

Victorian Teaching and Learning Model 2.0

Elements of learning



Attention, focus and regulation

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



Knowledge and memory

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.



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.

Elements of teaching

Planning



Refers to the collaborative development of whole school teaching and learning programs that break down and sequence the knowledge to be taught and assessed. It also refers to the planning required to implement the curriculum into the classroom and to the school-wide enactment of a multi-tiered system of supports.

Enabling learning



Refers to the positive relationships, cultural responsiveness, classroom expectations and management techniques that teachers establish and use to foster student self-regulation and self-efficacy, and to create a learning-focused environment where the development and application of knowledge drives curiosity and creativity.

Explicit teaching



Refers to the evidence-based practices that manage the cognitive load of students, including activating prior knowledge, clearly stating learning objectives, providing explicit explanations of new knowledge, scaffolding learning and modelling practice, and using formative assessment and feedback to monitor progress towards mastery.

Supported application



Refers to the practices that maximise the consolidation and application of learning, including revisiting and reviewing knowledge, varying and spacing practice, organising knowledge and extending and challenging students as they move to mastery of new factual, conceptual and procedural knowledge.