



# Senior Cluster Meeting

Tuesday September 20th

# Agenda Items

- Teacher Surveys "Where are we at?"
- How to set a clear learning intention (video)
- Discussion Points: making it meaningful and manageable
- Teacher resource: point of reference
- Where to next? - Term 4
- Celebrating our achievements - Term 3 successes



# Teacher Surveys

Survey Learning Intentions:

<https://goo.gl/forms/zzqm9VAQKU9b3yXR2>

Survey Success Criteria:

<https://goo.gl/forms/SNZQOUNtO8C5QJMy1>

# Setting the learning intention

Some samples to consider...

<https://vimeo.com/ncca/review/100590346/f58565d7d3>

<https://www.teachingchannel.org/videos/making-lesson-objectives-clear>

<https://www.teachingchannel.org/videos/criteria-for-success>

Discussion Points:

- What do you notice about these lessons?
- What are the elements that make the introductions successful?
- Is there anything you would do differently?

# Making meaningful and manageable

*'Do I have to do this for every lesson or class?'*

*'I write up the learning intention each day but it really doesn't mean much to the students'*

Discussion Points:

- How can we ensure that this practise is both manageable and meaningful?



# Learning Intentions

The benefits

The quality of work improves

Behaviour will improve

Students will become more focussed on tasks and persevere for longer

There is rich teacher-student dialogue.

Feedback is easier

# Success Criteria...

must link clearly to the learning intention

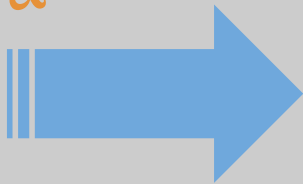
need to be planned in advance

need to be owned by the student

lead to more focussed and successful teaching and learning

need to be broad enough to include all abilities in a class

Where we are  
at...



## Glossary

### Learning Outcomes

Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

### Learning Intentions

A learning intention for a lesson or series of lessons is a statement, created by the teacher, that describes clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.

### Success Criteria

Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success *looks like*. They help the teacher and student to make judgements about the quality of student learning.

### Ongoing Assessment

As part of their classroom work, students engage in assessment activities that can be either formative or summative in nature. Teachers assess as part of their daily practice by observing and listening as students carry out tasks, by looking at what they write and make, and by considering how they respond to, frame and ask questions. Teachers use this assessment information to help students plan the next steps in their learning. Periodically this assessment will be in more structured, formalised settings where teachers will need to obtain a snapshot of the students' progress in order to make decisions on future planning and to report on progress. This may involve the students in doing projects, investigations, case studies and/or tests and may occur at defined points in the school calendar.

### Formative Assessment

Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process, and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress, and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning. Assessment for learning covers all of the aspects of formative assessment but has a particular focus on the student having an active role in his/her learning.

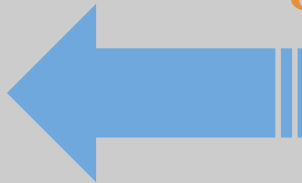
### Summative Assessment

Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

### Features of Quality

Features of quality are the statements in the subject specifications that are used in making judgements about the quality of student work for the purpose of awarding achievement grades for certification. As success criteria are closely linked to learning intentions and based on the day-to-day processes in the classroom, student learning will gradually come to reflect the requirements set out in the features of quality which are used for certification purposes.

Where we are  
heading...

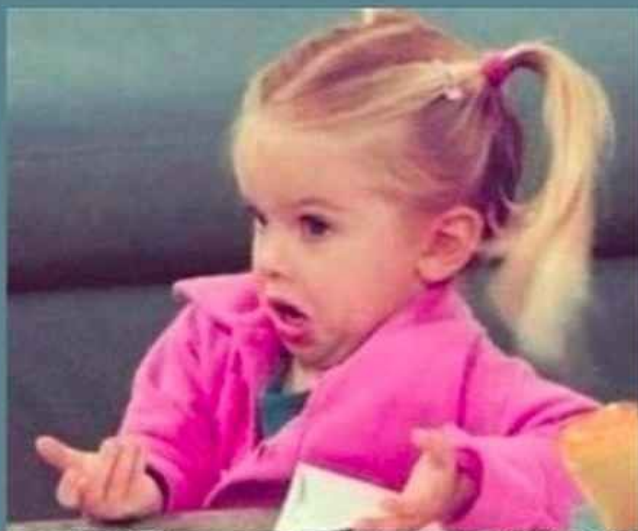


# Celebrate SUCCESS





**MY FACE AFTER I JUST FINISH GIVING  
DIRECTIONS**



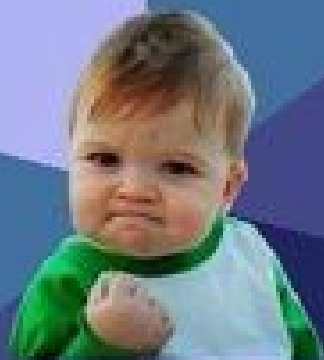
**AND A STUDENT ASKS ME  
WHAT TO DO.**

If you ever want to know  
what a teacher's mind  
feels like, imagine a  
web browser  
with 2,879  
tabs open.  
All. The.  
Time.

someecards  
user card



**THE THREE TROUBLE-MAKERS  
IN CLASS ARE ABSENT**



**ON THE SAME DAY**

[SpanishPlans.org](http://SpanishPlans.org)

**WHO SAYS  
TEACHING IS STRESSFUL?**

**I'M 39, AND I FEEL GREAT!**



Teachers be like...Look at all these new mandates! I can't wait to implement them all!



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