

## Workshop1: Focus on Learning and Learning Intentions

*Speaker notes to accompany slides*

### Slide 1:

In this workshop, we are going to discuss: Learning intentions & success criteria.

### Slide 2:

By the end of this workshop, you will:

- understand what learning intentions and success criteria are
- be able to identify and communicate learning intentions and success criteria
- and know how to successfully use these approaches to assessment in your classroom.

### Slide 3:

Despite building learning intentions into our planning documents, we are not always good at sharing learning intentions and success criteria with our students.

Research shows that students who regularly receive this information in the classroom are:

- more focused for longer periods of time
- more motivated
- and better able to take responsibility for their own learning.

### Slide 4:

To begin with, what is a learning intention?

- The word **intention** is used purposely because it puts greater emphasis on the **process** of learning rather than the **end product**. It is important that we focus on the learning pathways and not simply focus on the end point.
- A learning intention is frequently linked to one or more learning outcomes, which are descriptions of what you want the students to know.
- Note to facilitator: You will find a useful example of how one teacher linked up learning outcomes, learning intentions and success criteria in setting an English task in the Appendix of Booklet 1

### Slide 5:

Here are five steps to framing and delivering learning intentions.

It is important that we

- are clear and specific about learning intentions and the reasons why these

are important things to learn

- break down learning intentions and translate them into meaningful and manageable language
- introduce and share learning intentions appropriately at the beginning of the lesson
- structure lessons so the students can focus on and revisit the learning intention through approaches such as questioning, peer- and self-assessment, written and oral feedback and plenary sessions

**Slide 6:**

Rather than frame learning intentions in terms of what a student will be **doing**, we need to define the **learning**.

So it's good to keep in mind the question - What is the learning that I want the students to achieve? not What is the activity I want the students to do?

**Slide 7:**

The next section of this presentation looks at the development of success criteria. If learning intentions spell out what the students will learn and why, the success criteria tell students how to recognise success.

In a nutshell, the success criteria let students know if they have achieved the learning intention.

**Slide 8:**

Establishing success criteria is an important part of learning and assessment for a number of reasons.

First of all, they **improve students' understanding of what is expected of them** by keeping them focused.

**This, in turn, empowers students** because they are clearer on what's going to happen and feel more able to meet the challenge of the learning.

Success criteria also allow you and the students to give effective and useful **feedback** – they keep you and the students focused on the criteria that the work will be assessed against.

**Slide 9:**

Criteria for success are characterised by these features

- They are **closely linked to the learning intention**.
- They are **specific to the activity/task** and will vary with each activity/task,

even if the activities/tasks share a common learning intention.

- They are **agreed** with the students in advance. This discussion of success criteria is particularly important in the classroom.
- They encourage responsibility and independence by scaffolding peer and self-assessment.
- They are revisited and used to provide students with feedback on their learning. This feedback can be provided by both you and the students themselves.

**Slide 10:**

In closing, here are a few key points to remember about learning intentions and success criteria.

**Slide 11:**

Using learning intentions and features of quality

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

This isn't all new but we need to be more systematic about using these approaches in our classrooms.

**Slide 12**

***You are now ready to move onto the materials in the accompanying workshop booklet 01.***