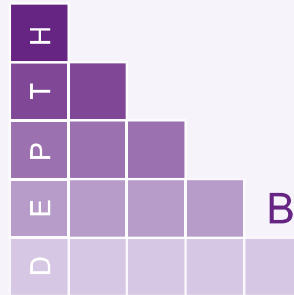


## LEARNING INTENTION

Learning Intentions (goals or aims) may comprise differing skills and/or knowledge. Skills and knowledge might relate or lead to the acquisition of course/unit learning aims and/or personal, social, ethical, moral development. Learning Intentions might pertain to a learner's personal goal/target.

1



## BUILDING BLOCKS

Plan and set milestones of learning that build on one another so that passing one will lead closer to the next. Use taxonomies of learning such as Blooms or SOLO to help define the stages of learning and ensure movement from surface to deep learning. Plan to extend thinking and learning deeper and further rather than focusing on the speed.

2



## STARTING POINTS

Use sound knowledge and understanding of what learners already know in order to plan lessons as inter-linked sequences. Start the learning from where the individual learner is at. Plan to gather the information prior to the lesson; exit assessment is an excellent way to review progress and prepare for future learning. Plan starter activities that aim to review the previous learning/knowledge and use it to introduce or link to new learning. Avoid using starter activities to establish the starting points as they lose purpose when it is too difficult to respond spontaneously.

3



## ASSESSMENT

Planning the 'right time' here is critical. Routinely check understanding in the transitions between activities and as learners move through the building blocks/milestones. Consider the most efficient and effective method to gain understanding about where the learners are at in relation to their goals. All learners should be assessed for learning and given feedback to help close the gap and move them forward. Plan exit assessments to review progress and prepare for future learning.

6



## ACTIVITIES

Plan activities that won't just manage what learners will do but will manage what they will think. Ensure that when planning the learning activities, they directly, innovatively and creatively navigate learning through the milestones that have been established. Plan the shortest and most direct path for learners. Plan for the addition/removal of scaffolds in order to facilitate focus and achieve the right level and type of challenge.

5

Long Term Memory  
(Knowing)



Working Memory  
(Thinking)

## LASTING LEARNING

Think about how much information is new. Keep the focus narrow so that learners can think in manageable chunks. Avoid working memory overload. Provide opportunities for learners to make clear links between what they already know and new learning. Plan opportunities for learners to regularly practice recall and connect learning over time. Just the act of trying to recall something (even if unsuccessful), is likely to influence the ability to learn - more so than if never attempted.

4