

FEEDBACK & REFLECTION

Focus Areas

Moving the Learner Forward
Tracking and Reporting Progress
Student Reflection and Action

WHAT ARE TEACHERS DOING?

- Providing feedback that moves the learner forward
- Helping students to respond to feedback and set goals for improvement
- Using data to track student progress
- Using student feedback to inform teaching
- Using effective formative assessment strategies
- Reporting on student progress

WHAT DOES IT LOOK LIKE FOR STUDENTS?

- Receiving timely and helpful advice on how to improve
- Understanding how to set goals for improvement
- Taking responsibility for improving
- Knowing how to think about and respond to feedback
- Actively seeking feedback and clarification

INQUIRY



Focus Areas

Guided Inquiry
Creating Strong Learning Habits
Connecting and Sharing Learning

WHAT ARE TEACHERS DOING?

- Applying the Guided Inquiry Design framework to formal units of inquiry
- Seeking opportunities to support student inquiry: questioning, lesson sequence
- Supporting student curiosity by posing important and interesting questions
- Seeking opportunities to share the products of Inquiry with the broader community
- Promoting excellent research practices that encourage independence
- Promoting student self-regulation and executive function
- Seeking to make connections across domains

WHAT DOES IT LOOK LIKE FOR STUDENTS?

- Having opportunities to think about and pose responses to interesting questions
- Being confident to work independently
- Being able to investigate areas of personal interest
- Being confident to share and evaluate new learning
- Understanding how to manage time and self-regulate
- Making ethical decisions
- Knowing how to conduct research and select information

RHETORIC



Focus Areas

Effective Thinking
Confident Communications
Expressing Learning

WHAT ARE TEACHERS DOING?

Providing opportunities for students to think deeply and reason

Asking challenging questions

Structuring and modelling different types of thinking (making thinking routine)

Providing opportunities for students to communicate their thinking verbally, in writing and through performance

Giving students the space and opportunity to express their learning

WHAT DOES IT LOOK LIKE FOR STUDENTS?

Thinking about what has been learnt and how to communicate it

Feeling challenged to think deeply about what is being studied

Understanding how to communicate ideas best

Appreciating ethical concerns

Feeling responsible for their own work

Knowing how to express dissent

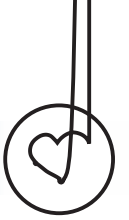
Seeking and taking opportunities to express ideas

Focus Areas

A Heart for Service
Taking Responsibility
Noticing and Acting

WHAT ARE TEACHERS DOING?

WHAT DOES IT LOOK LIKE FOR STUDENTS?





Focus Areas

Developing Empathy

Appreciating and Feeling Appreciated

Respect and Grace

