Individual goal setting, reflecting on and monitoring and reflecting on learning

As a result of self-assessment, students learn to identify specific actions they need to take to improve, and to plan next steps. That is, they define their long-and short-term individual goals with increasing confidence.

The role of the teacher in this process is to:

• model the setting of individual goals
• provide follow-up support
• give specific feedback on learning goals
• help students identify and record focused actions they can take to achieve their goals
• help students identify procedures students can use to monitor their own progress.

Teachers may include strategic questioning to assist students to reflect on their learning. For example:

• Do I understand the purpose of the activity?
• What do I already know about this topic?
• What other information could assist me in my understanding?
• What learning strategies do I need to complete/learn this?
• What are the criteria for improving my work?
• Do I understand the concepts I am learning?
• Can I explain the steps I took?
• Have I accomplished the goals I set for myself?
• What would I do differently next time?
• What is a question worth asking for next time?

Reflection and monitoring activities may include:

• the use of learning logs and journals where students track thoughts, questions, activities and any revisions made over the term
• reflections on the learning processes used, including portfolios, learning logs, blogs and journals.

References

