

Dealing with working towards goals. Take it steady!

Think about when and how you might:

Stop / Avoid:

- Doing all of the organisation for students
- Using objectives that only specify 'what' will be learned
- Doing all of the assessment and marking yourself
- Taking total responsibility for telling students how to improve

Experiment with:

- Moving responsibility for assessing against agreed criteria to students
- Encouraging students to create plans to realise their own goals
- Linking the 'what', the 'why' and the 'how' of learning
- A range of planning strategies

Start / do more of:

- Discussing the future before rushing into action
- Requiring students to talk about what they are trying to achieve
- Involving students in thinking about why they are doing something
- Sharing assessment criteria to enable self-marking

Start slowly:

- Giving time to 'thinking ahead' type activities
- Introducing planning tools
- Expecting more elaborate, longer term plans
- Agreeing success criteria with students in advance of undertaking tasks
- Discussing how something is to be learned