

The Thread of Learning: Key Messages

Ensure that you and your students are clear about what the intended learning is.

Ensure that your learning intentions are linked to learning outcomes.

There is no "right way" to share the learning. You might use a number of ways:

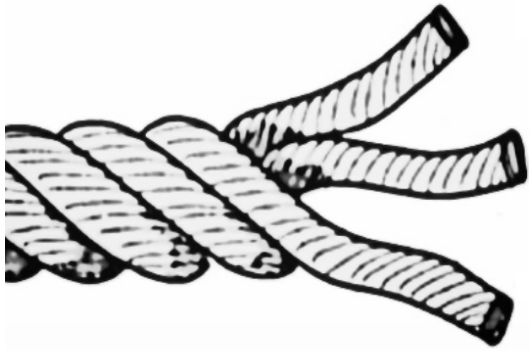
- Might share at the beginning and refer back to often
- Might be written on the top of a worksheet
- Might be in the form of a question
- May emerge as a consequence of students and teacher assessing where they currently are
- May evolve through an inquiry process

Learning intentions should give equal billing to Nature of Science learning and Contextual Strand learning.

The action verb in learning outcomes provides clarity as to what the students should be able to do. This helps when developing learning intentions from learning outcomes.

Consider how evidence of student learning related to the learning intention will be gathered.

Learning Intentions



Don't have to be a checklist at the start of a lesson/activity. Could emerge from doing work and then considering what makes work good

Should not limit students but allow students to excel

Should be revised in a developmental fashion

It is not appropriate to develop SC for every lesson and activity

Should be co-constructed as appropriate - this is developmental

Success Criteria

Should be targeted and based on success criteria

Can be in many forms - written, spoken, etc.

Can be in many directions - peer to peer, teacher to peer, self-directed feedback

Is a stepping stone to improving learning for the future - helps students set goals for the next time.

Should be more work for the student and less work for the teacher

Feedback

Developmental,
not rehearsal

Craft
Knowledge

Professional
Judgement