



# TEACHING AND LEARNING FRAMEWORK

At Dwellingup Primary School we believe that quality teaching is the most powerful factor in supporting our students to achieve their academic potential. Our aim is to develop shared ownership in the provision of consistent, high-quality teaching and learning programs and we support our teachers to do this through professional learning, development, and growth. This Teaching and Learning Framework outlines our shared beliefs and expectations of how our teachers will Plan, Teach and Assess.

**CORE BELIEFS:**



We believe all students have the potential to learn  
Student wellbeing and engagement is essential to student achievement.



We have high expectations on ourselves and students, evaluate our practice and seek to improve.  
Partnerships between schools, families and the wider community strengthen our ability to deliver.

## PLAN:

- A culturally responsive, safe and inclusive learning environment.
- A classroom culture where students feel confident and challenged.
- Analyse student data.
- Individualised learning through differentiation.
- Lessons that are structured and sequenced.
- Programs consistent with whole school approaches ensuring consistency across classrooms.
- Content is planned with an awareness of major learning theories (Cognitive Load Theory).
- Clearly understand what students should know and do at the end of a learning sequence.

## TEACH:

### ENGAGE – Create a Positive Learning Environment.

- Clearly communicate high expectations for achievement for all students.
- Get to know student’s interests and strengths.
- Set clear boundaries and explicitly teach classroom routines and expectations.
- Use engagement norms as agreed.

### INSTRUCT- Ensure all students understand the content and expected learning.

- Activate student prior knowledge and retrieve previous learning using daily reviews.
- Clearly communicate learning intentions and success criteria by using WALT (We Are Learning To) and WILF (What I’m Looking For) statements.
- Provide worked examples by explicitly demonstrating the steps required to understand new content and skills and by using WAGOLL (What a Good One Looks Like) models.
- Explicitly teach concepts, ideas, skills and strategies for learning using a gradual release model (I Do, We Do, You Do).
- Question to enable frequent checks for understanding, opportunities for discussion and to extend student learning using TAPPLE strategies.

### PRACTISE - enable students to consolidate new content and skills.

- Develop students' personal and social capability to work individually and as part of a group through explicitly teaching social and emotional skills.
- Give students multiple opportunities and ways to review and practise new learning.
- Provide immediate verbal feedback during and after lessons, along with written feedback in the form of rubrics, online comments and checklists.
- Model reflection and review of learning while teaching and provide students with opportunities to discuss and explain their thinking.

### APPLY - Allow students to apply their knowledge and skills.

- Encourage student agency and voice by including students in setting the classroom environment, rules and expectations.
- Develop work capabilities by explicitly teaching classroom routines and procedures and through the promotion of a growth mindset.
- Develop higher-order thinking skills by planning units of learning that incorporate problem-solving, inquiry learning and open-ended tasks.
- Provide opportunities for students to communicate, apply, analyse, evaluate and create, to extend their thinking and transfer their learning to new contexts.
- Integrate technology across all learning areas with a focus on creation rather than consumption.

## ASSESS:

- Collect and analyse data before, during and after a learning sequence to assess learning and inform planning.
- Assess students using explicit criteria and provide meaningful and timely feedback to students.
- Plan fair assessments that take into account the diverse needs of students and which provide valid data on the ideas and skills that have been taught.
- Make professional judgements and moderate student achievement and progress using data and other evidence.
- Monitor and report on student progress against the School Curriculum and Standards Authority’s achievement standards.

DataWORKS Student **ENGAGEMENT NORMS**

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**  
A→B, B→A
- **Attention Signal**  
Eyes Front, Back Straight
- **Whiteboards**  
Chin-it
- **Complete Sentences**  
Public Voice, Academic Vocabulary

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**TAPPLE LESSON DELIVERY**  
Verify students are learning while you're teaching!

**T Teach First**  
before you ask the question so students are equipped to respond.

**A Ask a Question**  
specific to what you just taught.

**P Pair-Share**  
with a partner so students practice their response to the question.

**P Pick a Non-Volunteer**  
randomly to verify that everyone is learning.

**L Listen**  
to student responses so you can make real-time instructional decisions.

**E Effective Feedback**  
Elaborate, explain or reteach based on student responses.

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