WALK THROUGH CHECKLISTS - LEARNING INTENTIONS AND SUCCESS CRITERIA

STRATEGY NOTES:

LEARNER RESPONSES:

Checklist

Learners

- Know what they are learning.
- Know how they will be successful.
- Use LISC throughout the lesson to progress their learning.

Teachers

- Provide LISC to learners and explain how they link to learning.
- Provide challenges at different levels (surface, deep and transfer phases).
- Support SC with examples and models.
- Refer to LISC throughout the lesson.

WALK THROUGH CHECKLISTS - FEEDBACK

STRATEGY NOTES:

LEARNER RESPONSES:

Checklist

Learners

- Know what feedback is.
- Link feedback to SC to track progress.
- Seek and give feedback to self and others.
- Provide examples on how they act on feedback

Teachers

- Give 'Where to next?' feedback to learners.
- Provide feedback at an appropriate level (task/ process/ self-regulation).
- Check that feedback has been receuved
- Give learners opportunities to act on feedback

WALK THROUGH CHECKLISTS - GOAL SETTING

STRATEGY NOTES:

LEARNER RESPONSES:

Checklist

Learners

- Describe their goal/s.
- Plan to achieve their goals, using strategies.
- Explain connections between SC and their goals.
- Assess progress towards their goals.
- Make short and long-term goals.

Teachers

- Describe the purpose of goals.
- Provide strategies for learners and how to use them.
- Connect goals to SC.
- Model how to use goals and provide opportunities for learners to do so.
- Analyse and assess learner progress towards goals.

WALK THROUGH CHECKLISTS - METACOGNITION

STRATEGY NOTES:

LEARNER RESPONSES:

Checklist

Learners

- Describe how they learn best.
- Know and use metacognitive strategies to support their learning.
- Reflect on their learning process as they move through it: What am I trying to learn? How will I achieve it? How am I progressing? What else could I do (especially when I get stuck?).

Teachers

- Model metacognitive strategies with learners, explaining how to utilise them and why they are essential to learning.
- Guide the use of metacognitive thinking with learners.
- Provide opportunities for learners to engage with their metacognitive thinking.

WALK THROUGH CHECKLISTS - QUESTIONING

STRATEGY NOTES:

LEARNER RESPONSES:

Checklist

Learners

- Describe how they use questioning in learning.
- Can describe/refer to questioning protocols or norms.
- Use questioning in guided/independent learning tasks
- Formulate their own questions in learning.

Teachers

- Model the use of norms and protocols for questioning.
- Provide Wait time for learners
- Questioning has a balance of lower cognitive and higher cognitive questioning.
- Respond to answers using redirection, probing and/or reinforcement
- Encourages learners to ask as well as receive questions.

WALK THROUGH CHECKLISTS - DIALOGUE AND DISCUSSION

STRATEGY NOTES:

LEARNER RESPONSES:

Checklist

Learners

- Describe how peer/classroom dialogue supports their learning.
- Can describe/refer to/use dialogic protocols or norms.
- Can provide examples of dialogue and discussion in their learning.

Teachers

- Model and use norms and protocols for dialogue and discussion.
- Engage learners in shared learning experiences where knowledge is co-constructed through dialogue and collaboration.
- Focus dialogue/discussion on learning intent
- Create a classroom environment conducive to dialogue and discussion, such as using discussion scaffolds/ rubrics and grouping learners appropriately.