


# Opportunities


## Opportunities



Crafting the vehicles for learning.

### Categorising - Key Dimensions on which Opportunities Differ

Key Dimensions: duration, format and scope.



Events → Duration: less frequent

Projects

Tasks

Moments → more frequent

### Recognising - Specific Characteristics of Challenging Opportunities that Promote Learning

1. **Novel Application**  
Being able to transfer knowledge to new situations.
2. **Meaningful Inquiry**  
Teaching for understanding.
3. **Effective Communication**  
Visible routines = students to give evidence, explain thoughts, make explicit connections.
4. **Perceived Worth**  
Strongest predictor of engagement. Students need to see purpose behind work.


Opportunity is missed by most people because it is dressed in overalls and looks like work.

Thomas A. Edison @ Quotefancy.com

YOU

create your own opportunities

"Bump it up"- going to the next level in thinking



Source: *Creating Cultures of Thinking* - Ron Ritchhart  
Infographic © SpectrumEducation 2018

## What is Understanding?

- ❖ Create some new learning –they have wonderings
- ❖ Recognising your intentions is not what they've learnt but build on opportunities
- ❖ Learning talk(language)often in social times
- ❖ Think, pair, share
- ❖ Knowledge
- ❖ Knowing the unknown
- ❖ Goals/portfolios being able to talk about these
- ❖ Tell someone else what they know, show, write, draw, explain, act, make
- ❖ Apply knowledge to a different situations
- ❖ How they question each other
- ❖ Open ended questions
- ❖ Parent feedback
- ❖ Making prediction (what comes next)
- ❖ Finding out what they want
- ❖ What is known using children knowledge
- ❖ Knowing your students well
- ❖ Scaffolding( interaction)
- ❖ Explanation thinking making explicit connection
- ❖ Excitement when they share
- ❖ They want to share a knowledge(opportunities)
- ❖ Progressing through learning step
- ❖ Visual arts
- ❖ Drama, singing
- ❖ Using native languages
- ❖ Explain it in their own words
- ❖ Facial expression
- ❖ Opportunities comes from experiences

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## List ways you know students understand...

- ❖ Showing/ sharing learning in different ways
- ❖ Flexibility using understanding in different ways
- ❖ Light bulb moments
- ❖ The arts- walk the talk
- ❖ Relate +apply+ creative+ problem solve
- ❖ Justify
- ❖ Generalizations portfolio
- ❖ Blogging videos
- ❖ Value the different ways they learnt +connect e.g. hobbies
- ❖ Application
- ❖ Outcomes
- ❖ Competence + confidence
- ❖ Specified feedback
- ❖ Listening student discussing their learning
- ❖ Teach +explain to others
- ❖ Standardized assessment tools
- ❖ Formative assessment tools
- ❖ Challenging
- ❖ Process of learning opportunities where failure is okay
- ❖ Debating experts in community
- ❖ Goal setting exchanging ideas
- ❖ Success criteria
- ❖ Rubric inquiry process
- ❖ Creating to show learning
- ❖ Asking questions to further understanding
- ❖ Specified feedback space peer/ self-assessment
- ❖ Share the learning
- ❖ Relating to what you know and build on
- ❖ Knowledge-what you already know
- ❖ Questioning for further knowledge
- ❖ Reflection
- ❖ Can talk about their learning
- ❖ Self + peer evaluation
- ❖ Moving from conscious to unconscious competences
- ❖ Implementing and using a strategies to solve problem
- ❖ (look for) a aha moments
- ❖ Assessment
- ❖ Discussion individually + group class
- ❖ Visual work display /artwork
- ❖ Electronic work
- ❖ Performance
- ❖ See it in their faces/expressions engagement
- ❖ Reteach to others
- ❖ Using it in different context
- ❖ Compare and contrast
- ❖ Innovating with what they already have
- ❖ Able to reflect
- ❖ Provide opportunities to show this list
- ❖ Coming back+ telling you about something...
- ❖ The 'aha' moment
- ❖ Does not move
- ❖ Understanding teacher jokes



# Opportunities

- ❖ Grades/rubrics  
/standards/criteria/mastery
- ❖ Making/links connection
- ❖ Apply to new context
- ❖ Able to explain to others/peer teaching
- ❖ Transferring knowledge to others areas
- ❖ Encapsulate the essence of the few words
- ❖ Listening to students voice
- ❖ Relevant language
- ❖ Time
- ❖ Asking relevant questions
- ❖ When students can self -identify via success criteria
- ❖ Reflection+ next steps
- ❖ What have we learned?
- ❖ What did I find easy/hard?
- ❖ Write/ think/ pair/ share
- ❖ Create own problem+ explanation
- ❖ Presenting
- ❖ Sharing what they have learnt
- ❖ Body languages- facial expressions
- ❖ Blooms taxonomy
- ❖ Opportunities arrive through good task design
- ❖ Understanding-deep understanding= can apply it in new context
- ❖ Awareness
- ❖ Ability to identify/see the opportunities
- ❖ Willingness to actually identify the opportunities
- ❖ Aha moment? e.g. face lights up
- ❖ Learn and teach not to be afraid create mindset (growth mind set)
- ❖ Take risks
- ❖ Teachers as gate –keepers (facilitate)
- ❖ Questioning skills teacher and students
- ❖ Observing/ listening activity
- ❖ Demonstrate the answer of their understanding through different ways
- ❖ E.g. presentation through a form of song/drama and...
- ❖ Can they explain there thinking
- ❖ Teacher has the variety of ways and check understanding
- ❖ -tools, task peers, group peer, teacher
- ❖ Moments
- ❖ Apply to the range of context
- ❖ Telling
- ❖ Showing-dance communication
- ❖ Explaining- arts
- ❖ Experiencing
- ❖ Teaching
- ❖ Application
- ❖ Repetition
- ❖ Showing mastery
- ❖ Reflection
- ❖ Transference
- ❖ Recall
- ❖ Self -assessment
- ❖ Informal/ conversations
- ❖ Sharing (pair)
- ❖ Observation watching
- ❖ Play based learning
- ❖ Creation station
- ❖ Investigation stand
- ❖ Model
- ❖ Taking showing the initiatives
- ❖ Students being able to make an informed choice and teacher stepping back
- ❖ Learning the steps to where you can show someone else

# Opportunities

- ❖ Have enough knowledge in a specific area
- ❖ Relating
- ❖ Being able to share it put it into practice and add/build onto it
- ❖ Apply knowledge on different context/real like situation authentic
- ❖ Teacher need to understand first
- ❖ EOTC given kids opportunities
- ❖ Exposure to the new ideas
- ❖ Excite menu
- ❖ Language opportunities
- ❖ Teachable moments-tadpole, butterfly, cockroaches
- ❖ Hooking into kids interest
- ❖ Recognizing that each student learn differently and there pace
- ❖ Realizing what you don't know
- ❖ Light bulb moments
- ❖ Apply a different situations
- ❖ Emotion/reaction
- ❖ Lean with students
- ❖ How we know they understand
- ❖ Share it
- ❖ Teach it to someone else
- ❖ Assembly
- ❖ School celebrate
- ❖ Role play
- ❖ Purpose behind writing –learning
- ❖ i.e. 4 passes of written about rocky shore
- ❖ Transfer of knowledge understanding
- ❖ Apply into others areas of learning
- ❖ Talk about at home with other classroom see saw
- ❖ Light bulb moment
- ❖ Learn, practice, prove, observation
- ❖ Conferencing talk the next steps
- ❖ Verbally share see saw video recording
- ❖ Having a concept and being able to apply it to other situations
- ❖ Body language
- ❖ Articulating
- ❖ Knowing how to use specific language
- ❖ Pair, share
- ❖ Articulating
- ❖ Demonstrating
- ❖ Apply
- ❖ Transfer
- ❖ Teach others
- ❖ Making connections
- ❖ Supporting evidence
- ❖ Link it to others situations
- ❖ Ask questions want to know more
- ❖ Showing confidence
- ❖ Asking and answering questions
- ❖ Masterly
- ❖ Happy confident
- ❖ Willing to take risk
- ❖ Last of discussion
- ❖ Drawing a picture
- ❖ Creating something new
- ❖ Become the teacher/ expert
- ❖ Teach the teacher
- ❖ Work independently
- ❖ Transfer learning to new situations
- ❖ Tells us describing it
- ❖ Student paraphrasing
- ❖ Talk moves
- ❖ Act the student being a teacher
- ❖ Show student identifying their brain
- ❖ Spreading their language
- ❖ Verbalize it
- ❖ Discuss
- ❖ Make continuous
- ❖ Varied opportunities for all children
- ❖ Student voice
- ❖ Attendance taking it outside the classroom

# Opportunities

- ❖ Consolidation of previous learning student
- ❖ Apply it to other situation
- ❖ Apply other learning context
- ❖ Asking question
- ❖ Understand the process to enquiry
- ❖ Synthesize
- ❖ Attitude-body language-confidence
- ❖ Per tutor expert
- ❖ Model
- ❖ Application
- ❖ Prevent voice
- ❖ Field in the swiss
- ❖ Chose holes
- ❖ Behavior self- satisfaction
- ❖ Self esteem
- ❖ Referring back to learning prior
- ❖ Students voice-  
blog/pair/share/think
- ❖ Felling ready to move on
- ❖ Self- assessment
- ❖ Self- monitoring Automatic fluency
- ❖ Confident learning
- ❖ Transferring learning to new situation e.g. problem solving
- ❖ Able to discuss learning/thinking process
- ❖ Confident and engage student/ interacting
- ❖ Pushing themselves to continue learning next step
- ❖ If steps levels learning getting to automaticity(intrinsic)
- ❖ Coaching others
- ❖ Showing learning in a variety of ways-digital hard copy the arts oral
- ❖ The light bulb moment seeing it
- ❖ Being independent questioning each other

