

Our Learning Cycle



1 CONNECT

Short activity to engage learners with the cycle ahead by:

- Providing a taster of what is to come
- Consolidating the learning from the last cycle
- Assessing what learners already know or want to know
- Stimulating learners' thinking

**CULTURAL FORCES HAVE BEEN CONSIDERED
AND THERE IS A SUPPORTIVE LEARNING
ENVIRONMENT**

PLANNING FOR PURPOSE

Teachers have collaborated in agreeing the nature and purpose of the learning, the evidence that will show that learners are progressing in their learning and the possible activities that would allow this to happen.

2 DISCUSS LEARNING INTENTIONS

Share the purpose of the lesson.

- WHAT they will be learning (including skills being developed)
- HOW they will do it.
- WHY they are doing it. What are the benefits? Where does it fit in? What is the bigger picture?

Success criteria can be learner led or pre-planned by the teacher depending on the context of the learning.
(NB Learning Intentions are not always shared at the start. You may want to ask students to suggest the purpose at a later stage.)

**CULTURE
OF
THINKING**

6 REVIEW AND REFLECT

Review LIs. This should allow learners to reflect on whether they have achieved the PURPOSE of the lesson, enable them to see that they have made PROGRESS in their learning, and/or identify next steps. May focus on KU, skills, process, behaviour, participation, 5Rs etc.

5 DEMONSTRATE

Participate in an activity that allows learners to apply **new information** and/or skills in a different context to allow teachers and learners to assess progress towards the purpose of the cycle. Clear LIs and SC allow learners to self-assess and allows teachers and learners to judge progress.

4 ACTIVITY (SEARCH FOR MEANING)

Use the NEW INFORMATION to participate in an **ACTIVITY** which enables engagement with, and processing of, the new information.

3 SHARE NEW INFORMATION

Share information about the learning; explain, demonstrate, watch, read etc.

THINKING MOVES

WONDERING, CONSIDER DIFFERENT VIEW POINTS, REASON WITH EVIDENCE, MAKE CONNECTIONS, DESCRIBE WHAT'S THERE, BUILDING EXPLANATIONS, CAPTURING THE HEART AND FORMING CONCLUSIONS, UNCOVERING COMPLEXITY