

workshop
01

FOCUS ON LEARNING
**LEARNING
INTENTIONS
& SUCCESS CRITERIA**

In this workshop we are learning to...

- understand what learning intentions and success criteria are
- be able to identify and frame learning intentions and success criteria
- be able to use learning intentions and success criteria in our own classroom

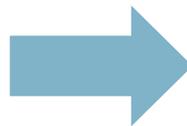


Why are learning intentions and success criteria important?

‘If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded and why they should learn it in the first place.’

(An Introduction to AfL, Learning Unlimited, 2004)

Learning intentions
‘What’ and ‘Why’



Success criteria
‘How to recognise success’

What are learning intentions?

- Learning intentions are statements that describe the learning activities/tasks that a lesson or series of lessons will focus on.
- They are frequently linked to one or more learning outcome.
- Learning intentions also identify the new learning that will take place in class.

Learning intentions are effective when they...

1. Identify **what** students will be **learning**
(We are learning to...)
2. Explain the **reason** for the learning
(This is because...)
3. **Share** and where appropriate, **negotiate** the learning and the reason with students at the beginning of the lesson or activity
4. Are presented in **language** that students can understand
5. **Are revisited** throughout the activity/lesson

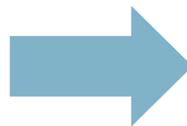


Keep in mind – What is the Learning?

- Knowledge and understanding
- Skills (Focus on key skills when possible)
- Attitudes and dispositions

Success criteria

Learning intentions
'What' and 'Why'



Success criteria
'How to recognise success'



Why are success criteria important?

- Improve understanding
- Empower students
- Encourage independent learning
- Enable effective feedback

Criteria for success ...

- are **linked** to the learning intentions
- are specific to an activity/task
- are **discussed and agreed** with students prior to undertaking the activity/task
- provide a **scaffold** and focus for students while engaged in the activity/task
- are used as the basis for **feedback**, peer-assessment and self-assessment.

Summary

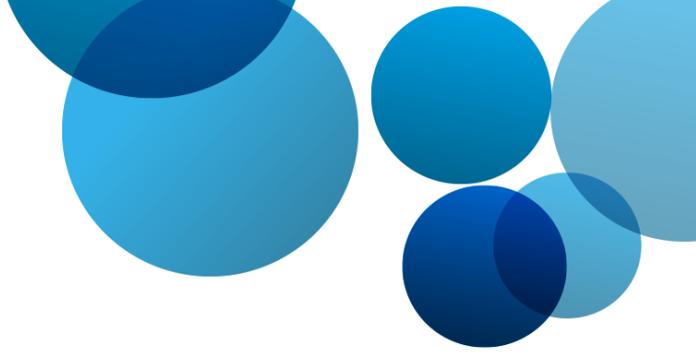
So, to take more responsibility for their own learning, students need to know:

- **what** they are going to learn
- **how** they will recognise when they have succeeded
- **why** they should learn it in the first place

Summary cont.

Using learning intentions and features of quality:

- creates more self-motivated students
- empowers students to become independent learners
- improves understanding
- can help focus feedback



Discussion

What do you see as the main benefits and challenges of introducing this approach into your own class?