



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 2

Developing Learning
Intentions and
Success Criteria in
the Classics
Classroom





Learning Intentions

Developing learning intentions and success criteria with your students.



Explore and discuss learning in student work.





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Learning Intentions and Success Criteria



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Developing Learning Intentions and Success Criteria with your Students



Learning Intention:

*“A learning intention for a lesson or series of lessons is a **statement**, created by the teacher, that describes **clearly what the teacher wants the students to know, understand, and be able to do as a result of learning and teaching activities.**”*

*“Clear learning intentions should help students focus not just on the task or activity taking place **but on what they are learning.**”*



Success Criteria

*“Success criteria are linked to learning intentions. They are **developed by the teacher and/or the student and describe what success looks like.** They help the teacher and student to make judgements about the **quality** of student learning.”*

“Research shows that students who regularly receive this information in the classroom are

- more focused for longer periods of time*
- more motivated and active in their learning*
- better able to take responsibility for their own learning.”*



Success Criteria...

must link clearly to the learning intention

need to be planned in advance

need to be owned by the student

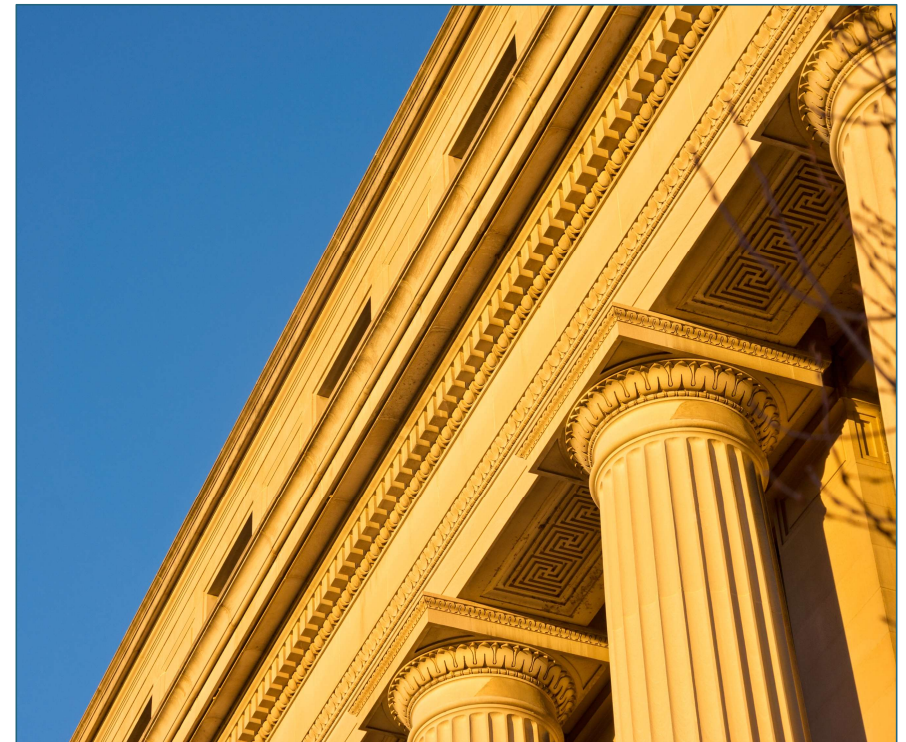
lead to more focussed and successful teaching and learning

need to be broad enough to include all abilities in a class



The Difference Between Learning Intentions and Success Criteria

- Learning intentions are centred around **knowledge and understanding**.
e.g. 'Be able to understand the architectural terms of a Roman/Greek temple.'
- Success criteria is focused on **being able to demonstrate learning**.
e.g. 'I can name and describe architectural features of a Greek/Roman temple.'





Sharing Learning Intentions and Co-Creating Success Criteria with your Students

“To give your students the tools they need to take more responsibility for their own learning and achieve greater learning independence, we need to communicate to them:”

NCCA, 2016, p.5 Focus on Learning, Learning Intentions & Success Criteria

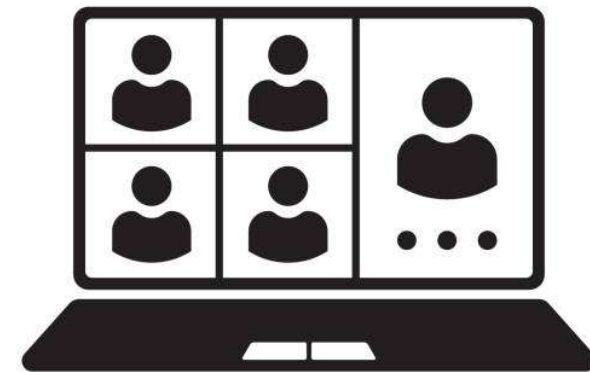
1. What they are going to learn? (Learning Intention)
2. Why they should learn it in the first place? (Purpose)
3. How they will recognise when they have succeeded? (Success Criteria)



Learning Intentions and Success Criteria in Your Classroom



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Zoom Chat



In the Classics Classroom

Learning Intention:

To understand how combatants and non-combatants were affected differently by the death of Hector.

Learning Outcome:

2.6 compare the Iliad's depiction of heroes with the depiction of non-combatants affected by the Trojan War (for example, parents, women and servants).

The purpose - Why?

For students to understand and appreciate differing perspectives of characters in the Iliad.



NCCA, 2016, p.5 Focus on Learning Learning Intentions & Success Criteria

In the Classics Classroom

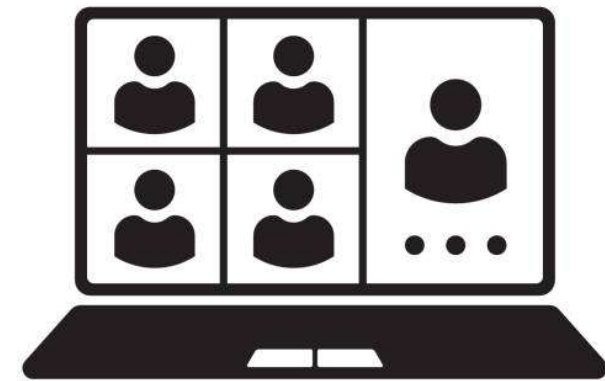


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Observations

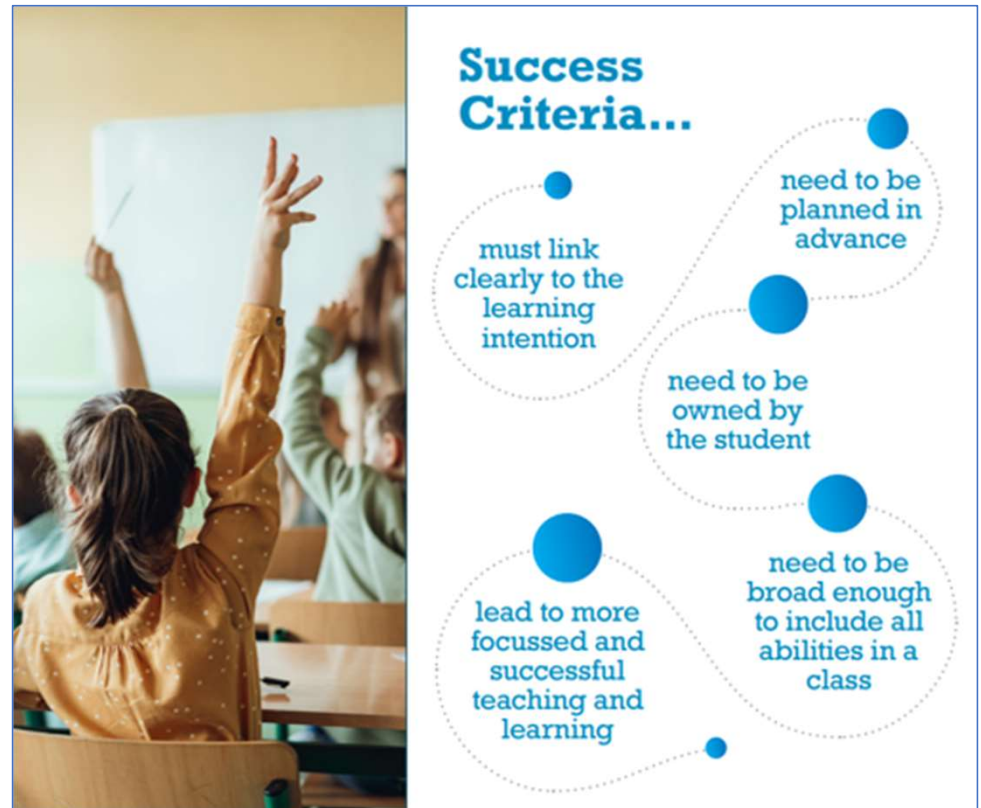


Zoom Chat



Summary of Agreed Success Criteria

- I understand the context, background of the story.
- I can identify how to use emotive language.
- I refer to Hector's death, what I saw, what I heard.
- I can outline how the death of Hector impacted me.
- I give my own opinion of how Hector's body was treated.
- I use chronological order or structure to write my diary account.
- I write in first person.



NCCA, 2016, p.5 Focus on Learning, Learning Intentions & Success Criteria

WORKING WITH EXAMPLES OF STUDENT WRITING



INSTRUCTIONS

ROOM 1

ROOM 2

ROOM 3

ROOM 4

ROOM 5


ROOM 6



Breakout rooms

thinglink..

Success Criteria in the Classics Classroom

Group 1	Group 2	Group 3	Group 4	Group 5
+	+	+	+	+
Learning Outcomes 2.19 compare a building in their local area with a building in Rome 2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths) 1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world	Learning Outcomes 2.19 compare a building in their local area with a building in Rome 2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths) 1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world	Learning Outcomes 2.19 compare a building in their local area with a building in Rome 2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths)  1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world	Learning Outcomes 2.19 compare a building in their local area with a building in Rome 2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths) 1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world	Learning Outcomes 2.19 compare a building in their local area with a building in Rome 2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths) 1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world
Learning Intention	Learning Intention	Learning Intention	Learning Intention	Learning Intention
Purpose - Why students should learn this?	Purpose - Why students should learn this?	Purpose - Why students should learn this?	Purpose - Why students should learn this?	Purpose - Why students should learn this?
Task/Activity/Assignment	Task/Activity/Assignment	Task/Activity/Assignment	Task/Activity/Assignment	Task/Activity/Assignment
Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria
Resources - Please Add	Resources	Resources	Resources	Resources

Learning Outcomes

2.19 compare a building in their local area with a building in Rome

2.12 identify types of Roman public architecture (for example, aqueduct, triumphal arch, amphitheatre, baths)

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Learning Intention

Purpose - Why students should learn this?

Task/Activity/Assignment

Success Criteria

Resources

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Learning Intention

Purpose - Why students should learn this?

Task/Activity/Assignment

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Learning Outcomes

3.16 investigate the etymology of words in modern languages which are derived from Latin or Greek

1.12 examine what we can learn from archaeological and visual evidence about daily life in the ancient world

1.13 create a visual representation of a Greek or Roman home describing the functions of the various rooms and areas

Learning Intention

Purpose - Why students should learn this?

Task/Activity/Assignment

Success Criteria

Resources





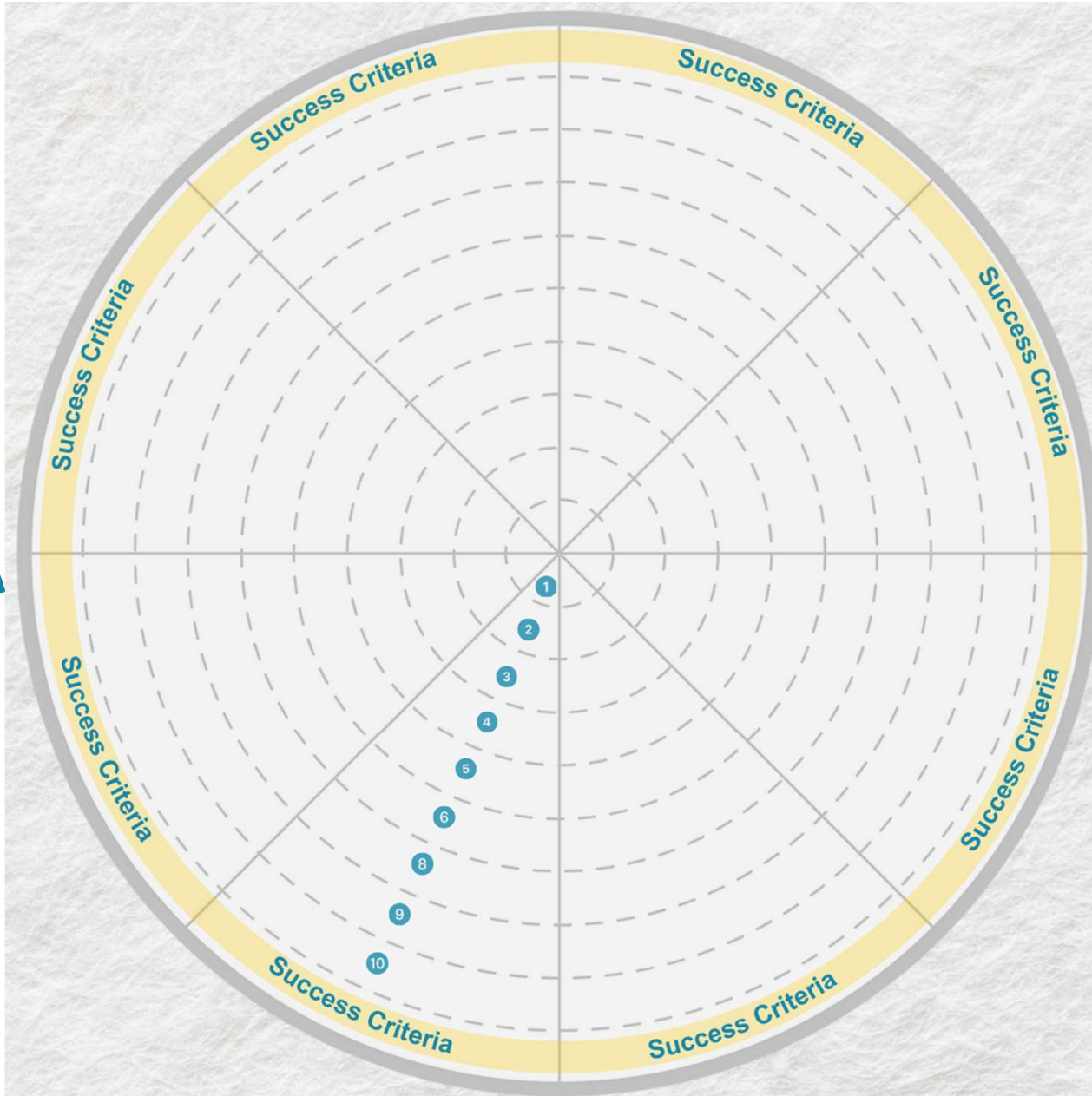
Including Students in the Assessment Process

*“Teachers **share and co-create success criteria** with students so that they can assess their own learning through **self-assessment** and peer assessment and identify areas for improvement and strategies to achieve improvement.”*

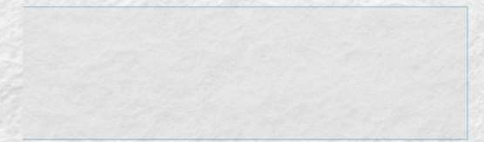
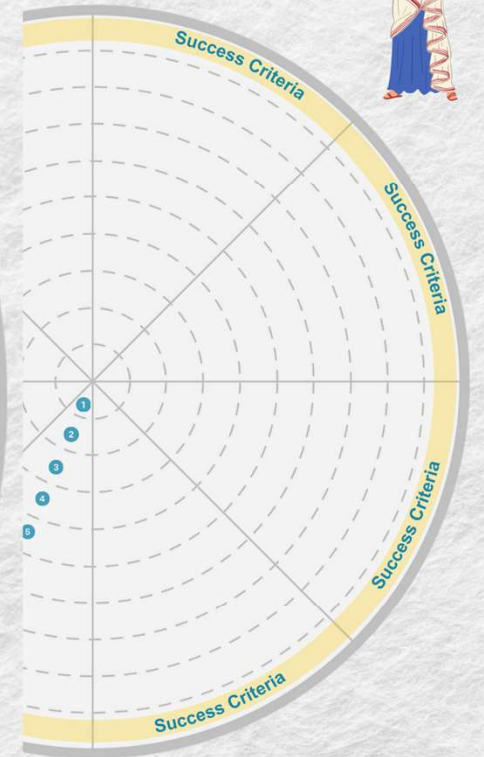
Looking at Our Schools, 2022, p.31
A Quality Framework for Post-Primary Schools

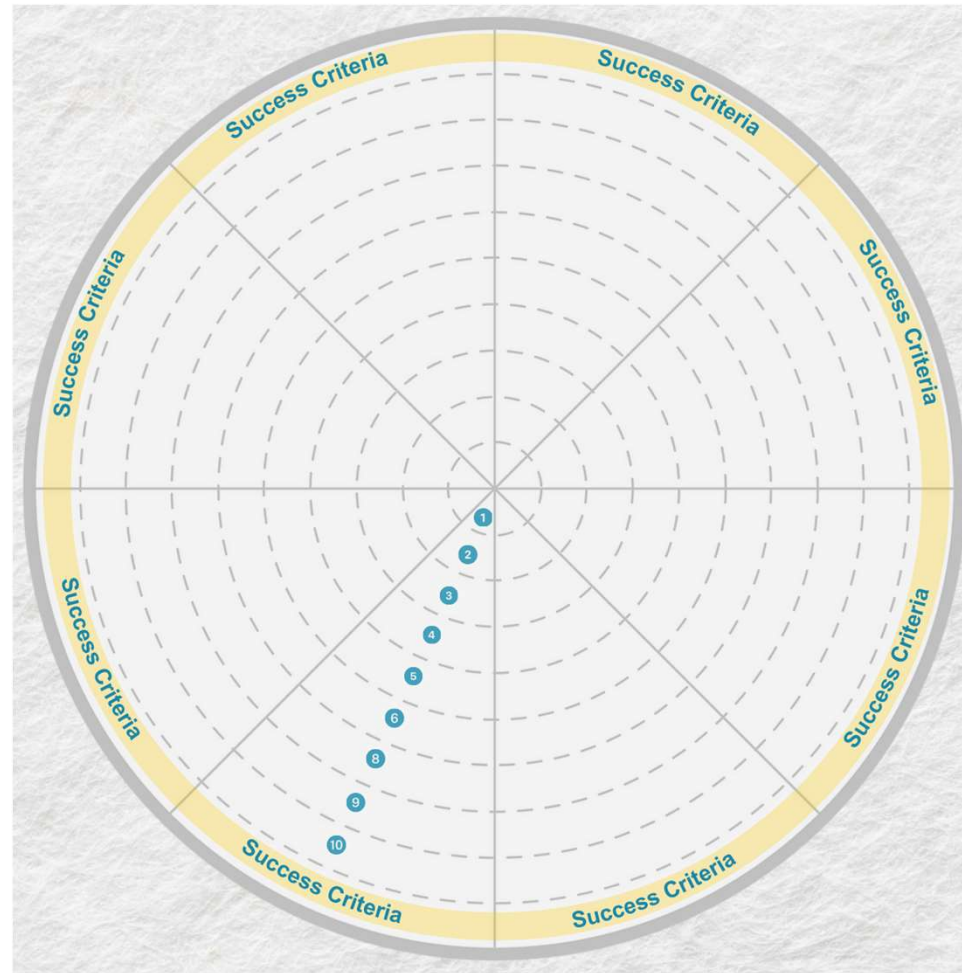


Self-A

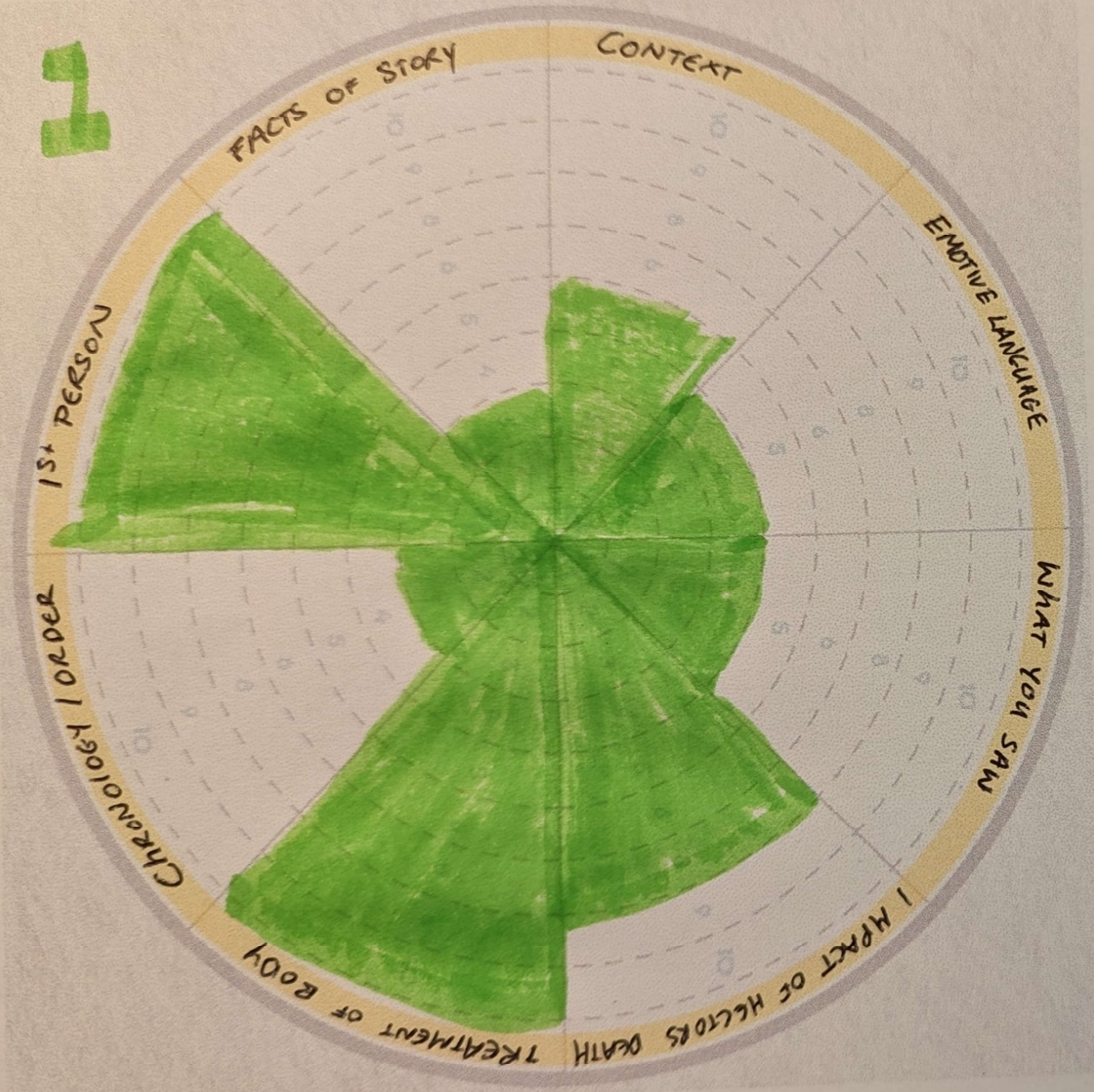


have I done?

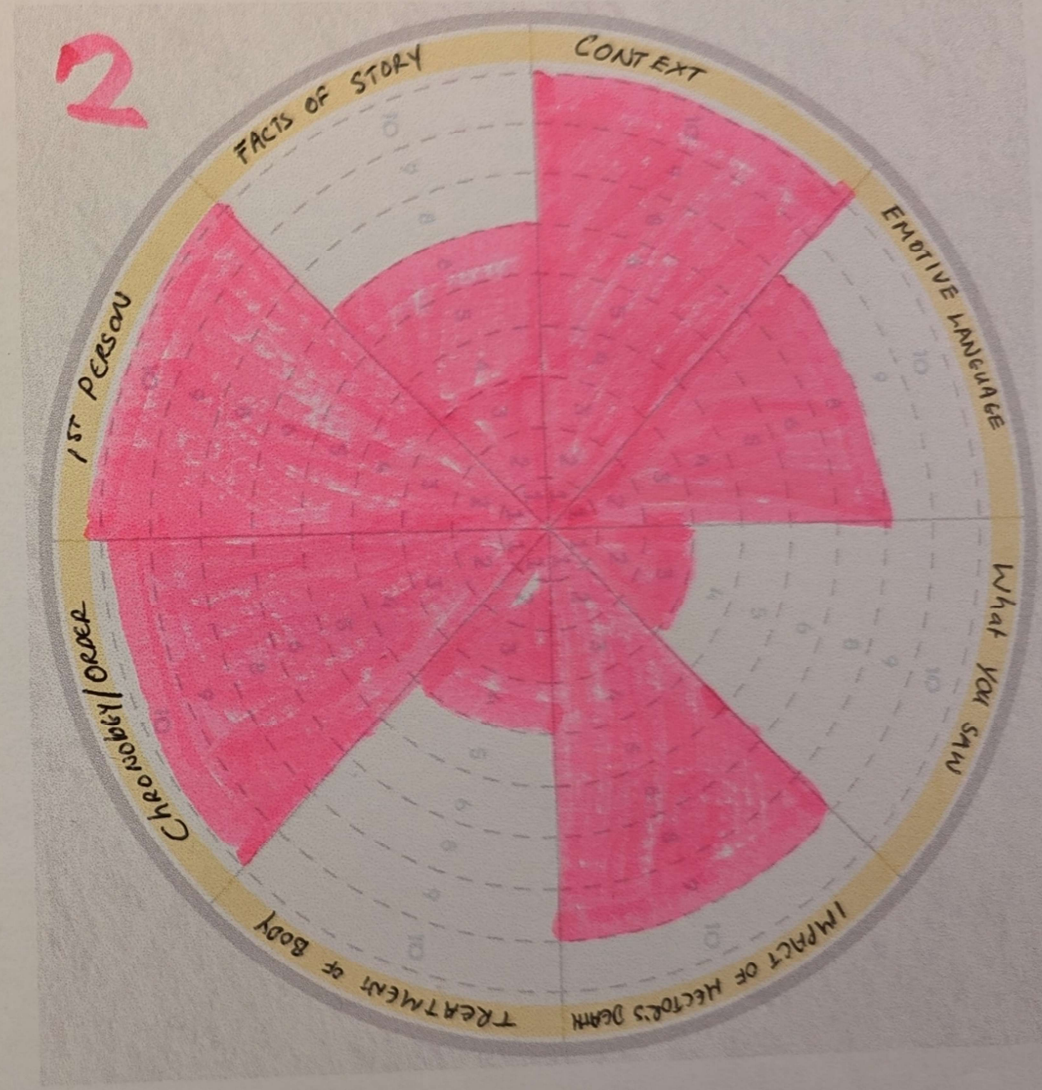




1



2



Lunch



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- Please stay in the meeting
- Mute your mic
- Turn off your camera
- We'll continue at **2pm**

