

3.2

Learning logs/reflective journals:

By documenting their progress, students can stop and think about what they are learning and how they are developing it within the 'big picture'.

Learning log	
Try these for sentence starters	
1	I now feel confident about ...
2	I felt confused when ...
3	What I would most like to know is ...
4	I'm having problems with ...

Reflective journal	
What happened?	
How do I feel about it?	
What did I learn?	

Strengthen connections in the brain:

Use practice, repetition and instructional supports such as demonstration, video clips and pre and post quizzes for skill mastery. Use processes like think-pair-share and graphic organisers for students to sort knowledge, represent their thinking visually and clarify meaning.

Mind space: The mind sifts information with time. Use drawing, music, colour and silence to create space for reflection. Give students time for wandering in their minds to access their imagination, memories and images.

Goal setting: Ask students to set specific individual goals for master. Help them develop habits of goal setting and self-assessment.

Concept attainment: Use these steps to encourage concept attainment:

- Select a concept with clear critical attributes (eg evergreen plants, carnivores, mammals, fish).
- Provide students with 'yes' examples which fit the concept and some 'no' examples that have some of the attributes needed but not all.
- Ask students to hypothesise about what the 'yes' examples have in common.
- Provide more 'yes' and 'no' examples for students to test and refine their original thinking.
- As a whole group, make a list of critical/necessary attributes.

Students apply their knowledge of the concept in multiple contexts to demonstrate understanding.



Language that teachers can use to foster deep understanding and skilful action

- What are you wondering? Why? What if ...?
- What is the meaning of ...? How does it connect to what you already know?
- If you really believe that ... then how will it shape your thinking from here?
- Each of you has your own way of seeing it, so let's explore all the perspectives.
- Can you clarify your point of view? Can you justify your conclusions?
- Try brainstorming lots of possible questions on the issue.
- Which thinking strategies would work best?
- Looking at the information, can you see common elements emerging?
- Could you represent this concept in another way—visual, musical, mathematical, technological, movement?
- How are you feeling? Are you getting closer to really understanding?
- How has this learning changed how you see things?
- What goals do you have for your learning in this activity?



The basic goal of education is understanding. You have to take enough time to get kids deeply involved in something they can think about in lots of different ways.

Howard Gardner

This element is not demonstrated if:

- Teachers focus on 'covering' rather than 'discovery', 'telling' rather than 'asking'
- Lessons are presented in isolation rather than linked in sequence within the 'big picture'
- Students are presented with topics to learn about, but few important issues to explore or research
- Priority is given to mastering recall of facts only
- Short timelines restrict students' opportunities for meaningful interaction and critical feedback
- A student is always expected to publicise her/his achievements
- Learners' questions are dismissed or seen as irrelevant
- Time and opportunities are not provided for individuals to develop mastery of skills

Practice check

- Do I develop a deep understanding myself in order to guide students to their deep understanding?
- Am I walking the talk by analysing my own thinking?
- What big ideas/concepts do I believe my students need to understand in relation to the Curriculum Standards?
- How will I scaffold students' ongoing efforts in learning?
- Does the class culture support each student to persevere towards deeper understanding?
- Do I value student inquiry and adapt my teaching to respond to individual questions at pivotal stages?
- Am I connecting with each student to assess mastery of complex skills?

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