

REFLECTING AND PLANNING

Grade/Year level:

Collaborative teaching team:

Date:

Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)

Teacher questions

Student questions

Lines of inquiry

Learning goals and success criteria

Transdisciplinary theme

Key concepts

Approaches to learning

Central idea

Related concepts

Action

Learner profile attributes

Prior learning

Connections: Transdisciplinary and past

Initial reflections that could inform learning and teaching in this unit of inquiry

Prompts : Reflecting and planning

Teacher questions

What teacher questions and provocations will inform the lines of inquiry?

Transdisciplinary theme

Which parts of the transdisciplinary theme will the unit of inquiry focus on?

Connections: Transdisciplinary and past

Connections to past and future learning, inside and outside the programme of inquiry

What connections are there to learning within and outside the unit of inquiry?

What opportunities are there for students to develop conceptual understandings to support the transfer of learning across, between and beyond subjects?

How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?

Student questions

What student questions, prior knowledge, existing theories, experiences and interests will inform the lines of inquiry?

Prior learning

How are we assessing students' prior knowledge, conceptual understandings and skills?

How are we using data and evidence of prior learning to inform planning?

How is our planning embracing student language profiles?

Learning goals and success criteria

What is it we want students to know, understand and be able to do? How are learning goals and success criteria co-constructed between teachers and students?

Action

What opportunities are there for building on prior learning to support potential student-initiated action?

DESIGNING AND IMPLEMENTING


Early years




Transdisciplinary theme/Central idea:


Collaborative teaching team:


Grade/Year Level:

Date:

 Teacher and student questions

   Designing engaging learning experiences that support physical, emotional, social and cognitive development
Play, Symbolic exploration and expression, Learning spaces

 Ongoing assessment

 Supporting student agency

 Making flexible use of resources

 Student self-assessment and peer feedback

 Ongoing reflections for all teachers

Prompts: Designing and Implementing (Early years)

Questions

Teacher questions

What additional teacher questions and provocations are emerging from students' evolving theories?

Student questions

What student questions are emerging from students' evolving theories?

Designing engaging learning experiences that support physical, emotional, social and cognitive development

Play

What opportunities are there for uninterrupted play, indoors and outdoors?

What opportunities are there for student-initiated experiences?

How can we create authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile?

Symbolic exploration and expression

What opportunities are there to support the development of language and mathematical understandings?

How will students express their ideas, make connections and consolidate their understandings in different contexts?

How are we integrating languages to support multilingualism?

Learning spaces

How will flexible learning spaces promote exploration, wonder, creativity, risk-taking and learning through play?

How are resources and materials organised to support student choice and agency?

What opportunities are there to involve students in the co-design and co-construction of learning spaces?

Ongoing reflections

For all teachers

How are we responding to students' emerging questions, theories, inquiries and interests throughout the inquiry?

How are we supporting opportunities for student-initiated action throughout the inquiry?

How can we ensure that learning provides authentic opportunities for students to construct meaning about themselves and the world around them?

How are we nurturing positive relationships between home, family and school as a basis for learning, health and well-being?

Supporting student agency

How do we recognize and support student agency in learning and teaching?

For all learning this means:

- involving students as active participants in, and as co-constructors of, their learning
- developing students' capacity to plan, reflect and assess, in order to self-regulate and self-adjust learning
- supporting student-initiated inquiry and action.

Making flexible use of resources

How will resources add value and purpose to learning?

For all learning this means:

- the thoughtful use of resources, both in and beyond the learning community to enhance and extend learning. This might include time, people, places, technologies, learning spaces and physical materials.

Ongoing assessment

What evidence will we gather about students' emerging knowledge, conceptual understandings and skills?

How are we monitoring and documenting learning against learning goals and developmental milestones? How are we using ongoing assessment to inform planning, and the grouping and regrouping of students?

Student self-assessment and peer feedback

What opportunities are there for students to receive teacher and peer feedback? How do students engage with this feedback to develop as self-regulated learners?

REFLECTING

Transdisciplinary theme/Central idea:

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Teacher reflections



Student reflections



Assessment reflections

Prompts: Reflecting



Teacher reflections

How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea?

What learning experiences best supported students' development and demonstration of the attributes of the learner profile and approaches to learning?

What evidence do we have that students are developing knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

To what extent have we strengthened transdisciplinary connections through collaboration among members of the teaching team?

What did we discover about the process of learning that will inform future learning and teaching?



Student reflections

What student initiated inquiries arose and how did they inform the process of inquiry? What adjustments were made, and how did this enrich learning?

How are students supported in having voice, choice and ownership in the unit of inquiry? (For example, through: co-constructing learning goals and success criteria, being engaged in student-initiated inquiries and action, being involved in self-assessing and self-regulating, co-designing learning spaces and so on).

How have these experiences impacted on how students feel about their learning? (For example, through: developing and demonstrating attributes of learner profile and approaches to learning, developing understanding of the central idea, achieving learning goals, taking action and so on).



Assessment reflections

How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning?

What evidence did we gather about students' knowledge, conceptual understandings and skills?

How will we share this learning with the learning community?

Notes