

Departmental and Individual Teacher Planning for Learning

D
E
P
A
R
T
M
E
N
T
P
L
A
N
N
I
N
G

LEARNING OUTCOMES IN FOCUS

Link the learning outcomes across the three interconnected strands, identify the parts of these learning outcomes that will form the learning for the age and stage of learning of your students

INTENDED LEARNING

What is the learning students will be able to demonstrate at the end of this unit of learning?

EVIDENCE OF LEARNING – How do I know the learning has taken place?

Are the opportunities we give every student to demonstrate what they know, understand and are able to do with the intended learning

Is there alignment between the task and the learning intentions?

LEARNING EXPERIENCES – How will this learning take place?

Are the learning activities that every student will participate in to realise the intended learning?

T
E
A
C
H
E
R
P
L
A
N
N
I
N
G

LEARNING INTENTIONS

Are statements, for a lesson or series of lessons that describe clearly what the teacher wants the student to know, understand and be able to do

Do the learning intentions align with the learning outcomes?

SUCCESS CRITERIA

Are statements developed by the teacher and/or students and describe what success looks like. They also help the teacher and student to make judgements about the quality of student learning

Do the success criteria link to the learning intentions and the task?

REFLECTION AND ACTION

Did the learning take place? What worked well? Challenges? Opportunities? What? So what? Now what? Even better if...