Lessons from the Vertical World

by Natalie Wirper

Many of you may know that I rock-climb. What you may not know is that it is a passion I have often struggled with. Rock-climbing is a constant battle to overcome challenges: physical, mental and emotional. Why do I love climbing if it is difficult and confronting? Because it pushes me out of my comfort zone and, if I let it, teaches me valuable lessons about myself.

Over the holidays, my partner and I travelled to the sunny Sunshine Coast. We stayed in an apartment a stone’s throw from the beach, yet spent almost everyday in shade (we managed to hit the surf twice in fourteen days), punishing ourselves climbing in Mt Coolum cave. The cave is an overhanging structure of volcanic rock with geometric protuberances at odd, sloping angles. Climbing here is physically demanding and forces you to think outside the box.

When I climb in this style – sport climbing – the bolts are pre-placed and I choose climbs that are far too hard for me to get up first, second or even third shot. Hence the struggle. I recently heard an elite climber say that rock-climbing is 90% failure. To have any chance of making it through to the anchors at the top, I must figure out where I will place my hands and feet for every section of the climb. The only way to go about this is by trial and

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Welcome to the final edition of our journal for 2016, in this our second full year of publication. At the outset I want to thank the writers who contributed to this edition: Natalie, Valerie and Michael, Trish, Olga, Paul and Jess M. The quality of these articles speaks volumes about our staff, their commitment to the craft of teaching and their openness and willingness to share the richness of their reflections. Valerie and Michael celebrate the introduction of the Maths Pathways Programme and the processes that operated, largely behind the scenes, to ensure a smooth transition to this new model of learning and teaching.

Trish in her article celebrates creativity and the central role it plays in the technology classroom. Paul revisits a key passion of his, and the possibilities provided by accessing the google training centre and becoming a Google Certified Educator. Jess reinforces the work of our FEGs through her focus on learning intentions and success criteria. Olga’s article looks at critical and creative thinking. And Natalie’s piece weaves a fascinating connection between her passion for climbing, the growth mindset and the Student Learning Action Statement.

All in all, these articles provide a fitting tribute to our learning this year in its various dimensions: individually, collectively through our various teams, and of course through our day to day interactions with our students, both within and beyond the classroom. Congratulations to everyone on what has been a very “formative” year.

Rodney Knight
Head of Learning and Teaching
error. And error involves falling. After I have sat on
the rope and taken falls and worked out my climbing
beta (the sequence and technique I will use to climb
the route), I rehearse it, over and over again, until
I remember each foot and handhold under the
pressure of lactic acid build up. This involves more
failure – more falling.

It’s hard. Trying to summon the motivation to
attempt the moves yet again, when your fingers
are puffy, your forearms are hard from the pump
and you are mentally tired. I don’t have the best
spatial awareness and it is hard for me to remember
physical body positions (I’m much better at reciting
large chunks of Shakespeare). Knowing that pushing
yourself means either success or falling becomes
emotionally draining as well.

Objectively, climbing sport routes in an over-hanging
place like Mount Coolum is a very safe environment:
the bolts are well placed, will hold and I shouldn’t
hit myself on any rock when I fall. Falling, however,
implies a loss of control. Pushing yourself to slap at
a hold when you don’t know if you will reach it, or
have the strength to hold on, is something I have, at
times, found terrifying.

The classroom, like Mount Coolum, is a controlled
environment. At least to us as teachers. We know we
won’t mock or blame a student for getting it wrong,
as long as they have tried. For the student, however,
they must let go and trust that their teachers and
peers will not ridicule them, or think less of them.
They have to reach for the answer when they are
uncertain of the outcome, or perhaps, when they
are mentally and emotionally drained from the long
day, or other battles in their lives.

As I was trying, and failing, and falling over and
over again on one route up at Mount Coolum, the
Student Action Learning Statements came to mind
(I am not making this up – they did. Judge me if you
will).

“I will persevere and complete all tasks to the best
of my ability.”

“Technically I had failed but I felt fantastic.”

“I had accepted that I couldn’t always be in control.”
A lot of the time in climbing I think near enough is good enough. If I give it 80% that’s got to be ok, right? Nope. Not when you are working on a route where success will only come when every move is executed perfectly. Not when success means reaching, pulling, pushing through pain and burn, and trying for the next hold even if your body is telling your mind to stop. Not when you can only make it up if you believe that you can. Not when you have to consciously shut down the negative self-talk so that your mind doesn’t tell your body that you are too frightened to try.

So many times, I wanted to just give up, sit on the bolts, or do another, easier climb. I didn’t want to punish myself anymore on a route I felt I wasn’t ready for. But if I didn’t give it my personal best, if I didn’t at least try, how was I going to be able to ask my students to do the same in my English classes?

“Accept feedback as a chance to grow.”

My partner is an excellent climber. He likes to help me achieve my climbing goals and pushes me to be better. He has high expectations. Often, I only hear his feedback as criticism: “you weren’t really trying that time”, “you chose to let go”, “you mucked about with your feet in that section.” In the past, I have regularly become defensive, huffy and have lashed out at him in that way couples do (think about when your partner/spouse gives you “feedback” on your driving). But this trip I was ready to listen. I put a lid on my emotional reaction and tried to remember he wasn’t just criticizing, he was coaching. Over the last two days, he filmed my attempted ascent of one of my projects. We reviewed my climbing together and it helped me to see my own errors, as well as highlighting the beta I got right and needed to replicate.

“Accept new challenges.”

I could only make it up this climb cleanly if I tried. Properly tried, and took the chance of an uncontrolled fall. I have a bad habit in climbing of simply letting go – choosing when to fall. This gives me control of the situation. Choosing to drop from a climb is entirely different from not being able to hold on. To succeed I was going to have to take on board a new challenge: climb until my fingers physically could not hold on anymore. Let go of control.

On my last shot, 4 hours before we were due to fly back to Melbourne, I made it through to the end, pumped, burning, probably holding my breathe and slapped at the last hold to clip the chains. I didn’t make it. My fingers touched the lip of the biggest hold on the whole climb. If I had managed to reach literally a centimetre more, I would have held the jug and been able to clip the chains and claim the ascent. Technically I had failed but I felt fantastic. I bounced around on the rope with a silly smile on my face. Why? I had persevered and (hopefully) conquered my fear of falling. I had accepted that I couldn’t always be in control. I had pushed myself physically and mentally, and given 100% in my last attempt. I had listened, watched and bettered my climbing through feedback. I had shifted myself from the fixed to the growth mindset.

Wanting to walk the talk of the Student Action Learning Statement made me a better climber. I think it will make me a better teacher too. I will be able to empathise with students when they take a risk in my class, whatever that may be for them. I will be able to look them in the eye and tell them these habits will help them improve. I have embraced the growth mindset in my climbing. I feel empowered and I am excited about how much I will learn from the challenges ahead. Bring on the falling!
Upon entering one of Marian College's specialist classrooms such as one of the Materials Technology classrooms (Textiles, Wood or Systems) or the Food Technology classroom, one may be confronted with what would appear to be chaos! However underneath the frenetic activity, the deep idea of ‘good design’ is being nurtured. Most of us have experienced a product or system that doesn’t provide a functional and aesthetically pleasing solution to our need. This may be the result of poor design. Good design requires creative solutions. Albert Einstein once said, “Creativity is intelligence having fun.” The materials and food technology classrooms provides a venue to foster ingenuity, imagination, inspiration, curiosity and creativity.

“I’m not creative,” is a phrase that I’ve often heard over the years from both students and adults alike. However creativity can be nurtured. Students’ creativity is nurtured as the design process is taught, by working through a planned series of steps, to provide a functional solution to the problem presented in the design brief.

Hilary Sengali, Visual Diary Guide, Teacher Edition, 2000, provides us with some insight into how designers think and work. Research has found there are four stages of creativity.

1. Preparation - planning, researching, gathering relevant information and paying attention to the problem to be solved. Students need to be taught the importance of the design brief as the frame for the solution. They need to know how to read and breakdown the design brief. At this stage students just want to produce but have no further thoughts.

2. Incubation - the stage when conscious thinking about the problem stops. This can be a stage of frustration and annoyance because the solution isn’t evident. Ideas can come at unexpected times! This is a stage when students in class can become stuck.

3. Illumination - this is the lightbulb moment when subconscious connections collide and reach our consciousness. A possible solution is found. This can happen at any time and can take time. Students do not always have the luxury of time.

4. Verification - the final stage is reached and usually requires others to accomplish the solution. Critical think skills are needed to craft the idea and package it to the audience in the correct way or the idea may be lost.

Sengali suggests that in real life designers do some of the following things to find creative solutions. Our students do them also.

- Intentionally make lists of ideas
- Intentionally make lists of sketches
- Repeat the same sketch with many variations
- Enjoy seeing how others think
- Seek out feedback from those whose opinions they value
- Push the boundaries of functionality, materials and processes
- Generate a range of ideas
- Constantly look for alternatives
- Work within constraints
- Commit to deadlines
- Evaluate options and select the best

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To nurture creativity in the classroom requires time, practice and sustained concentration. A few of the strategies used are:

- Mental push-ups
- Brainstorms
- Concept/Mind Maps
- PMIs
- Annotations
- SCAMPER – Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Rearrange or Reverse

Scott Barry Kaufman & Carolyn Gregoire, authors of “Wired to Create: Unravelling the Mysteries of the Creative Mind” Pedigree Books, 2015, suggest that some of the following mental habits help nurture creativity in us all.

1. Imaginative play: Play and joy are closely connected and their synergy leads to greater effort, inspiration and creative flourish. Take time to play.

2. Passion: True passion must resonate with your skills and true self and be compatible and balanced with your other life activities.

3. Daydreaming: A simple five minute activity such as cleaning, drawing or walking which allows the mind to wander once an hour can lead to improved creative thinking when working on an intense project. Let your mind wander.

4. Solitude: Solitary reflection is undervalued in the modern world and seen as antisocial, but in reality can simulate creativity by helping us tap into our inner thoughts, using a different brain network. Take time for self-reflection.

5. Intuition: Assimilating new information into our existing knowledge structure helps us to make different connections. Follow your hunches.


7. Mindfulness: Mindfulness traits such as empathy, compassions, self-regulation, sustained attention and concentration are central to creativity but may be detrimental if mindful practices place tight restrictions on mind wandering.

8. Sensitivity: Raw emotional sensitivity can be channelled into creative expression as seen in song writing or poetry. Read your emotions.

9. Turning Adversity into Advantage: The bad moments of life cause us to dismantle our old belief systems and build new ones. Good and bad moments are potential sources of creativity as they can inspire and motivate. Use failure as a learning experience.

10. Think Differently: Trial and error is important, especially in the creative idea generation phase. By doing things differently and embracing messiness and errors, innovation can find expression. Be bold! Risk thinking differently.

Society needs creative designers to find functional, aesthetically pleasing, economical, sustainable and morally responsible solutions to the myriad of problems that we are presented with every day. The technology classroom is the first step!
Critical and Creative Thinking for Economics and Business, and Civics and Citizenship educators.

by Olga Milne

I attended a programme recently relating to the understanding of the teaching of critical thinking and its application to the Economics and Business and Civics and Citizenship curriculum that engages students in thinking critically and creatively. My initial response was that the professional learning may be a very academic session with lots of ‘chalk and talk.’ What a pleasant surprise! The presenter, Dr Carly Sawatzki was excellent, there was lots of collaboration and discussion with teachers from many different schools with many practical suggestions. Many of the tools gained from the professional learning are transferable to other disciplines as well as teaching and learning in VCE.

The Victorian Curriculum F-10 describes that the critical and creative thinking capability aims that students develop:

- Understanding of thinking processes and an ability to manage and apply these intentionally
- Skills and learning dispositions that support logical, strategic, flexible and adventurous thinking, and
- Confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar contexts.

To achieve these aims we need engaging “real world” contexts and progressive pedagogies that place students at the centre of problem-based learning.

- Imagine classrooms where students are working collaboratively, as well as independently, using a range of concrete, print and technological resources.
- Imagine classrooms where the interactions among students, and with their teacher, are focused on making sense of the world, exploring alternative approaches to solving problems, and defending, confirming and verifying possible solutions.

These are thinking and reasoning classrooms.

How might this be achieved? Through challenge, real world contexts, powerful questions and fit minds.

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The importance of Context

• A number of researchers have highlighted the potential and challenges in creating and/or selecting meaningful “real world” contexts for teaching and learning.

• A context that interests and motivates one student might hold no interest for another.

• On the one hand, it is important to carefully consider students’ local context, family backgrounds, characteristics, and interests when planning lessons.

• On the other hand, we believe there is merit in posing challenging “real world” tasks that are at least imaginable and might expand students’ experiences.

The importance of Questioning

There is the greatest possibility for Critical and Creative Thinking when we pose questions where:

• There is provocation;

• There is a level of complexity to contend with;

• There may not be an answer (yet);

• There may be more than one answer;

• There can be productive discussion, if not fierce debate.

Careful, intentional, productive questioning is one of the most powerful tools a skilful teacher possesses. This approach clearly signals that you are “democratising” knowledge in the room. *Costa & Kallick, 2000*

How can we pose powerful questions? Pose questions that:

• Connect curriculum, context, thinking and feelings.

• Are invitational and express tentativeness and model wonder.

• Promote adventurous thinking.

• Seek clarification.

• Probe reasons and evidence.

• Explore alternative views.

• Test implications and consequences.

In conclusion, much was gained from reading and interpreting critical and creative thinking in the Victoria Curriculum: 7-10 and exploring interdisciplinary work across the Humanities. Identifying real world contexts sets the scene for more challenging classrooms and exploring and experiencing questions enable students to be more engaged in thinking critically and creatively.
Google Apps Training & Certification

Paul McLoughlan
Maths & PE Faculties

At Marian College we use Google Apps for Education (GAFE) as our key digital tools. This is through Gmail, Google Docs, Google Drive, Google Calendar, Google Classroom and others. Recently GAFE has had a name change to “G Suite”. Regardless of the title, Google Apps is a major part of our teaching tools at Marian and will continue to be so in the next years.

A good way to become more confident with Google Apps is by visiting the Google Training Centre. This site is a good source of information and also offers the opportunity for you to confirm your competence by becoming a “Google Certified Educator”. There are various levels of certifications and Level 1 is obviously a great place to start.

Marian College staff are already using Google Apps very effectively - so why not sign up to get recognition of your current skills and learn a few new things along the way.

The online exam format is an interesting experience in itself and enables you to demonstrate your skills in practical teaching scenarios. It costs around $10 and could be a fun professional learning experience for you to undertake when you get some spare time - maybe you could plan to do it over the summer holidays!
A Lesson in Change Management

Case Study: Implementing Maths Pathway at Marian College Ararat.

Co-authors: Valerie Augustin and Michael Harricks.

Background:
In early December 2015, Nickeeta Roache and Trevor Hunt attended the MAV (Mathematical Association of Victoria) Conference and both were impressed with the Maths Pathway program, which provides an innovative way of teaching mathematics, computer-based, data driven and tailored to students’ abilities. On meeting with Joel Smith, a representative from Maths Pathway, to learn more about this program, attenders Trevor Hunt, Valerie Augustin, Nickeeta Roache and Jess Brady were collectively impressed. The Mathematics department proposed to trial Maths Pathway with Year 7 in 2016, which was approved by the leadership team to begin in Term 3 2016.

Preparation for Change #1:
Train the Trainers.
In February 2016, Nickeeta Roache and Valerie Augustin attended a trainers retreat to learn how the program worked and how to train the other teachers to implement the program. Activities included:

- the use of a dummy student account using Maths Pathway
- the use of a dummy teacher account to see reports for students in a class
- introduction to the ShuHaRi training program (an online video-based training program)
- networking with other teachers who were interested in trialling Maths Pathway
- listening to panels composed of other teachers who had implemented Maths Pathway in their schools.
- discussions with other teachers about how to manage change at their schools.
Preparation for Change #2: Train the Teachers.

Nickeeta Roache and Valerie Augustin met with the Year 7 team to discuss the coming change. All teachers at Year 7 were given login details for the ShuHaRi training program, and asked all Year 7 teachers to begin the process of learning about the program through watching the videos. The team organized times to meet on a weekly basis for Term 2, if possible as a whole group of four, but more often in pairs or threes as the timetable suited. During these meeting times, the team discussed the videos and everyone’s responses to the video lessons. These video lessons covered all areas from the ground up, from the basics to the finer points of implementation of the program.

As well as the official training program, emotional support was given to staff members who were most resistant to change. Acknowledgment that changing a style of teaching was akin to changing one’s golf swing, and respecting that this would be a big change, was an important factor in getting everyone on board (eventually!). Acknowledging that nervousness about the success of the program was normal and part of the process also helped the team to prepare emotionally for what could happen.

When Val first introduced the idea of Maths Pathway to me I was pretty apprehensive, almost annoyed that we were changing from the textbook that I had become so comfortable working from over the past two and a half years. I could see how the program COULD be of benefit to the students but I still didn’t want the change to happen. But I worked through all of the training with Val, Nickeeta and Jess and slowly but surely could see how much benefit this program could have to the students. And it’s not about my needs, it’s what’s best for the students and what is going to see them achieve the best results possible across the board.

-Michael Harricks

Preparation for Change #3: Make Sure the Technology Works

The Information Technology department and Maths Pathway technical support were put in contact with one another. Technical requirements were deemed to be met by Marian College Ararat as Maths Pathway is a low bandwidth program. Students had practice runs of logging in to the Maths Pathway website so that any teething problems could be ironed out in advance of Term Three.

The Maths Department photocopied class sets of yellow sheets as backup activities for students who had problems logging in to the internet. Students with issues of logging on would have to come to the front of the room, collect a yellow sheet (which had some simple Mathematical sums to complete) and wait for teacher help. The yellow sheet would flag to the teacher that the student needed help.

In case of iPad failure for various reasons, the Maths department organized a set of school iPads and chargers specifically to back up the Maths Pathway program which is online-based. These backup devices have proved invaluable in case of students who had no iPad for any reason (confiscation, forgetting, not charging, broken and in the workshop) or with issues with logging on to the website which could not be resolved immediately.

Preparation for Change #4: Inform the Parents.

The Maths department organized an information evening on 1 June 2016, promoted through the school newsletter and the Year 6 Information Night. Joel Smith from Maths Pathway spoke about the program followed by a question and answer session. Approximately 30 families attended, and with many thanks to David Nicholson, the Maths department recorded the session and the link to the video is available on youtube, uploaded with permission from Maths Pathway. https://www.youtube.com/watch?v=HsSWrLfEgE&feature=youtu.be

Preparation for Change #5:
Inform the Students.

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Teachers of Year 7 students explained in their respective classes that they would all be trialling a new way of learning mathematics, which would be replacing the traditional textbook model.

The time came that I needed to introduce the program to my class, they also seemed a little apprehensive about it. They had gotten comfortable coming to class, having me up the front giving them direction/instructions and then going about their work for the lesson. We had created fantastic routine within our 7C Maths class but that was all about to change, and for the better.

-Michael Harricks

Preparation for Change #6: Inform the Support staff (Learning Support Officers).

At the start of Term 3, the Year 7 team met with the LSO team to demonstrate the model of learning that students would be expected to follow. Instead of having a teacher at the front of the room teaching one concept to 25 students, with students putting their hands up immediately if they did not understand what to do, students would choose the module they worked on, and follow a four step process if they needed help.

As Maths Pathway seeks to nurture independent learning, everyone would need to get used to the idea that “Ask a teacher/LSO to explain” would be down at step 4 rather than the usual first step.

Change, Phase One: Implementation.

At the start of Term Three, all Year 7 classes launched Maths Pathway. Students completed diagnostic testing to ascertain their level of mathematical expertise, and then began to complete modules. Students started with fresh new workbooks, and teachers reminded them of what good practice looked like, with corrections happening as each question was complete, using proper layout and use of red pen for question numbers, headings and ticks and crosses.

After my first lesson of Maths Pathway for Semester Two I was extremely excited about the work output that I was seeing from my class and the results that my class were getting on their work. It was so much better than I had imagined the program was going to be for the students. They each have their own individual program, which caters to their level of Maths work, whether that is above or below the standard. But they are working on problems that are going to help them develop and to challenge them rather than see them become disappointed when they continue to struggle with the work from the textbook. After the first week my class had achieved at least a 95% rate of getting their questions correct, across the board. They were all working hard, and they were all engaged because the work was catering to their needs. I was so pleased with how well the class was working.

The idea of Maths Pathway is that the students are meant to complete 6 modules per fortnight. They are then tested on the same day every fortnight and are tested on all of the work that they have completed over that time period. The first test results were going to be the real indicator of how well the students had taken to the new program. The results again blew me away. Students who had previously been N students in semester 1 were now achieving A’s, some were even getting A++. That’s how well they had done. And it’s so rewarding to see their big smiles and them telling me how happy their parents are that they are now receiving A’s.
As a teacher I now play a smaller role in the students learning. There is no more of me standing up the front going over examples with the whole class, because they are all working through different things. If they are having trouble they have different options before they are to ask me. The first is to have a look at the answers and work backwards to complete the problem, the second is an instructional video that they can watch to explain the work, the third is to ask a friend. They can then ask me if they are still having difficulty. After receiving their test results students all complete a reflection of their test and they also have a short feedback session with me where we go over their work and we also set a goal for the next fortnight.

I can’t believe how well this program has helped the students in my class. They are achieving higher and getting more questions correct then I thought possible. Although there are still a couple who would prefer to be working from the textbook the majority have really embraced it and prefer it to the book. I have been especially pleased for those who have struggled through Maths for the first semester of 2016 as they are the ones who are now achieving higher then they ever thought they could. And it’s great to hear the excitement in their voice when they tell me after a test that they have received another A or A+.

-Michael Harricks

Change, Phase Two:

Refinement.

Towards the end of Term Three, Valerie Augustin and Michael Harricks met with members of the Leadership team to review the trial of Maths Pathway and to determine the future direction for the school in 2017. The decision was made to continue with Maths Pathway in 2017 for the Year 8s and to start 2017 with the Year 7s. The Year 7 team will be:

- implementing focus groups where teachers take aside small groups of students doing similar work in short, targeted sessions
- incorporating more RICH tasks (activities with diverse entry points for all students to get something worthwhile from the mathematical activity) will also be part of the program.

As part of Marian College Phase Two, the Year 7 team will continue to meet on a weekly basis (in a group of four or in pairs as the timetable permits) to maintain focus on continuing to learn more about the process and the finer details, and to support one another in trouble shooting, general information and in finding good activities, assignments and resources to use in class.

Change, Phase Three:

Growth

At the start of 2017, students in Year 7 will begin the year with Maths Pathway and the current year 7s will begin Year 8 with Maths Pathway. Michael Harricks will lead of the Year 7 team, Nickeeta Roache will lead the Year 8 team. Michael Harricks and John Coghlan will attend the next trainers retreat and train the next team of teachers.

The team at Maths Pathway is continuing to improve the program, and welcome any suggestions for improvement. Their latest development is a much improved “Parent Module” which will keep parents even better informed about how their children are progressing.

Hopefully this program will show continued growth in our students’ knowledge and mathematical prowess.
The Importance of using Learning Intentions & Success Criteria in our classrooms.

by Jessica McKenzie

If a teacher told their students that they are going to teach what soccer looks like but they were not going to tell their students the rules, how to play or how to score, their students are most likely to give up. This is what our classrooms may feel like for the learning of some of our students “random and directionless”.

Hattie and Timperley (2007) describe three questions that guide learning for students:

1. Where am I going? (Learning intentions)
2. How am I going? (Success Criteria)
3. Where to next? (Feedback).

Learning Intentions are statements that describe what students should know, understand and be able to do as a result of the learning and teaching. In order to write a learning intention it should state what the students would learn rather than what they will do.

Further, they should be written in a way so the students clearly understand and engage within the learning process. Writing a clear learning intention at the beginning of each lesson aims to assist students to:

- Stay on task and become less distracted and confused.
- Take responsibility for their learning
- Have a better understanding of where to focus their efforts ie which part of the activity actually encompasses the learning.
- Focus on the purpose of the activity, rather than simply completing the activity

Success criteria are directly related to the learning intention

Students self-assess in the light of learning intention ans success criteria

Teaching and Learning activities are designed to provide students with opportunities to meet the learning intention

Feedback is based on the learning intention and the success criteria

Teacher questioning always keeps the learning intention in focus

The assessment task/activity matches the learning intention
The success criteria describes what successful attainment of the learning intentions looks like. Hattie states “… students should know that success looks like before they start. As a lot of kids give up or do what they have to before the bell goes”. To write a success criteria for a lesson or unit they should:

- Link to the learning intention
- Be specific
- Provide a scaffold and a focus for students while engaged in an activity be used as the basis for feedback and peer/ self assessment.

Further, “….. success criteria summarises the key steps or the ingredients the student needs in order to fulfill the learning intention – the main things to do, include or focus on.” (Shirley Clarke).

Finally it is crucial that we provide effective feedback to our students. The feedback which is given from peer, self-assessment or from us as teachers should relate to the learning intention and success criteria. The success a student achieves should be identified and students should be shown how improvements could be made and allowed time to make them.

Below is an example of a learning intention and success criteria which is stated on the board for a lesson of Year 10 Geography.

**Learning Intention:**
To be able to know the ways of controlling drought.

**Context:**
Savannah Grassland

**Success Criteria:**

I can:
- List the different causes of drought.
- Explain how these could be reduced.
- List some recommendations for how people can cope and live with drought.
- Make comparisons with drought in Australia.

Currently schools within Australia and beyond are implementing a whole school approach to the embed use of learning intentions and success criteria within each lesson. Such schools include Point Cook College, Stawell Secondary College and Notre Dame Secondary College. This approach of “Making learning visible” which is behind the work of John Hattie, can have a positive impact on student learning if it is continuously used with the common language of ‘learning intention’ and ‘success criteria’ throughout each lesson we teach.
THE CULTURE OF LEARNING AT MARIAN COLLEGE

Our Commitment to Learning
We encourage excellence and perseverance in learning
We strive for continuous improvement.

Classroom Expectations

1. Trial and consistently build into our teaching the five strands of Dylan Wiliam's model from Formative Engagement:
   - Learning Intentions and Success Criteria
   - Evidence of learning
   - Feedback for Learning
   - Peer Supported learning
   - Self Regulated learning
2. Know the students as learners
3. Punctual commencement of classes
4. Provide a variety of tasks in each lesson
5. Respect the learning environment
6. Set high standards and expectations re student preparation, behavior, engagement and work standards
7. Prompt return of assessed student work
8. Set homework related to the class-work and check homework tasks when due
9. Implement consequences for breaches of the Student Learning Action Statement

Student Learning- Action Statement

I WILL:

- Learn in every lesson
- Come prepared for every lesson in attitude and action
- Respect the learning environment
- Respect the rights of others to learn
- Accept new challenges
- Persevere and complete all tasks to the best of my ability
- Accept feedback as a chance to grow