

## Modelling and coaching checklist

# Rules and routines

September 2026

This checklist provides examples of practical, observable techniques coaches can use with teachers when setting up rules and routines.

### 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.<sup>1</sup> 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**.<sup>2</sup>
- After completing the **rules and routines 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.

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

<sup>2</sup> 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 rules and routines to manage the learning environment

| Technique                                                                          | Comments |
|------------------------------------------------------------------------------------|----------|
| <b>Foster a safe, supportive and consistent learning environment</b>               |          |
| The seating plan is evident.                                                       |          |
| The teacher and relevant materials are positioned so all students can access them. |          |
| The location of high-use items doesn't obstruct the learning space.                |          |
| Displays are purposeful.                                                           |          |
| One-to-one and small group support areas are available.                            |          |

### Use routines that prepare students for learning

- The teacher is visible to all students when gaining attention.
- Prompts are used appropriately – for example:
  - whole-class call and response
  - non-verbal prompts for attention (e.g., clapping)
  - prompts for movement (e.g., gesture).
- The teacher pauses and scans to ensure attention before proceeding.

## Use routines to support the learning process

| Technique                                                                         | Comments |
|-----------------------------------------------------------------------------------|----------|
| <b>Teach routines that support active and effective participation in learning</b> |          |

Efficient routines are in place to support all students to actively participate in their learning.

Students appear familiar with routines.

### Example routines:

Mini whiteboard routines are in place for:

- collecting and returning whiteboards, markers and erasers
- using whiteboards (e.g., 'chin it', 'park it', 'bin it').

Turn and talk routines are in place for:

- starting a turn and talk with a clear purpose
- keeping student discussions on task
- setting and monitoring time
- finishing a turn and talk.

Routines are in place for the teacher to:

- pose a question to the class
- pause for thinking time
- randomly select from all students in certain circumstances
- purposefully select students in certain circumstances.

Other active participation routines are in place.<sup>3</sup>

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<sup>3</sup> This checklist includes a selection of active participation routines. For more examples (e.g., call and response and discussion routines), see AERO's [Rules and Routines practice guide](#).

## 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?