



BREMER INSTRUCTIONAL MODEL

Write a Powerful Learning Goal & Success Criteria

PURPOSE STATEMENT

This poster guides staff to craft clear Learning Goals and Success Criteria aligned to How Bremer Students Learn.

USE THIS FORMULA TO CREATE THE LEARNING GOAL

By the end of the lesson, students will [verb] [skill/concept]*[conditions/context].

- ✓ **Simple example:** By the end of the lesson, students will apply Pythagoras' theorem to find the hypotenuse of a right triangle with integer side lengths.
- ✓ **Second example:** By the end of the lesson, students will describe two factors that influence liveability in their local area using evidence from a map.

SUCCESS CRITERIA

Write two short sets of success criteria so students are clear on what they're learning and how they'll behave to achieve it – and why each matters (aligned with Classroom Profiling).

CURRICULUM (LEARNING)

- **WHAT:** The specific knowledge/skill linked to today's learning goal. (e.g., *Identify & describe two liveability factors with map evidence.*)
- **HOW:** The routine/strategy students will use to demonstrate it (e.g., *Worked example steps, analysis routine, calculation method; Highlight map features and write short evidence statements.*)
- **WHY:** The purpose or connection (e.g., *Links to the next lesson/assessment; Helps solve real problems; Connects geography to how people experience places.*)

BEHAVIOUR (LEARNING BEHAVIOURS):

- **WHAT:** The explicit behaviour expectation (e.g., *Track the speaker; voice level; hands/signals; Low-voice pair talk; stay in seat unless needed.*)
- **HOW:** The routine to meet it (e.g., *Attention signal pause response; partner roles; "Ask 3 before me"; Take turns, listen actively, and stay on task.*)
- **WHY:** Maximises learning time, safety, and fairness for everyone. (e.g., *Respectful discussion helps everyone learn.*)

Keep each bullet student friendly and observable.
Plan a quick check for each "How" and revisit both sets in the review.

CHECKLIST



ABOUT LEARNING, NOT TASKS:
focus on knowledge/skill students will learn today.



RIGHT VERB, RIGHT LEVEL:
choose a precise Bloom's/cognitive verb.



ONE IDEA ONLY:
keep scope tight to manage cognitive load.



STUDENT FRIENDLY:
plain language students can restate;
accessible to all students.



VISIBLE & REVISITED:
display it; say it at transitions and again during the review at lesson end.



ASSESSABLE:
design quick checks and an exit slip that align to the Success Criteria.



SAME LEARNING GOAL FOR ALL:
differentiate supports (scaffolds/groups),
not the intention.

EMBED THE GOAL



- Use evidence from checks to loop back or release (don't push on if the evidence says pause).