

How I explained the importance of Learning Intentions to my class

"When introducing learning intentions to my class I realised I needed to do it in a way which made it simple and clear. I began by asking them to imagine a dark tunnel. We talked about what might happen if we tried to walk through the tunnel without a torch to light our way. The students shared ideas such as, we might bang into the wall, or we could fall over, we could get lost or even start walking in the opposite direction without even realizing it.

I then explained that there have been times in my teaching where I have sent them into a dark tunnel because I haven't made it clear to them what it is I intend them to learn. I introduced the term *learning intention* here and explained that this was going to be the torch in my teaching and their learning. It would help us to know we are heading in the right direction, taking away some of the confusions and unnecessary obstacles that could slow their progress and understanding down.

Together we broke down what 'learning intention' means. Students suggested ideas such as 'our goal', 'aim' or the 'learning we hoped will take place'. We also used the dictionary to define what *learning* is and what the word *intention* means and put them together to gain a greater understanding of the term *learning intention*. I told them to tell me whenever they felt 'in the dark' about what they were meant to be learning.

We talked about our learning being like a journey through the tunnel. This was where I introduced success criteria and we likened them to signposts along the way through the tunnel because when we referred to them throughout the lesson we would ensure that we continued to travel in the right direction, not take any side tunnels and work our way towards our intended destination."

