



SHPS Teaching and Learning Framework

(Reading and Viewing, Writing, Mathematics, Wellbeing, PYP and PLC)

To compliment Victorian Teaching and Learning Model 2.0

<https://content.sdp.education.vic.gov.au/media/victorian-teaching-and-learning-model-2-0-2816>

Parent Version

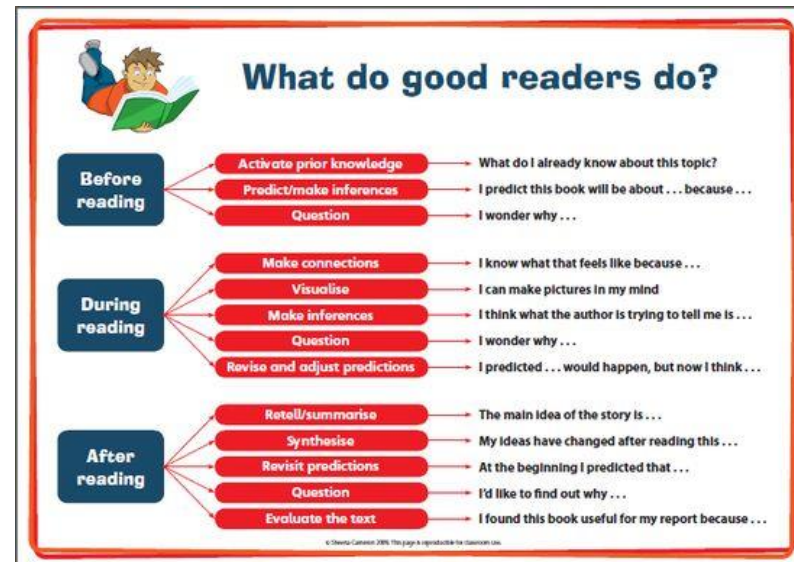
2025



Teaching and Learning Framework: Reading and Viewing

Guiding Principles

- Victorian Curriculum English 2.0 is the foundation of our Reading and Viewing program to guide learning sequences and assessment.
- Reading and Viewing are contextualised within our literacy planning, including Writing, Spelling, Speaking and Listening and Program of Inquiry
- Foundation – Year 2 program includes daily explicit teaching of phonics and phonemic awareness using a synthetic phonics approach
- Comprehension, self-monitoring, critical thinking and decoding skills are explicitly taught at all levels
- Teachers determine the purpose and desired outcome of reading and viewing sessions before selecting the strategies that are best suited
- Learning tasks are rich and varied to foster curiosity and creativity, value student talk and empower all students to experience success
- Rich oral language experiences through discussions of diverse and engaging texts and using the language of texts
- Assessment is planned for as an integral part of the learning cycle to inform future teaching
- Focus on using an ‘admiring’ lens when giving feedback to students, prior to naming the next steps in learning



Reading Skills – what we teach

There are **six key foundational** components (or Big Ideas) that contribute to successful beginning reading:

1. **Oral language** – children listening and talking in a range of contexts, practising vocabulary and sentence construction
2. **Vocabulary** – focus is on developing a large spoken vocabulary
3. **Phonological Awareness** – hearing sounds in words, syllables, rhyme, alliteration
4. **Phonics** – connecting phonemes (sounds) with a letter or group of letter representations

5. **Fluency** – focus is on accuracy, rate and expression
6. **Comprehension** – understanding what we are reading



The Early Years - Cracking the code of reading (decoding)

Concepts about print	Phonics (<i>teaching sequence guided by Phonics Plus F-2 Scope and Sequence, 25 mins per day</i>)	Morphology (chunking)	Analogy	High-frequency words
<ul style="list-style-type: none"> • Words and illustrations have meaning • Letters, words and sentences • Text directionality • Illustration discussions • Retelling in sequence 	<ol style="list-style-type: none"> 1. Build phonological awareness and develop visual skills for reading 2. Hear and identify initial phonemes (sounds) 3. Hear and identify final phoneme in words 4. Hear and identify medial short vowel in consonant, vowel, consonant (CVC) words. Read and write CVC words, 'dog' 5. Hear and identify consonant clusters, e.g. CCVC words, 'clap' and CVCC words, 'band' 6. Hear and identify long vowel phonemes. Read and write one-syllable words with long vowel phoneme, e.g. 'came, rain, play' 	<ul style="list-style-type: none"> • Identify meaningful chunks in words e.g. prefixes, suffixes, root words • Explicitly teaching meaning of prefixes and suffixes • Build word families 	<ul style="list-style-type: none"> • Generate rhyming words from a known word <ul style="list-style-type: none"> ○ Orally ○ Written ○ Predicting the end of sentence in a book or poem that uses rhyming couplets • Note how some words will change spelling when generating rhyming words – link with stage 6 of phonics knowledge for long vowel phonemes 	<ul style="list-style-type: none"> • Also known as 'sight words' • Usually includes words that are not phonetic and have irregular spelling patterns, e.g. 'said' or use more complex phonetic knowledge which develops later, e.g. long vowel patterns in 'home' or 'play' • Students can then learn to add suffixes <i>s</i>, <i>ed</i> and <i>ing</i> and generate rhyming words

Reading and Viewing Instruction Strategies – How we teach

<p>Modelled Reading (<i>reading to students</i>) <i>Whole class strategy</i></p> <ul style="list-style-type: none"> Centres on a teacher <u>demonstrating</u> fluent reading, exposing students to book language and vocabulary. (<i>strategic, focussed, brief</i>) '<u>Think aloud strategy</u>' - Teacher models skills and strategies, explaining their thinking so that students can observe and notice. Students participate in <u>quality discussions</u> about a range of texts that may be beyond their decoding skills. <p><i>It is the teacher making their own thinking and reading processes visible for the students.</i></p> <p><i>What strategies I use to 'crack the code' to decode unfamiliar words, what strategies I use while reading to check for understanding, the connections I make as I read, what is important for students to know about it, what language can I use to best describe what I am doing and thinking?</i></p>	<p>Shared Reading 15-20 minutes <i>Whole class or small group strategy</i></p> <ul style="list-style-type: none"> Interactive teaching approach for students and teachers to <u>decode and comprehend a text together</u> Students need to be able to see the text Takes the <u>pressure off decoding</u> the text so students can focus on comprehension skills and critical thinking - allows for <u>quality discussions</u> about texts beyond students' instructional level 3 types of shared reading lessons: <ul style="list-style-type: none"> Book/text introduction: <i>predicting, activating prior knowledge, new vocabulary, text purpose and structure</i> 'Zooming in': <i>looking in detail at words, sentences, decoding strategies and self-monitoring strategies</i> 'Zooming out': <i>comprehension, personal responses and critical thinking</i>
<p>Guided Reading 10-20 minutes/group <i>Small group strategy</i></p> <ul style="list-style-type: none"> Teacher leads small group <u>mini-lesson, strategically in response to an identified challenge</u> faced by a selected group of students. Teacher guides and supports students to read a text independently Teacher provides ongoing explicit instruction and feedback to students <div data-bbox="571 853 1108 1396" style="text-align: center;"> <p>Planning cycle for guided reading</p> <p>Review summative and formative assessments to:</p> <pre> graph TD 1[1. Group students for guided reading] --> 2[2. Plan learning goals for the groups (one or two goals per group for a block of time)] 2 --> 3[3. Select the text for a group] 3 --> 4[4. Plan the lesson based on the learning goals] 4 --> 5[5. Teach the lesson (approximately 10-20 minutes)] 5 --> 6[6. Reflect on learning and next steps] 6 --> 1 Adjust[Adjust groups and goals as necessary] --> 1 Reread[Plan for students to reread/respond to the text] --> 5 </pre> <p><small>The Reading Book © Sheena Cameron & Louise Dempsey 2019</small></p> </div>	<p>Independent Reading</p> <ul style="list-style-type: none"> Teacher supports students with text selection, teach strategies to find 'just right books' e.g. 5 finger method Co-create expectations for independent reading time, e.g. what does it 'look like' and 'sound like' when students read with stamina vs without stamina Teacher can engage 1:1 with students to assess comprehension and engagement or give instruction, feedback or guidance <u>Plan for time for talk about books</u> – student discussions are 'the heart of independent reading time' <ul style="list-style-type: none"> Students share preferences/recommendations Sticky note activity – find a favourite quote, write a summary sentence, write an opinion or fact, record 3 interesting words Put yourself in the book – find an image that represents a situation in a book and insert yourself!

Teaching and Learning Framework: Writing

Guiding Principles

- Victorian Curriculum English 2.0 is the foundation of our Writing program to guide learning sequences and assessment.
- Writing is contextualised within our literacy planning, including Reading, Viewing, Spelling, Speaking and Listening and Program of Inquiry
- Writing is authentic and purposeful with an audience in mind
- Teachers determine the purpose and desired outcome of writing sessions before selecting the writing strategy that is best suited
- Assessment is planned for as an integral part of the learning cycle to inform future teaching
- Focus on using an 'admiring' lens when giving feedback to students, prior to naming the next steps in learning
- Key understandings for good writers:
 - Many of the generic features and conventions for good writing are consistent in most writing forms
 - We write for a range of different purposes, and, when the purpose changes, so does the text form.

Spelling Strategies – What we teach

Sound strategy



Focussing on hearing and recording sounds

Visual strategy



Noticing the letter patterns in words

Meaning strategy



Focussing on the meaning, structure and origin of words

Connecting strategy



Making connections between words

Checking strategy



Making use of live, print and electronic resources

Writing Skills Toolkit – What we teach

- **Generating ideas** for writing – developing skills to generate ideas through activating prior knowledge, wonderings or curiosities and brainstorming
- **Organising ideas** so that they are sequenced and coherent – reviewing brainstorm to select ‘best’ ideas, grouping and sequencing ideas, considering the structure of the writing (genre)
- **Selecting words** carefully – selecting words carefully to enhance detail, description, specificity, cohesion and reader engagement
- Writing in **sentences** that make sense, are grammatically correct, and flow well – types of sentences (simple, compound, complex) and purposes of sentences (statements, questions, exclamations, commands, direct speech)
- Applying **spelling** knowledge – explicit teaching of phonological awareness (hearing and identifying sounds in words e.g. syllables, rhyming, alliteration, hearing individual sounds e.g c-a-t) and phonics (connecting sounds to letter/s)
- Applying **punctuation** knowledge – developed in conjunction with sentences to separate and organise ideas, extended through model texts during shared and guided reading
- **Editing** – proofreading (secretarial: checking spelling and punctuation, and that the writing makes sense) and re-crafting (authorial: making changes to the text to improve the content and message)
- **Adding detail** to writing – strategies to add detail such as feelings, show (don’t tell), including opinions, using questions, figurative language (similes, metaphors)

Explicit Teaching Learning Model for supporting students to learn new writing skills – How we teach

Mini-lesson	Reading	Writing
<ul style="list-style-type: none"> • Teach the new skills during a short, interactive mini-lesson (whole class or group) • Create success criteria 	<ul style="list-style-type: none"> • Find examples of the new skill in context using model texts • Discuss the impact on the writing • Check against the success criteria 	<ul style="list-style-type: none"> • Remind the students about the new skill • Add it to the success criteria for the writing session • Model using it during shared writing • Review it during the reflection wrap-up

Writing Instruction Strategies – How we teach

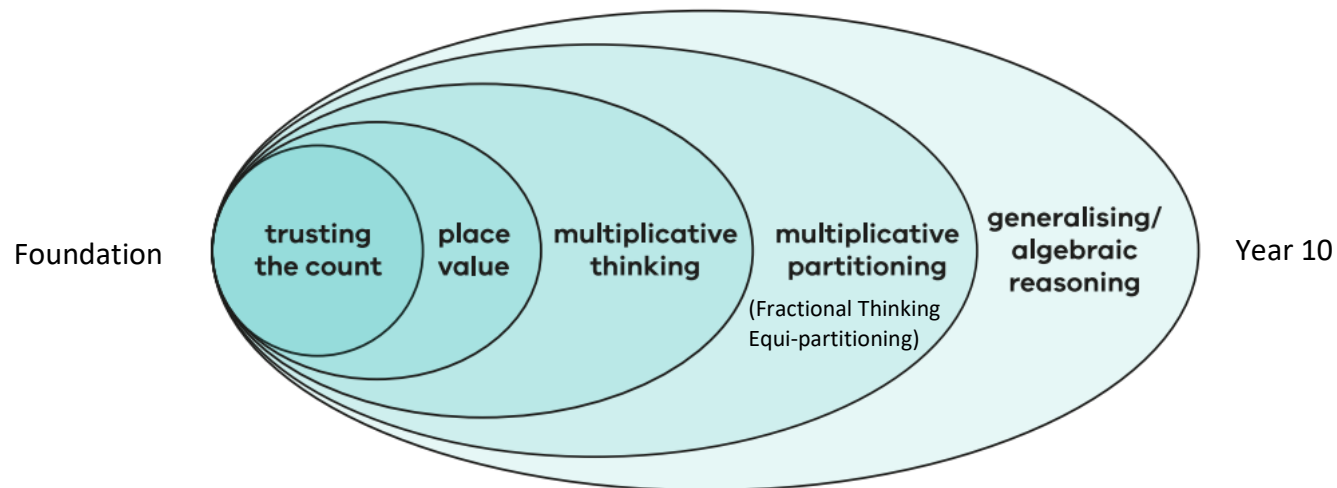
<p>Modelled Writing 5-10 minutes <i>Whole class strategy</i></p> <ul style="list-style-type: none"> Centres on a <u>teacher demonstration</u> of the <u>thoughts</u> and <u>actions</u> that go into creating a text. It is an opportunity for students to observe a proficient writer going through the process of putting ideas into a written form. <p style="text-align: center;"><i>It is the teacher making their own thinking and writing processes visible for the students.</i></p> <p style="text-align: center;"><i>Consider explaining: how I use a writing process, what strategies I use, what is important for students to know about it, what language can I use to best describe what I am doing and thinking?</i></p> <ul style="list-style-type: none"> It needs to be strategic, focussed and brief. 	<p>Shared Writing <i>Whole class or small group strategy</i></p> <ul style="list-style-type: none"> Students <u>collaborate</u> with the teacher to <u>jointly construct</u> a written text. The teacher acts as scribe, prompting, questioning and supporting the students as the text is shaped. Students focus on: <ul style="list-style-type: none"> Making meaning Text coherence and cohesion – does it make sense? Incorporate necessary or additional detail Structure and features of sentences and/or genre The text is typically more complex than what the students would be able to accomplish independently. Students need to be able to <u>clearly see the text</u> as it is constructed.
<p>Guided Writing 10-20 minutes <i>Small group strategy</i></p> <ul style="list-style-type: none"> Teacher meets with a group of students with similar writing needs - small group <u>mini-lesson, strategically in response to an identified challenge</u> faced by the selected students. Focus could be either <u>authorial</u> (text structure, sentence structure and grammatical features and vocabulary of writing) or <u>secretarial</u> (use of talking marks in direct speech, making choices about ending punctuation or attending to spelling when revising one’s writing, etc.) <ul style="list-style-type: none"> Invite students to share their ideas or their first sentence before writing (have they grasped the focus of the lesson?) Allow each student to start writing immediately after this brief discussion. Interact with students to develop and clarify their ideas and understandings as they write. Opportunities for students to apply skills independently 	<p>Writing Conferences <i>1:1 strategy</i></p> <ul style="list-style-type: none"> Teacher meets 1:1 with students Requires deep teacher content knowledge and skills The focus is on engaging with feedback and reflection – making explicit to students’ skills they are demonstrating and their next steps in learning to improve

Teaching and Learning Framework: Maths

Guiding Principles

- Victorian Curriculum English 2.0 is the foundation of our Mathematics program to guide learning sequences and assessment.
- Maths is contextualised within our planning, including real world connections with our units of inquiry
- The teaching of maths is rooted in developing mathematical understanding, fluency, problem solving and reasoning.
- Assessment is planned for as an integral part of the learning cycle to inform future teaching, groupings and teaching sequences
- Focus on using an 'admiring' lens when giving feedback to students, prior to naming the next steps in learning
- Collectively we take responsibility for developing the 'Big Ideas' across the school to build on what came before (*see diagram to the right*)

Developing the Big Ideas – What we teach



Note: From "Developing the Big Ideas", by C. Hurst & D. Hurrell, 2014. International Journal of Educational Studies in Mathematics Education, 1(2). p. 4 ([www.https://doi.org/10.1007/s11858-017-0869-1](https://doi.org/10.1007/s11858-017-0869-1)). Reprinted with permission.

Table 1. The AfCM underpinning Big Ideas for multiplicative thinking by key stages of schooling

By end of	Big Idea	Indicated by
Prep/K Foundation	Trusting the Count	Access to flexible mental objects for the numbers to ten based on part-part-whole knowledge derived from subitising and counting
Year 2	Place-value	Capacity to recognise and work with place-value units and view larger numbers as counts of these units rather than collections of ones. Appreciates structure in terms of '10 of these is 1 of those'
Year 4	Multiplicative Thinking	Initial Ideas – Works with multiple representations of multiplication and division (e.g., the 'for each', 'times as many' and 'area' ideas). Moving to factor-factor-product idea, efficient strategies for multiplication facts
Year 6	Equi-partitioning (Fractional Thinking Multiplicative Partitioning)	Uses partitioning strategies to construct line and areas models for fractions and decimals, uses representations to compare, order and locate fractions and decimals on number lines, recognise that numbers can be divided to create new numbers, solves simple problems involving fractions
Year 8	Proportional Reasoning	Ability to recognise and work with an extended range of concepts for multiplication and division including rate, ratio, percent, solves problems involving intensive quantities and proportional relationships
Year 10	Generalising	Capacity to recognise and represent patterns and relationships in multiple ways including symbolic expressions, devise and apply general rules and properties

Note: From the Assessment for Common Misunderstandings (Siemon, 2006; Siemon et al, 2012)

Mathematics 2.0 – What we teach

Victorian Curriculum Mathematics 2.0 is organised into 6 key strands:

1. **Number**
2. **Algebra**
3. **Measurement**
4. **Space**
5. **Statistics**
6. **Probability (introduced from Yr 3)**

Mathematics Version 2.0 reflects the expertise and feedback of teachers, with the revised curriculum making it more streamlined for teachers to plan, assess and report on student learning. It replaces the previous 3 dual strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.

The proficiencies of **Understanding, Fluency, Reasoning and Problem-solving** are embedded in the curriculum.

Mathematical Proficiencies

Proficiency in Mathematics can empower and enable students to respond to familiar and unfamiliar situations by employing mathematical processes to solve problems efficiently, making informed decisions, reflecting on and evaluating approaches, and verifying that answers and results are reasonable in their context.

Understanding	Fluency	Problem-solving	Reasoning
<p>Students build understanding when they:</p> <ul style="list-style-type: none"> connect related ideas represent concepts in different ways identify commonalities and differences between aspects of content describe their thinking mathematically interpret mathematical information. 	<p>Students are fluent when they:</p> <ul style="list-style-type: none"> make reasonable estimates calculate answers efficiently recognise robust ways of answering questions choose appropriate methods and approximations recall definitions and regularly use facts, can manipulate expressions and equations to find solutions. 	<p>Students pose and solve problems when they:</p> <ul style="list-style-type: none"> use mathematics to represent unfamiliar or meaningful situations design investigations and plan their approaches apply their existing strategies to seek solutions verify that their answers are reasonable. 	<p>Students are reasoning mathematically when they:</p> <ul style="list-style-type: none"> explain their thinking deduce and justify strategies used and conclusions reached adapt the known to the unknown transfer learning from one context to another prove that something is true or false make inferences about data or the likelihood of events compare and contrast related ideas and explain their choices.

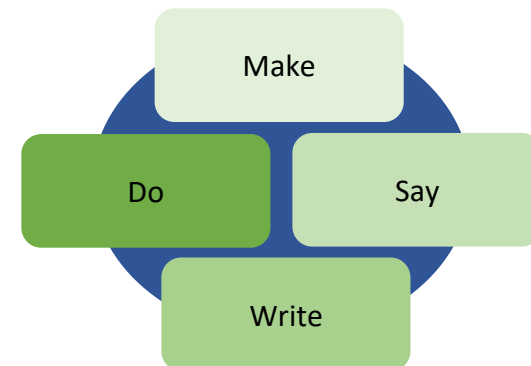
Mathematics Instruction Strategies - How we teach



Evidence of learning

Consider how students might demonstrate understanding of a concept

What will they:



Teaching and Learning Framework: Wellbeing

Guiding Principles:

- We are dedicated to creating a safe, dynamic and inclusive learning environment that promotes learning for all. We recognise the importance of growing a caring, community focused and respectful school environment.
- It is a Victorian mandated program to explicitly teach wellbeing each week from Foundation – Year 6
- Recognise the concept of wellbeing as ‘mental fitness’ – something that can and needs to be worked on and maintained similarly to physical fitness
- Collectively we take responsibility for our school culture and value feedback (e.g. student surveys) to guide decisions and initiatives
- Respectful Relationships, Visible Wellbeing, PYP Learner Profile attributes and our School Values align to provide our school with common language to build on and connect skills as students grow and learn



Visible Wellbeing SEARCH Framework

Program background

The Royal Commission into Family Violence identified the critical role that schools and early childhood education have in creating a culture of respect to change the story of family violence for future generations.

In 2016, respectful relationships education became a core component of the Victorian Curriculum from foundation to year 12, and is being taught in all government and Catholic schools and many independent schools.

Everyone in our community deserves to be respected, valued and treated equally. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are embedded in our education settings.

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, fetes and social events. This approach leads to positive impacts on student's academic outcomes, their mental health, classroom behaviour, and relationships between teachers and students.

Together, we can lead the way in saying yes to respect and equality, and creating genuine and lasting change so that every child has the opportunity to achieve their full potential.

<https://www.vic.gov.au/respectful-relationships#program-background>

Respectful Relationships Overview – What we teach

All 8 topics are covered with age-appropriate content each year. Resources from Visible Wellbeing are used to support the program, along with making connections to PYP Learner Profile attributes and our School Values.

Topic 1: Emotional Literacy Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.

Topic 2: Personal Strengths Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. Research in positive psychology emphasises the importance of identifying and using individual strengths.

Topic 3: Positive Coping Learning activities in this topic provide opportunities for students to identify and discuss different types of coping strategies. When children and young people develop a language around coping, they are more likely to be able to understand and deliberately utilise a range of productive coping strategies and diminish their use of unproductive coping strategies. Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. It is associated with greater persistence in the face of challenge, and can be learnt or strengthened through practice.

Topic 4: Problem Solving Problem-solving skills are an important part of the coping repertoire. Students develop their critical and creative thinking skills, and apply them to scenarios exploring personal, social and ethical dilemmas.

Topic 5: Stress Management Children and young people experience a range of personal, social and work-related stressors in their everyday lives, so need to be taught positive approaches to stress management and self-calming strategies. Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges.

Topic 6: Help-Seeking Learning activities in this topic area are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone. This helps to normalise and destigmatise help-seeking behaviour.

Topic 7: Gender and Identity Learning activities within this topic assist students to challenge stereotypes and critique the influence of gender stereotypes on attitudes and behaviour. They learn about key issues relating to human rights, gender, identity and focus on the importance of respect within relationships. The activities promote respect for diversity and difference.

Topic 8: Positive Gender Relations Learning activities within this topic focus on building an understanding of the effects of family violence and focus on the standards associated with respectful relationships. Students develop the skills needed to solve problems, set boundaries within relationships, and play an active role within the prevention of family violence. They develop peer support and help-seeking skills that can be applied in response to situations involving gender-based violence in family, peer, community or online relationships.

Teaching and Learning Framework: PYP

Guiding Principles:

- Primary Years Program (PYP) is the primary school version of the International Baccalaureate (IB) program and is a framework to organise and structure our curriculum into meaningful, real-world learning
- Victorian Curriculum 2.0 guides what we teach, the PYP is used to inform how we teach and structure learning
- At the centre of the PYP are the Learner Profile attributes (attributes of being not just ‘good learners’ but ‘good humans’) and the mission to inspire international mindedness and global citizens through adopting and living these attributes
- Inquiry-based learning is a core component of the PYP and informs how we teach – modelling and teaching students the skills to be effective, independent learners

Learner Profile attributes – What we teach

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

“The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.”

By adopting these 10 attributes into our daily lives, we are becoming internationally minded – not just focussed on being ‘good learners’, but on being ‘good humans’ to the wider world around us.

Program of Inquiry (POI) - How we teach

The Program of Inquiry (POI) serves as a **framework for organising our Victorian Curriculum content** and illustrates the major concepts that students will be exploring. It is made up of six units per grade level that help students gain an understanding of themselves and the world around them.

Transdisciplinary learning is the exploration of a relevant concept, issue or problem that integrates the perspectives of multiple disciplines (e.g. English, Maths, Geography, The Arts and Intercultural Capabilities) to connect new knowledge and deeper understanding to real life experiences.

- A transdisciplinary programme of inquiry offers students a broad, balanced, conceptual and connected learning experience.
- Six transdisciplinary themes form the structure of the programme of inquiry.
 - Who we are
 - Where we are in place and time
 - How we express ourselves
 - How the world works
 - How we organize ourselves
 - Sharing the planet
- The themes capture human commonalities that are significant and relevant across cultures, geographic regions and student learning stages.
- A well-designed programme of inquiry ensures students gain a balance of **subject-specific knowledge** (e.g. English, Mathematics, etc.), **conceptual understandings** and **skills**, alongside opportunities to develop the attributes of the IB **learner profile** and to take **action**.
- Units of inquiry are collaboratively planned, developed and continually modified based on reflection with students.

Inquiry – How we teach

Inquiry learning is based around teaching students how to wonder and question the world around them, before gathering and testing trusted information to take action in some form:

- Participation – getting involved
- Advocacy – publicly supporting change
- Social justice – human rights, equality and equity
- Social entrepreneurship – innovative, sustainable social change
- Lifestyle choices – changing personal habits



Approaches to Learning (ATL) skills – What we teach

The PYP identifies 5 key skill areas that are required to be well-rounded, effective learners and which align with the Victorian Curriculum. Aspects of these skills are explicitly taught and built on from Foundation to Year 6:



Teaching and Learning Framework: Professional Learning Community (PLC) - Improvement Cycles

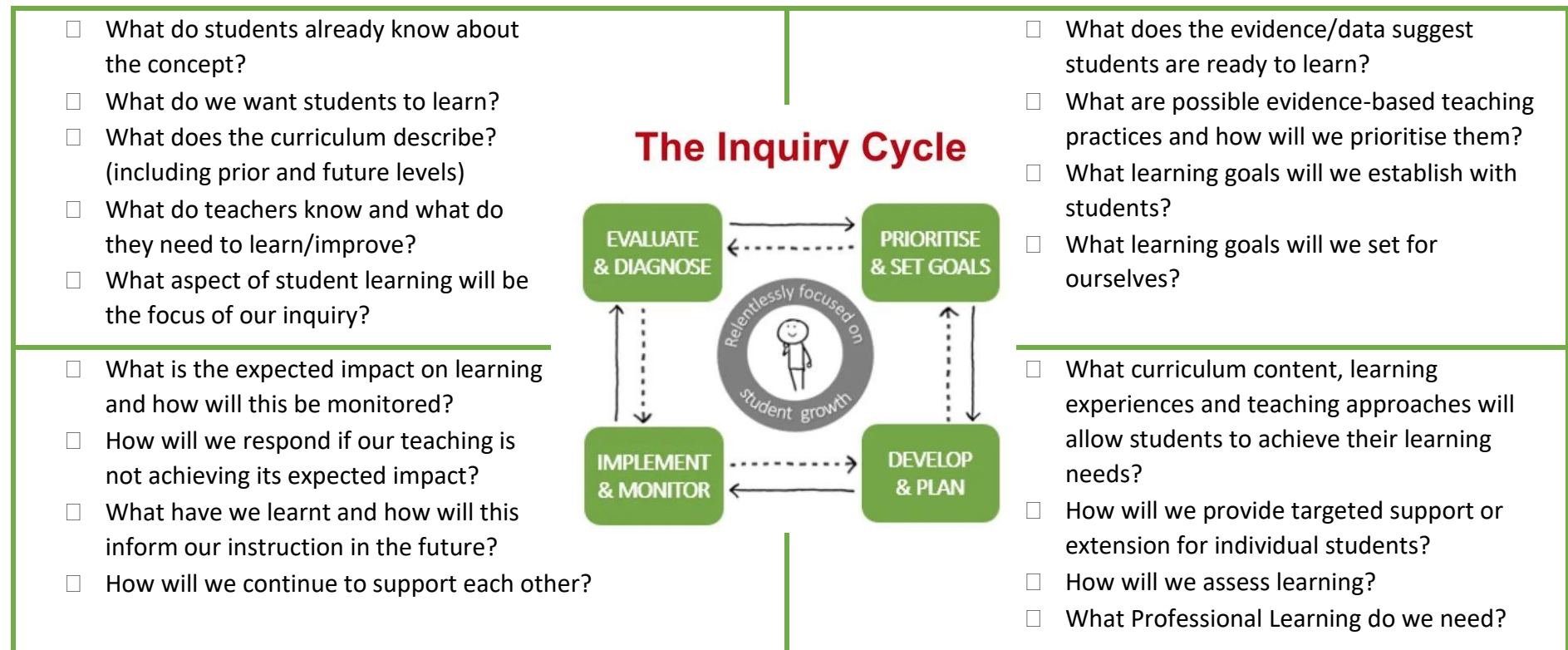
Guiding Principles:

PLCs have an unrelenting focus on student learning growth and are a proven way for schools to increase student learning by prioritising a culture that is:

- focused on continuous improvement by linking the learning needs of students with the professional learning and practice of teachers
- committed to evidenced based decision making and professionalism
- driven by collaborative expertise





Teachers use the inquiry cycle below, both formally and informally, to guide goal setting, learning sequences, assessment and professional learning to ensure a consistent and relentless focus on student growth.

Some of the questions we investigate during the process are:

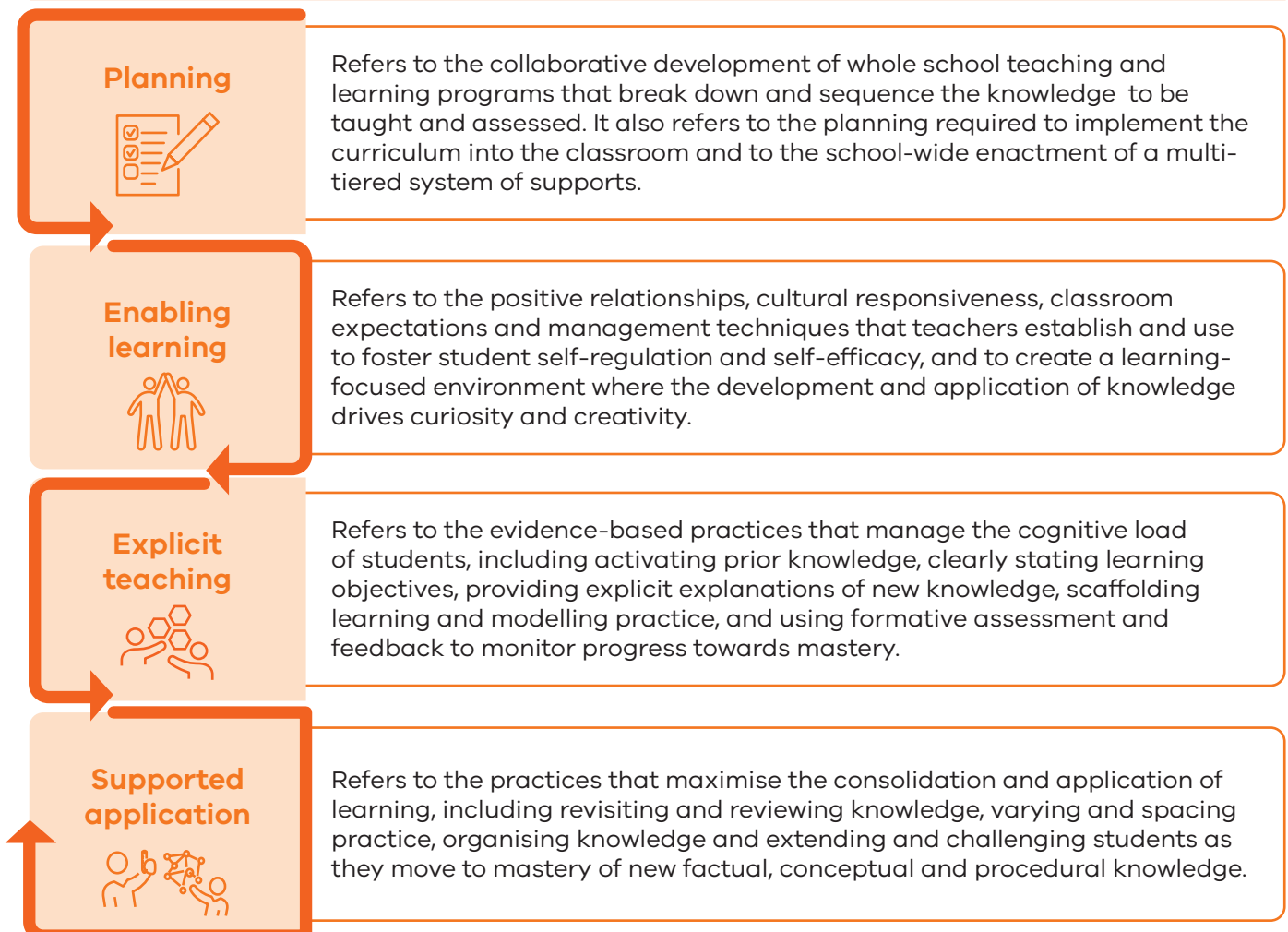


Victorian Teaching and Learning Model 2.0

Elements of learning

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

Elements of teaching



* Knowledge includes factual, conceptual and procedural knowledge. See AERO (2023), <https://www.edresearch.edu.au/resources/how-students-learn-best>, p.5

Victoria's approach to teaching reading F-2

Reading is a foundational life skill and a source of pleasure and wonder.

It provides access to information, generates imagination, builds knowledge, enables creativity and shapes opinions.

This statement outlines the approach to teaching reading in the early years of school that is supported by the strongest evidence, implemented in many Victorian government schools that are achieving strong reading outcomes and will be expected to be implemented in all Victorian government primary and specialist schools commencing from 2025 with full implementation from the beginning of the 2027 school year.

Teaching reading F-2

The essential elements of reading are the 'Big 6' (Konza, 2014), each of which should form part of a structured literacy approach:

- Oral language – knowing and using spoken words to express knowledge, ideas and emotions
- Phonemic awareness – which is the knowledge of sounds (phonemes)
- Phonics – knowing the sound (phoneme) and letter (grapheme) relationships
- Fluency – reading accurately and at an appropriate rate with expression
- Vocabulary – understanding words in isolation and in context
- Comprehension – making meaning from text which includes developing knowledge of grammar.

These are the foundational skills that have a reciprocal relationship and are all necessary to enable students to independently read and respond to increasingly complex fiction and non-fiction texts.

In the early years of school, the development of decoding skills is best developed through a program that includes a minimum of 25 minutes of daily explicit teaching of phonics and phonemic awareness using a systematic synthetic phonics approach. This means teachers use a clear scope and sequence of increasingly complex grapheme-phoneme correspondences and morphology.

Students first learn to pronounce single letters and sounds and then blend them to form words. It also involves teaching students to segment sounds and spell words to make the link between reading and writing. Decodable texts are used to practice the letter-sound combinations that students have been taught. This builds students' skills so they develop automaticity and so can read words quickly and accurately.

Implementation support

Implementation support will include:

- English lesson plans aligned to the Big 6, the English Curriculum 2.0 and the Victorian Teaching and Learning Model 2.0. This includes the Phonics Plus program in F-2, progressively available in the Victorian lesson plans site, which uses a systematic synthetic phonics approach to teach reading
- Webinars and other professional learning opportunities to support implementation of this approach to teaching reading.
- \$5 million in one-off funding in early 2025 for government primary and specialist schools, to support transition to the systematic synthetic phonics approach.
- Year 1 Phonics Check, a literacy assessment aligned to the reading position, available in 2025 and implemented in all schools from 2026.
- The Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and implementation of the Victorian Curriculum V2.0
- New teaching resources that will replace the current Literacy Teaching Toolkit that will be available on Arc from 2025.

Reference

Konza D (2014) 'Teaching reading: Why the 'Fab five' should be the 'Big six', Australian Journal of Teacher Education (Online) 39.12, pp. 153–169.