

Teaching Backwards checklist Chapter 3

Defining and demystifying the destination (micro – module of learning)	This is always part of my practice	I sometimes do this	I never do this
I collect models and examples to help me improve my clarity around quality.			
I collaborate with colleagues to develop a better shared understanding of quality.			
I seek feedback from learners about how clear I am in demystifying the destination.			
I ensure that success criteria are clear and understandable to learners.			
I use models of excellence or WAGOLs to help learners understand their destination.			
I make the thinking steps explicit to learners.			
I make models of excellence available for learners to use throughout the topic.			
I use models of excellence to co-create success criteria with learners.			
I challenge learners to compare and contrast examples of different quality work.			
I explain new learning using a range of different strategies.			
I help learners to visualise the journey they'll take through the module of learning.			
Defining and demystifying the destination (macro – course/academic year)	This is always part of my practice	I sometimes do this	I never do this
My classes take more of a role in judging quality as the year progresses.			
I help learners to become ready for their exam or next key stage by developing the KASH they will need to succeed.			
My learners become more confident in being able to articulate their destinations and their gaps.			