

Reflecting


Ideas for teaching and learning activities using graphic organisers and processes



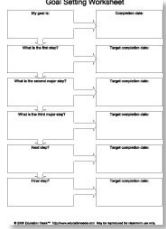
Stage 5 descriptor


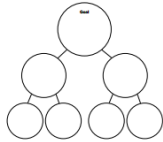

Students broaden their understanding and use of metacognitive processes to choose and develop certain strategies appropriate for particular situations. They extend their range of reflective practices to consider how their own context influences the ways they respond, compose and learn.


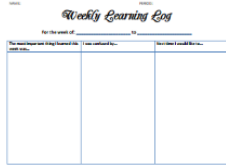
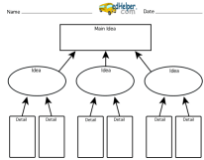
Stage 4 descriptor

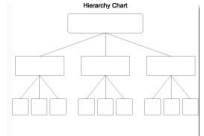

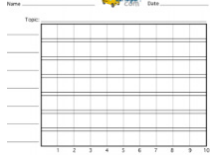
Students begin to personalise their metacognitive processes, identifying their own pleasures and difficulties in responding, composing and learning. They are able to plan and monitor their work, articulate their own learning processes and begin to assess which learning processes may suit them and will suit particular tasks and why.

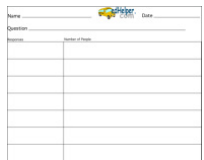
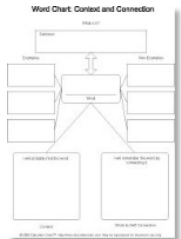
Reflecting teaching and learning ideas	Syllabus intent	Links to graphic organisers
<p>These organisers can be used to help students recognise how their personal experience and knowledge helps inform their reading and understanding of texts. They help students identify strengths in their knowledge and areas of weakness that will be strengthened through their own research. Focussing on textual knowledge rather than content allows students to reflect on their processes for learning and composing, such as, <i>How to write a biography, How to add humour to a text, How do you change a novel to a film? Etc.</i> Students develop their processes for responding to</p>	<ul style="list-style-type: none"> consider and analyse the ways their own experience affects their responses to texts understand and confidently integrate their own processes of responding to and composing a wide range of different types of texts choose effective learning processes, resources and technologies appropriate for particular tasks and situations evaluate their own processes of composition and response and reflect on ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as composers and responders 	<p>KWHL: What do we Know? / What do we want to Know? / How can we find out? / What have we Learnt?(PDF 120KB)</p>  <p>KWFL: What I Know/ What I have to find out/ Finding out/ What I learned (PDF 34KB)</p>

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and composing different texts and tasks.		
<p>Provide students with questions to reflect on the processes of their learning and an opportunity to see how peers learn differently. For example, <i>How do my values impact the way I felt about the main character? Was this the best form for telling this story? What experiences have I had that effect my response to this text? Explain what the hardest part of completing this task was. What was the most useful way of collating information?</i> Follow up classroom discussions help students to become more aware of how we all learn differently and provides exposure to new ideas and strategies, too.</p>	<ul style="list-style-type: none"> consider and analyse the ways their own experience affects their responses to texts discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimodal and digital texts explore and reflect on their own values in relation to the values expressed and explored in texts choose effective learning processes, resources and technologies appropriate for particular tasks and situations 	<p>Think-Pair-Share: Question or Prompt/ What I thought/ What my partner thought/ What we will share (PDF 44KB)</p> 
<p>Help students to plan their work with these organisers. Encourage students to consider their own strengths and weaknesses, time limits, marking criteria, purpose and audience etc. in setting goals and planning outcomes. After using the plan to complete their task, it can be used to help students focus on the different elements of the task and to evaluate and reflect.</p>	<ul style="list-style-type: none"> discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing identify, plan and prioritise stages of tasks, making use of organisational strategies, e.g. drawing up a schedule, monitoring progress and meeting deadlines articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem-solving and independent and collaborative work, and establish improved practices 	<p>Goal Setting Worksheet: My goal is/ Completion date/ 5 x steps and Target completion dates (PDF 84KB)</p> 

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	<ul style="list-style-type: none"> understand the learning purposes, specific requirements and targeted outcomes of tasks choose effective learning processes, resources and technologies appropriate for particular tasks and situations 	<p>Step by Step chart: Topic/ Step/ Details (PDF 16KB)</p> 
<p>Ask students to state their goal for a project and list the reasons why they have chosen it linking to their values, experiences etc. helping them understand these influences in their composing/responding. A focus could be formed by asking students to link their reasons to their personal motivations/ marking criteria/ personal strengths and weaknesses etc.</p>	<ul style="list-style-type: none"> consider and analyse the ways their own experience affects their responses to texts discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties experienced understand the demands of a task and the outcomes and criteria for planned assessment 	<p>Goal - Reasons Web (PDF 15KB)</p> 
<p>Provide organisers such as these to help students with seeing the possible different ways of planning their work or to aid their comprehension of new texts and the ways information is transferred. They can also be used with completed tasks to help students reflect on the features of their creation by writing comments under the headings detailing the success/ faults in different components or explaining the choices they made at each point.</p>	<ul style="list-style-type: none"> use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing understand the learning purposes, specific requirements and targeted outcomes of tasks examine the ways that the processes of planning, including investigating, interviewing, selecting, and recording and organising ideas, images and information, can and should be modified according to specific purposes, texts and learning contexts understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimodal and digital texts 	<p>Planning Chart: Topic/ Purpose/ Audience (PDF 20KB)</p>  <p>Go to Education Oasis to download the Story organizer: Introduction/ Rising Action/ Climax/ Falling Action/ Resolution/ Characters/ Setting/ Problem/ Conflict/ Solution/ Title of Story</p>

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<p>Use a learning log to help students reflect on the ways they learn rather than just what they learn about. Help develop their understanding of the different ways we can learn and develop an awareness of how students differ. This will help students develop an appreciation for learning and deeper understanding of themselves. Initially, it may be helpful to create mind maps of ideas the students could refer to in their reflection and of the language they could use. Providing specific aspects of learning you wish students to reflect on will also ensure a more rounded understanding of learning for students.</p>	<ul style="list-style-type: none"> • develop and use vocabulary for describing, analysing and reflecting on their learning experiences • use and reflect on metacognitive processes used for planning, including brainstorming, mind mapping, story boarding, role play and improvisation • articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning • recognise the different processes required for responding and composing in a range of forms and media • understand and value the differences between their own and others' ways of learning in English • reflect on and assess their own and others' learning against specific criteria, using reflection strategies, e.g. learning logs, blogs and discussions with teachers and peers • purposefully reflect on and value the learning strengths and learning needs of themselves and others 	<p>Weekly Learning Log: The most important thing I learned this week was.../ I was confused by.../ Next time I would like to...(PDF 63KB)</p> 
<p>Use a range of graphic organisers to help students decide on the best ways to organise information for a task, plan for a task, research etc. These organisers could be used to organise the features of a text, such as the advantages/ disadvantages of different elements of a multimodal text to help</p>	<ul style="list-style-type: none"> • understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimodal and digital texts • use and reflect on metacognitive processes used for planning, including brainstorming, mind mapping, storyboarding, role play and improvisation 	<p>Main Idea/ Idea/ Detail (PDF 52KB)</p> 

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<p>students justify their choices or reflect on the compositions of others.</p>	<ul style="list-style-type: none"> use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and editing 	<p>Go to Education Oasis to download Hierarchy chart</p> 
<p>Use the prediction chart to help students identify the way they make connections between their prior knowledge and experiences and new texts. Students learn that prediction is a helpful technique for comprehension and developing their understanding of the way their brains work.</p>	<ul style="list-style-type: none"> Recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts Consider and analyse the ways their own experience affects their responses to texts recognise the different processes required for responding in a range of forms and media 	<p>Prediction – Topic/Prediction/ Why/ What Happened/ I Learned (PDF 59KB)</p> 
<p>A bar graph/ attribute graph can help students decide on the strength/ success of their own work by listing techniques used/ features of their text/ elements of their emerging sense of style, and assigning a value to each. Alternatively, a student can survey peers to see their view of the strengths and weaknesses of a text. This information can then be used to refine texts or to inform future texts. It could also be used for students to rank their own enjoyment of creating texts with specific elements e.g. the researching, planning, collaborating, presenting, creating, etc.</p>	<ul style="list-style-type: none"> consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context reflect on and assess their own and others' learning against specific criteria, using reflection strategies, e.g. learning logs, blogs and discussions with teachers and peers evaluate their own processes of composition and response and reflect on ways of developing their strengths, addressing their weaknesses and consolidating and broadening their preferences as composers and responders create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts use and assess individual and group processes to investigate, clarify, 	<p>Attribute/Bar graph: Topic: 1-10 (PDF 31KB)</p> 

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	critically evaluate and present ideas	
<p>Students can survey class members about their own creation to explore the appreciation/ effectiveness of different features/ modes etc. Or during the planning stage students can reflect on possible ideas and choices for a task then assess them by surveying peers or an intended audience. Students then use their findings to inform and clarify their choices for experimenting with a text.</p>	<ul style="list-style-type: none"> consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas 	<p>Survey: Question: Responses/ Number of people (PDF 44KB)</p> 
<p>This organiser can be used in different ways with students; to develop their language knowledge by providing them with key metalanguage to use, as a reading and comprehension strategy, as a way to expand their knowledge of subtle differences between word choices and their effect on meaning.</p>	<ul style="list-style-type: none"> develop and use vocabulary for describing, analysing and reflecting on their learning experiences understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimodal and digital texts evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and historical influences 	<p>Word Chart: Context and Connection – What is it? Definition/ Examples/ Non-Examples/ I will probably find this word/ I will remember this word by connecting it (PDF 19KB)</p> 
<p>After completing this simple table ask students to reflect on their statements and what it tells them about the ways the text has made them think. For example, <i>What parts of the text triggered thoughts? Were there common thoughts amongst the</i></p>	<ul style="list-style-type: none"> recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts consider and analyse the ways their own experience affects their responses to texts understand and apply a wide range of reading strategies to enhance 	<p>What I read/ What it reminded me of (PDF 71KB)</p>

Reflecting teaching and learning ideas

students? Were there thoughts/ links made only by certain students? What do these links tell us about student's values? Etc.

Syllabus intent

- comprehension and learning for a range of print, multimodal and digital texts
- explore and reflect on their own values in relation to the values expressed and explored in texts

Links to graphic organisers



The intention of this document is to illustrate teaching and learning activities based on graphic organisers and each of the processes.