

Teaching and Learning Assessment Guide

Assessment Guide

The following is a broad assessment guide to analyse the Thinking and Learning to Learn practices that you may have developed at your school and the structures you may have in place to support these initiatives. It also allows the opportunity to reflect upon your school teaching and learning programs. ITC acknowledges that all schools are at different stages in establishing these programs.

To participate in the following self-assessment test, grade each statement using the 1–4 rating system below and check which quadrant may be representative of your school.



Estimated Time to Complete
10 minutes

Teaching and Learning
Assessing the existing practices

Rating
 1-4

<p>1. Most of our students use the 'language of thinking' e.g. higher-order thinking, critical, lateral or divergent thinking, analysis etc.</p>	
<p>2. Our teachers have a common language for teaching and learning e.g. there is a common understanding of what the term "analysis" means and how it should be assessed.</p>	
<p>3. We explicitly teach thinking in our classes e.g. Bloom's Taxonomy, Multiple Intelligences Theory.</p>	
<p>4. Most of our teachers can use at least two (2) thinking tools for assisting students to analyse a topic or issue e.g. KWL, Y-Chart.</p>	
<p>5. When our students are asked to perform a task at a specific level of thinking e.g. analyse, evaluate or design, they understand what is required of them.</p>	
<p>6. Our school supports brain-based learning e.g. supportive classroom environment, catering for different learning styles.</p>	
<p>7. We have a whole-school approach to teaching thinking and thinking skills.</p>	
<p>8. Our students learn about the brain and how it processes information.</p>	
<p>9. In our classes there is a balance between teacher-directed and student-directed learning.</p>	
<p>10. Our students are assisted/explicitly taught strategies to support different levels of thinking e.g. how to recall information, how to analyse, how to evaluate and make decisions.</p>	

Teaching and Learning
Assessing the existing structures

Rating
 1–4

<p>1. Our school allocates time for teachers to meet in professional learning teams to share ideas on lesson planning and delivery e.g. innovations in learning, new technology, research into brain-based learning.</p>	
<p>2. Our school has a clear pathway for where we want students to be in terms of their thinking skills throughout their schooling.</p>	
<p>3. New teachers are introduced to our Teaching and Learning program during the induction process.</p>	
<p>4. Our school has structures in place to enable teachers to receive quantitative feedback on their classroom teaching and learning practices.</p>	
<p>5. At our school, the teaching and learning goals are explicit and our teachers are confident in planning and implementing these goals.</p>	
<p>6. At least once or twice a year, most teachers have the opportunity to team-teach or have a colleague sit in one of their lessons.</p>	
<p>7. Our school has a clearly articulated Learning to Learn program e.g. students learn skills for life-long learning.</p>	
<p>8. Our school has developed a 'repertoire' of thinking skills that are explicitly taught across all the grades levels e.g. from P–12 taking into account the developmental needs of the students.</p>	
<p>9. Our school provides our teachers with a comprehensive range of resources to support quality teaching and learning e.g. Teacher reference, charts, AV resources, access to Professional Development.</p>	
<p>10. Our students are explicitly taught the attributes required to be a successful learner e.g. Habits of Mind.</p>	

Analysis of Results – Assessment Guide

Quadrant 4 'Always'	Quadrant 3 'Often'
<p>Assessing the existing program: If you scored mostly 4's</p> <p>Assessing existing structures: If you scored mostly 4's</p> <p style="text-align: center;">Congratulations!</p> <p>The school has worked tirelessly to implement a whole-school approach to thinking and an effective school 'Learning to Learn' program. The school has established effective organisational structures in place to ensure the program remains strong. New teachers are inducted with regard to the Learning to Learn program and there is ongoing professional development and provision of resources to improve the quality of the teaching and learning for all staff. Classrooms are open where teachers frequent other classes to observe the teaching and learning and offer feedback. Teaching and learning ideas are regularly shared.</p>	<p>Assessing the existing program: If you scored mostly 3's</p> <p>Assessing existing structures: If you scored mostly 3's</p> <p style="text-align: center;">Great Progress!</p> <p>There has been some great progress in establishing a whole-school approach to thinking as well as establishing some of the necessary organisational structures to ensure a 'Learning to Learn' program continues to develop. However, the structure is yet to take full effect. Teachers regularly share teaching ideas and visit each other's lessons but structures are still being developed to ensure this occurs more regularly. There is good ongoing professional development in the area of teaching and learning and structures are being explored to see how this can be fully shared amongst all colleagues.</p>
Quadrant 2 'Sometimes'	Quadrant 1 'Rarely'
<p>Assessing the existing program: If you scored mostly 2's</p> <p>Assessing existing structures: If you scored mostly 2's</p> <p style="text-align: center;">Work in Progress!</p> <p>There may be some great learning at the school, but at this stage a whole-school approach to thinking has yet to be established. Teachers may have a good knowledge of the different levels of thinking and how to use the thinking skills, but as yet there is no uniform approach. The school has not fully developed a 'Learning to Learn' program and the program that does exist may be too heavily reliant on one or two teachers to drive the program. Teachers share ideas and visit one another's classes, but it is more on an ad hoc basis.</p>	<p>Assessing the existing program: If you scored mostly 1's</p> <p>Assessing existing structures: If you scored mostly 1's</p> <p style="text-align: center;">Under consideration</p> <p>The school is still considering whole-school approaches to thinking and 'Learning to Learn' programs. At present, there is no formal program to teach students about thinking; some teachers may do it, but it is largely unknown. The school does not have any organisational structures in place to ensure the 'Learning to Learn' program remains in place, but once a program is implemented, these will be established. Teachers are only too willing to share ideas, but there is no formal program in place for teachers to regularly visit other lessons or give regular feedback on one another's teaching.</p>

Our School/College is in
Quadrant _____

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Implementing and Improving Teaching and Learning Practices

Whichever quadrant your school is in, ITC Publications has developed the resources and professional development programs to assist your school in establishing and maintaining Learning to Learn programs and a whole-school approach to thinking through the implementation of thinking skills programs.

Our resources and professional development programs empower teachers to embed cognitive and collaborative strategies into their teaching which unequivocally lead to an increase in the quality of teaching and learning and higher student outcomes.

We are continually upgrading and developing new resources so that we can stay abreast of the latest innovations in teaching and learning and therefore offer your school a tailor-made package of ideas and resources that best suit your teaching and learning needs.

Please visit our website, www.itcpublications.com.au, if you would like to learn more and contact us to discuss further.

