

Pedagogical Model

For Virtual Learning



Virtual School Victoria's Pedagogical Model for Virtual Learning

The Virtual School Victoria Pedagogical Model for Virtual Learning was developed at VSV by Instructional Leaders, representatives from the VSV Executive Leadership team, and with support from sub school leadership. The evidence based model was created with the support of Dr Richard Olsen acting in the role of a critical friend.

A range of theoretical work underpins the model, and it is informed by the Victorian Teaching and Learning Model. The Virtual School Victoria Pedagogical Model for Virtual Learning guides teaching and learning in virtual learning environments at VSV. The model provides a clear framework for curriculum planning, synchronous online lesson planning and asynchronous program development.

The strong relationships we have with our students are at the centre of everything we do at VSV in our efforts to enhance teaching and learning, student achievement and wellbeing at VSV. The model recognises this by placing students at the centre of the model, providing a clear mandate and focus for our school.

The model is best understood as an iterative methodology, and each element should also be understood as an individual strategy. There are eight key elements: relationship development, activating strategies, information exchange, knowledge construction, development, assessment and reflection.

Relationship Development - The establishment and maintenance of a safe and positive learning environment, including the virtual environment, in which students feel confident to engage in learning and to interact with their teachers and peers.

Activating Strategies - The establishment of prior knowledge, employing 'getting knowledge ready' strategies, making connections with students' learning goals and inspiring them to learn!

Information Exchange - Outlining learning intentions and information about assessment, this element incorporates explicit instruction of new skills and knowledge where required, and the expansion of prior knowledge.

Knowledge Construction – Developing and facilitating a range of activities to enable students to interact with the learning. You can also use this element to negotiate new meanings and establish new understandings, and may also include collaborative activities.

Development - The development and facilitation of a range of activities which consolidate the skills and knowledge students have recently learned and that encourage deeper understanding of the topic or skill.

Assessment - The development and facilitation of activities which will allow students to demonstrate their learning and inform the next step in learning.

Reflection - The development and facilitation of activities which guide students and teachers to reflect on 'how' and 'what' learning has taken place and to consider 'where to next'.