

# Sharing learning intentions and success criteria

## Overview

Learning intentions and success criteria are not just usually delivered first or early in the lesson – teachers explain and check that students have understood them. They are referred to throughout the lesson to guide and formatively assess learning.

A class will comprise of a diversity of learners.

To maintain high expectations, all students are supported to experience success with syllabus expectations at their stage of learning and therefore work towards the same learning intentions and success criteria.

Based on assessed need, teachers provide different supports and levels of scaffolding for students (Clarke 2021). Teachers can use the gradual release of responsibility to decide when to add or remove scaffolding and supports.

When students are accessing syllabus outcomes above or below stage level, or Life Skills outcomes, learning intentions and success criteria should be aligned with the corresponding syllabus. Collaborative curriculum planning is critical in these decisions.

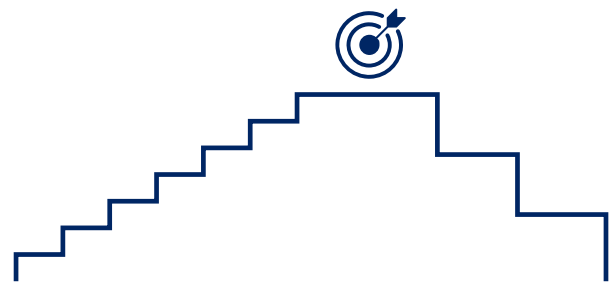
Scaffolding supports are used so students can access the same or similar activities as their peers to progress in meeting the syllabus outcomes they are working towards.

## Key considerations

Effective learning intentions and success criteria remain visible for the learning period and are:

- usually shared first or early in the lesson
- explained by the teacher who checks student understanding
- referred to regularly to check for understanding, provide feedback or as a self-assessment tool (William and Leahy 2015).

Learning intentions and success criteria can be supported by exemplars, such as WAGOLLs (What A Good One Looks Like) or exemplars to demonstrate success criteria (Clarke 2021).



## Classroom application

This scenario focuses on a Stage 3 classroom. It is based on the **content point**: Explain and demonstrate when resilience strategies can be applied across a range of contexts. This is within the **content group**: Self-management and interpersonal skills.

### Share the learning intentions and success criteria first or early in the lesson

When shared first or early in a lesson, learning intentions and success criteria support students to focus on the key information in the lesson.

Let's read today's learning intention together (choral response).

Teacher defines unfamiliar vocabulary in the learning intention and success criteria.

**We have the word resilience in our learning intention, let's read through the definition**

*'a person's ability to face personal and social challenges, such as stress, setbacks, and emotional distress while employing effective coping strategies to manage their responses'.*

Let's do a quick choral response as a class. Does it mean nothing bad happens? (Answer: no)

Does it mean it doesn't bother you when something bad happens? (Answer: no)

So it is an ability to face challenges and employ effective ... (Answer: coping strategies) and recover quickly.

So a resilient person recovers... (Answer: quickly)

## Classroom application

Teacher clarifies the link between the learning intention and previous learning.

So, this relates to our learning so far on self-management skills. Now we are looking at which interpersonal skills help to build resilience.

Teacher checks students understand the learning intention and success criteria.

Our success criteria say we will identify self-management and interpersonal skills. What do we mean when we say you need to identify personal and social skills? Can you explain what kinds of skills we are looking for? (cold call or mini whiteboard response).

## Use the learning intentions and success criteria throughout the lesson

Teacher refers to the success criteria while **modelling**.

OK, looking at what I have put in my paragraph so far, I'm going to test myself against our success criteria.

The teacher **checks for understanding** using the learning intentions and success criteria.

I can see you are up to the third success criteria 'Explain how using self-management and interpersonal skills could demonstrate resilience.' Can you tell me what should be in an explanation?

Teacher **provides feedback** specific to the success criteria, supporting students to achieve the learning intention.

**I am** looking for you to have named a particular self-management or interpersonal skill and to also have explained the effect on resilience. **You have** named some skills but are yet to explain. **You could** use your sentence stems to explain with evidence.

Teacher **summarises** the learning that occurred at the end of the lesson using the learning intention and success criteria.

**We have** been learning about resilience and today we identified some particular self-management and interpersonal skills and explained how they enhance resilience [teacher restates some]. **We will** now be able to look at evaluating the effectiveness of these personal and social skills in maintaining a healthy lifestyle.

## Learning intentions and success criteria resources



<https://edu.nsw.link/explicit-teaching-sharing-learning-intentions>



<https://edu.nsw.link/explicit-teaching-sharing-success-criteria>

## More resources

AERO (2023) *How students learn best: an overview of the learning process and the most effective teaching practices* (PDF 1.6 MB)  
[https://www.edresearch.edu.au/sites/default/files/2023-11/how-students-learn-best-aa\\_0.pdf](https://www.edresearch.edu.au/sites/default/files/2023-11/how-students-learn-best-aa_0.pdf)

AERO (2024) *Explain learning objectives*  
<https://www.edresearch.edu.au/guides-resources/practice-guides/explain-learning-objectives>

Digital Learning selector –LISC and WAGOLL  
<https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622?clearCache=7e5cb502-8185-274-99ae-95aafec20ed>

NESA (NSW Education Standards Authority) (n.d.) *Collaborative curriculum planning*  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/collaborative-curriculum-planning>

## References

[Personal Development, Health and Physical Education K–6 Syllabus](#) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2024.

Clarke S (2021) *Unlocking learning intentions and success criteria: shifting from product to process across the disciplines*, SAGE Publications Inc.

William D and Leahy S (2015) *Embedding formative assessment*, Hawker Brownlow Education.