

Modelling and coaching checklist

Revisit and review

September 2026

This checklist provides examples of practical, observable techniques coaches can use with teachers to revisit and review content.

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 **revisit and review 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.³

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).

³ Identifying the best information to review is an important technique, but it's difficult to observe in a lesson. Instead, it's been included as a reflective question in the section, [Next steps after the observation](#).

Modelling and coaching checklist

Date:

Subject:

**Staff member modelling
or being observed:**

**Staff member observing
or coaching:**

**Focus for this modelling
or coaching observation:**

Structure reviews to optimise active retrieval

Technique	Comments
Include regular, short, well-paced reviews	

The teacher uses a brisk pace.

The review is an appropriate length.

The review format matches the content and purpose.

The teacher addresses misconceptions and errors
as necessary.

Design review for high participation

The teacher uses familiar routines to encourage active
participation across the class – for example, routines for:

mini whiteboards

choral response

random selection

turn and talk

finger voting

other:

The teacher supports all students to participate efficiently.

Develop clear and well-structured review routines

Technique	Comments
Use a variety of review routines	
The teacher uses a range of review routines – for example:	
daily review	
'do now' starter activities	
low-stakes quizzes	
class discussions	
other:	
The teacher uses a pace and format that matches the complexity of the content.	

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?
- Did the review content the teacher chose maximise progress in learning? If not, what planning support might the teacher need?
- 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?