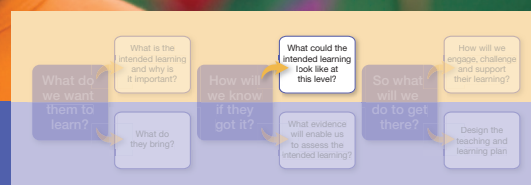










# 3

## What could the intended learning look like at this level?

Shared understanding of quality learning by teachers and students gives clear direction to designing challenging learning experiences. Determine what's expected of them and what this will look like for your learners.



# What could the intended learning look like at this level?

Title	Description	Where to find this item	
<b>Learning is more like a wavy line than a smooth slope</b> [Movie]	One teacher explains how she talks explicitly to her students about what learning looks like.	DVD/using TfEL through domains/create safe conditions for rigorous learning/support and challenge students to achieve high standards/meaning making/M2	
<b>What does learning in pairs look like?</b> [Movie]	One teacher describes how she explicitly teaches students to work in pairs and reach a shared understanding of effective learning.	DVD/using TfEL through domains/develop expert learners/teach students how to learn/meaning making/M2	
<b>Assessment rubrics</b> [PDF]	Developing assessment rubrics with students for a shared understanding of what constitutes quality learning.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions/A12	
<b>Expert interviews</b> [PDF]	Students uncover what the intended learning looks like when experts apply it.	SA TfEL Framework guide, page 42	
<b>Bloom's Taxonomy</b> [PDF]	A structured questioning method that allows teachers to set clear expectations with students about the depth of response required to demonstrate learning.	DVD/using TfEL through domains/personalise and connect learning/apply and assess learning in authentic contexts/actions/A12	
<b>5 star work</b> [PDF]	A process to define quality criteria for any product or process.	DVD/using TfEL through domains/personalise and connect learning/build on learners' understandings/actions/gizmos/5 star work	
<b>Hamburger rubric</b> [PDF]	A strategy for developing explicit understanding about the quality criteria for learning with students.	SA TfEL Framework guide, page 73	
<b>ICT and Bloom's Taxonomy</b> [PDF]	A structured questioning method that allows teachers to set clear expectations with students about the depth of response required to demonstrate learning in the context of ICTs.	DVD/using TfEL through domains/develop expert learners/foster deep understanding and skilful action/meaning making/M7	
<b>Setting the bar high</b> [Movie]	Students and teachers talk about striving for success by setting high expectations with appropriate support.	DVD/using TfEL through domains/create safe conditions for rigorous learning/support and challenge students to achieve high standards/meaning making/M2	