DEPARTMENT OF EDUCATION
learners first

learners first

A Pedagogical Framework

A Framework for school leaders to support professional dialogue and the design and practice of quality teaching in their schools.

The Department of Education supports an integrated approach to improving curriculum, assessment and pedagogy through three key resources aligned to the National School Improvement Tool.

National School Improvement Tool

Domain 1 An explicit improvement agenda

Domain 2 Analysis and discussion of data

Domain 3 A culture that promotes learning

Domain 4 Targeted use of school resources

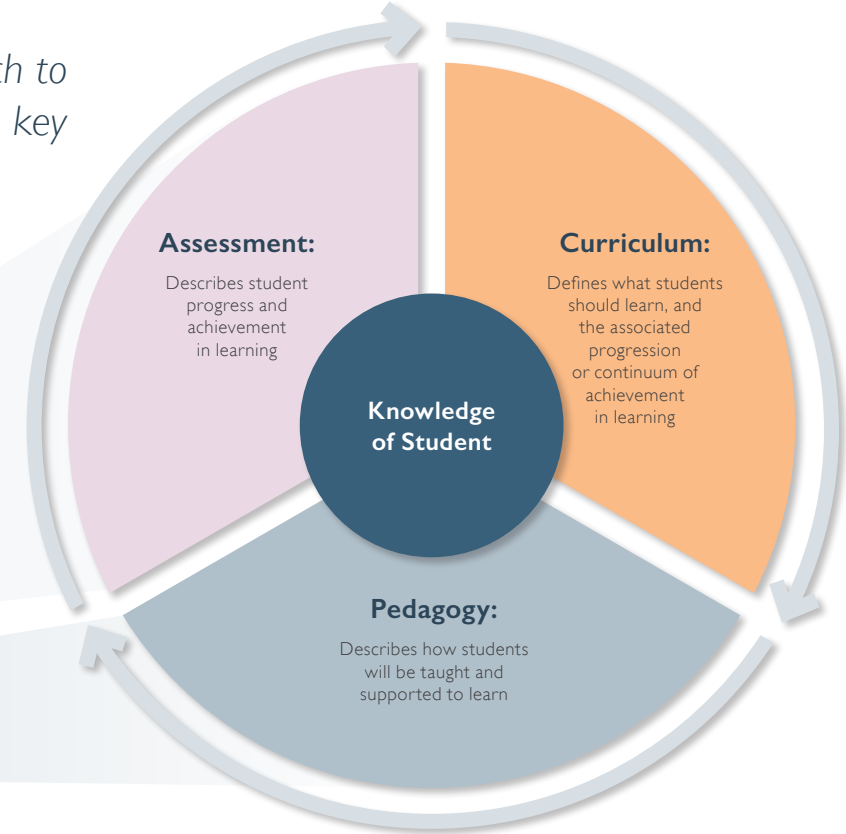
Domain 5 An expert teaching team

Domain 6 Systematic curriculum delivery

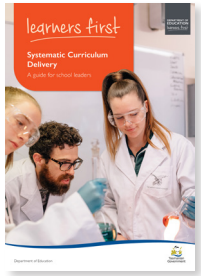
Domain 7 Differentiated teaching and learning

Domain 8 Effective pedagogical practices

Domain 9 School-community partnerships



Systematic Curriculum Delivery: A guide for school leaders



Sets out the essential requirements for delivery of the Australian Curriculum in Tasmanian government schools, and provides guidance on curriculum planning to enable improvement against Domain 6 of the National School Improvement Tool.

Department of Education Assessment Strategy 2020-2023

Sets out a shared understanding and principles for the design and practice of assessment in Tasmanian government schools. The Strategy comprises a series of system actions, to be phased in over four years, to strengthen the capability of teachers and school leaders to put this understanding and these principles into practice.

Learners First: A Pedagogical Framework

Sets out shared principles to underpin teaching and learning in all Tasmanian government schools from Prep to Year 12. It outlines five key teaching practices which evidence suggests have the greatest impact on learning. The Framework is designed to stimulate challenging professional dialogue amongst school leaders and teachers, and support improvement against Domain 8 of the National School Improvement Tool.

Table of contents

As leaders we are committed to improvement guided by the National School Improvement Tool including Domain 8 Effective Pedagogical Practices. This Framework has been developed to support and guide leaders in their work to improve teaching, and to assist in leading the processes that will enable teachers' work to focus on and facilitate the learning of every student.

✱ *Pages 8–13 are best printed as A3*

Framework on a page

Together we inspire and support all learners to succeed as connected, resilient, creative and curious thinkers

Learning Model

The why for learners

Learners' curiosity and interest is activated.

Learners find connections, purpose and commit to learning.

The what for learners

Learners focus on creating new knowledge and understanding.

Learners make sense of learning.

The how for learners

Learners practise and deepen learning.

Learners extend and apply learning in different and creative ways.

Key Teaching Practices

Teachers intentionally develop metacognition in learners.

Teachers support learners to understand the intention, goals and indicators of learning.

Teachers facilitate the sharing of feedback to progress learning.

Teachers foster learners' agency and collaboration with peers, teachers and the community.

Teachers enable learners to create and challenge meaning through questioning.

Principles for Teaching and Learning

Learners are unique, have individual aspirations and are capable of deep learning.

Learners actively construct knowledge and apply skills to develop understanding.

Teachers make intentional, evidence informed and inclusive decisions that guide their practice.

Teachers design, practise and use evidence from assessment for the purpose of progressing learning.

Schools ensure that environments provide rich responsive and supportive contexts for learning.

Kindergarten ⟷ **Year 12**

Introduction

This Framework outlines a shared set of beliefs, practices and outcomes for teaching and learning in all Tasmanian government schools, from Kindergarten to Year 12. It is designed to stimulate challenging and robust professional dialogue and support school leaders to improve against Domain 8 of the National School Improvement Tool.

It is designed to contribute to and amplify the extensive range of supporting materials, instructional frameworks and models specific to Tasmanian schools already in use.

It has been informed by the voices of Tasmanian learners, school leaders and teachers, and extensive research on pedagogical practice and cognitive science. It complements the Australian Professional Standards for Principals and Teachers. It supports the instructional models many schools have developed.

Domain 8: Effective Pedagogical Practices

» The school leadership team keeps abreast of research on effective teaching practices;

» The school leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school; School leaders, including the principal, spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies;

» School leaders actively promote a range of evidence-based teaching strategies, including;

- Creating classroom and applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn
- Connecting new material to past learning and assisting students to see continuity in their learning over time
- Demonstrating explicitly what students are to do, discussing this with students, and then questioning and checking that learning is occurring
- Promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time
- Setting high expectations for every student's progress and ambitious targets for improving classroom performances
- Working to build student's beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success
- Providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress
- Routinely evaluating the effectiveness of teaching and using these evaluations to make adjustments to practice

» School leaders provide teachers with ongoing detailed feedback on their classroom practices.

(National School Improvement Tool, ACER 2020, p. 16)

Introduction

Key points about the framework

- Learner focused and recognises learner voice and agency
- Supports the development of teacher practice and places a focus on learners at the centre of designing, practising and reflecting on teaching
- Aspirational and supportive of school leaders' and teachers' ongoing improvement allowing for consistent, shared understanding of learning and teaching across our system
- Adaptive and multi layered, enabling adjustments within local school contexts
- Flexible and allows school leaders and teachers to use different elements depending on need and context
- Evolving and responsive, allowing for adaptation through feedback and new information
- Relevant to all phases of learning, from early years through to Year 12
- Recognises that pedagogies such as play, inquiry and explicit instruction are not exclusive to particular age groups of learners.

Principles for teaching and learning

These principles underpin our practice of teaching, and knowledge of learning and learners. They are designed to be enduring, challenging and connected. These principles are founded on strong, positive and supportive relationships.

Learners are unique, have individual aspirations and are capable of deep learning (APST 1.5)	**Learners actively construct knowledge and apply skills to develop understanding**	**Teachers make intentional, evidence informed and inclusive decisions that guide their practice**	**Teachers design, practise and use evidence from assessment for the purpose of progressing learning** (APST 5.1)	**Schools ensure that environments provide rich responsive and supportive contexts for learning** (APST 4.1)
We design and implement learning experiences that meet learners' needs, embrace their diversity and build on their strengths (APST 1.3)	We empower every learner to be involved in and take responsibility for decision making that affects them and their learning	We select evidence informed pedagogies and teaching practices appropriate to the learner and curriculum (APST 2.1)	We use evidence from assessment to design next steps to progress learning (APST 5.1)	We construct learning experiences that develop learners' understanding of themselves, others and their place in the world
We take collective responsibility for enabling the ongoing progress of every learner	We explore big ideas and key understandings that connect with learners' curiosity, interests and passions	We continuously build our knowledge of curriculum standards and identify big ideas and key understandings to deepen learning (APST 2.3)	We use data and evidence of learning to individually and collaboratively inquire into the impact of our teaching practice on learning (APST 5.4)	We develop authentic learning partnerships with families and communities to enrich and extend learning (APST 7.3)
	We encourage learners to build resilience by taking considered risks and embracing challenges in their learning	We ensure that learning experiences support collaboration and exploration to foster creativity and extend learning (APST 3.3)	We communicate with families in meaningful ways about learner growth, achievement and next steps for learning (APST 3.7)	

APST: Australian Professional Standards for Teachers

Key teaching practices

The five key teaching practices outlined in this Framework are

Teachers intentionally develop metacognition in learners

Teachers support learners to understand the intention, goals and indicators of learning

Teachers facilitate the sharing of feedback to progress learning

Teachers foster learners' agency and collaboration with peers, teachers and the community

Teachers enable learners to create and challenge meaning through questioning

These practices have been selected because

- Evidence demonstrates that, when executed well, they have strong positive impacts on learning.
- They encourage collaborative practice amongst teachers.
- They are underpinned by our shared principles for teaching and learning.

Most importantly, these practices recognise that school leaders and teachers know and understand their learners and how they learn. When teachers use their professional knowledge to decide in which contexts, at what times, and with whom they may be enacted, these practices become impactful.

It is by keeping learners front of mind and reflecting on the principles, key teaching practices and learning model together, that leaders can stimulate the most challenging and probing professional dialogue.

What is an 'effect size'?*

An effect size is a quantitative measure of the impact of different teaching approaches on learning. Effect sizes describe the size of the difference between two groups in a standard and comparable way. It is from effect sizes that months impact can be derived.

What does 'months impact' mean?*

Months impact is estimated in terms of the additional months progress you can likely expect children and young people to make as a result of implementing an approach, compared to similar children and young people who did not receive the approach. The months impact takes the average progress over a year as the benchmark.

*Education Endowment Foundation 2019, https://evidenceforlearning.org.au/the-toolkits/about/

Key practice on a page

Learners are empowered to think about their own thinking and learning, become motivated and able to regulate their own learning through ***metacognitive and self-regulation*** *practices. Metacognitive practices are about teaching learners how to learn, and can include using visible thinking routines, explicitly planning for how to approach learning, reflecting on experience and progress and monitoring individual comprehension.*

Teachers intentionally develop metacognition in learners	*Teachers support learners to understand the intention, goals and indicators of learning*	*Teachers facilitate the sharing of feedback to progress learning*	*Teachers foster learners' agency and collaboration with peers, teachers and the community*	*Teachers enable learners to create and challenge meaning through questioning*

Learners

- Know they can continually grow and improve as learners
- Have a repertoire of learning strategies and can select or find strategies appropriate to their learning goals
- Reflect on their thinking and learning processes, can self-assess the effectiveness of these processes and how they have impacted progress and achievement
- Can learn independently and make reasoned decisions about learning
- Understand that mistakes are critical to learning and are motivated to keep trying in their learning
- Can apply learning in different contexts
- Innovate and develop new knowledge through the application of critical and creative thinking

Teachers

- Model curiosity, wonder and excitement about learning
- Explicitly provide learners with specific strategies such as problem solving, concept mapping, and thinking routines to set learning intentions and reflect on their learning progress
- Intentionally demonstrate how to use particular metacognitive strategies in ways that make learning more interesting, engaging and intriguing
- Facilitate choice and flexibility clearly linked to the selection of strategies to progress toward and achieve specific learning goals
- Provide support and scaffolding through self-questioning, learner-teacher communication, peer to peer collaboration and self-assessment
- Model and communicate that mistakes are an opportunity to progress learning
- Explicitly teach the language of cognition and metacognition

Reflective Questions

- How will I know what learners understand and are thinking about the learning goal?
- What sorts of feedback will I give to learners to develop metacognitive practice and a growth mindset?
- How will I help learners to recognise how they learn?
- How will I support learners to think critically and creatively?
- How will I support learners to move from concrete thinking to abstract thinking?

Evidence

Selected further reading

Dweck, C 2017, *Mindset: Changing the way you think to fulfil your potential*, Little Brown Book Group, UK.

Evidence for Learning 2019, Teaching and Learning Toolkit – Metacognition and Self Regulation https://evidenceforlearning.org.au/teaching-and-learning-toolkit/metacognition-and-self-regulation/

Evidence for Learning 2019, Guidance Report: Metacognition and Self Regulated Learning https://evidenceforlearning.org.au/guidance-reports/metacognition-and-selfregulated-learning/

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Lemov, D 2015, *Teach like a champion 2.0: 62 techniques that put students on the path to college*, Jossey-Bass, San Franscisco; California.

Ritchhart, R et al. 2011, *Making Thinking Visible: How to promote engagement, understanding and independence for all learners*, Jossey-Bass, San Francisco; California

Effect size

- Classroom discussion **0.82**
- Self questioning **0.64**
- Concept mapping **0.64**
- Teaching problem solving **0.63**
- Study skills **0.60**

Months impact

- Metacognition and self regulation **+8**

Key practice on a page

*Learners can understand the purpose and goals of learning through the development and use of clear **learning intentions and success criteria** which are informed by their interests, prior knowledge, curriculum standards and/or progressions.*

Teachers intentionally develop metacognition in learners	***Teachers support learners to understand the intention, goals and indicators of learning***	*Teachers facilitate the sharing of feedback to progress learning*	*Teachers foster learners' agency and collaboration with peers, teachers and the community*	*Teachers enable learners to create and challenge meaning through questioning*

Learners

- » Are involved in developing their learning intentions and success criteria for progress
- » Can articulate or demonstrate what they are learning and the purpose of this learning
- » Can articulate or demonstrate where they are in their learning, their learning goals, and what they need to do next
- » Experience growth and achievement, and identify as motivated for further learning
- » Exercise a sense of purpose and responsibility for their own learning
- » Continuously reflect on their learning progress and refine their intentions and goals.

Teachers

- » Design goals that will progress and stretch learning for every learner
- » Work with individual learners to set personalised goals that guide learning
- » Ensure learning intentions and success criteria are understood, visible and accessible throughout learning
- » Together with learners continuously reflect on progress and refine intentions and goals
- » Explain what learners need to know and be able to do throughout learning to meet learning goals
- » Use worked examples to explicitly demonstrate to learners how to undertake a learning task and ways to progress. This can occur at different points in a learning experience (before, during, and concluding).

Reflective Questions

- » How will I know a goal is about learning rather than doing?
- » How will I ensure that learning intentions and goals are challenging whilst also appropriate and relevant?
- » How will I support my learners to reflect on learning goals and their ongoing growth?
- » How will I ensure the learning intentions and success criteria relate to big ideas and key understandings?

Evidence

Selected further reading

Australian Institute for Teaching and School Leadership 2017, Learning Intentions and Success Criteria https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-learning-intentions-and-success-criteria-strategy.pdf?sfvrsn=382dec3c_2

Education Services Australia, Assessment for Learning: Learning Intentions, https://www.assessmentforlearning.edu.au/professional_learning/learning_intentions/learning_intentions_landing_page.html

Hattie, J 2009, *Visible Learning: A synthesis of over 800 meta-analysis relating to achievement*, Routledge; Abingdon; Oxford.

Marzano, R 2017, *The New Art and Science of Teaching*, Hawker Brownlow Education, Moorrabbin; Victoria.

APST 3.1 Establish Challenging Learning Goals

Effect size

Goals **0.56**

Behavioural organisers/advance organisers **0.41**

Concept mapping **0.57**

Mastery learning **0.58**

Worked examples **0.57**

Months impact

Not currently available

Key practice on a page

*Learners and teachers are informed of progress and achievement through mutual and ongoing **feedback**. The purpose of feedback is to facilitate progress in learning. Teachers and peers can provide both formal and informal feedback. It should be timely, can be provided in many forms and should always include specific advice for learners on how to progress in their learning. Teachers use evidence and data of learning progress, including feedback from learners, to guide their practice and make adjustments to amplify their impact on learning.*

Teachers intentionally develop metacognition in learners	*Teachers support learners to understand the intention, goals and indicators of learning*	***Teachers facilitate the sharing of feedback to progress learning***	*Teachers foster learners' agency and collaboration with peers, teachers and the community*	*Teachers enable learners to create and challenge meaning through questioning*

Learners

- » See feedback as part of the learning process, with the purpose of progressing learning
- » Understand what they need to do to progress learning
- » Are motivated to continually improve as learners
- » Use feedback from teachers and peers to self-regulate their learning and build resilience to overcome challenges
- » Give one another feedback in varying ways to progress learning
- » Feedback and feedforward to peers and teachers.

Teachers

- » Facilitate and provide multiple means of feedback that enables and challenges learners to reflect on and refine their understanding
- » Guide learners' growth by monitoring their work and providing feedback throughout each step of the learning process
- » Give and receive timely, specific feedback that acknowledges areas of achievement and areas for progress
- » Structure feedback to support growth and achievement
- » Provide opportunities for students to engage in feedback with their peers
- » Enable a variety of audiences to provide feedback including peers and families
- » Use evidence and data of learning progress and achievement as a source of feedback on the impact of teaching practices
- » Use data and feedback to guide their own learning to support ongoing professional growth.

Reflective Questions

- » How will I ensure that the feedback provided is about learning?
- » How can I ensure feedback enables learners to grow and improve with positive intent?
- » What will guide the kinds of feedback I provide?
- » How will I gather and respond to feedback on my teaching?

Evidence

Selected further reading

Australian Institute for Teaching and School Leadership 2017, Feedback https://www.aitsl.edu.au/tools-resources/resource/feedback

Black, P and Wiliam D 1998, Assessment and Classroom Learning, Assessment in Education: Principles, Policy and Practice, vol. 5: pp.7-74.

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Evidence for Learning 2019, Teaching and Learning Toolkit - Feedback https://evidenceforlearning.org.au/teaching-and-learning-toolkit/feedback/

Hattie, J and Timperley H 2007, The Power of Feedback, Review of Educational Research, vol.77, no.1: pp.81-112 https://journals.sagepub.com/doi/pdf/10.3102/003465430298487

Hattie, J and Clarke, S 2018, *Visible Learning Feedback*, Routledge, Abingdon; Oxford.

APST 5.2 Provide feedback to students on their learning

APST 5.4 Interpret student data

Effect size

Feedback **0.73**

Formative evaluation **0.90**

Months impact

Feedback **+8**

Key practice on a page

When learners are provided with deliberate possibilities to ***co-design, co-construct, collaborate and work together*** *they develop agency, dispositions and skills to learn and share with peers, teachers and the community. This involves learners actively participating, negotiating, and communicating.*

Teachers intentionally develop metacognition in learners	*Teachers support learners to understand the intention, goals and indicators of learning*	*Teachers facilitate the sharing of feedback to progress learning*	***Teachers foster learners' agency and collaboration with peers, teachers and the community***	*Teachers enable learners to create and challenge meaning through questioning*

Learners

- Develop shared goals and questions to investigate
- Share wondering, prior knowledge and thinking
- Take individual responsibility for participating and contributing constructively as part of a team
- Actively listen to others and are skilled at providing ideas, suggestions and feedback to one another and the teacher
- Are actively involved in designing and constructing learning opportunities
- Take responsibility to reflect on and evaluate actions and their impact on others.

Teachers

- Develop protocols with learners to guide sharing, collaboration, construction and co agency
- Actively facilitate opportunities for learners to share ideas and expertise, ensuring each learner's contribution is valued by other learners
- Explicitly teach the language of collaboration: such as "building on your idea", "I disagree because…"
- Ensure that diversity is captured for inclusive learning
- Differentiate learning by incorporating a range of opportunities depending on readiness, interests and needs.

Reflective Questions

- How will I plan and design learning that encourages and responds to student voice?
- How can I co-design inquiry questions with learners to provoke curiosity and thinking?
- How will I balance the individual learning dispositions and needs of all learners?
- How will I assess individual learners within a collaborative learning context?

Evidence

Selected further reading

Australian Institute for Teaching and School Leadership 2017, A collaborative learning space, https://www.aitsl.edu.au/tools-resources/resource/a-collaborative-learning-space-illustration-of-practice

Evidence for Learning 2019, Teaching and Learning Toolkit – Collaborative Learning https://evidenceforlearning.org.au/teaching-and-learning-toolkit/collaborative-learning/

Gillies, R and Boyle M 2010, Teachers reflections on cooperative learning: issues of implementation, Teaching and Teacher Education, vol. 24, no. 4, pp.39-55.

Government of South Australia 2016, Create safe conditions for rigorous learning: Build a community of learners, https://www.education.sa.gov.au/sites/default/files/domain_2_create_safe_conditions_for_rigorous_learning.pdf?acsf_files_redirect

APST 3.3 Use teaching strategies

APST 4.1 Support student participation

Effect size

Reciprocal teaching **0.74**

Cooperative learning in relation to individual work **0.59**

Peer tutoring **0.55**

Cooperative learning in relation to competitive learning **0.54**

Small group learning **0.49**

Cooperative learning in relation to whole class instruction **0.41**

Months impact

Collaborative learning **+5**

Key practice on a page

*Learners' curiosity can be activated, connections made and understanding developed and deepened through **questioning**. Questioning unfolds opportunities for learners to talk together and with the teacher, listen actively, discuss, negotiate, debate, express opinions and alternative views. Effective questioning yields immediate feedback on learner understanding and the impact of teaching on learning.*

Teachers intentionally develop metacognition in learners	*Teachers support learners to understand the intention, goals and indicators of learning*	*Teachers facilitate the sharing of feedback to progress learning*	*Teachers foster learners' agency and collaboration with peers, teachers and the community*	***Teachers enable learners to create and challenge meaning through questioning***

Learners

- Feel confident to ask questions, speculate, negotiate and debate
- Understand how different types of questions can identify, clarify, build knowledge and develop understanding
- Actively listen to understand others' ideas and perspectives
- Build on and respectfully challenge one another's ideas
- Make connections to prior and new knowledge and wondering to stimulate further questions.

Teachers

- Provide opportunities to stimulate curiosity and wonder
- Enable and provide opportunities for all learners to make meaningful contributions
- Explicitly teach and use different types of questions and questioning
- Ask questions that probe learners' thinking and prompt them to explain, explore and justify their responses
- Ask questions and respond to answers in ways that acknowledge individual needs and potential contributions
- Model acceptance and valuing of unusual or alternative perspectives
- Provide stimulus materials that challenge learners' ideas and encourage collaborative communication
- Intentionally engage learners in dialogue, continuously extending and deepening their thinking and refining their understanding.

Reflective Questions

- How can I provide learners with a wide range of questioning strategies?
- What vocabulary and language do I need to teach to ensure learners can ask effective questions?
- How will I capture and assess the learning that a question and response can reveal?
- How will I intentionally use questions to provoke wonder and deepen understanding?
- How will I use questions to challenge misconceptions and promote cognitive stretch?

Evidence

Selected further reading

Australian Institute for Teaching and School Leadership 2017, Practical Techniques: Questioning, https://www.aitsl.edu.au/docs/default-source/feedback/aitsl-strategies-questioning-a3.pdf

Evidence for Learning 2019, Teaching and Learning Toolkit – Oral Language Interventions https://evidenceforlearning.org.au/teaching-and-learning-toolkit/oral-language-interventions/

Hattie, J 2009, *Visible Learning: A synthesis of over 800 meta-analysis relating to achievement*, Routledge; Abingdon; Oxford.

Lemow, D 2015, *Teach like a champion 2.0: 62 techniques that put students on the path to college*, Jossey-Bass, San Francisco; California.

Marzano, R 2017, *The New Art and Science of Teaching*, Hawker Brownlow Education, Moorabbin; Victoria.

Wiliam, D 2011, *Embedded Formative Assessment*, Solution Tree Press, Bloomington; Indiana.

Effect size

Questioning **0.46**

Self-verbalisation and self-questioning **0.64**

Classroom discussion **0.82**

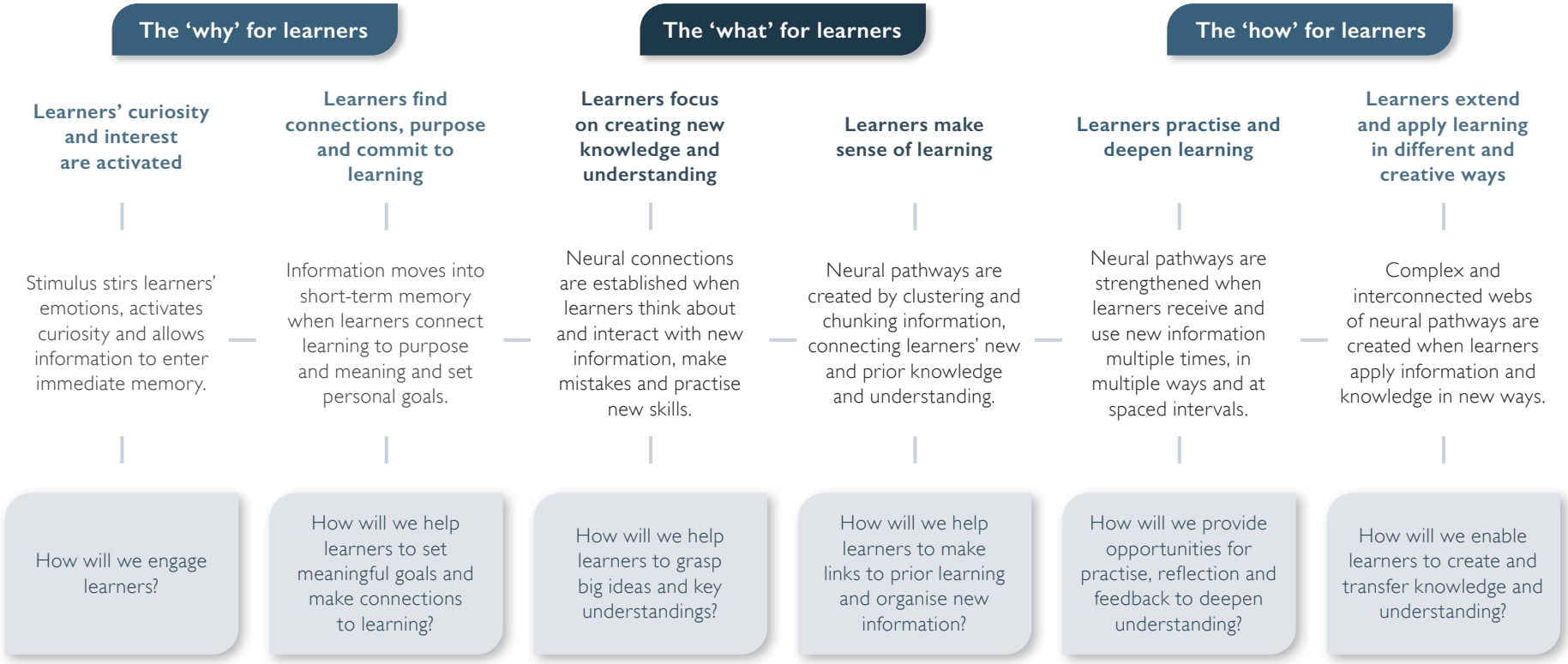
Months impact

Oral language interventions **+5**

Learning model

This model describes a set of considerations for school leaders and teachers to reflect on when discussing, designing and practising teaching. It integrates current research on cognitive science with questions to stimulate challenging professional dialogue.

The 'how' questions are not intended to be considered in isolation but alongside the five key teaching practices outlined in this Framework. When reflecting on the Learning Model and key teaching practices together, leaders can stimulate searching and probing professional dialogue. This enables our commitment to ensure learners are at the centre of every aspect of our work.



Connections with key DoE strategies and resources

Teaching and Learning Birth–Year 2

The Framework:

- reflects the learner centred approach at the heart of the Refocus Teaching and Learning initiative.
- represents the key elements of the Early Years Learning Framework; Belonging, Being and Becoming.
- provides flexibility for context, enabling the selection of pedagogies appropriate for learners from Kindergarten to Year 2.

9–12 Education Framework

The Framework:

- reinforces the central purpose of 9–12 learning; that all students achieve their potential through schooling and beyond.
- reflects the principles for 9–12 learning including access, agency, excellence, balance, support and achievement.
- provides flexibility in the application of key teaching practices recognising the diversity of learning contexts, pathways and aspirations that comprise Years 9-12.

Systematic Curriculum Delivery: A Guide for School Leaders

The Framework:

- recognises the central importance of curricular knowledge to effective teaching practice.
- reinforces the critical role of activating learner engagement through connecting learner interests, passions and needs to curriculum.
- scaffolds and supports practices of teaching for deep learning.

Assessment Strategy 2020–2023

The Framework:

- enhances a shared understanding of the purposes of assessment as facilitating learner growth and achievement.
- supports the belief that ongoing assessment for learner growth is a key element of effective teaching.
- identifies specific evidence informed practices to support this including; learning intentions and success criteria, questioning, feedback, and metacognitive strategies.

Child and Student Wellbeing Strategy 2018–2021

The Framework:

- acknowledges the connection between wellbeing and learning. In particular the development in learners of a positive sense of identity, belonging, optimism and the capacity to foster trusting relationships.
- links to the wellbeing domains of Learning, Participating, and Having a Positive Sense of Culture and Identity.
- includes specific evidence informed teaching practices to support learner wellbeing including; self-regulation and collaborative learning.

Literacy Framework 2019–2022

The Framework:

- supports the Literacy domains emphasising the importance of engaged, skilled and confident learners who can communicate, create, and transfer their learning.
- complements practices for literacy learning through the effective teaching of English outlined in literacy resources provided by DoE and those developed though the Middle Years Literacy Project.

Family Engagement

The Framework:

- includes engagement with families as a key principle for effective learning and teaching.
- recognises that engagement with families must be an authentic partnership that enriches and extends learning.

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- Bothwell District School
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Principal Reference Group Members

- Julie Argent, Principal Latrobe Primary School
- Brent Armitstead, Principal Latrobe High School
- Cathy Bester, Principal Yolla District School
- Jane Bovill, Principal Riverside Primary School
- Monique Carter, Principal Lansdowne Crescent Primary School
- Deaine Coyle, Principal Youngtown Primary School
- Nadine Davey, Principal Bothwell District School
- Trudy Durkin, Principal Burnie High School
- Benjamin Frerk, Principal Exeter High School
- Sally Gill, Principal Waimea Heights Primary School
- Alanna Green, Principal Clarence High School
- Mathew Grining, Principal Penguin District School
- Annette Hollingsworth, Principal Trevallyn Primary School
- Stuart Lord, Principal South Arm Primary School
- Julie Pike, Principal Deloraine Primary School
- Elizabeth Robinson, Principal Kingston High School
- Carol Stingel, Principal Bridport Primary School
- Brett Youd, Principal East Devonport Primary School

DoE Business Units

- Strategic Policy and Planning
- Literacy Project
- Early Learning
- 9–12 Learning
- Vocational Learning and Career Education
- Curriculum Services
- Professional Learning Institute
- Child and Student Wellbeing
- Strategic Marketing, Communications and Media
- School Improvement Team
- Student Support

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