

Teaching Inquiry

Possible strategies to meet the focus:

- Have the success criteria (SC) in my mind before co-constructing with students.
- Choose an effective example that exemplifies the learning.
- Model the learning/ do a think aloud of the how I go through the process of learning
- Observe an expert colleague co-constructing the SC
- Read Chpt 3 from 'Clarity in the Classroom' (Michael Absolum, 2006)
- Discuss and seek help in team PLG
- Write down my SC before my lesson and show them to a colleague for critique
- Go over what SC are with my students. Explain how they will help their learning/ the benefits of co-constructing SC.

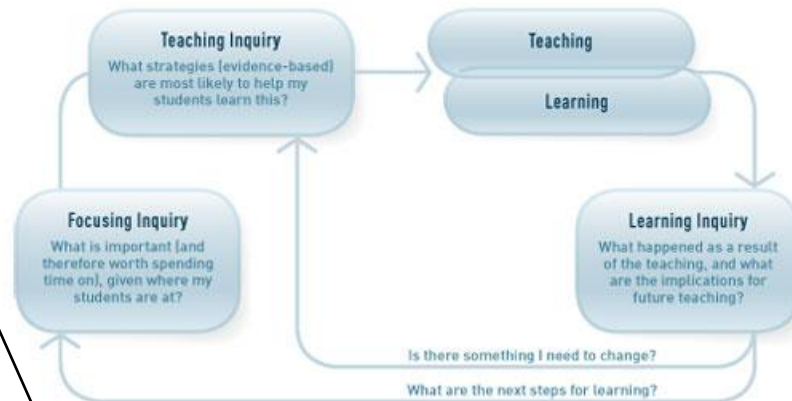
Teaching

16 May: Begin with those highlighted in yellow

Learning

16 May: Students will be able to explain what success criteria are. They will be co-constructing success criteria with lots of support (initially) from me.

Teaching as Inquiry



Learning Inquiry

25 May: Students now understand what success criteria are because I am clearer in my own mind. I read the chapter in 'Clarity in the Classroom' and observed Noreen. Having a discussion with Alice about success criteria, and getting her to critique mine in advance has been a great help.
12 June: Students now help to establish the SC with me and require less scaffolding to do so.

Focusing Inquiry

To develop students' involvement in and ownership of their learning - through co-constructing the success criteria (SC) with the students after exploring an example of the learning or modelling the learning to them.

Is there something I need to change?

What are the next steps for learning?