

The Characteristics of
Merino Elementary School
LEARNERS



Learn from mistakes

Evaluate work based on success criteria

Ask questions and accept challenges

Recieve and respond to feedback

Never give up

Effort matters

Reach goals

State what I am learning

A visible learner is a student who:

- can be their own teacher
- can articulate what they are learning and why
- can talk about how they are learning – the strategies they are using to learn
- can articulate their next learning steps
- can use self-regulation strategies
- is assessment capable – understands the assessment tools being used and what their results mean and can self-assess to answer the key questions: Where am I in my learning? Where am I going? and What do I need to do to get there?
- seeks, is resilient to and aspires to challenge
- can set mastery goals
- sees errors as opportunities and is comfortable saying that they don't know and/or need help
- positively supports their peers' learning
- knows what to do when they don't know what to do
- actively seeks feedback
- has metacognitive skills and can talk about these (systematic planning, memory, abstract thinking, critical thinking, problem solving, etc.).

Developing effective learning intentions and success criteria

"Good learning intentions are those that make clear to the students the type or level of performance that they need to attain, so that they understand where and when to invest energies, strategies, and thinking and where they are positioned along the trajectory towards successful learning." (Hattie, 2012, p. 47)

Definitions

Learning intentions (also referred to as learning targets, learning objectives, etc.

We are learning to ...)

- Clearly articulate what the students are learning (i.e., they could be skills, knowledge, dispositions, values).

Context

- The activity or topic through which your learning intentions will be taught.

Success criteria

- Details the skills, concepts, knowledge and processes required to be successful in meeting the learning intention.

What are the potential benefits of having clarity around learning intentions and success criteria?

- Students are more likely to know what they are learning, why (relevance) of what they learning and how they can be successful.
- Students are more likely to transfer their new learning into another context when they understand the difference between what they are learning and the context in which the learning is occurring.
- Students are more likely to know what they have to do to achieve success with their learning if they have the opportunity to co-design the success criteria with their teachers.
- Students and teachers will be more likely to use a shared language of learning.

What happens when you do not separate the learning intentions from the success criteria?

Students will focus more on the context rather than what they were really supposed to focus on. Shirley Clarke (2008, p. 87)¹ describes this as teachers focusing on the concrete element, which is the easier aspect of learning – it is the doing part.

Teachers will spend more time on the context rather than the learning.