

Modelling and coaching checklist

Teach explicitly

September 2026

This checklist provides examples of practical, observable techniques coaches can use with teachers when focusing on teaching explicitly.

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 **Teach explicitly 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:**

Fully explain what students need to learn

Technique	Comments
Explain new learning clearly and concisely	

The teacher uses clear and concise language.

The teacher explains new vocabulary.

Explanation focuses on main lesson objectives.

Use an appropriate pace

Explanations are brisk.

Explanations incorporate routines for active student participation.

The teacher adjusts pace according to student responses and need.

Demonstrate and model what students need to learn

Technique	Comments
Demonstrate and think aloud	

The teacher actively shows the task or skill and narrates thinking throughout – for example:

- talking through decision-making

- using language from learning objectives and success criteria.

Model using worked examples

The teacher demonstrates all steps clearly and concisely.

The teacher uses language from learning objectives and success criteria.

The teacher introduces the task step by step.

Use examples and non-examples

The teacher provides examples.

The teacher provides non-examples linked to potential misconceptions.

The teacher compares examples and non-examples.

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?