

# WHOLE-PART-WHOLE FACT SHEET

The Whole-Part-Whole (WPW) structure outlines a systematic approach to organising learning experiences. This approach allows learners to not only effectively master new skills and absorb new knowledge, but also to transfer these skills and knowledge to differing applications. Upon successful implementation of the WPW structure, learners' understanding will transform from "knowledge to wisdom" (Swanson & Law, 1993, pp.49-50).

## Learning Intention:

\*All organisation and planning of learning experiences should be foremost drawn upon from the approved curriculum.

### PURPOSE

## POTENTIAL WHOLE

Prepare learners for new instruction by aligning what they already know to the learning intention and new content. Motivate learners by outlining the "meaningfulness" and "connectedness" of the content (Swanson & Law, 1993, pp. 45)

## POTENTIAL PART

Develop mastery of individual skills and knowledge. Unless a learner has a solid understanding of the "parts," then they will be unable to adequately grasp the "whole"

## POTENTIAL WHOLE

Link the individual "parts" together. The teacher here becomes responsible for transferring the new knowledge from short-term to long-term memory. This process also increases learner confidence in the skill/knowledge. Opportunity for student reflection on learning experiences

### CHARACTERISTICS

- Whole class or group
- Students share and draw upon their prior knowledge
- Links to learning intentions and success criteria
- Provides the "big picture"
- Brief sessions (10-20 minutes)
- Can be blended learning experiences of teacher instruction, class participation and focussed discussion

- Structured via Gradual Release of Responsibility model
- Teacher is responsive to student attainment of skill/knowledge
- Can be collaborative
- Opportunity for differentiation (not rotational, i.e. not every student does every learning experience)
- Links to learning intentions and success criteria
- Engage in feedback

- Learners are active in the process
- Enable students to practise all skills outlined in the "parts" in one process
- Is a blend of whole class and individual learning experiences
- Teacher uses learning experience to provide feedback to learner and seek feedback for future learning
- Can be brief (10-20 minutes)
- Link back to learning intentions and success criteria

### EXAMPLE LEARNING\*

#### Familiarising:

- Think, Pair, Share
- See, Think, Wonder
- Mindmap/Brainstorm
- KWL/KWHL Chart
- Videos/Images/Stimulus and discussion

#### Sharing:

- Class discussion
- Jigsaw groups
- Vocabulary Development
- Purposeful questioning

#### Modelling:

- Demonstrations
- Scaffolds
- Think Alouds
- Model reading or writing
- Anchor Charts

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#### Sharing:

- Text deconstruction
- Joint research/planning
- Detailed/multiple reading
- Fish bowling
- Jointly compose and comprehend

#### Guiding:

- Targeted groups
- Guided writing
- Provide mentor texts and examples

#### Working Independently:

- Compose or comprehend text

#### Sharing:

- References to anchor charts
- Literature Circles
- Student led conversations
- Visual image prompts
- Co-construction of meaning with students
- Purposeful Questioning

#### Working Independently:

- Peer/teacher feedback
- Self selection of texts/resources/materials
- Draft
- Transfer of knowledge to a different context
- Retell
- Student reflections

\*These are suggestions only. Any stage of the Gradual release of responsibility can be used at any time in the WPW structure."

Adapted From Swanson, R. A. & Law, B. (1993). Whole-part-whole learning model. Performance Improvement Quarterly. 6(1), pp. 43-53