Excellence in Every Classroom

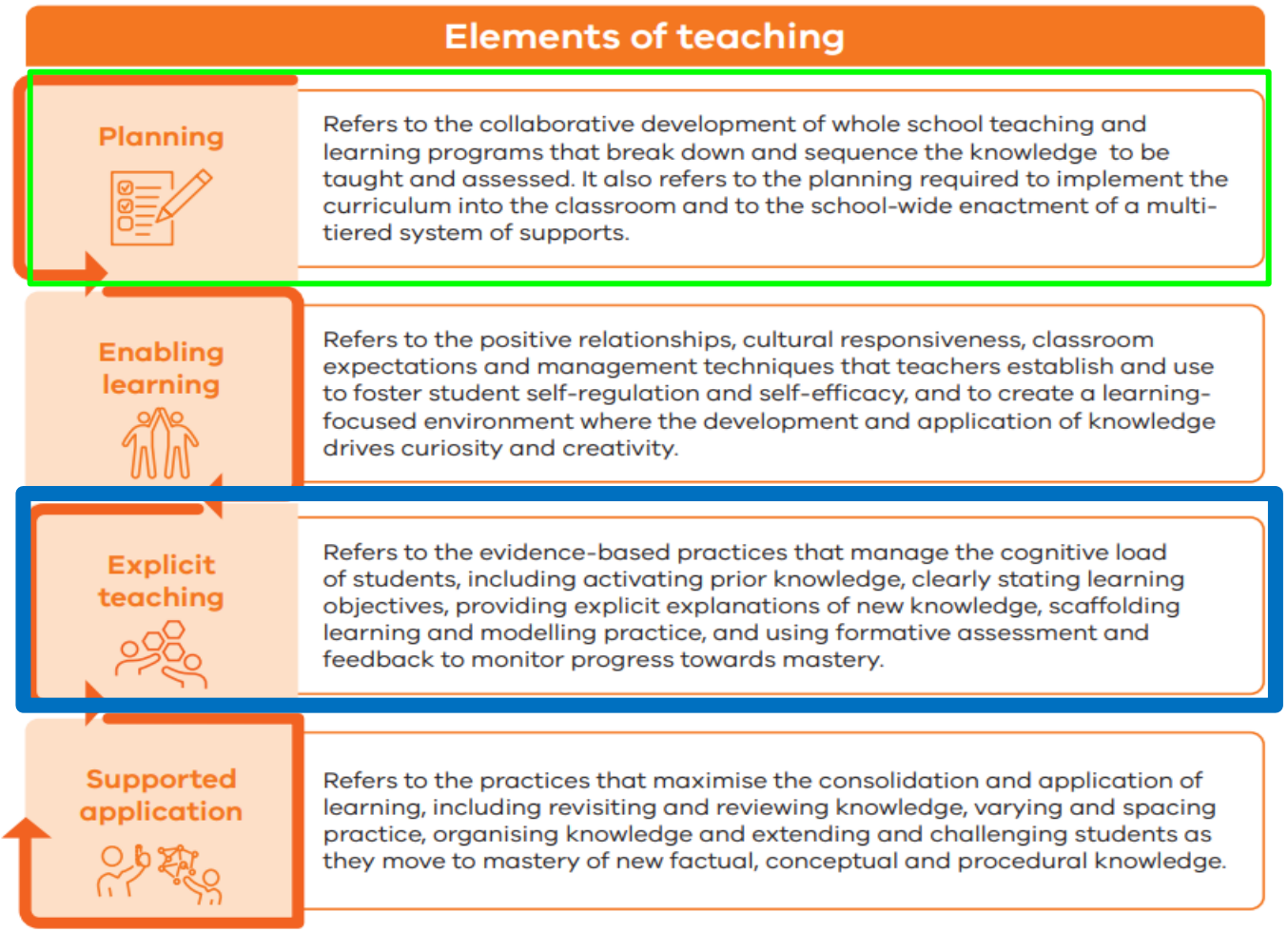
through…

RUTHERGLEN PRIMARY SCHOOL

Explicit Teaching at Rutherglen Primary School

Learning Intention:

VTLM 2.0



We hope you leave today with:

- A deeper understanding of the application of explicit teaching strategies within VTLM 2.0
- Awareness of how the teaching practices within each strategy can be applied
- An understanding of how we enabled and remain focused on the elements of teaching, specifically explicit teaching

Our approach… about 8 years in the making and continuing…

Evaluating our Position

Hunches
LWT + Data
Vision

The Weeding Process

Keep-Nurture-Weed
Staff readiness &
Early adopters

School-wide Alignment

Instructional model
Assessment schedules
PL
Planning

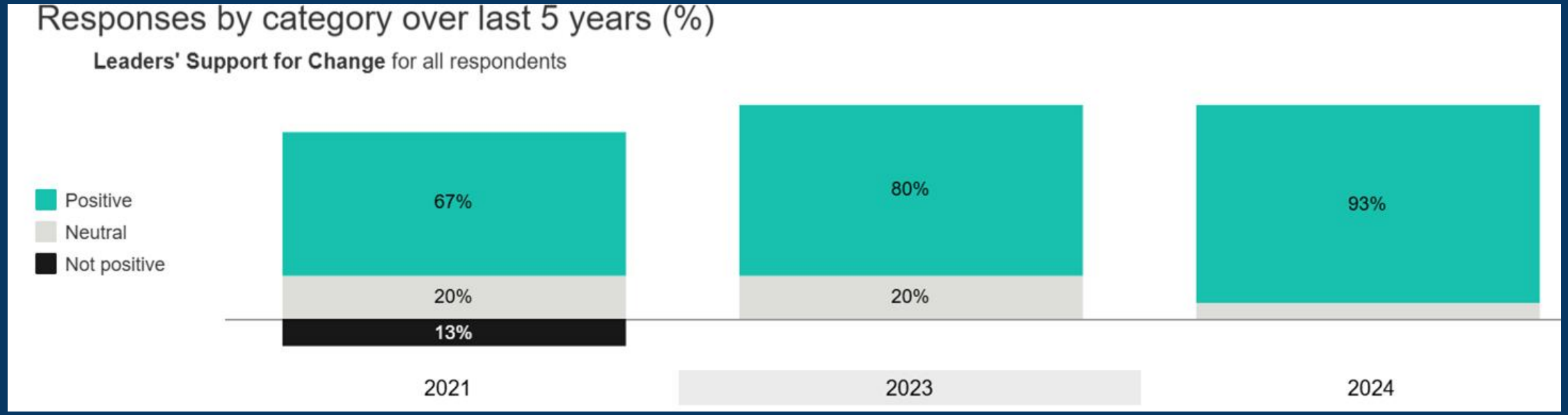
Middle Level Leadership

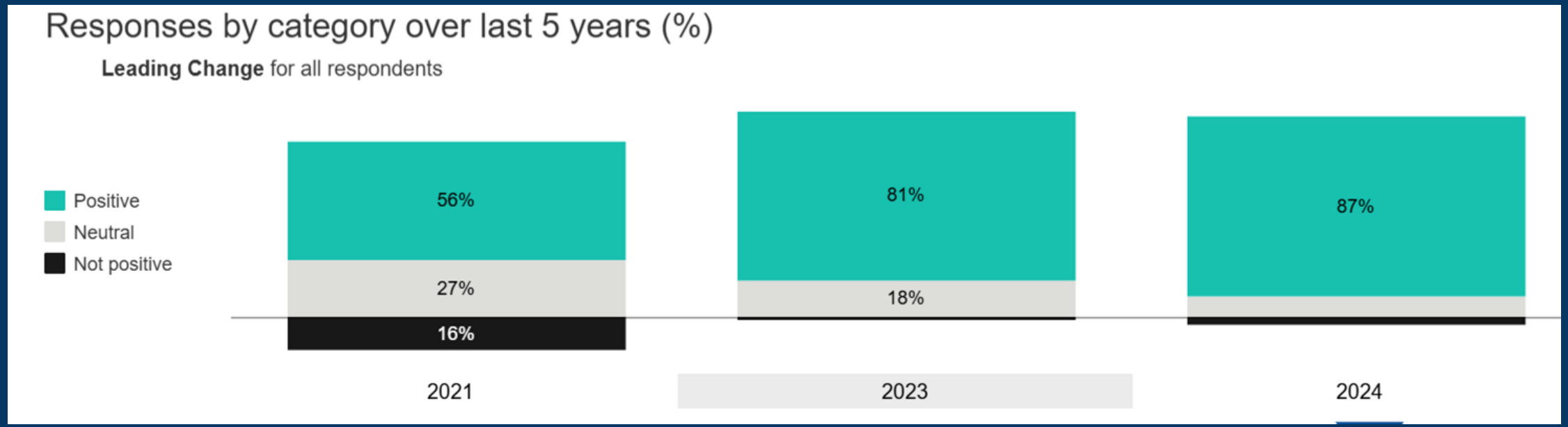
The right people & the right work

Learning for All

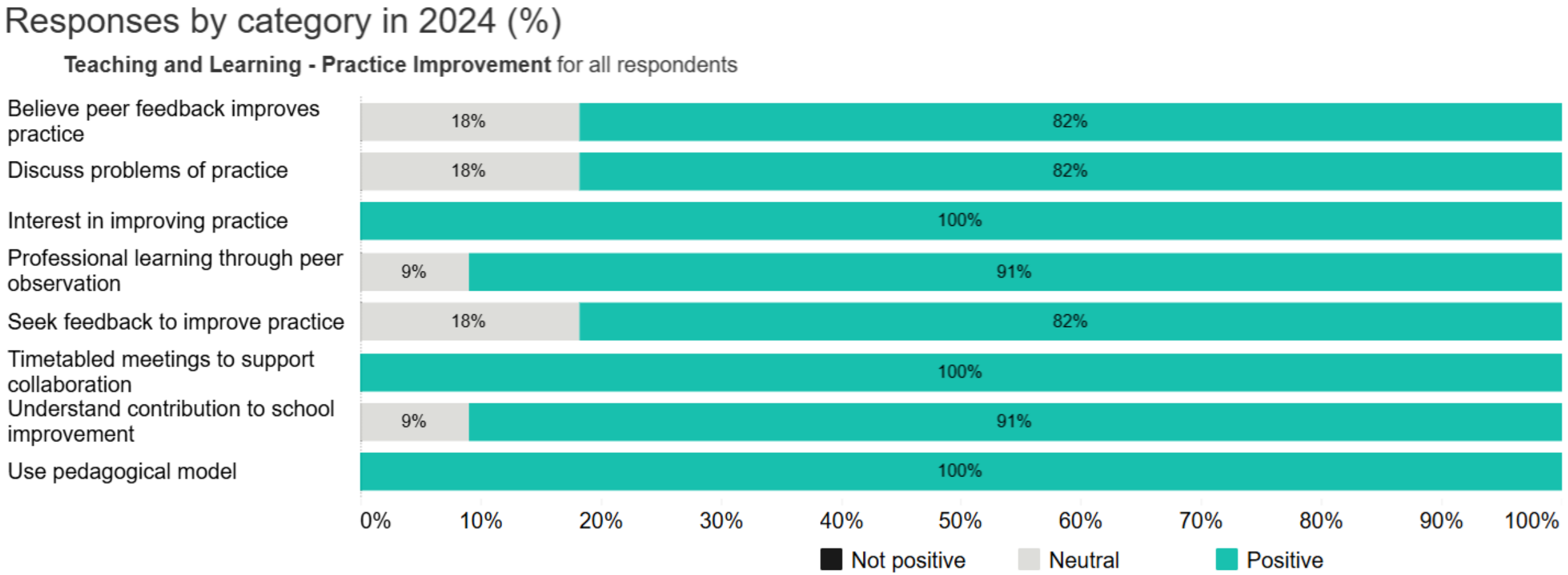
WE are all walking this journey together

Acknowledge that change takes time…
time to see results and embedding of practice & beliefs





SSS - School Leadership



SSS - Teaching & Learning:

PRACTICE IMPROVEMENT

Planning at RPS

RUTHERGLEN PRIMARY SCHOOL

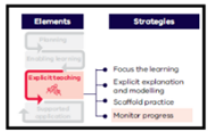
COLLABORATIVE PLANNING @ RPS

Rutherglen Primary school learns and plays on the country of the Bangerang people. We acknowledge them as the traditional owners of the land and recognise their connection to land, water, sky and culture, and as knowledge holders and teachers in our community. We pay our respects to their elders past, present and emerging.

Collaborative Planning Norms:

- Be on time and come prepared
- Be open to learning
- Assume positive intentions and take responsibility for impact
- Be active participants
- Students are at the centre of everything we do

EVERY lesson
EVERY week



FOCUS THE LEARNING

- Refer to the content descriptors & achievement standards **VC 2.0 - consider learning across year levels**
- Develop **LI & SC aligned to VC** - be clear, succinct, student-friendly LI- use verbs & SC- 'I can' actions.
- SC build across a sequence of learning
- Build on **prior knowledge** - what students know & need to know,

EXPLICIT EXPLANATION & MODELLING

- Break the sequence of learning into manageable steps toward LI
- Plan for the (I DO) (WE DO) (YOU DO)
- Plan & prepare - the teacher think aloud/modelling - what this will look like, worked examples,
- Discuss & plan for misconceptions
- Check for understanding - how, when, who

SCAFFOLD PRACTICE

- Consider scaffolds to support the (WE DO & I DO) - consider the needs of your learners & new learning
- Plan for modelling the use of the scaffolds
- Monitor the effectiveness of the scaffolds and how these can be adjusted and phased out or extended
- Do the scaffolds used support your monitoring and future extension of learning - rubrics, templates, anchor charts, sentence stems

MONITOR PROGRESS

- Clarify what students know and understand relative to the weekly and cycle Learning Outcomes within the sequence of lessons
- Identify learning gaps, misconceptions and opportunities for extension or further teaching
- Use evidence - (e.g.) anecdotal, student work samples, rubrics, post its, anchor charts, summative assessment
- Consider the above in relation to the (I DO) (WE DO) (YOU DO)
- Use evidence of learning to be responsive to our teaching and inform the development of the learning sequence - learning outcome & success criteria

YOU DO…

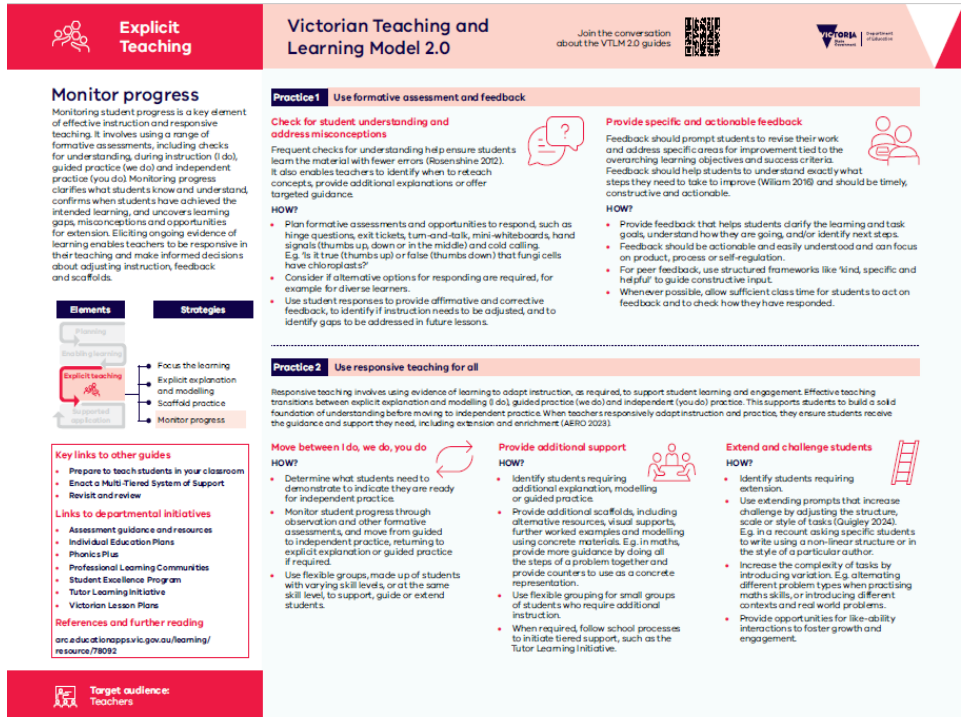
1. Watch the video of COLLABORATIVE PLANNING in action

2. Use the **Explicit Teaching Strategy** placemat

3. Highlight 2-3 things from within the planning that links to your placemat (2-3 mins)

4. Watch the video of EXPLICIT TEACHING of the planned lesson
   - ➔ Think about what you saw actioned and any links you noticed?

5. Turn and talk - with your table members about:
   - ➔ What you evidenced within the planning & explicit teaching session (5 mins)
   - ➔ What might be a take away for you from what you've seen or discussed?



Explicit Teaching

Victorian Teaching and Learning Model 2.0

Join the conversation about the VTLM 2.0 guides

Monitor progress

Monitoring student progress is a key element of effective instruction and responsive teaching. It involves using a range of formative assessments, including checks for understanding, during instruction (I do), guided practice (we do) and independent practice (you do). Monitoring progress clarifies what students know and understand, confirms when students have achieved the intended learning, and uncovers learning gaps, misconceptions and opportunities for extension. Eliciting ongoing evidence of learning enables teachers to be responsive in their teaching and make informed decisions about adjusting instruction, feedback and scaffolds.

Elements | **Strategies**

- Planning
- Enabling learning
- Explicit teaching
- Supported application
- Focus the learning
- Explicit explanation and modelling
- Scaffold practice
- Monitor progress

Key links to other guides

- Prepare to teach students in your classroom
- Enact a Multi-Tiered System of Support
- Revisit and review

Links to departmental initiatives

- Assessment guidance and resources
- Individual Education Plans
- Phonics Plus
- Professional Learning Communities
- Student Excellence Program
- Tutor Learning Initiative
- Victorian Lesson Plans

References and further reading

arc.educationapps.vic.gov.au/learning/resource/78092

Target audience: Teachers

Practice 1 Use formative assessment and feedback

Check for student understanding and address misconceptions

Frequent checks for understanding help ensure students learn the material with fewer errors (Rosenshine 2012). It also enables teachers to identify when to reteach concepts, provide additional explanations or offer targeted guidance.

HOW?

- Plan formative assessments and opportunities to respond, such as hinge questions, exit tickets, turn-and-talk, mini-whiteboards, hand signals (thumbs up, down or in the middle) and cold calling. E.g. 'Is it true (thumbs up) or false (thumbs down) that fungi cells have chloroplasts?'
- Consider if alternative options for responding are required, for example for diverse learners.
- Use student responses to provide affirmative and corrective feedback, to identify if instruction needs to be adjusted, and to identify gaps to be addressed in future lessons.

Provide specific and actionable feedback

Feedback should prompt students to revise their work and address specific areas for improvement tied to the overarching learning objectives and success criteria. Feedback should help students to understand exactly what steps they need to take to improve (William 2016) and should be timely, constructive and actionable.

HOW?

- Provide feedback that helps students clarify the learning and task goals, understand how they are going, and/or identify next steps.
- Feedback should be actionable and easily understood and can focus on product, process or self-regulation.
- For peer feedback, use structured frameworks like 'kind, specific and helpful' to guide constructive input.
- Whenever possible, allow sufficient class time for students to act on feedback and to check how they have responded.

Practice 2 Use responsive teaching for all

Responsive teaching involves using evidence of learning to adapt instruction, as required, to support student learning and engagement. Effective teaching transitions between explicit explanation and modelling (I do), guided practice (we do) and independent (you do) practice. This supports students to build a solid foundation of understanding before moving to independent practice. When teachers responsively adapt instruction and practice, they ensure students receive the guidance and support they need, including extension and enrichment (AERO 2023).

Move between I do, we do, you do

HOW?

- Determine what students need to demonstrate to indicate they are ready for independent practice.
- Monitor student progress through observation and other formative assessments, and move from guided to independent practice, returning to explicit explanation or guided practice if required.
- Use flexible groups, made up of students with varying skill levels, or at the same skill level, to support, guide or extend students.

Provide additional support

HOW?

- Identify students requiring additional explanation, modelling or guided practice.
- Provide additional scaffolds, including alternative resources, visual supports, further worked examples and modelling using concrete materials. E.g. in maths, provide more guidance by doing all the steps of a problem together and provide counters to use as a concrete representation.
- Use flexible grouping for small groups of students who require additional instruction.
- When required, follow school processes to initiate tiered support, such as the Tutor Learning Initiative.

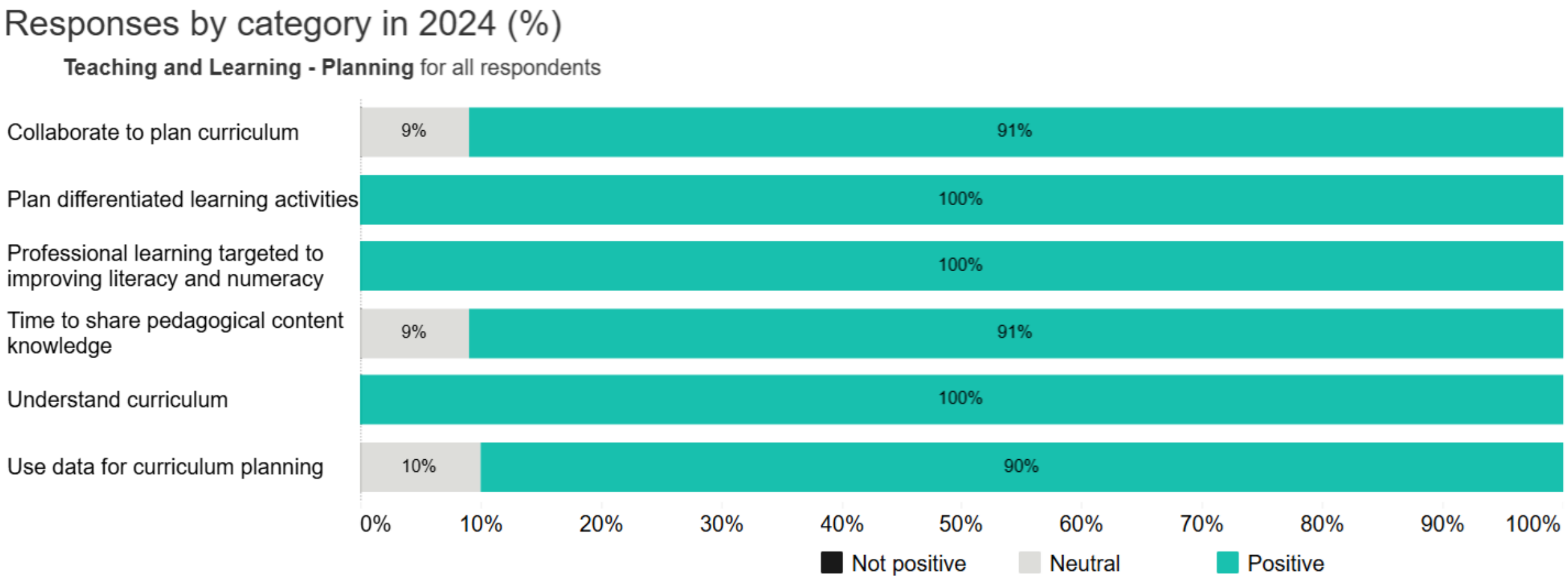
Extend and challenge students

HOW?

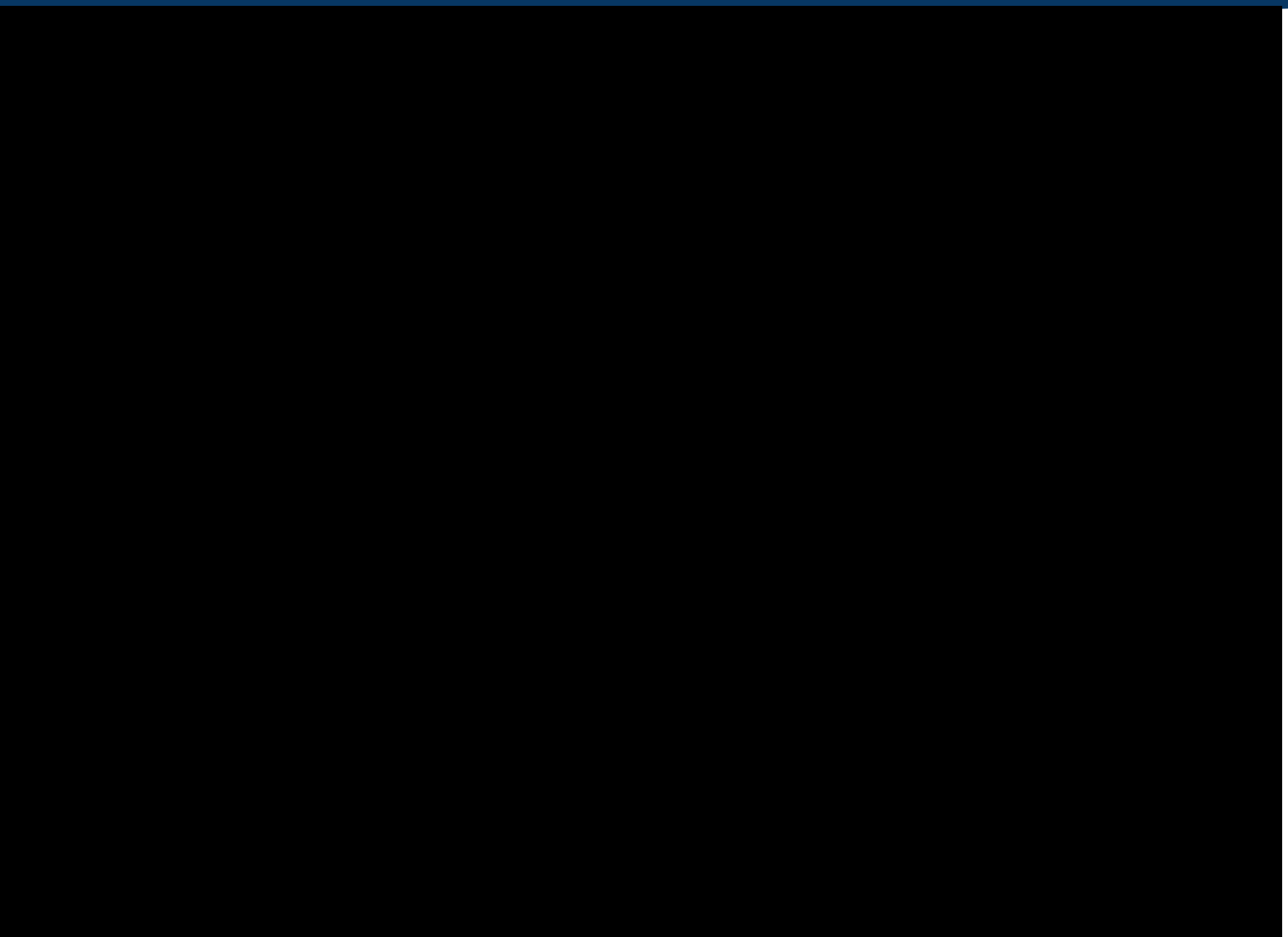
- Identify students requiring extension.
- Use extending prompts that increase challenge by adjusting the structure, scale or style of tasks (Quigley 2024). E.g. in a recount asking specific students to write using a non-linear structure or in the style of a particular author.
- Increase the complexity of tasks by introducing variation. E.g. alternating different problem types when practising maths skills, or introducing different contexts and real world problems.
- Provide opportunities for like-ability interactions to foster growth and engagement.

YOU DO - Collaborative Planning in Foundation

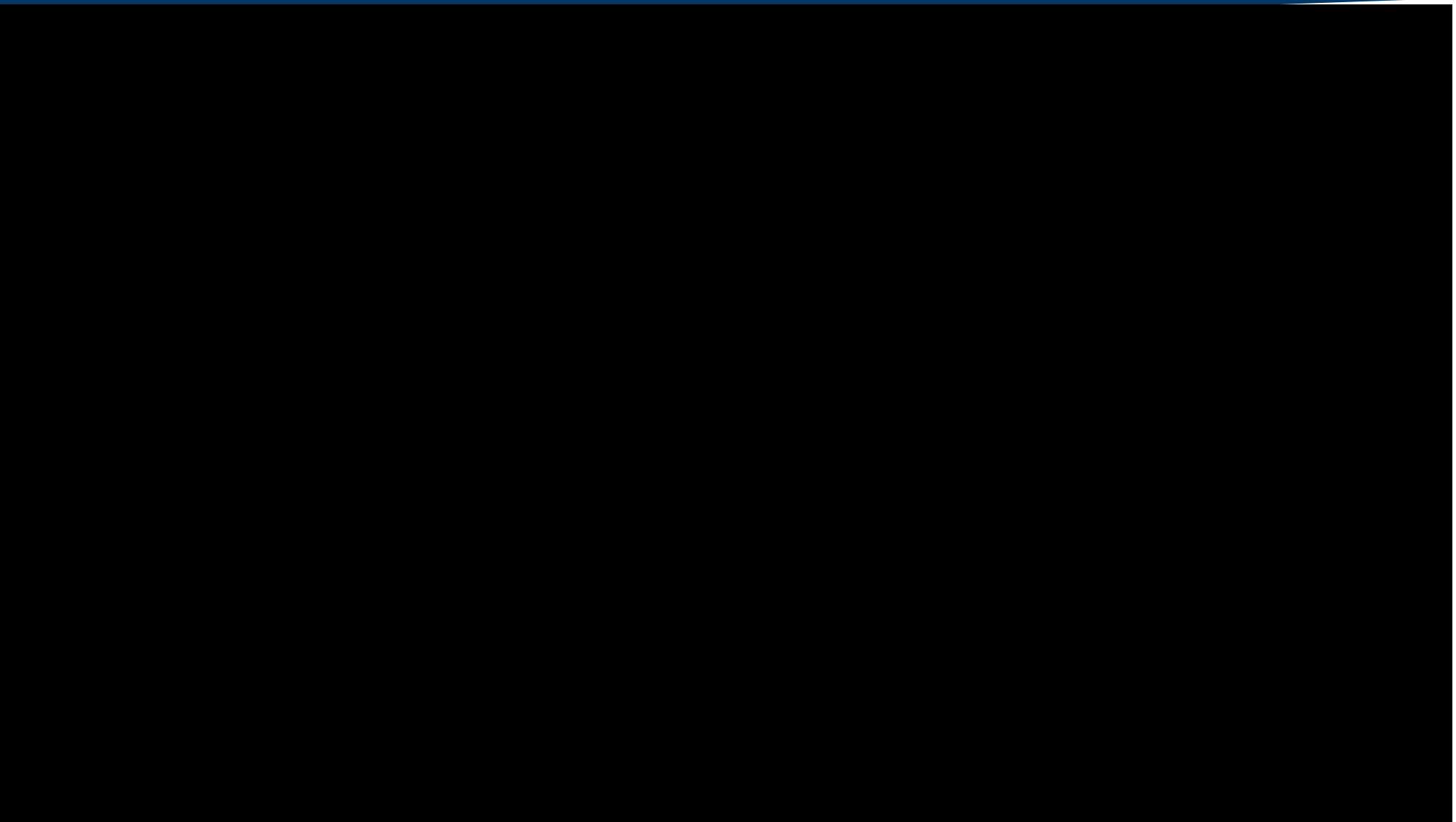
SSS - Teaching & Learning: PLANNING



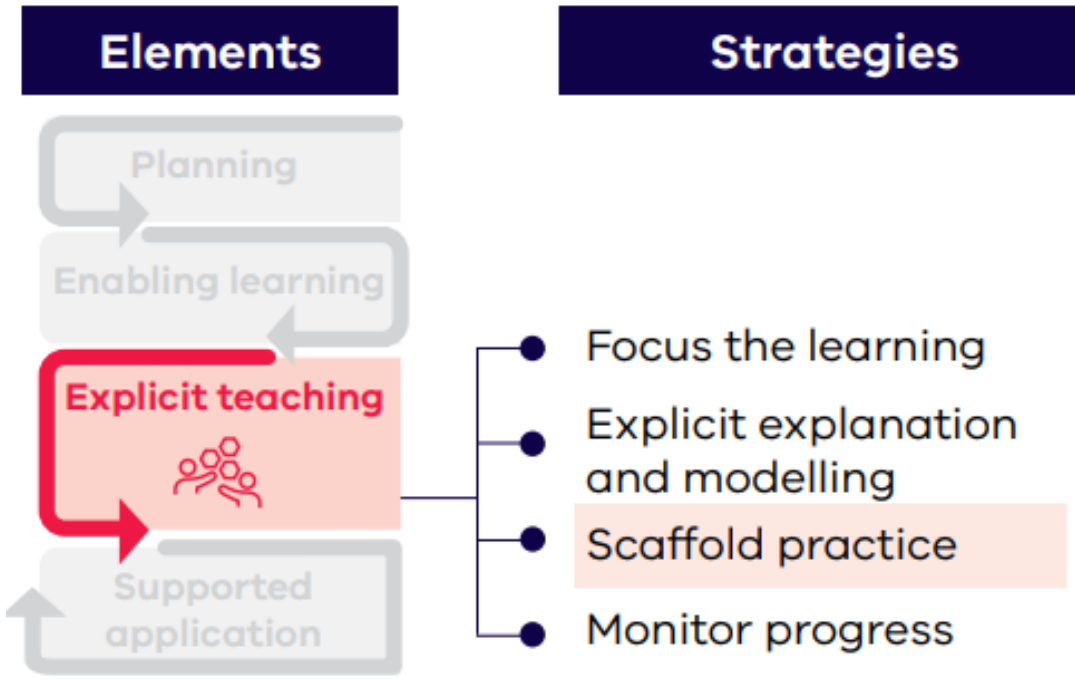
YOU DO - Explicit Teaching in Foundation



Explicit Teaching in Year 5-6



Scaffolding Practice



Practice 2	Use a range of scaffolds to help model and explain new learning

Scaffolding Practice

Warm-Up

Wired Earphones - Black

$2

Bluetooth On-Ear Headphones - Black

$22

Bluetooth Overear ANC ENC Headphones - Silver Look

$69

Bluetooth Oval Headphones - White

$9.50 WAS $40

How much would it cost to buy a class set?

Scaffolding Practice

Practice 2 **Use a range of scaffolds to help model and explain new learning**

Using scaffolds to model and explain new concepts helps to manage cognitive load and assists in making complex ideas accessible to students (Sweller et al. 2011).

The scaffold being used was building on student experiences from the previous lesson to create a similar task

We are learning to use **effective** and **efficient** strategies to solve problems involving **multiplication** and **division**.

Our class is helping place an order to buy new technology (like tablets, headphones, or robots) for our classroom. We can choose which tech items to buy - but we must spend as close as possible to $1000 without going over. Here are the items available to buy:

Item	Cost per item
Samsung Galaxy Tablet	$297
Sony On-Ear Headphones	$26
Sphero Mini Activity Kit	$179
Logitech M280 Wireless Mouse	$35
Blaupunkt Mini Projector	$79
Ender 3 V3 3D Printer	$279

The challenge:

- Choose any combination of these items to spend **as close as you can to $1000**, without going over.
- You can buy more than one of each item.
- Show how you calculated the total cost.
- Explain why you think your combination is a good one - is it the best use of the money? Why?

Enabler

Item	Cost per item
Headphones	$20
Mouse	$15
Tablet	$100

Challenge: Can you choose some items from this list to spend as close to **$200** as possible, without going over?

Extenders

Prompt 1: Apply discounts

- Tablets are 15% off, and headphones are 10% off. What are the new prices?
- How does this affect what you might choose to buy with your $1000?

Prompt 2: Best Value

- "Which items give you the best value for money? Can you create a plan that gives you the most **total items**, or the most **useful items**, for under $1000? Justify your reasoning."

Scaffolding Practice

Practice 1 **Identify, provide and fade supports**

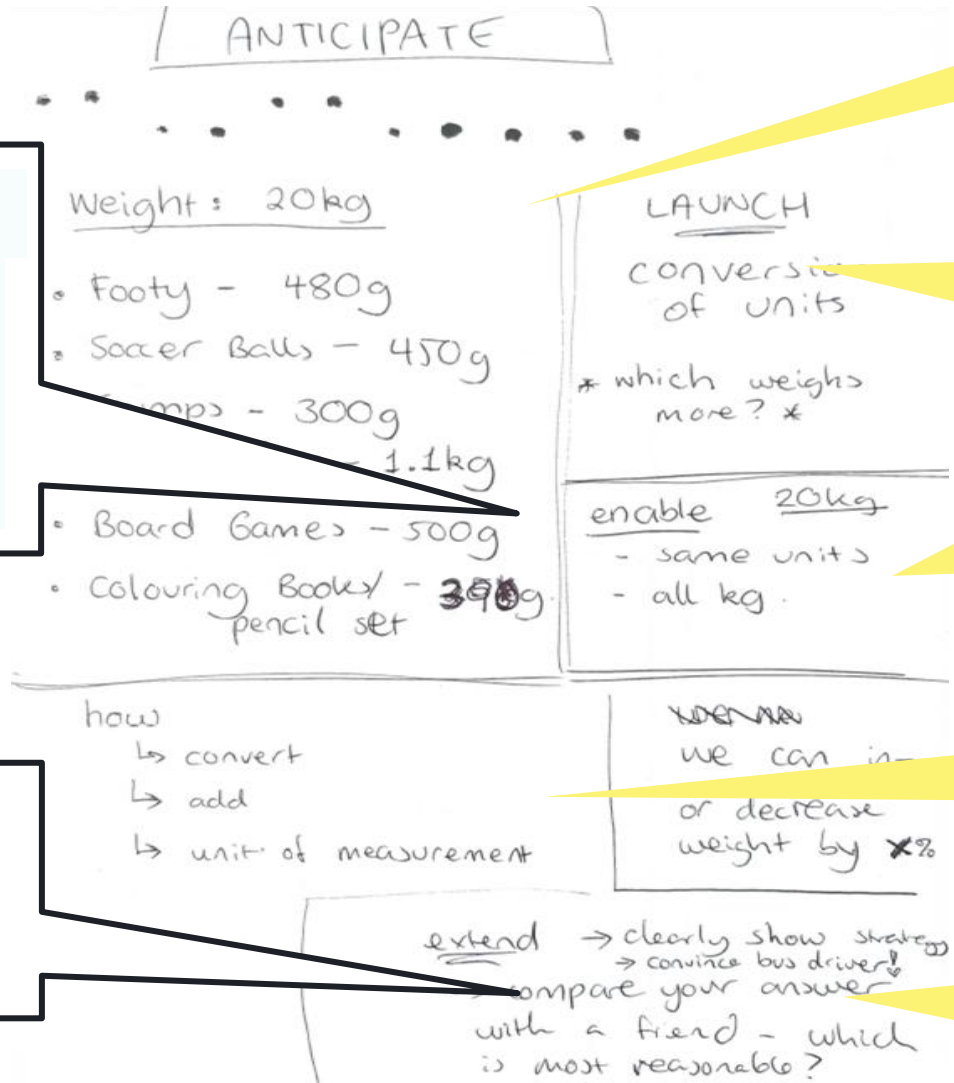
- Plan and develop scaffolds to model and explain new learning and to guide, monitor and extend practice.

Anticipate scaffolds to support learning

- In developing scaffolds consider common misconceptions or difficulties that the whole class or groups of students may encounter.
- Identify scaffolds required to make the learning accessible to all students, including those with learning difficulties. E.g. providing some students with a printed copy of the worked example on the board.

Use planned and responsive scaffolds

- Consider students' different levels of readiness and capacity for new learning, and if further adjustments to scaffolds or task difficulty is required.



- What context and numbers will enable students to apply their multiplication strategies successfully?
- How can we cater to a range of entry points?

- What can we put into a warm-up to reduce the cognitive load in the main problem?
- What concepts should we touch on before we start?
- What prior knowledge should we activate?

- Thinking about the students who may have difficulty accessing the main task - how can we enable them to apply their strategies?
- What materials or resources could be helpful?
- What are the blockers?

- What do we think students will do when they get the problem?
- What strategies will they apply?
- What misconceptions might they have?

- Who are the students who may need extending?
- What is their point of need?
- What prompts can we include to expand on the **proficiency** strands?

Scaffolding Practice

Practice 1 **Identify, provide and fade supports**

- Plan and develop scaffolds to model and explain new learning and to guide, monitor and extend practice.

Opportunity for formative assessment and to prompt enablers

Main task and enabling and extending prompts based on anticipate

‘Look fors’ - opportunity for assessment and explicit teaching

Practice 2 **Use a range of scaffolds to help model and explain new learning**

Using scaffolds to model and explain new concepts helps to manage cognitive load and assists in making complex ideas accessible to students (Sweller et al. 2011).

Use planned and responsive scaffolds

- Extend students who demonstrate early proficiency. E.g. when skip counting, direct students to begin from a non-zero starting point.

Practice 3 **Use a range of scaffolds to guide, monitor and extend student practice**

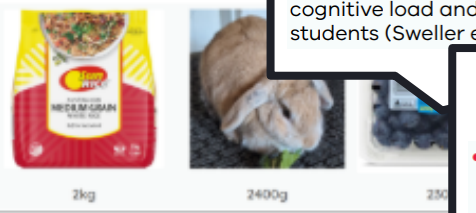
- guided notes

Practice 3 **Use a range of scaffolds to guide, monitor and extend student practice**

Reduce or remove scaffolds as students build proficiency

- Provide increased opportunities for independent practice, problem-solving and decision making. E.g. in English, extend students who show readiness by asking them to plan their essay without the aid of the provided planner.

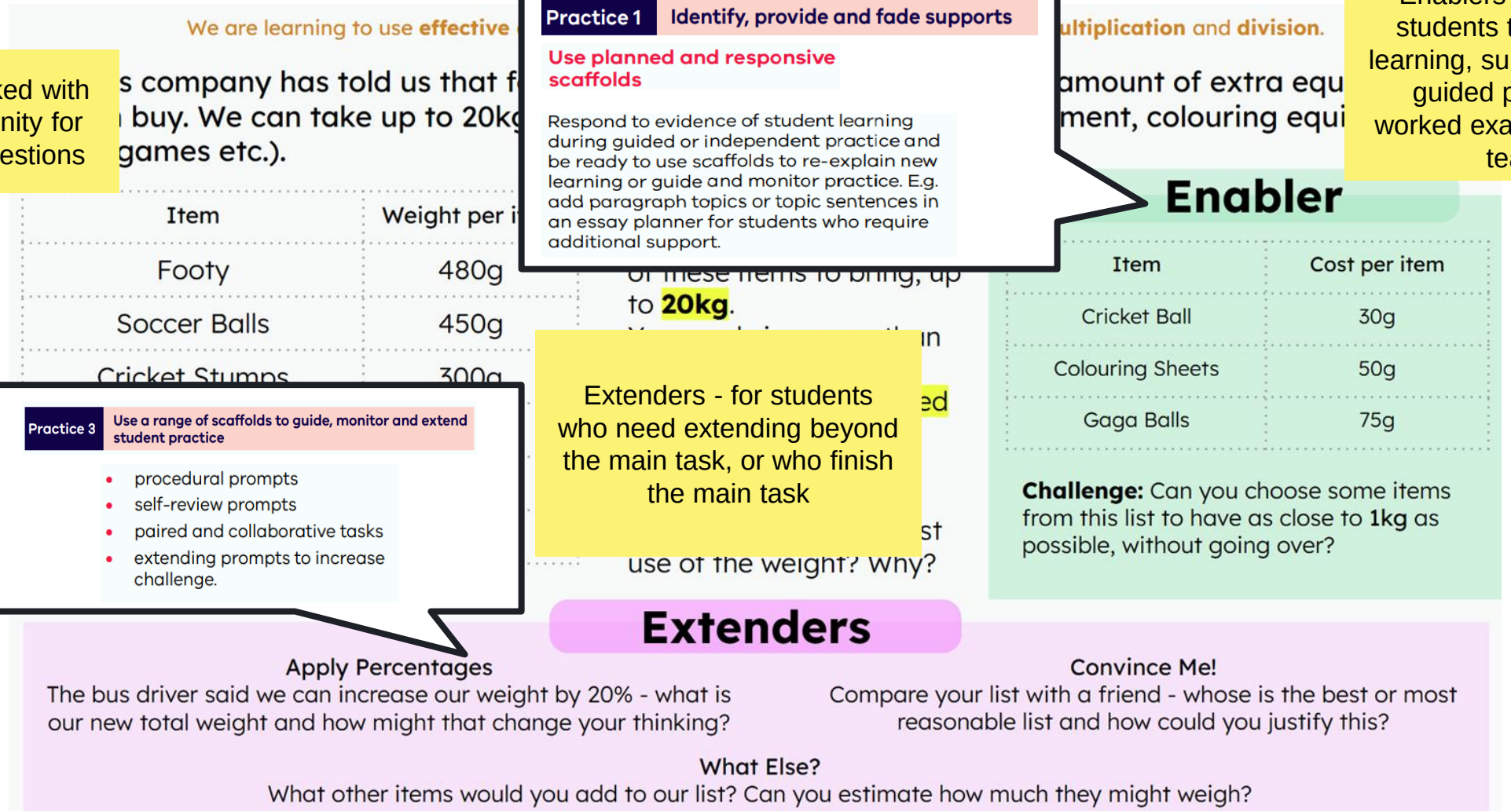
- procedural prompts
- self-review prompts
- paired and collaborative tasks
- extending prompts to increase challenge.

Warm-Up	Maths Talk - what can you tell me about this? Look fors: - Heaviest/Lightest - Units of measure - Converting between grams and kilograms		
Launch	Introducing problems: 1. Read the problem 2. Students to ask clarifying questions 3. “Sweaty Brian Time” - students have a go on their own in silence for 5 min - teacher to roam ar provide ng prompts if necessary		
	problem solving - students to select and apply strategies to solve problems involving re d contexts, licative situatio		
	Enablers		**Ex ers**
Explore	r weight limit (1kg, 20kg), change ers, no decimals, refer to charts, rials Cricket Ball Colouring Sheets Gaga Balls Cricket bats = Books = 2k Olives = 3k	Bus weight limit for camp - we can only take 20kg eight per item 480g 450g 300g 500g 390g	**App ercentages** The bus driver said w an increase our weight by 20% - what is our new l al weight and how might that ch ge your th **Convince M** Compare your list with a friend most reasonable list and how **What Else** What other items would you a estimate how much the gh weigh?
Summarise	Look fors: application of multiplication strategies, efficient ways of representing thinking and working out, reasoning and justification. Opportunity for explicit teaching - multiplication strategies, estimation and rounding.		

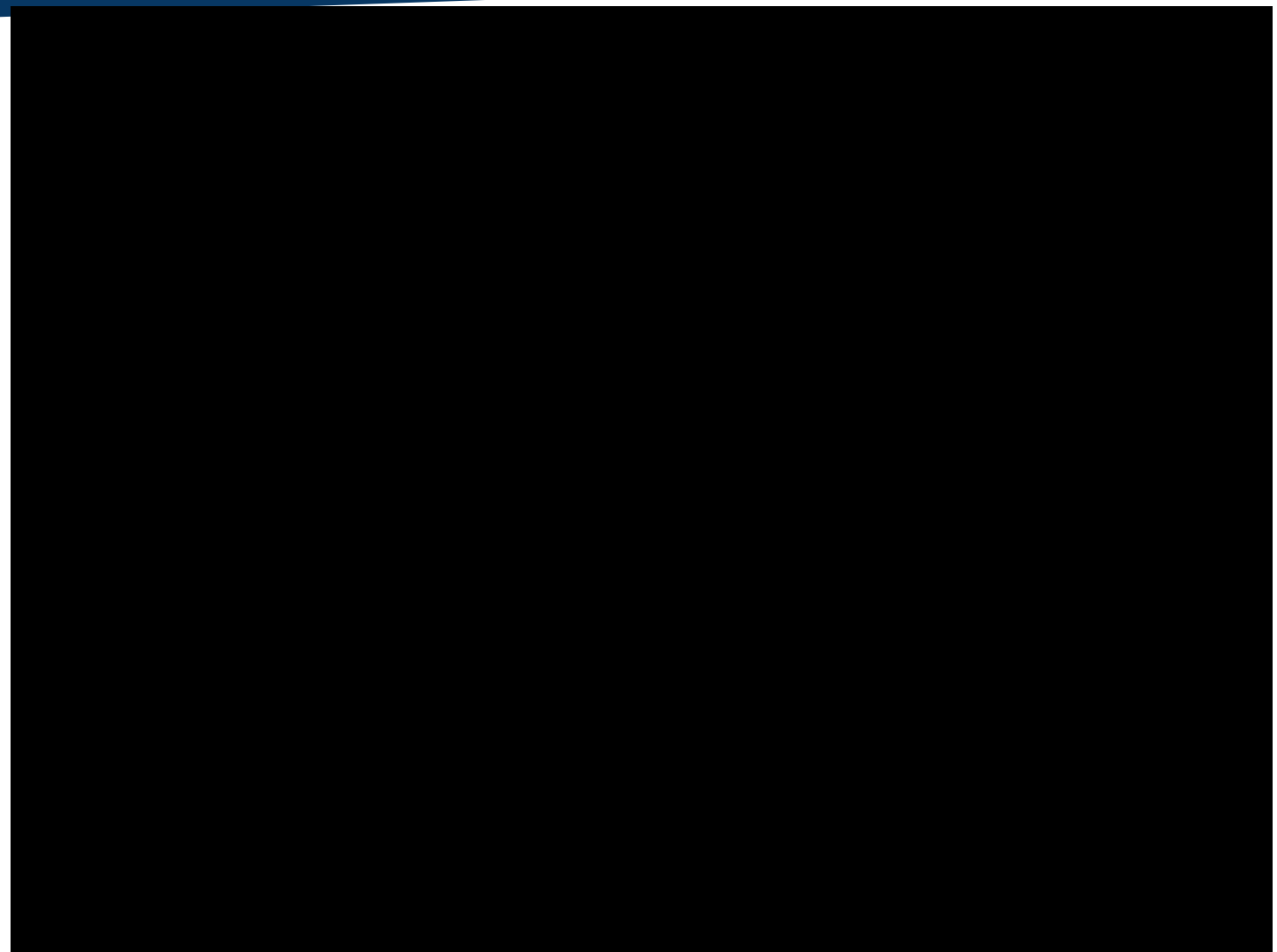
Scaffolding Practice

Main task - unpacked with students - opportunity for students to ask questions

Enablers - allowing all students to access the learning, supports in place, guided practice and worked examples with the teacher



Monitoring Progress - Year 3-4

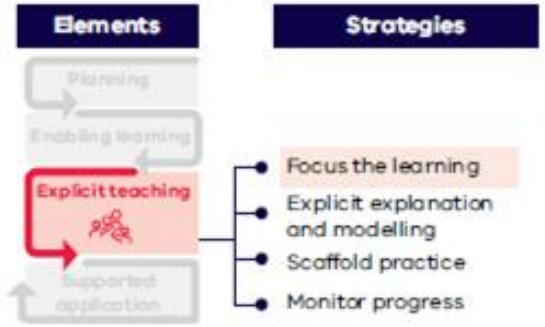


Focus the Learning

Explicit Teaching

Focus the learning

Learning objectives (LOs), also known as learning intentions, help to focus and guide student learning. LOs reflect the content descriptors and achievement standards in the Victorian Curriculum F–10 Version 2.0, and the knowledge and skills in the Victorian Pathways Certificate and VCE pathways. LOs help students understand what they are expected to learn, while success criteria (SC) break down what students need to demonstrate to achieve the LOs. When setting LOs and planning lessons, it is important to consider what prior knowledge students must have to be able to achieve the intended learning.



Practice 1 Use formative assessment and feedback

Check for student understanding and address misconceptions

The reflection revisited the SC for this lesson & was used to track progress toward the LI

Monitor Progress

Explicit Teaching

Monitor progress

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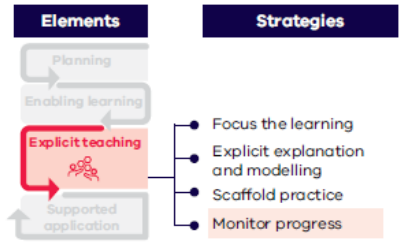
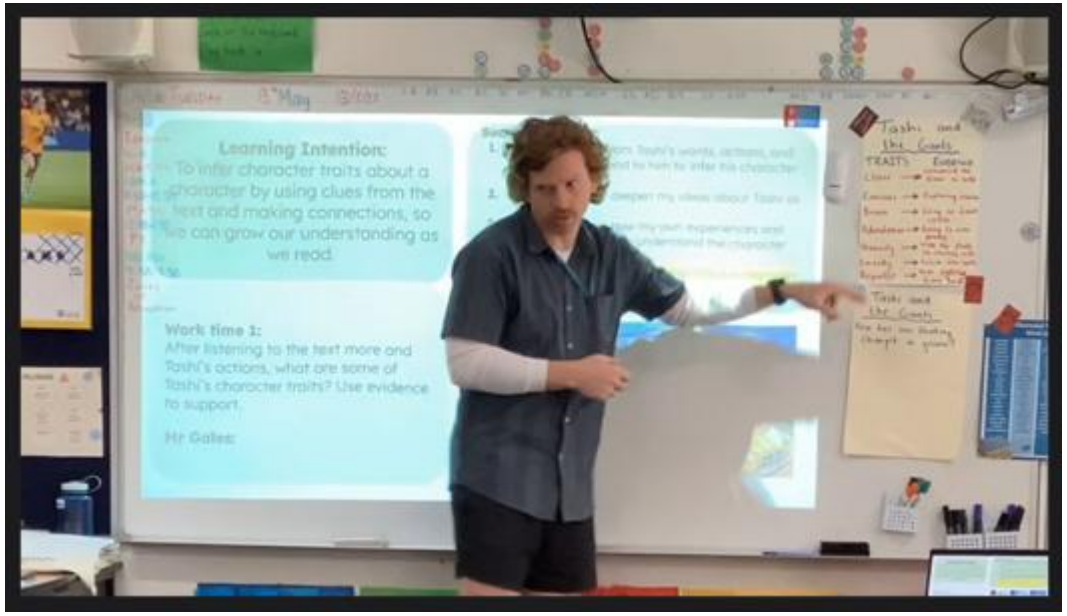


Practice 1 Use formative assessment and feedback

Provide specific and actionable feedback



Teacher provides feedback that helps clarify the learning

Monitor Progress

Practice 1 Use formative assessment and feedback

Check for student understanding and address misconceptions

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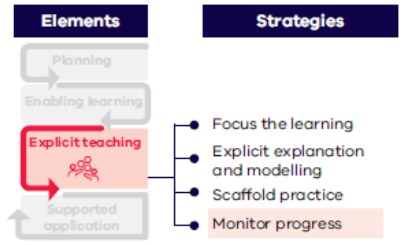

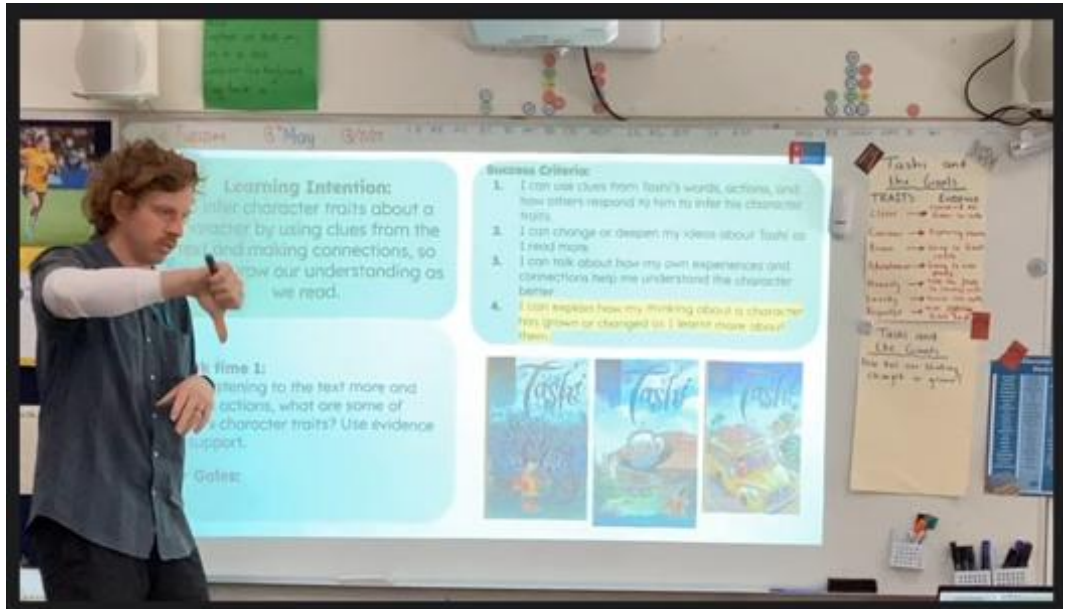

Teacher monitored students level of success against the SC

Students responded using hand signals connected to the Feedback Zones

Monitor Progress

Practice 2 Use responsive teaching for all

Provide additional support

Explicit Teaching

Monitor progress

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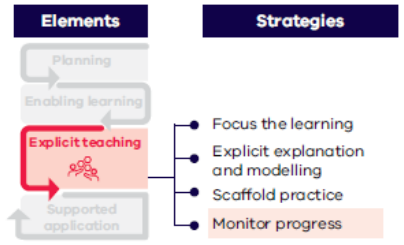

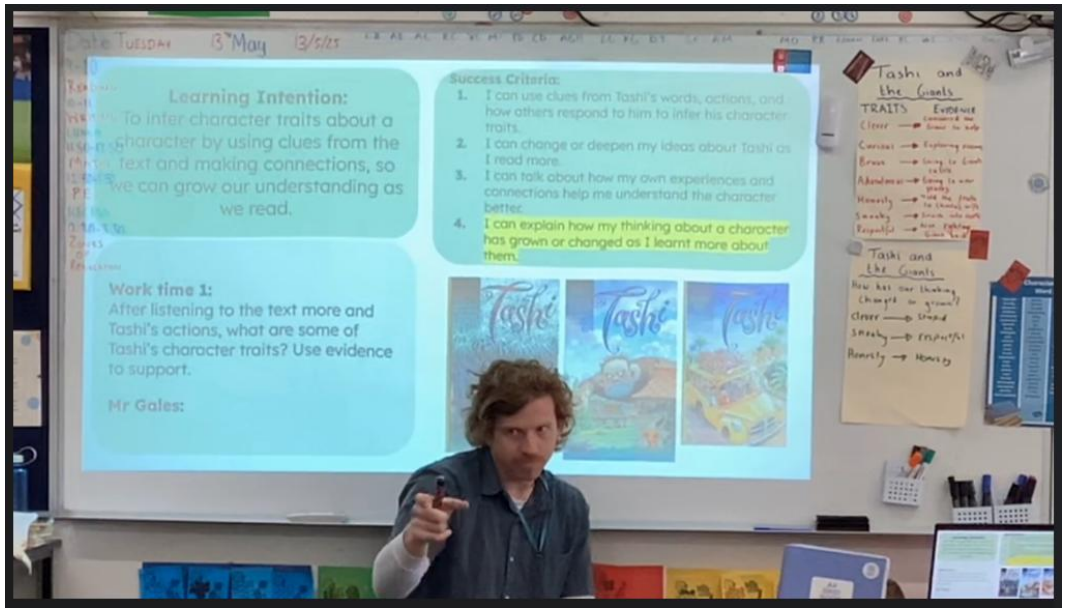

During independent practice (YOU DO) monitored student progress. Noted students' response confirmed her understanding, though an opportunity for explicit explanation and guided practice. Individual conference to progress the depth of the response by using further text evidence

Monitor Progress

Practice 1 Use formative assessment and feedback

Provide specific and actionable feedback

Explicit Teaching

Monitor progress

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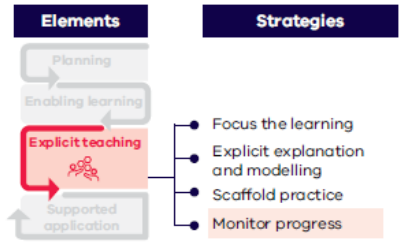
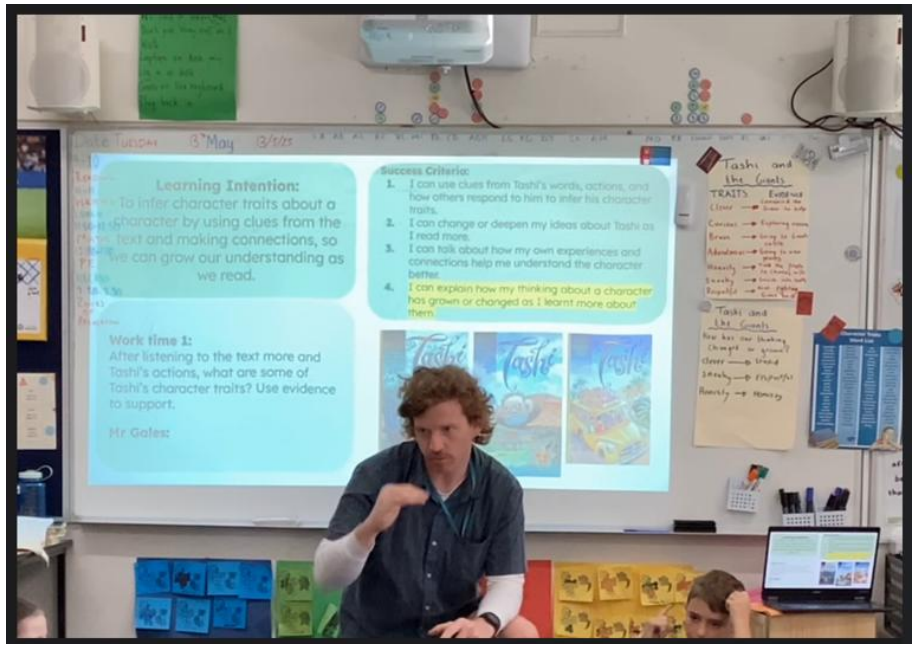




The reflection concluded with students being exposed to the idea that they would be continuing this focus, and would be supported to add greater depth to their responses

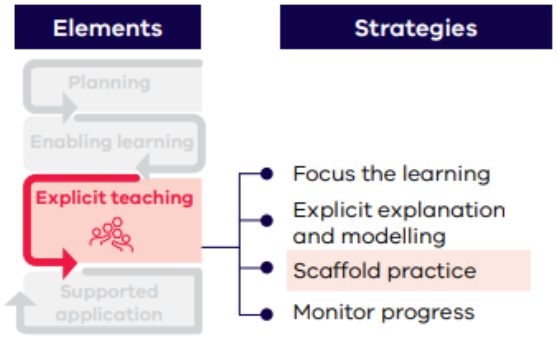
Scaffolding Practice Moving Forward

Explicit Teaching

Scaffold practice

Scaffolding involves providing temporary supports to help students approach novel tasks. These supports can take the form of direct guidance from the teacher, or tools and resources that aid the learning process.

Teachers will plan scaffolds to support classroom instruction (I do, we do) and will also be prepared to provide additional scaffolds in response to student needs during the lesson. When teachers assess that learners are capable of managing independently (you do), they can gradually withdraw scaffolds. Through scaffolding, teachers create pathways for students to engage meaningfully with the learning.

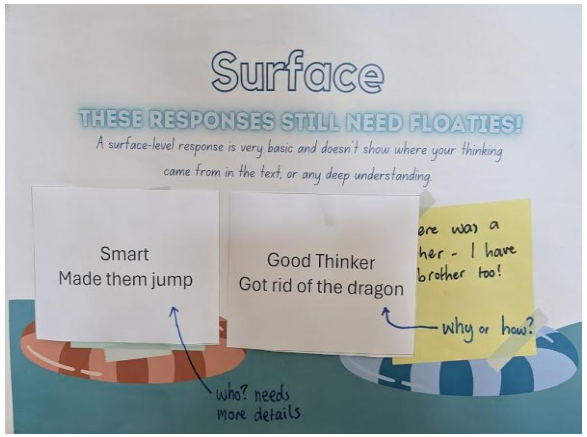


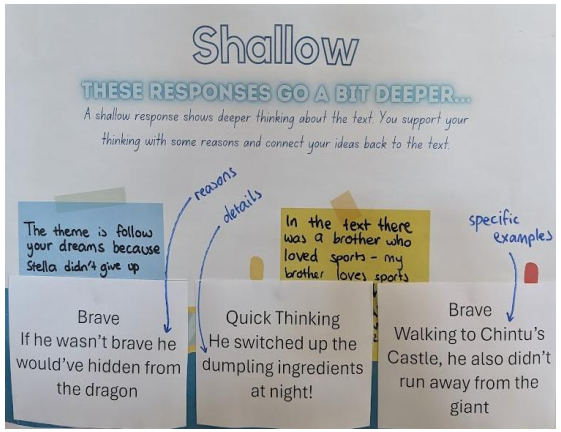
Practice 1 **Identify, provide and fade supports**

Anticipate scaffolds to support learning

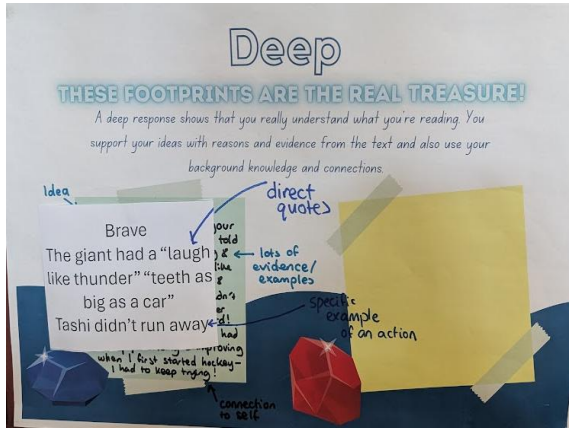
When teachers anticipate scaffolds, they consider the support students need to learn new concepts and skills, and to manage cognitive overload (Sweller et al. 2011). Tailoring scaffolds helps students to maintain a high level of success as they move towards independence (Rosenshine 2012; Archer and Hughes 2011).

Plan and develop scaffolds to model and explain new learning and to guide, monitor and extend practice.





Anchor charts were then used to scaffold student learning in the next lesson



Planning at RPS

RUTHERGLEN PRIMARY SCHOOL

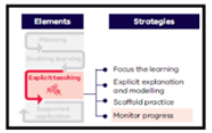
COLLABORATIVE PLANNING @ RPS

Rutherglen Primary school learns and plays on the country of the Bangerang people. We acknowledge them as the traditional owners of the land and recognise their connection to land, water, sky and culture, and as knowledge holders and teachers in our community. We pay our respects to their elders past, present and emerging.

Collaborative Planning Norms:

- Be on time and come prepared
- Be open to learning
- Assume positive intentions and take responsibility for impact
- Be active participants
- Students are at the centre of everything we do

EVERY lesson
EVERY week



FOCUS THE LEARNING

- Refer to the content descriptors & achievement standards **VC 2.0 - consider learning across year levels**
- Develop **LI & SC aligned to VC** - be clear, succinct, student-friendly LI- use verbs & SC- 'I can' actions.
- SC build across a sequence of learning
- Build on **prior knowledge** - what students know & need to know,

EXPLICIT EXPLANATION & MODELLING

- Break the sequence of learning into manageable steps toward LI
- Plan for the (I DO) (WE DO) (YOU DO)
- Plan & prepare - the teacher think aloud/modelling - what this will look like, worked examples,
- Discuss & plan for misconceptions
- Check for understanding - how, when, who

SCAFFOLD PRACTICE

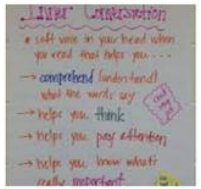
- Consider scaffolds to support the (WE DO & I DO) - consider the needs of your learners & new learning
- Plan for modelling the use of the scaffolds
- Monitor the effectiveness of the scaffolds and how these can be adjusted and phased out or extended
- Do the scaffolds used support your monitoring and future extension of learning - rubrics, templates, anchor charts, sentence stems

MONITOR PROGRESS

- Clarify what students know and understand relative to the weekly and cycle Learning Outcomes within the sequence of lessons
- Identify learning gaps, misconceptions and opportunities for extension or further teaching
- Use evidence - (e.g.) anecdotal, student work samples, rubrics, post its, anchor charts, summative assessment
- Consider the above in relation to the (I DO) (WE DO) (YOU DO)
- Use evidence of learning to be responsive to our teaching and inform the development of the learning sequence - learning outcome & success criteria

Consistent planning documents schoolwide

Foundation

Learning Intention	We are learning to use our inner conversation so that we can understand the text better	**Learning Intention**
Success Criteria	I can explain what my inner conversation is I can listen to my inner conversation I can choose my favourite part I can talk about why it's my favourite part	**Success Criteria**
Monday		PUBLIC HOLID
Lesson 1 Tuesday	**Mini Lesson:** Read LI and SC Discuss with students that this week we are going to be focusing on using our inner conversation. Today we are going to talk about what inner conversation is and how we use it. Explain that as we read we have a voice inside our head that speaks to us. This voice connects us with the story, this voice makes us laugh. It even asks questions and can make us feel (happy/upset). It makes us think, pay attention, When we are listening to our inner conversation it is almost like we are making a movie inside our head. Explain to students that it is important that we listen to our inner conversation as readers as it helps us gain more understanding and allows us to think deeply about the text. Explain that not everyone's inner conversation says the same thing. And it's important to recognise that we are allowed to have our own opinions and thinking. Show the front cover of 'The Meanies' What is our inner conversation saying about this book? (SC2) Use turn and talk. Remind students of Turn and Talk rules. Explain the importance of using **'because'** to justify your response.  	**Lessons 1-3**

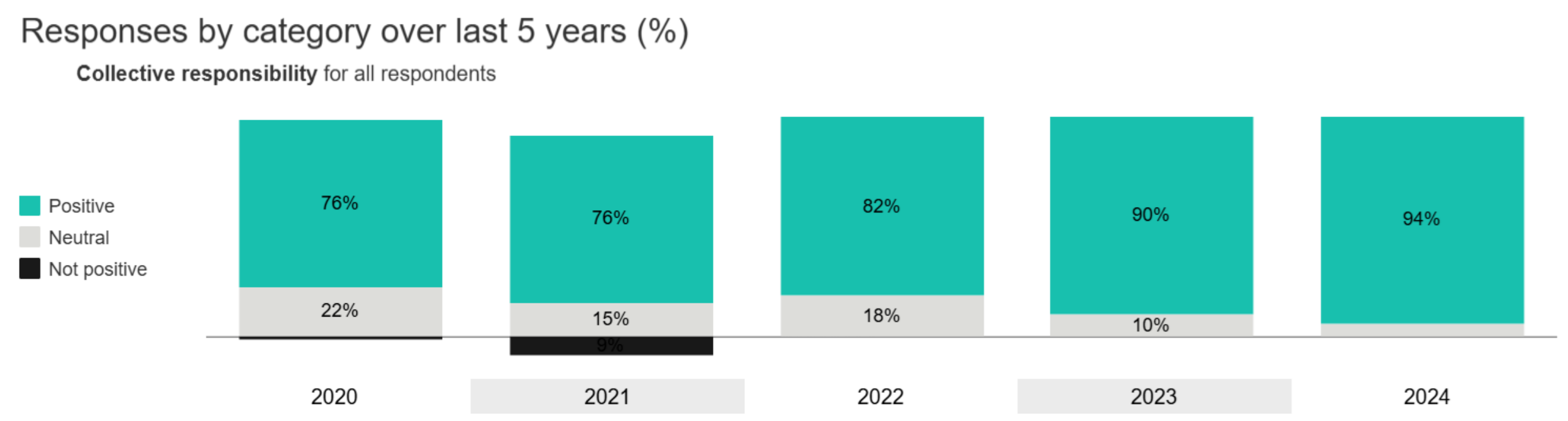
Year 3-4

Week 4

	READING		WRITING
Focus		**Focus**	
Learning Intention	We are learning to infer character traits about a character by using clues from the text and making connections, so we can grow our understanding as we read.	**Learning Intention**	We are learning to organise our ideas in a logical way.
Success Criteria	I can use clues from Tashi's words, actions, and how others respond to him to infer his character traits. I can change or deepen my ideas about Tashi as I read more. I can talk about how my own experiences and connections help me understand the character better. I can explain how my thinking about a character has grown or changed as I learnt more about them.	**Success Criteria**	I can logically sequence ideas in my poem. I can use verses to separate my ideas or events in my poem. 🎯 Choose a clear idea, topic or feeling to write about in my poem 🧠 Use interesting and powerful words to help the reader picture or feel something
Lesson 1	**Focus: Going Deeper with our Responses** **Mini Lesson:** Revisit the Surface > Shallow > Deep charts. Look at examples of student responses YOU DO - turn and talk - how would you classify these responses? What is it about the response that makes them that level? WE DO - add to the anchor chart and explain what was good about them Read more Tashi - try to create a deeper response than you usually do using the AC. **Work Time 1:** YOU DO - add your evidence to your Reader's Notebook to keep track - try to make them deeper. **Catch:** pick up on students who are noticing other character's words or reactions	**Lesson 1**	**Focus:Organisation to create a poem that flows logically.** **Mini Lesson:** Tuning in activity - working in pairs/groups to unjumble a 4 verse poem. Aiming to create a poem that has a suitable flow through the ideas. Share back their responses and explain reasoning. **Write, Write, Write:** Using their idea from prior learning, use a writer's notebook to map out ideas or events into an order that flows sequentially. Teacher note: Highlight any work mid lesson that has done this.
Lesson 2	**Focus: Going Deeper with our Responses** **Mini Lesson:** Revisit the Surface > Shallow > Deep charts. Reflect - how did you make your response deeper last time - what's your goal for this lesson to make a deeper response? Emphasis on making connections as well to understand the character AND looking at how other characters react/speak to/act towards Tashi to help us understand. **Work Time 1:** YOU DO - add your evidence to your Reader's Notebook to keep track - try to make them deeper. **Catch:** pick up on students who are noticing other character's words or reactions	**Lesson 2**	**Focus: Poetic devices.** **Mini Lesson:** Using the topic chosen (3/4G - 'My dog Darcy'). Brainstorm different types of poetic devices you want to use. Writing examples of those devices around the page. Explicitly model similes and metaphors. Write as many as you can think of ***(Highlight that you don't have to use them all)*** **Write, Write, Write:** Students will use their chosen topic and brainstorm different poetic devices they could possibly use in their poem. **Extender:** Early finishers to highlight poetic devices they want to use for each verse.
Lesson 3	**Focus: Inferring character traits from how others respond to Tashi** **Mini Lesson:** Reading Tashi > Giants > Ghost Shifting focus towards looking at how other characters act towards and respond to Tashi - making this very clear at the start and as we read. WE DO - unpacking the meaning of what characters say to Tashi or how it helps you understand the characters. **Work Time 1:** YOU DO - turn-and-talk about what you thought the characters words/actions showed to	**Lesson 3**	**Focus:** **Mini Lesson:** Model writing two verses of your poem (have it pre-written). Demonstrating how to put events and poetic devices altogether. Show how to use line breaks and verses to separate ideas too. **Write, Write, Write:** Students begin writing their draft poem.

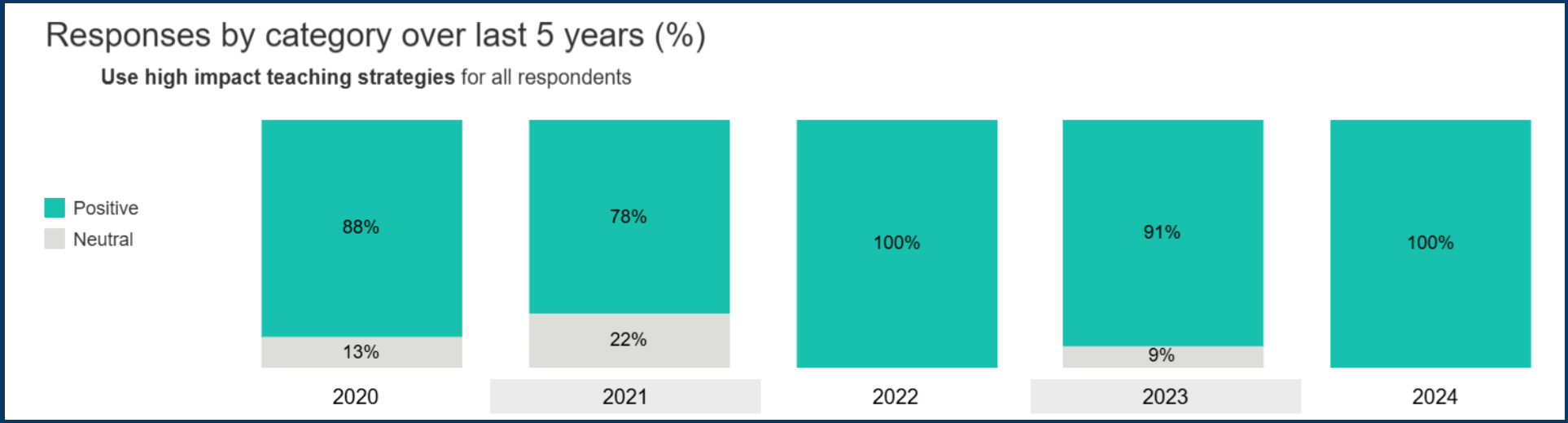
Some impacts from our work…

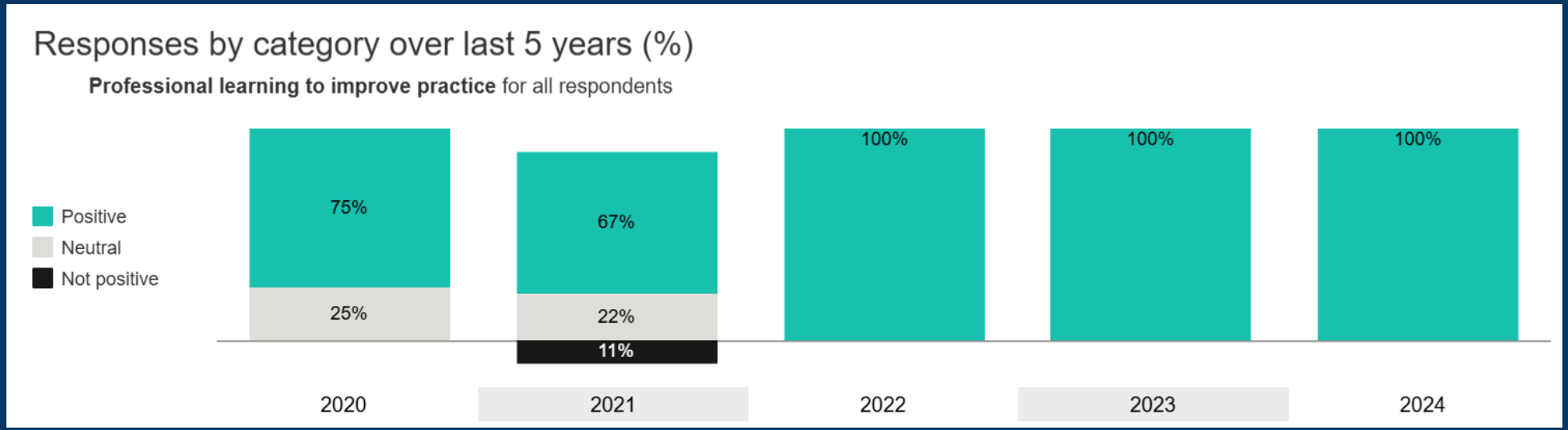
SSS - School Climate
Collective Responsibility



SSS - Teaching & Learning:

HIGH IMPACT TEACHING STRATEGIES





SSS - Teaching & Learning:

BUILDING PRACTICE EXCELLENCE

Leading the journey…

Strategic Planning - determining where the greatest impacts can be made

Consistently affirming ‘the work’ and targeting areas aligned to the work

Be prepared to question and challenge
Be curious about our hunches and investigate

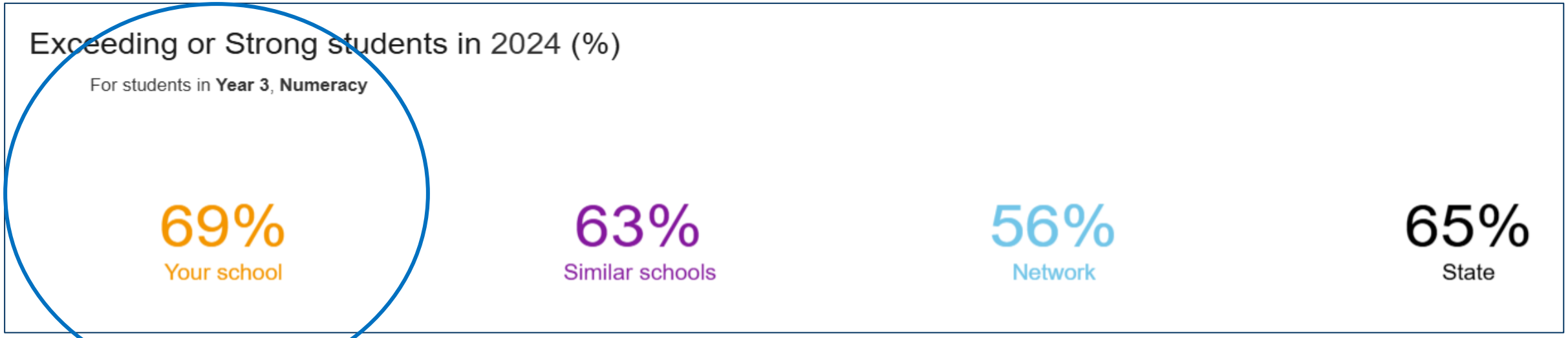
Listening & responding to staff needs and wants

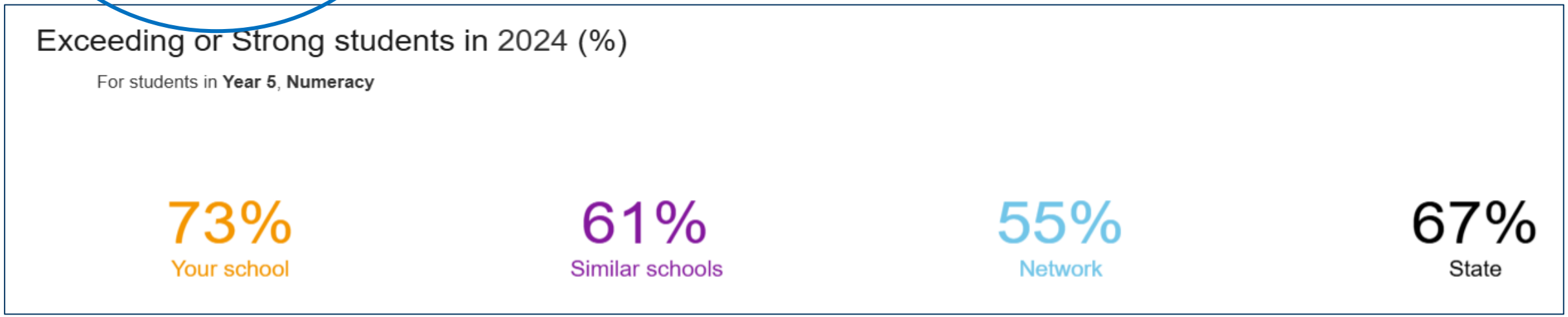
Replicating change models & keeping all balls in the air

Never letting the grass grow beneath our feet - not becoming complacent

NAPLAN 2024 - YEAR 3 & 5 NUMERACY

Some impacts from our work…





NAPLAN 2024 - YEAR 3 & 5 READING

Exceeding or Strong students in 2024 (%)

For students in **Year 3**, **Reading**

Your school	Similar schools	Network	State
77%	63%	58%	69%

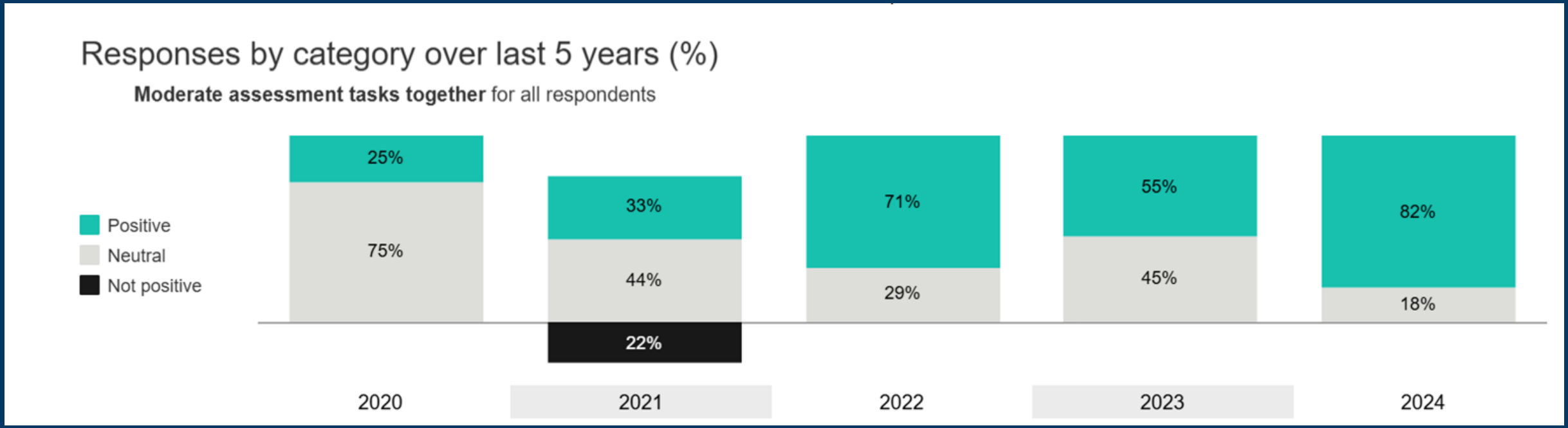
Exceeding or Strong students in 2024 (%)

For students in **Year 5**, **Reading**

Your school	Similar schools	Network	State
70%	69%	60%	73%

SSS - Teaching & Learning:

MODERATE ASSESSMENT TASKS



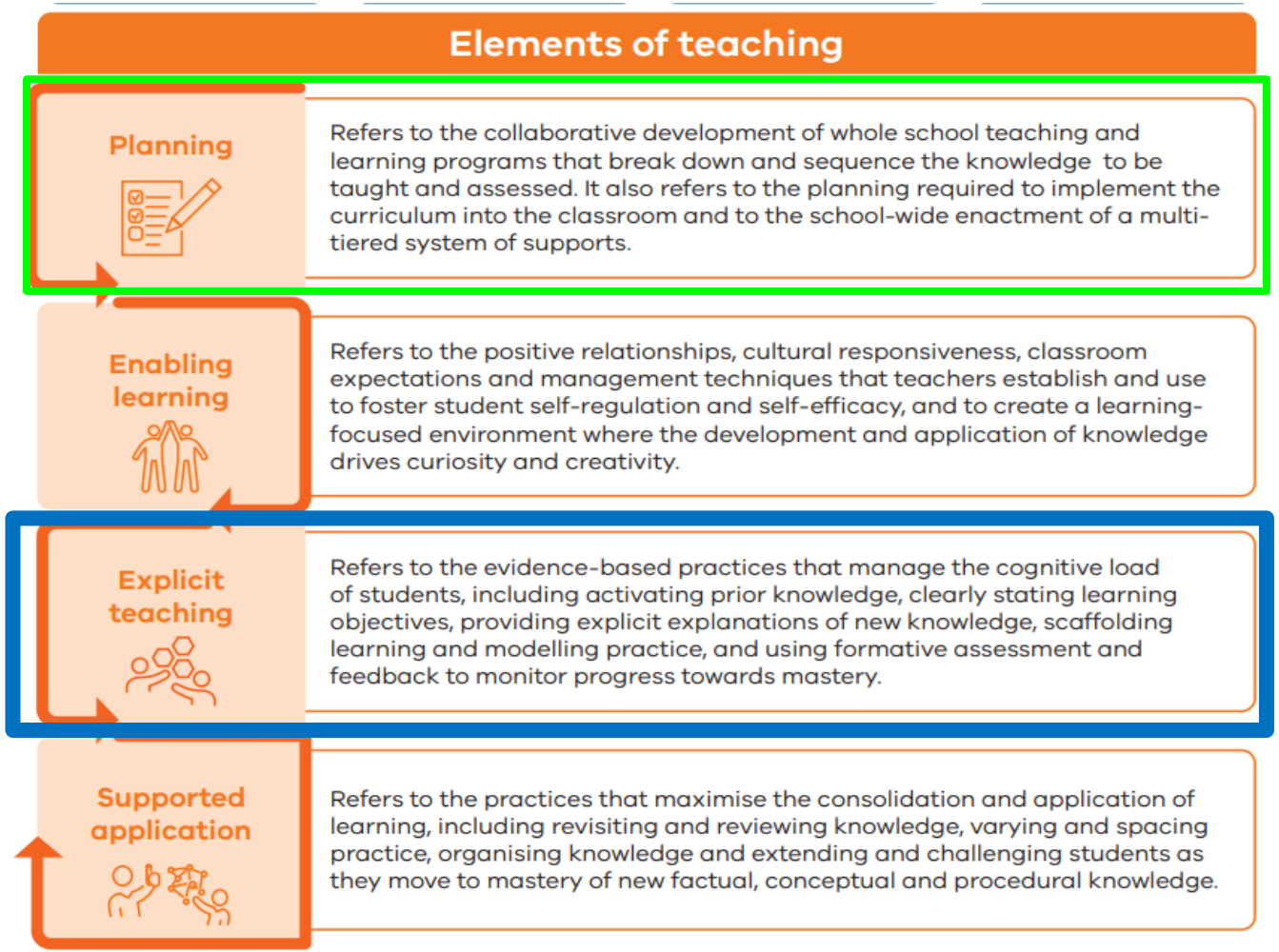
AtoSS Effective Teaching Time

Framework factor / Question	Overall % Positive (n=81)
Effective teaching time	**94%**
My teacher tells us what we are learning and why	98%
My teacher asks questions to check that we understand	91%
My teacher asks me questions that challenge my thinking	95%
My teacher explains difficult things clearly / My teacher helps me understand things	91%

PoS Effective Teaching

Effective teaching	**87%**	**6%**	**7%**
Teachers are enthusiastic and positive about teaching	92%	8%	0%
Teachers provide useful feedback and respond to the learning needs of my child	81%	8%	11%
My child can explore their own interests when it is related to their class work	91%	3%	6%
I understand how my child is assessed	83%	6%	11%

Learning Intention:



We hope you have left today with:

- A deeper understanding of the application of explicit teaching strategies within VTLM 2.0
- Awareness of how the teaching practices within each strategy can be applied.
- An understanding of how we enabled and remain focused on the Elements of teaching, specifically explicit teaching

Victorian Academy of Teaching and Leadership

Thank you

RUTHERGLEN PRIMARY SCHOOL