|  |  |
| --- | --- |
| Designing & planning **with self-efficacy, conceptual understanding & competencies for deeper learning in mind:**   * *What conceptual understandings, skills & competencies will be developed through this plan?* * *What assessment lens/es will guide the planning and learning?* * *What curricular competencies will be developed and assessed?* * *What tasks will I use to guide the learning... as a ‘ticket-out’ for*   *each lesson and as end-tasks for the lesson sequence*?   * *When will I engage the learners in task-analysis?* * *Where will I involve the learners in the development of criteria for tasks?* * *What authentic role/s will I use to build ownership for the learning?* | **Smart%20Learning%20logoSmart%20Learning%20logo**  Smart%20Learning%20logoSmart%20Learning%20logoSmart%20Learning%20logoSmart%20Learning%20logoSmart%20Learning%20logoMonitoring Learning...  **Noticing thinking & learning**  Guiding learners to use criteria to set *s-t-r-e-t-c-h* goals, to notice their thinking & learning , as well as new ideas, connections, questions, as the learning unfolds, builds self-efficacy, self-regulation, metacognition, deeper thinking & a host of skills & competencies.  *When will I pause and invite the learners to notice their thinking and learning?*  **Social interaction**  Through structured A/B partner-talk, collaborative and collective- talk an inclusive community is developed. Diversity is honoured and used to build perspectives, conceptual understanding & competencies for success with deep learning  Perceptive, challenging talk is built into the learning through cognitive process instruction. The learning is highly engaging. Learners feel included, valued, respected & responsible for learning – their own & learning in the environment.  *When will I use or adjust ‘talk’ to develop distribute, refine, and extend learning?*  **Movement**  Standing to present ideas honours thinking & increases oxygen to the brain. Stand-to-talk, walk-to-talk interactions, and the use of non-verbal signals provide time for learners to integrate, refine, and extend their understandings.  *When will I use movement to develop, distribute, refine, and extend learning?*  Smart%20Learning%20logoSmart%20Learning%20logoSmart%20Learning%20logoSmart%20Learning%20logoSmart%20Learning%20logoBalancing Brain Activity  Balancing: social thinking & individual thinking, thinking in images and big ideas with thinking in language and details. This work fuels richer thinking and deeper more complex understanding. The balance and timing stimulates flow in the learning.  *How will I develop a balance of brain activity?* |
| Connecting... creating a context for the learning  *Building a community for deeper learning… activating & building background knowledge*  **Building community, ownership and commitment to learning**   * *How will I set up the social interaction: A/B partner-talk & reporting-out?* * *What reporting-out frame/s will I use?* * *When will I use collaborative talk to stimulate, develop & clarify thinking?* * *When will I use a reporting frame to distribute thinking?*   **Goal-setting:**  Goals may be set -- and referred to -- at any point in the learning.  *Setting* goals *in relation to the* end-task & criteria set *for the lesson & sequence:*   * *What criteria will we develop/re-view as a T-chart to guide the work?* * *When will I engage the learners in goal-setting?* * *How I will I guide them to set meaningful s-t-r-e-t-c-h goals?*   **Activating prior knowledge & making connections**  *Tapping into what the learners know and understand*   * *What SmartLearning tool/s will I use to activate and build background knowledge, to stimulate connection-making and to build vocabulary?*   **Generating questions**   * *What are the learners wondering? What is the thinking behind their questions?* * *What tool/s might I use to develop deeper questioning?*   **Anticipating, predicting, hypothesizing**   * *What SmartLearning tool/s will I use to develop powerful predictions or hypotheses?*   **Reflecting to notice learning…** |
| Processing Information: *Thinking with and responding to text* (images, print, media, hands-on experiences...) in chunks  **Gathering ideas, discussing, refining and extending understandings**   * *What SmartLearning tool/s will best develop the concept/s, targeted skills & competencies and guide learners toward the end-task?* * *Where will I use A/B Partner-talk to develop, clarify & extend learning?* * *How will I use the tools to ensure a balance of brain activity?*   **Reflecting on learning:** What are learners noticing…? What am I noticing…? |
| Transforming Learning  **Demonstrating understanding**  How will I guide the learners to show what they know?   * *When will the learners review their goals and criteria set for the learning?* * *When will we analyze the task to ensure everyone knows what to do?* * *How will I set the image and guide learners to respond to the end-task?* |
| Reflecting on Learning  Finding evidence of meeting goals; noticing strengths in the learning   * *What evidence shows I met my goal/s? What strengths am I noticing in my learning? What did I notice about the learning?*   A↔B partner-talk: new ideas•connections•questions coming into their thinking  **New stretch goals for learners… based on an evolving understanding of their own learning**   * *What new goal/s will learners set for their learning?*   Teacher Reflections:   * *What did I notice as I observed and applied assessment lens/es to the learning? What are my next steps?* | |