

## Modelling and coaching checklist

# Scaffold practice and monitor progress

September 2026

This checklist provides examples of practical, observable techniques coaches can use with teachers to scaffold practice and monitor progress.

## 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 **scaffold practice** and **monitor progress knowledge-building modules**, which break down the techniques featured in this checklist. We recommend completing these knowledge-building sessions separately (e.g., over 2 to 3 weeks) and then focusing on the practices together during modelling and coaching.



### 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:**

### Monitor progress: Use checks for understanding throughout learning

| Technique                                                                         | Comments |
|-----------------------------------------------------------------------------------|----------|
| <b>Check for understanding frequently throughout lessons using varied methods</b> |          |

The teacher uses a variety of active participation routines to check for understanding – for example:

mini whiteboards

random selection

turn and talk

other:

The teacher uses checks for understanding:

when communicating learning objectives

during explanations, models and demonstrations

before and during guided practice

before and during independent practice.

### Connect checks for understanding with learning objectives and success criteria

Checks for understanding have clear links to the learning objective and success criteria.

## Monitor progress: Support students to progress using additional instruction, guidance or feedback

| Technique                                                                                                                                                                                                          | Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Respond promptly to errors or struggles</b>                                                                                                                                                                     |          |
| <p>The teacher addresses errors in a timely manner.</p> <p>The teacher provides actionable feedback or additional instruction.</p> <p>The teacher models and recognises mistakes as a normal part of learning.</p> |          |

|                                                                                                                                                                                                                                                                                                                                             |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Guide attempts to respond</b>                                                                                                                                                                                                                                                                                                            |  |
| <p>The teacher uses a range of methods to guide student responses – for example:</p> <ul style="list-style-type: none"><li>targeted prompts</li><li>modelling or thinking aloud</li><li>additional questioning</li><li>discussing with the class and returning to the student needing guidance for another attempt</li><li>other:</li></ul> |  |

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## Scaffold practice: Plan and design scaffolds to help students acquire, practise and apply learning

| Technique                                                                                                     | Comments |
|---------------------------------------------------------------------------------------------------------------|----------|
| <b>Use a range of scaffolds to guide and monitor practise and application of learning</b>                     |          |
| <p>The teacher uses a range of scaffolds throughout the lesson that are appropriate to the learning task.</p> |          |

## Scaffold practice: Determine the need for scaffolds

| Technique                                                                                                  | Comments |
|------------------------------------------------------------------------------------------------------------|----------|
| <b>Fade or remove scaffolds</b>                                                                            |          |
| The teacher appropriately fades scaffolds throughout the lesson to guide students to independent practice. |          |
| <b>Increase or sustain scaffolds as a reasonable adjustment</b>                                            |          |
| The teacher provides ongoing scaffolding for students as needed.                                           |          |

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## Monitor progress: Use evidence of learning to inform teaching decisions

| Technique                                                                                          | Comments |
|----------------------------------------------------------------------------------------------------|----------|
| <b>Move between guided and independent practice with flexible groupings</b>                        |          |
| The teacher provides additional instruction, guidance and feedback to students in guided practice. |          |
| The teacher circulates and supports students in independent practice as needed.                    |          |

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## 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?