

Excellence in Teaching and Learning – Victorian Teaching and Learning Model Implementation

OVERVIEW

Victoria’s Education State agenda includes the delivery of a suite of system improvement initiatives supporting school-wide development. A key priority of the Department is building teacher capability and supporting schools and teachers with easily accessible guidance and resources to create lasting and impactful change at the classroom level.

To support schools in the development and consistent use of evidence-based practice, the Department has developed a new Victorian Teaching and Learning Model (VTLM) that is embedded in the Framework for Improving Student Outcomes (FISO). The model is the result of close collaboration between the Department and numerous teachers and school leaders across Victoria. The model provides a consistent, improvement-focused approach to teaching and learning across the system. It builds a shared language of practice, supports teachers to develop their professional practice and provides overarching guidance on all aspects of teaching and learning.

The VTLM will drive excellence and consistency in teaching and learning across the state while fostering differentiation in professional practice based on student need. The VTLM consists of:

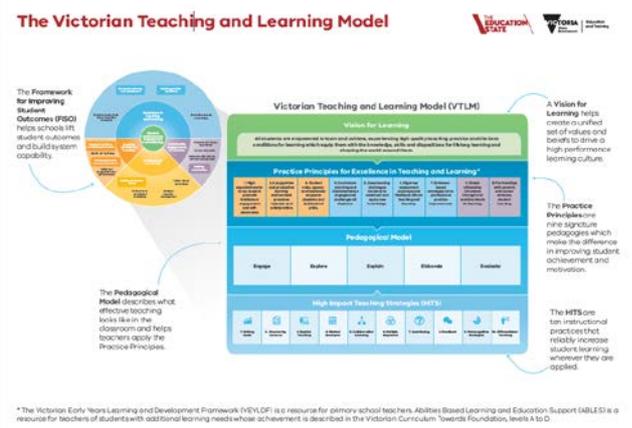
- A Vision for Learning
- Practice Principles for Excellence in Teaching and Learning (Practice Principles) High Impact Teaching Strategies (HITS)
- Pedagogical Model

KEY LINKS

The tools and resources that make up the VTLM can be accessed via the Department’s website at: [VTLM](https://www.education.vic.gov.au/vtvm)

Theory of Change – Victorian Teaching and Learning Model

If schools implement the Victorian Teaching and Learning Model as a whole-school approach
then the precision, quality and consistency of teaching practices across the school will improve
so that students can achieve better learning outcomes.



FREQUENTLY ASKED QUESTIONS

How does the VTLM align with FISO?

The VTLM brings FISO into the classroom, creating a line of sight between the whole-school improvement approach and classroom practice. It assists principals, school leaders, teachers, students and parents/carers to work together in strong, effective learning communities that create and sustain better outcomes for students. The VTLM allows teachers and school leaders to focus on high impact improvement initiatives and to drive those initiatives through evidence-based decisions about their teaching and student learning.

What are the components of the VTM?

A Vision for Learning to create a strong moral purpose to drive a high performance learning culture, in which all students are empowered to learn and achieve.

The Practice Principles to describe all aspects of effective teaching, to deepen professional knowledge and skills, and to ensure teaching practice meets individual students' needs.

HITS guide teachers to build skills across the ten strategies that have been shown to have the most impact on student learning outcomes. Teachers can make evidence-based decisions when selecting appropriate strategies and monitoring their impact.

The Pedagogical Model brings together Practice Principles and HITS in one coherent cycle across five domains. It guides teachers to co-create engaging and meaningful learning experiences with students, evaluate students' learning progress and track their teaching proficiency against Continua of practice.

The Pedagogical Model is not a recipe for teacher practice but rather a framework to guide reflection and improvement of classroom practice. The five domains of the Pedagogical Model (Engage, Explore, Explain, Elaborate and Evaluate), can be used as a common lens for understanding and improving teaching and learning in different contexts. The Pedagogical Model gives teachers a shared language and framework to facilitate planned and purposeful collaboration.

Who can use the VTLM?

The VTLM is an endorsed model that schools may choose to implement, as a whole or in part, in line with their school improvement priorities.

Schools that have successfully implemented an alternative teaching and learning model may explore the VTLM to determine if their practices align with the current evidence base. The Practice Principles, the Pedagogical Model and the HITS can assist school leaders and teachers to reflect on teaching practice and plan differentiated learning programs to achieve better learning outcomes for students.

Schools not using an evidence-based teaching and learning model can implement the VTLM as a holistic approach to build teaching and learning excellence. The Department

recommends that school leaders and teachers use the resources in line with their school's Strategic Plans and Annual Implementation Plans and start from reflecting on their current practice using the Vision for Learning and Practice Principles.

How is the VTLM implemented across Victoria?

The VTLM promotes progressive teaching practice and enhances teachers' pedagogical repertoire. It supports teachers to work in Professional Learning Communities (PLC) as they develop evidence-based learning programs tailored to individual student needs. International education experts such as John Hattie, Michael Fullan, Vivian Robinson and Lyn Sharratt have recognised the strong evidence-base for the VTLM and the high quality of the resources.

The VTLM has been embedded into key professional learning for teachers and school leaders (e.g. PLC training, Bastow leadership courses, Performance and Development approach workshops, Area Principal Forums).

A Term 4 2018 Area Principal Forum survey indicated that a majority of schools are systematically implementing the HITS since their release in June 2017, and have included VTLM implementation as an Annual Implementation Plan (AIP) priority for 2019.

Schools that embed the VTLM as a whole-school approach to teaching and learning will realise the consistent high quality pedagogical practice that will support the implementation of the Victorian Curriculum F-10 through differentiated instruction and will improve learning outcomes for every student.

PROGRESS TO DATE

High Impact Teaching Strategies (HITS) published and released to schools	Jun 2017
Practice Principles published and released to schools	Feb 2018
Pedagogical Model published and released to schools	Jun 2018
The VTLM implementation approach commenced	Jun 2018