

VTLM 2.0 Elements of teaching reflection tool

This tool is intended to be used as a collective reflection tool, to identify strengths and development opportunities in aligning school wide approaches and teaching practices to the VTLM 2.0. Each element of teaching includes the strategies and practices from the VTLM 2.0 guides and brief overviews of each technique.

This tool is not intended as a lesson observation tool, an assessment tool or as a replacement for the VTLM 2.0 model or guides.

This tool focuses on Explicit teaching and Supported application elements only. Further elements of teaching may be included once those guides are published.

What you will need:

- ☐ time and a space for your team to meet
- ☐ one or more printed copies of the tool
- ☐ printed or online access to the [VTLM 2.0 guides](#)
- ☐ green, orange and red highlighters.

Conducting the activity

1. Use the reflection tool to discuss the current practice for each of the listed techniques in the school.
2. To avoid misinterpretations and to inform the discussion, refer to the information provided in the VTLM 2.0 guides.
3. Work through the table, using highlighters to colour in each square, identifying current progress against the VTLM 2.0:
 - Green** - Embedded (area of strength).
 - Orange** - Developing (area for continued improvement).
 - Red** - Emerging practice (area for capability building).

Considering the results

4. See the final page for questions to stimulate further reflections and discussion about the insights arising from the activity.













Explicit teaching

Elements	Strategies	Self-Rated Implementation Indicators ● Emerging ● Developing ● Embedded				
Explicit teaching	Focus the learning	Use learning objectives and success criteria		Activate prior knowledge and stimulate connections		
		State and explain learning objectives and success criteria <input type="checkbox"/> Teachers clearly state and explain the learning objectives (LO) and success criteria (SC) in student-friendly language.	Review achievement of learning objectives and success criteria <input type="checkbox"/> Teachers revisit the SC during the lesson to track progress. They review the LO and SC with students at the end of the lesson to confirm the intended learning has been achieved and identify any gaps in understanding that can be addressed in future lessons.	Activate prior knowledge and facilitate connections <input type="checkbox"/> Teachers activate students' prior knowledge before introducing new information, using retrieval activities. Teachers connect knowledge by identifying the links between the learning objectives, prior knowledge and real-world applications.	Use advance organisers <input type="checkbox"/> Teachers provide, unpack and progressively refer to advance organisers (See guide for detail) to provide a bridge between prior knowledge and what is about to be taught.	
	Explicit explanation and modelling	Fully explain what students need to learn		Demonstrate and model what students need to learn		
		Explain the material in small, concise steps <input type="checkbox"/> Teachers break down concepts and processes into manageable chunks and explain clearly step by step, before moving on to guided practice and problem solving.	Deliver interactive and engaging explanations <input type="checkbox"/> Teachers deliver explanations that are interactive and engaging by using frequent checks for understanding and predictable response routines.	Demonstrate and think aloud <input type="checkbox"/> Teachers use clear and concise 'think alouds' while modelling tasks to students. They use self-questioning and narrate their thought processes out loud.	Model with worked examples <input type="checkbox"/> Teachers use worked examples to demonstrate all the steps needed to solve a problem or complete a task. As students approach mastery teachers gradually reduce the use of worked examples.	Use examples and non-examples <input type="checkbox"/> Teachers use examples and non-examples to define abstract concepts and connect them to the real world. They use examples to highlight key features, and non-examples to denote the limits of concepts and to pre-empt misconceptions.
	Scaffold practice	Identify, provide and fade supports			Use a range of scaffolds to help model and explain new learning	Use a range of scaffolds to guide, monitor and extend student practice
		Anticipate scaffolds to support learning <input type="checkbox"/> Teachers consider common misconceptions, difficulties and the specific needs of their class/es to anticipate and plan scaffolds that guide, monitor and extend practice and make the learning accessible to all students.	Use planned and responsive scaffolds <input type="checkbox"/> Teachers implement planned and point-of-need scaffolds for anticipated student support needs and in response to misconceptions or gaps they identify during each phase of the lesson.	Reduce or remove scaffolds as students build proficiency <input type="checkbox"/> Teachers monitor students' increasing proficiency and gradually reduce or remove scaffolds.	<input type="checkbox"/> Teachers use scaffolds to explain and model new learning, such as worked examples, exemplars, example-problem pairs and writing scaffolds.	<input type="checkbox"/> Teachers use scaffolds to guide and monitor student practice, such as questions and dialogue, discussion frames, guided notes, templates, process worksheets, procedural prompts, and self-review.
	Monitor progress	Use formative assessment and feedback		Use responsive teaching for all		
		Check for student understanding and address misconceptions <input type="checkbox"/> Teachers use frequent checks for understanding (e.g. hinge questions, exit tickets, turn-and-talk, mini-whiteboards and cold calling) to monitor student understanding and progress, and responsively adjust instruction to meet student needs.	Provide specific and actionable feedback <input type="checkbox"/> Teachers provide feedback that helps students clarify the learning and task goals, understand how they are going, and/or identify next steps. Feedback is timely, actionable and specific.	Move between I do, we do, you do <input type="checkbox"/> Teachers monitor student progress and responsively move students between guided and independent practice. Teachers use flexible groups to provide targeted guidance or extension.	Provide additional support <input type="checkbox"/> Teachers use evidence of learning to identify students requiring additional support. Students are supported through additional explanation, modelling or guided practice including additional scaffolds and the use of flexible groups.	Extend and challenge students <input type="checkbox"/> Teachers use evidence of learning to identify students who are ready for extension (e.g. by adjusting the difficulty, sequence, and/or complexity of tasks) and provide opportunities for interactions between like-ability students.

Supported application

Elements	Strategies	Self-Rated Implementation Indicators		● Emerging ● Developing ● Embedded			
Supported application	Vary practice	Use a variety of tasks and question types		Space and alternate practice			
		Use tasks to apply knowledge in varied ways □ Teachers provide students with a range of tasks that enable them to apply previously taught knowledge in varied ways (e.g. varying context, response mode and materials)	Use questions for engagement, explanation and elaboration □ Teachers use a range question types to vary the way students engage with learning, moving from eliciting recall to demonstrating understanding, connecting knowledge and synthesising topics and ideas (e.g. using elaborative interrogation and probing of assumptions).	Space practice □ Teachers space practice to strengthen long term retention of knowledge. They use practice intervals to introduce desirable difficulty in retrieving knowledge from long term memory.	Alternate practice of related content □ Once students have basic proficiency, teachers alternate (interleave) practice of related but somewhat different skills, concepts or content, stimulating students to recall relevant knowledge and discern the correct rule or strategy to apply.		
	Revisit and review	Identify review purpose and requirements	Consolidate knowledge through retrieval		Model and teach the features of effective retrieval practice		
		Identify what to revisit, why and how □ Teachers develop review schedules that identify the content to be consolidated and that space out retrieval practice, ensuring recent and older material are reviewed before skills and knowledge are forgotten.	Establish retrieval routines □ Teachers establish retrieval routines, reviewing knowledge at increasing intervals (daily, weekly, and monthly) to consolidate previously taught knowledge.	Promote high response and thinking rates □ Teachers revisit content using a range of techniques that promote all students to think and participate (e.g. quizzes, cold-calling, mini whiteboards and Do Nows).	Teach revision strategies and techniques □ Teachers explicitly teach and model effective, age-appropriate revision strategies such as self-quizzing, summarising and elaborative interrogation.		
	Apply learning and build mastery	Enable knowledge application and mastery		Guide and support students as they apply their learning with greater independence			
		Use tasks to promote deep learning □ Teachers set tasks that prompt students to integrate prior knowledge with new material to generate new ideas and understanding (e.g. synthesising, summarising, mapping, imagining, drawing, self-testing, self-explaining, peer teaching and enacting).	Use open ended tasks and real world problems □ Teachers design open-ended tasks that require students to use and connect explicitly taught knowledge to solve problems and generate new learning.	Model problem solving □ Teachers model problem-solving strategies by guiding students step by step through the solution process. Problem solving draws on students' domain-specific knowledge.	Support guided structured inquiry □ Teachers provide scaffolds and structured frameworks for guided inquiry to support effective independent application of learning. They ensure that students have sufficient prior knowledge and practise before engaging in inquiry tasks.	Use group work □ Teachers explicitly teach group work protocols. Teachers scaffold student collaboration on complex tasks and ensure participation and thinking is equally shared across the group.	Teach metacognitive strategies □ Teachers build students' metacognitive knowledge, introducing strategies that assist them to set goals, monitor, evaluate and improve their learning.

Reflections

Planning	Enabling Learning	Explicit Teaching	Supported Application
Total number of items:  Emerging ____  Developing ____  Embedding ____	Total number of items:  Emerging ____  Developing ____  Embedding ____	Total number of items:  Emerging ____  Developing ____  Embedding ____	Total number of items:  Emerging ____  Developing ____  Embedding ____

Considerations

After completing the tool and tallying the results, as a team discuss:

- Were there any surprises?
- What would we like to learn more about?
- What are our areas of strength?
- How can we build on our current strengths?
- What areas stand out as needing attention?
- Considering our school's priorities, student needs and teachers' current capabilities, what are our priorities for building knowledge and practice?
- How can we confirm that these are the right priorities for further work and attention? What available evidence and data could we draw on?
- How could we use the VTLM 2.0 guides to support practice development in our chosen areas?
- Do we need to seek further learning or support?