

Inquire into mechanisms

Connecting the WHY, the HOW and the WHAT



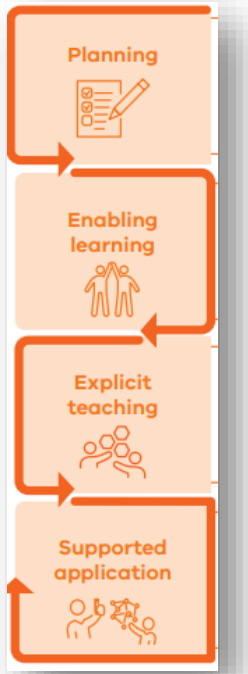
Retention and recall

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.

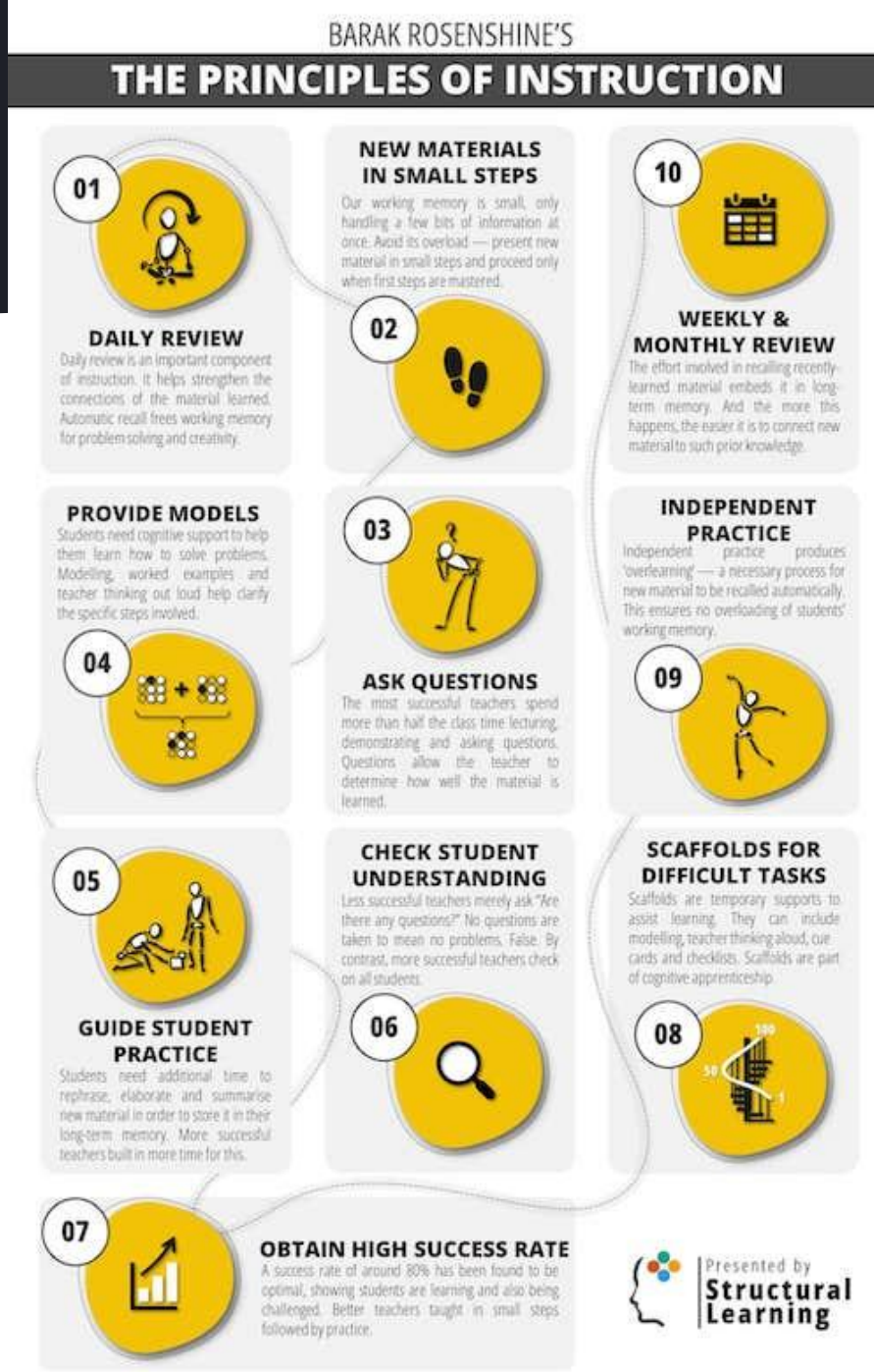
What strategies does you school currently use to improve student retention and recall?	How might each strategy you listed link to the elements of teachings. How do the why, how and what relate?
Anchor charts to support retrieval of information	Planning – to produce anchor charts and determining content and purpose Enabling learning – visually represent norms and expectations Explicit teaching – a worked example Supported application – providing a scaffold of process



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

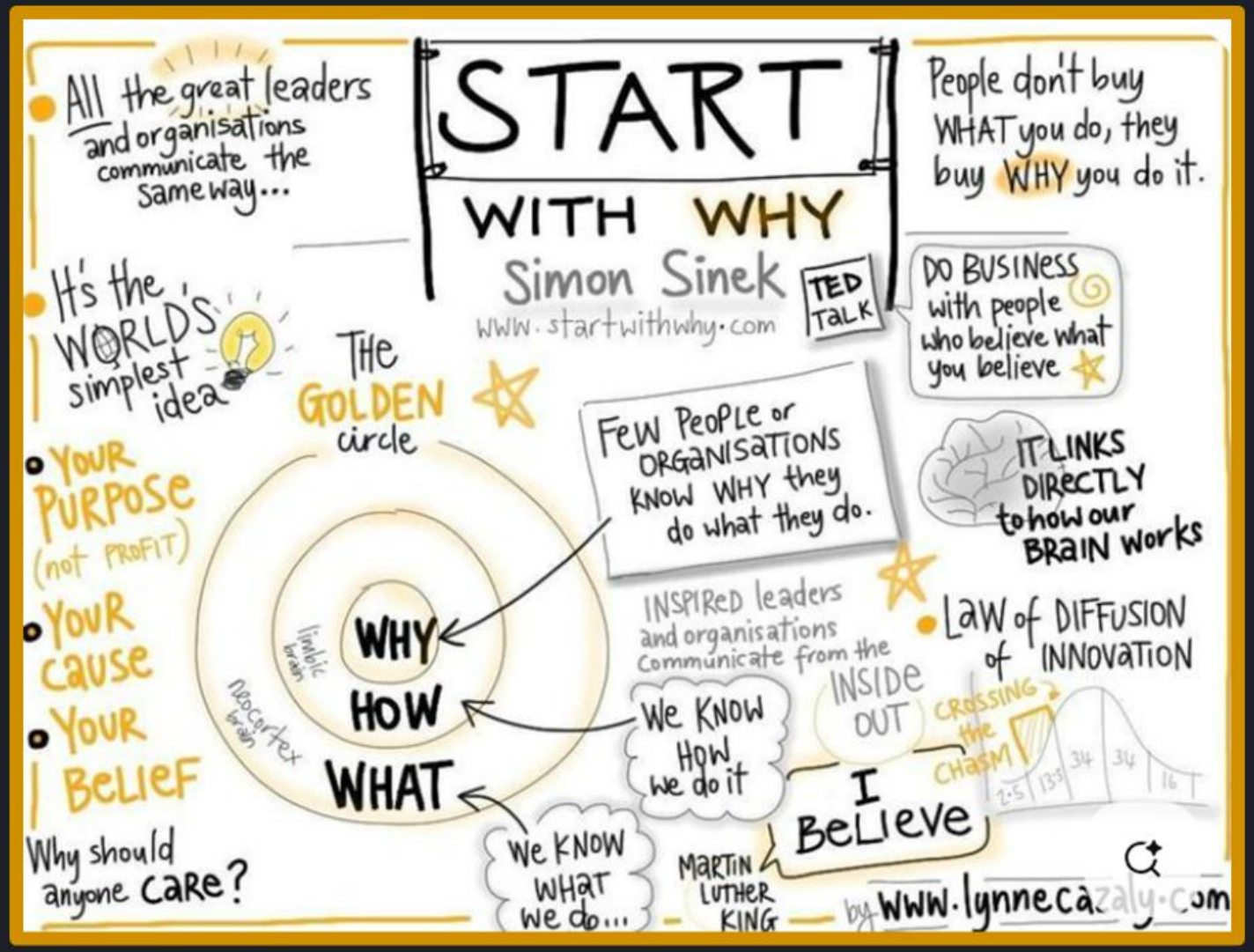


Summing up

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…



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Thank you

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