

Modelling and coaching checklist

Learning objectives and success criteria

September 2026

This checklist provides examples of practical, observable techniques coaches can use with teachers when focusing on learning objectives and success criteria.

Using this checklist

This checklist is designed for coaches and teachers to use together during modelling and coaching. It provides examples of techniques teachers can use in their classrooms.¹ These techniques are informed by evidence on [how students learn best](#).

This checklist is part of a suite of 5 [modelling and coaching checklists](#) that implementation teams can use in their school as part of a broader implementation effort. Figure 1 shows how it should and shouldn't be used.

Figure 1: How to use this modelling and coaching checklist



Use this checklist

- To strengthen teaching through **collaborative, personalised support**.
- Within a **professional learning cycle** that forms part of a **deliberate and structured implementation effort**.²
- After completing the **learning objectives and success criteria knowledge-building module**, which breaks down the techniques featured in this checklist.



Avoid using this checklist

- For **accountability** or performance management purposes.
- Expecting that **every technique** listed should be present in every lesson and that every box should be ticked – techniques should be used selectively and tailored to the lesson context.

¹ Each technique is further broken into smaller components that can be observed in a lesson and strengthened through modelling and coaching.

² For more information about how modelling and coaching can be used as part of a professional learning cycle, see the [Using Professional Learning Cycles to Strengthen Implementation](#) practice guide.

Preparing and completing this checklist

1

Tailor this checklist

Focus on the techniques your school is prioritising in this professional learning cycle.

For example:

- **cross out** or delete techniques that aren't a focus
- **modify** examples to ensure they're relevant.

2

Observe a lesson (or part of a lesson)

- **Tick the boxes** in this checklist for any component you notice.
- To support follow-up coaching conversations, **add constructive comments** or questions focusing on how techniques are used.
- For techniques that should be used regularly or frequently throughout a lesson, consider also **recording how often** those techniques are used (e.g., with a tally).

Modelling and coaching checklist

Date:**Subject:****Staff member modelling
or being observed:****Staff member observing
or coaching:****Focus for this modelling
or coaching observation:**

Use clear and measurable learning objectives and success criteria

Technique	Comments
Write clear learning objectives and success criteria	
Learning objective:	
is simple and direct	
sets a clear, relevant and measurable lesson goal	
clearly relates to content from the Australian Curriculum.	
Success criteria:	
can be chunked into steps	
clearly relate to the learning objective.	

Communicate and use learning objectives and success criteria

Technique	Comments
Explain learning objectives and success criteria	
The teacher explains and provides definitions of key terms from the learning objective.	
The teacher explains and provides definitions of key terms from the success criteria.	

Technique	Comments
Connect learning objectives to students' prior knowledge	
The teacher makes connections to prior knowledge explicit – for example, by referring to: - school-based learning - knowledge beyond the classroom.	
Refer to learning objectives and success criteria	
The teacher uses learning objectives and/or success criteria during worked examples. Where appropriate, the teacher reminds students of learning objectives or success criteria during guided practice. Teacher feedback to students reflects language from success criteria. The teacher prompts students to use language from success criteria when providing feedback to peers or monitoring their own practice.	

Next steps after the observation

During a follow-up coaching conversation, document the next steps in the box. Consider:

- What did the teacher do well?
- What is the next priority to focus on?
- Within the techniques, what specifically needs refinement?
- In what lessons or subject areas will the teacher focus on refining these?
- When will the coach and teacher review progress?