

Collaborative planning process for learning and teaching







Supporting student agency

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



For all learning this means:

- involving students as active participants in. and 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

For all learning this means reflecting on:

- the purpose and conceptual focus of learning
- whether the learning goals were achieved (including knowledge, conceptual understandings, skills and attributes of the learner profile)
- the effectiveness of the monitoring. documenting and measuring of student learning against learning goals and developmental milestones
- the effectiveness of the learning experiences and use of resources
- student agency and its impact on student-initiated inquiry and action
- the ways in which positive relationships have been nurtured between home, family and school as a basis for learning, health and well-being
- the process of learning to inform current and future learning and teaching

Identifying purpose and conceptual focus

What is it we want students to learn?

For all learning this means:

- inside the programme of inquiry negotiating a shared understanding of the central idea and lines of inquiry as they relate to a transdisciplinary theme
- outside the programme of inquiry establishing subject based conceptual understandings
- establishing authentic opportunities for transdisciplinary learning across, between and beyond subjects
- identifying key and related concepts to develop conceptual understandings
- identifying links to approaches to learning and learner profile attributes

Establishing learning goals

What is it we want students to know, understand and be able to do?

What are our students interested in learning?

For all learning this means:

- acknowledging the interests, prior knowledge and experiences of all students
- defining knowledge, conceptual understandings and skills using PYP scope and sequence documents and / or national or local curriculum
- co-constructing learning goals and success criteria with students
- establishing connections to past and future learning, inside and outside the programme of inquiry

Designing engaging learning experiences

What experiences will facilitate learning?

For all learning this means:

- developing questions, provocations and experiences that support development of knowledge and conceptual understandings
- creating authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile
- building in flexibility to respond to students' interests. inquiries, evolving theories and actions
- integrating languages to support multilingualism
- identifying opportunities for independent and collaborative learning, guided and scaffolded learning, and learning extension

In addition, for early years learning this means:

- planning opportunities for uninterrupted play
- supporting the development of symbolic exploration and expression (eg. language and mathematics understandings)

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, including:
- · time
- people
- places
- · technologies
- · learning spaces
- physical materials





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

For all learning this means:

- building in opportunities for quality teacher and student feedback and feedforward
- ongoing monitoring, documenting and
- measuring of learning to inform planning and next steps
- engaging in ongoing and interactive dialogues about learning with the

learning community

- using a backward and forward approach to planning to set and reset learning goals and success criteria
- using evidence of learning as a basis for grouping and regrouping students
- considering how assessment is used to inform the learning community





Reflecting on learning

How can our reflections guide next steps in current and future learning and teaching?











