
"Sharing learning intentions"

This is a ripe territory for the Space Invaders! Is the heading above really standing for "Telling them teaching intentions" or "Telling them performance goals" – or simply what the work is?

1. Evaluating current practice

One of the early proposers of such practice, Shirley Clarke, carried out an evaluation which concluded:

"Only a small minority of children (mainly above average ability Year 6 children) perceived the sharing of learning intention in relation to their learning"¹

Is this similar to your experience?

How could we explain a **lack** of connection between "sharing" learning intentions and pupils' approach to learning? Is it a gap in perspectives and languages?

Does the practice of "sharing learning intentions" need a context of:

- understanding learning,
- talking about the process of learning,
- working with intentions, ...

2. Improving current practice

Reclaiming "Learning Objectives"

The practice of "putting the official voice on the wall" and calling it a learning objective has become common. It has also led to learners losing engagement or acting strategically. Importantly, this practice may focus attention on product and not help to develop a rich narrative of learning.

So what can you do to reclaim learner engagement with this voice on the wall?

Try asking the learners to discuss:

- **What could it mean?**
- **Who uses that?**
- **What might I be able to do with it?**
- **How could we best learn that?**

[i.e. beyond WALT and WILF – to WCIM, WUT, WMIBATDWI, and HCWBLT!]

¹ Clarke, S., McCallum, B. and Lopez-Charles, G. (2001) *Gillingham Partnership Formative Assessment Project 2000-2001. Interim Report on the first term of the project: Communicating learning intentions, developing success criteria and pupil self-evaluation*, London: University of London Institute of Education.