

# LANGLEY SCHOOLS

## FRAMEWORK FOR TEACHING & LEARNING



*This Framework provides common language around high-quality teaching and learning to promote professional learning conversations amongst educators and to support teachers in their own professional growth as we strive to ensure all learners in Langley reach their full potential.*

*This research-based framework has been created through the lens of both the First Peoples Principles of Learning and the Langley School District Vision.*



# FRAMEWORK FOR TEACHING AND LEARNING



PILLARS	GUIDING PRINCIPLES
<p>CLASSROOM COMMUNITY</p>	<ul style="list-style-type: none"> <li>• The strengths, experiences and identity of individuals are honoured and respected.</li> <li>• Relationships and connections are created and nurtured thoughtfully in order to provide a sense of belonging for each member of the class (students, support staff, guardians, teachers, administrators, etc.)</li> <li>• Classroom interactions foster an inclusive space in order to develop empathy and appreciation for the perspectives of others.</li> <li>• Classroom norms are co-designed by teachers and students with a focus on the development of:               <ul style="list-style-type: none"> <li>• the Langley School District core values: Integrity, Excellence, Courage and Community</li> <li>• the BC Ministry of Education’s core competencies: Thinking, Communication, Personal and Social</li> <li>• the Langley Aboriginal Education Enhancement Agreement</li> </ul> </li> <li>• Learning experiences promote innovation, collaboration and a lifelong passion for learning.</li> </ul>
<p>CLASSROOM SYSTEMS AND ROUTINES</p>	<ul style="list-style-type: none"> <li>• Classroom routines model and emphasize learning processes for students.</li> <li>• Classroom and school systems look inward to adjust to students.</li> <li>• Classroom systems welcome varied generational contributions and participation.</li> <li>• Classroom systems and routines facilitate student responsibility, ownership and personal responsibility.</li> <li>• Classroom structures and lesson design provide maximum opportunities for student learning with relevant and meaningful choices.</li> <li>• The social, emotional, and physical safety of students are met through consistent, responsive, and inclusive systems and routines.</li> <li>• The well-being of students is nurtured and developed through respectful interactions, effective problem-solving mechanisms, and restorative practices.</li> </ul>
<p>PHYSICAL ENVIRONMENT</p>	<ul style="list-style-type: none"> <li>• Learning is connected to and supports a relationship with the land.</li> <li>• Learning takes place through flexible and connected environments within the classroom, the school and the community.</li> <li>• Students have access to resources, including innovative tools in the physical environment to support learning and personal responsibility.</li> </ul>

PILLARS	REFLECTIVE QUESTIONS
<p style="text-align: center;"><b>CLASSROOM COMMUNITY</b></p>	<ul style="list-style-type: none"> <li>• When, where and how do students see: themselves, their family, and their community represented in the classroom?</li> <li>• In what ways do the relationships and interactions within the class community support and promote:               <ul style="list-style-type: none"> <li>• inclusivity and a sense of belonging?</li> <li>• opportunities to safely communicate complex developing identities?</li> <li>• opportunities for students to understand and explore their ancestry and that of others?</li> <li>• the celebration of students and their learning?</li> <li>• a lifelong passion for learning?</li> </ul> </li> <li>• In what ways do the co-designed classroom norms support student development of               <ul style="list-style-type: none"> <li>• integrity? • excellence? • courage? • community?</li> </ul> </li> <li>• In what ways do the co-designed classroom norms provide opportunities for students to continue the development of competence in:               <ul style="list-style-type: none"> <li>• critical, reflective and creative thinking? • collaboration?</li> <li>• communication • positive personal and cultural identity?</li> <li>• personal awareness and responsibility? • social awareness and responsibility?</li> </ul> </li> </ul>
<p style="text-align: center;"><b>CLASSROOM SYSTEMS AND ROUTINES</b></p>	<ul style="list-style-type: none"> <li>• How do routines model the learner’s role in the learning process?</li> <li>• How do routines model the teacher’s role in the learning process?</li> <li>• In what ways do classroom, school and district systems adjust for student-centred needs?</li> <li>• When do classroom systems and routines create opportunities for students to engage with a variety of generational roles:               <ul style="list-style-type: none"> <li>• elders • knowledge keepers/experts • community members</li> <li>• family • students from other grades • each other</li> </ul> </li> <li>• In what ways do classroom systems highlight and celebrate student strengths, talents and gifts?</li> <li>• In what way, do the structures, systems, and routines in the classroom:               <ul style="list-style-type: none"> <li>• promote student responsibility and ownership of learning?</li> <li>• present students with choices that will enable them to maximize their learning?</li> <li>• provide social and emotional safety for the students?</li> <li>• ensure the physical safety of students?</li> </ul> </li> <li>• In what ways do the interactions between students and teachers:               <ul style="list-style-type: none"> <li>• address behaviour in a meaningful and responsive manner?</li> <li>• develop problem-solving skills?</li> <li>• promote forgiveness and humility?</li> </ul> </li> </ul>
<p style="text-align: center;"><b>PHYSICAL ENVIRONMENT</b></p>	<ul style="list-style-type: none"> <li>• In what ways do students engage with place and land through stewardship?</li> <li>• In what ways do students show their understanding of reciprocity, interconnectedness, and personal responsibility (what affects one person affects others) when interacting with and within the physical environment?</li> <li>• In what ways:               <ul style="list-style-type: none"> <li>• do the physical arrangement and organization of the classroom allow for flexible learning opportunities?</li> <li>• do the physical arrangement and organization of the classroom provide for student choice?</li> <li>• are the other areas of the school facility (learning commons, gymnasium, multipurpose room, playground, athletic fields, etc.) used to provide effective and varied learning experiences for the students in order to support students’ physical and emotional needs?</li> <li>• does the physical environment create engaging learning opportunities?</li> </ul> </li> </ul>



# FRAMEWORK FOR TEACHING AND LEARNING



PILLARS	GUIDING PRINCIPLES
<p>COGNITIVE</p>	<ul style="list-style-type: none"> <li>• Personalized, concept-based learning opportunities expand student thinking and learning in meaningful ways and ignite their passion for learning. Cross-curricular connections awaken student curiosity.</li> <li>• The provision of real-world opportunities for learning strengthens students' understanding and engagement.</li> <li>• Students are provided voice and choice in their learning journey for the purpose of developing student confidence in abilities and control over their own learning.</li> <li>• Student involvement in the co-creation of success criteria increases their interest and desire to succeed in their own learning.</li> <li>• Student capacity to self-assess and to provide quality feedback to peers deepens student thinking and learning.</li> <li>• Learning opportunities and resources are selected to strengthen and increase understanding and are accessible for all learners.</li> <li>• Innovative tools further thinking, engage students, and provide them an active role in their learning. MOVE TO PEDAGOGY?</li> </ul>
<p>ACTIONS AND INTERACTIONS</p>	<ul style="list-style-type: none"> <li>• Learning supports time to reflect on how one's actions impact others.</li> <li>• Learning tasks are designed to support student development of independent and interdependent skills.</li> <li>• Problem-solving, collaboration, communication and leadership skills are developed intentionally.</li> <li>• Learning involves exploring the rights and responsibilities of belonging to a collective.</li> <li>• Learning provides opportunities to support and contribute to others' growth.</li> <li>• Learning provides the practice of self-advocacy and the acceptance of support when and as needed.</li> </ul>
<p>SOCIAL/ EMOTIONAL</p>	<ul style="list-style-type: none"> <li>• Social emotional learning supports the development of the individual and collective identity.</li> <li>• The celebration of individual and group strengths and growth develops a positive mindset in all learners.</li> <li>• The development of trusting relationships within the classroom and the school community is foundational to effective, engaging teaching and learning.</li> <li>• Students feel heard, seen and cared about and are more able to engage creatively in their learning.</li> <li>• Social and emotional skills are explicitly taught and embedded in classroom practice, so students learn how to manage emotions in themselves and with others.</li> <li>• Teaching and practicing SEL skills promotes collaborative learning and effective problem-solving.</li> </ul>

PILLARS	REFLECTIVE QUESTIONS
COGNITIVE	<ul style="list-style-type: none"> <li>• In what ways is learning:               <ul style="list-style-type: none"> <li>• personalized?</li> <li>• concept-based?</li> <li>• meaningful to the learner?</li> <li>• accessible for all learners?</li> </ul> </li> <li>• How is learning transferable to the student's life?</li> <li>• In what ways have all voices been heard in the process of developing success criteria?</li> <li>• In what ways are students provided opportunities to build skills in:               <ul style="list-style-type: none"> <li>• self-assessment?</li> <li>• peer assessment?</li> <li>• giving and receiving feedback?</li> </ul> </li> <li>• In what ways are the learning opportunities and resources selected with a critical lens:               <ul style="list-style-type: none"> <li>• for accessibility and inclusivity?</li> <li>• with cultural and historical contexts?</li> </ul> </li> </ul>
ACTIONS AND INTERACTIONS	<ul style="list-style-type: none"> <li>• In what ways do learning tasks develop independent and interdependent skills?</li> <li>• In what ways are students' interactive skills taught, developed and practiced?</li> <li>• In what ways are students provided opportunities to reflect on their in-person and online actions through the lens of:               <ul style="list-style-type: none"> <li>• intended and unintended consequences?</li> <li>• personal responsibility?</li> <li>• interconnected impacts of choices on others (self, classmates, staff, family, etc.)?</li> <li>• humility?</li> <li>• forgiveness?</li> </ul> </li> <li>• How do interactions between community members develop and model strong and healthy relationships?</li> <li>• In what ways is self-advocacy taught, developed and practiced?</li> <li>• In what ways is the acceptance of support taught, modelled and practiced?</li> </ul>
SOCIAL/ EMOTIONAL	<ul style="list-style-type: none"> <li>• How does the classroom environment create intentional social interactions where every community member has an equal and valued voice (for example, through consensus, circle discussions, constructive responses to others' work, cooperative collaboration, mentorship, sharing/listening)?</li> <li>• When and how does the classroom environment provide opportunities for learners to share their stories and their voices?</li> <li>• When and how does the classroom environment provide opportunities for learners to listen to and connect with the stories of others?</li> <li>• In what ways are authentic learning experiences provided that enable students to connect               <ul style="list-style-type: none"> <li>• personally, and within their family?</li> <li>• locally, and within their community?</li> <li>• globally?</li> </ul> </li> <li>• In what ways               <ul style="list-style-type: none"> <li>• are trusting relationship skills developed within the classroom community?</li> <li>• is a positive mindset developed for individual students and for the group?</li> <li>• is student confidence built through the provision of voice and choice?</li> </ul> </li> <li>• Does the classroom environment encourage healthy risk taking such as:               <ul style="list-style-type: none"> <li>• sharing authentic voice?</li> <li>• creative thinking?</li> </ul> </li> <li>• How are SEL skills explicitly and implicitly modeled, taught and practiced (for example, empathy, self-awareness, self-regulation, problem-solving and conflict resolution)?</li> </ul>



# FRAMEWORK FOR TEACHING AND LEARNING



PILLARS	GUIDING PRINCIPLES
<p>KNOW, DO, &amp; UNDERSTAND</p>	<ul style="list-style-type: none"> <li>• Student learning is experiential, relevant and authentic.</li> <li>• Concept-based learning enables an extensive exploration of topics in order to deepen the understanding and to provide students with opportunities to make connections between the big ideas.</li> <li>• Literacy and numeracy are fundamental to learning and are embedded in all areas of the curriculum.</li> </ul>
	<ul style="list-style-type: none"> <li>• Learning embeds the contributions and values of Indigenous perspectives and worldviews.</li> <li>• Learning is student-focused and based on the development of core &amp; curricular competencies with the purpose of strengthening transferable skills and understanding.</li> </ul>
	<ul style="list-style-type: none"> <li>• Learning and meaning are made from direct experience.</li> <li>• Learning is built upon students' prior knowledge and essential standards for the grade.</li> <li>• Learning is paced in order to meet students' needs while intentionally engaging students in higher-order levels of thinking.</li> <li>• Learning challenges students to use a variety of thinking processes to actively learn with a team.</li> </ul>

PILLARS	REFLECTIVE QUESTIONS
<p style="text-align: center;">KNOW, DO, &amp; UNDERSTAND</p>	<ul style="list-style-type: none"> <li>• In what ways is learning authentic (considering current student context, integrated into everyday life )</li> <li>• In what ways is learning relevant (connected to current student life experience verse only framed as preparation for a life to be lived in the future)?</li> <li>• In what ways is learning experiential (part of real-life situations and thus transferable to community or for the benefit/ support of the community)?</li> <li>• In what ways do the learning opportunities enable students to:               <ul style="list-style-type: none"> <li>• undertake and complete in-depth studies?</li> <li>• build meaningful connections across and within areas of knowledge?</li> </ul> </li> <li>• In what ways are literacy and numeracy skills embedded in the learning in all curricular areas?</li> </ul>
	<ul style="list-style-type: none"> <li>• When, where and how are varied and local Indigenous perspectives explored? How do these perspectives include wide-ranging contexts and do they span over time?               <ul style="list-style-type: none"> <li>• Given that some Indigenous knowledge is sacred, how have protocols been honoured?</li> </ul> </li> <li>• In what ways does the ongoing work of this classroom contribute to student development of:               <ul style="list-style-type: none"> <li>• the core competencies?</li> <li>• the curricular competencies?</li> <li>• transferable skills?</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• How, when and where do students engage in experiential (hands-on, minds-on) learning opportunities?</li> <li>• How, when and where do students inquire, explore, and/or pursue curiosity in their learning?</li> <li>• When do students have time to reflect/process their experience into knowledge and understanding?</li> <li>• In what ways:               <ul style="list-style-type: none"> <li>• are the essential learning standards identified and included in the instruction?</li> <li>• is the learning paced to meet the individual needs of all students?</li> <li>• do the learning opportunities develop and strengthen students' thinking skills?</li> </ul> </li> </ul>



# FRAMEWORK FOR TEACHING AND LEARNING



PILLARS	GUIDING PRINCIPLES
<p style="text-align: center;"><b>TEACHING APPROACHES AND STRATEGIES</b></p>	<ul style="list-style-type: none"> <li>• Learning recognizes and includes the roles of Indigenous knowledge.</li> <li>• Learning involves patience and time.</li> <li>• High quality and engaging learning opportunities meet the diverse needs of all students.</li> <li>• The environment and instructional strategies are designed to support the holistic (social, emotional, intellectual, cultural and physical) needs of the student with the objective of furthering their educational growth.</li> </ul>
	<ul style="list-style-type: none"> <li>• Instruction is scaffolded to support the development of the core and curricular competencies, leading to student ownership of their learning.</li> <li>• The methods of planning, instruction, and teaching are based on current research and informed practice.</li> <li>• Resources align to “Big Ideas” and learning standards and support the “Know, Do, Understand” model.</li> <li>• Resources are compliant with district privacy standards and initiatives.</li> </ul>
	<ul style="list-style-type: none"> <li>• Clearly articulated and measurable learning intentions, linked to core and curricular competencies, and embedded in instruction, are understood by students.</li> <li>• The success criteria are clear to students.</li> <li>• Instruction allows a variety of options and choice for students to demonstrate their learning.</li> <li>• Set professional learning goals to explore, apply and reflect on pedagogical approaches made possible through innovative tools.</li> </ul>

PILLARS	REFLECTIVE QUESTIONS
<p>TEACHING APPROACHES AND STRATEGIES</p>	<ul style="list-style-type: none"> <li>• In what ways is an understanding of the historical context of Indigenous Peoples in Canada incorporated into teaching and learning?</li> <li>• In what ways has critical examination:               <ul style="list-style-type: none"> <li>• valued the knowledge and the voices of all stakeholders in the education system?</li> <li>• guided decision-making in what is taught and how it is delivered?</li> </ul> </li> <li>• When, where and how is:               <ul style="list-style-type: none"> <li>• the learning of Indigenous knowledge visible?</li> <li>• a further understanding of Indigenous knowledge pursued?</li> </ul> </li> <li>• In what ways are instruction, content, resources, and learning tasks differentiated for students in order to encompass and support individual:               <ul style="list-style-type: none"> <li>• learning needs?</li> <li>• culture?</li> <li>• language?</li> <li>• life experiences?</li> <li>• ancestry?</li> </ul> </li> <li>• In what ways are individual student needs supported through classroom and school:               <ul style="list-style-type: none"> <li>• assessments and diagnostic measures?</li> <li>• reporting?</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• In what ways does the scaffolding of the learning provide all students with:               <ul style="list-style-type: none"> <li>• access points to the development of the core and curricular competencies?</li> <li>• ownership of their learning?</li> <li>• opportunities to provide and receive peer feedback?</li> </ul> </li> <li>• In what ways are the standards of professional practice maintained and used for the benefit of student learning through:               <ul style="list-style-type: none"> <li>• school-based and classroom practices?</li> <li>• collaborative efforts with colleagues?</li> <li>• continual professional growth?</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• In what ways are the learning intentions and success criteria made visible, open and transparent to students?</li> <li>• In what ways are students provided innovative options to demonstrate their learning?</li> <li>• In what ways are students provided opportunities for student voice and ownership?</li> </ul>



# FRAMEWORK FOR TEACHING AND LEARNING



## ASSESSMENT

PILLARS	GUIDING PRINCIPLES
<p style="text-align: center;">ASSESSMENT FOR STUDENT UNDERSTANDING</p>	<ul style="list-style-type: none"> <li>• Effective assessment is strength-based and reflects the student’s skill in relation to the curricular competencies. Evidence of learning and professional judgment determine proficiency.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effective assessment requires clear learning intentions and communicates success criteria so that learning is accessible for all students.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effective assessment includes ongoing descriptive feedback to promote student reflections and inform next steps.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effective assessment guides students in understanding and articulating their learning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effective assessment empowers students through voice and choice.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effective assessment fosters hope, efficacy, and a positive environment for learning.</li> </ul>

PILLARS	REFLECTIVE QUESTIONS
<p>ASSESSMENT FOR STUDENT UNDERSTANDING</p>	<ul style="list-style-type: none"> <li>In what ways:               <ul style="list-style-type: none"> <li>do the assessment practices provide opportunities for students to demonstrate what they know, understand, and can do in relation to the curricular competencies?</li> <li>does the teacher’s use of multiple methods of assessment (e.g. checklists, conferences, reflections, self-assessments, etc.) provide comprehensive information on student learning in order to determine proficiency?</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>What processes are used to:               <ul style="list-style-type: none"> <li>determine learning intentions and success criteria?</li> <li>present and clarify the learning intentions and success criteria for the students?</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>In what ways:               <ul style="list-style-type: none"> <li>does specific and timely feedback improve student learning?</li> <li>is instructional design informed by evidence of learning?</li> <li>does responsive instruction provide opportunities for all students to succeed?</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>How do students use assessment tools and feedback to direct their own learning, set learning goals, and gauge success?</li> </ul>
	<ul style="list-style-type: none"> <li>In what ways do the assessment practices provide multiple formats through which students can demonstrate their learning in order to accommodate different learning styles, strengths, and interests?</li> </ul>
	<ul style="list-style-type: none"> <li>In what ways do the assessment practices:               <ul style="list-style-type: none"> <li>ensure students remain engaged in their learning?</li> <li>assist students in becoming competent and confident?</li> </ul> </li> </ul>

## AN INVITATION TO REFLECT AND INQUIRE

SCAN	<ul style="list-style-type: none"><li>• What are your strengths?</li><li>• What do you need?</li><li>• What are your students' strengths?</li><li>• What do your students need?</li><li>• What are you passionate about?</li></ul>
FOCUS	<ul style="list-style-type: none"><li>• In what area will you concentrate your professional learning in order to make a meaningful difference? Recognize YOUR strengths and the strengths of your students. Build on these strengths.</li></ul>
SET GOAL(S)	<ul style="list-style-type: none"><li>• Specific, Measurable, Meaningful, Achievable, Realistic and Timely.</li><li>• Consider possible pathways to this goal.</li><li>• Make a plan.</li><li>• Share your plan with a critical friend.</li></ul>
TAKE ACTION	<ul style="list-style-type: none"><li>• Implement your plan.</li><li>• Dive deeply into the new learning (learning involves taking risks).</li></ul>
DOCUMENT YOUR JOURNEY	<ul style="list-style-type: none"><li>• Keep a portfolio (My Blueprint, a binder, journal, or notebook) which will include such things as lesson plans, letters, pictures, rubrics, evidence of student learning, videos, written reflections, etc. that relate to the goal.</li><li>• Share your journey and growth with a critical friend.</li></ul>
REFLECT	<ul style="list-style-type: none"><li>• Reflect regularly (set dates in plan).</li><li>• Evaluate the impact on yourself and your learners.</li><li>• Adjust and adapt the plan as necessary.</li><li>• Celebrate successes and setbacks as part of the learning journey.</li></ul>

# INQUIRY PLAN

Date: \_\_\_\_\_

**Goal #1**

**Steps (include timeline)**

**Pathways/Strategies**

**Progress and Documentation**

# SOURCES

## **First Peoples Principles of Learning FNESC**

<http://www.fnesc.ca/first-peoples-principles-of-learning/>

## **Langley School District (2013) Vision, Mission and Values**

<https://www.sd35.bc.ca/our-district/vision-mission/>

## **Langley School District (2015, October 8) Aboriginal Enhancement Agreement**

<https://district.public.sd35.bc.ca/wp-content/uploads/sites/2/2015/10/Aboriginal-Education-Enhancement-Agreement.pdf>

## **Ministry of Education (2020, July) B.C.'s Curriculum**

<https://curriculum.gov.bc.ca/>

## **Center for Educational Leadership**

<https://www.k-12leadership.org>

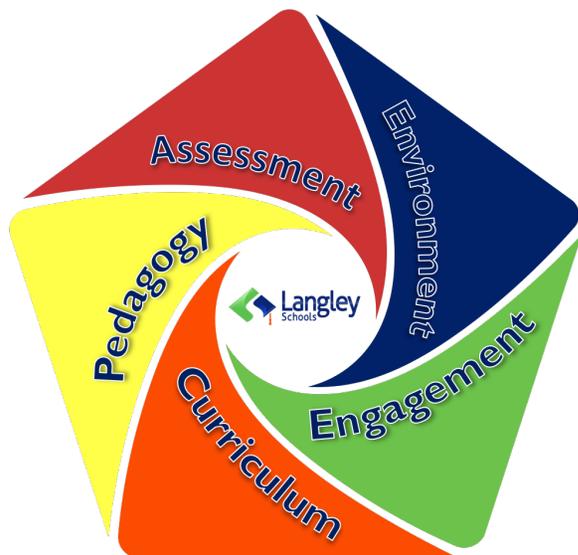
## **CASEL**

<https://casel.org>

## **BOOKS AND PUBLICATIONS:**

- |                            |                                                                                                                                                                                           |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Regie Routman</b>       | Literacy Essentials: Engagement, Excellence, and Equity For All Learners                                                                                                                  |
| <b>Pernille Ripp</b>       | Passionate Learners: How to Engage and Empower Your Students                                                                                                                              |
| <b>Dylan Wiliam</b>        | Embedding Formative Assessment: Practical Techniques for K-12 Classrooms<br>Embedded Formative Assessment (Second Edition)                                                                |
| <b>John Hattie</b>         | Visible Learning<br>Visible Learning for Teachers<br>Visible Learning into Action<br>Visible Learning Feedback                                                                            |
| <b>Jennifer Katz</b>       | Ensoulng Our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation<br>Teaching to Diversity: The Three-Block Model of Universal Design for Learning |
| <b>Mike Mattos</b>         | Taking Action: A Handbook for RTI at Work                                                                                                                                                 |
| <b>Charlotte Danielson</b> | The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School                                                                                         |
| <b>Robert Marzano</b>      | The Art and Science of Teaching                                                                                                                                                           |





Langley's Framework for Teaching and Learning is a research-based tool to help schools create shared language for teaching and learning, scaffold the development of expertise and grow high-quality instructional practices. The document was in draft form throughout 2019-20 and several groups of teachers and administrators provided input on the draft document over the school year. Revisions were ongoing with the latest revisions completed in December 2020.

The Framework for Teaching and Learning is used as a collaborative tool to anchor conversations in teaching and learning through common language and evidence-based practice. Teachers with teachers, administrators with administrators and teachers with administrators will work together to unpack this document and to reflect on and grow their practice with the goal of improving learning for all Langley students.

## ***Special Thanks***

**to those below for their input and feedback:**

Aboriginal Education Department

Instructional Services Team

Langley Principals and Vice Principals

LTA Working Group on Guiding Principles of Assessment

Teacher Leadership Participants

