

WHAT IS RIGOR?

<p>Rigor encompasses high expectations of and for students so that they have the opportunity to learn at high levels. Students should be supported through differentiated, 'low floor, high ceiling' tasks, quality teacher questioning, appropriate scaffolds and learning that challenges them. It is important as it is critical for all students in and outside the classroom. Rigor focuses on students feeling challenged to a point where they want to continue with their learning and never give up.</p> <p>Jessica</p>	<p>Rigor is providing ALL students with an opportunity to extend their learning beyond what they already know. They need to know what they're learning (LI) about and what they're trying to achieve (SC). Students need to know that learning is not meant to be easy and that deep thinking is required, mistakes are ok and our position can change from what we thought we knew to something else.</p> <p>Rigor is not the same as differentiation because differentiating does not ensure rigor.</p> <p>Rigor leaves the learner thinking and pondering and possibly unsure. Students may need time to process thinking, revisit conversations and time to explain their new ideas.</p> <p>Betty</p>	<p><u>What Rigour Is</u></p> <p>Rigour involves being challenged intellectually. It's being pushed out of our comfort zone and being given opportunities to think deeply. This could, for example, mean to make and extend connections and to create new thinking and ideas. In the classroom it means honouring each learner and expecting them to rise to the occasion</p> <p><u>What Rigour Isn't</u></p> <p>Rigour isn't an extension activity or an add on - it is embedded throughout the lesson, it's an expectation and becomes part of the classroom culture.</p> <p>Leonie</p>
<p>I think the idea of rigor is within the classroom creating the environment and expectations that all students can learn and achieve through the qualities of questioning so that students gain a deeper understanding and are given an appropriate level of challenge. I always come back to the idea of 'not dumbing it down'. In my Kindergarten class this year it was expected that we would be using more academic language in science and history with a focus on our EAL/D students being able to speak and understand the terms. This idea and concept were beneficial for all students in my class, it challenged them to think about terms we were using and justify their understanding using the terms. Students were able to rise to the challenge and be successful.</p> <p>Emma</p>	<p>Rigour is created in a classroom through the culture. If there is a culture set of high expectations where each student is challenged and continually encouraged to achieve their best, then students will be pushed in their thinking. They will experience the feeling of grapple or struggle where they question their answers and problem solve. Rigour is created through teacher and student questioning where students are asked 'why', where students are constantly reflecting on their responses and open to taking risks and challenging others respectfully. Rigor is where all students are held to a high standard and feel they CAN achieve this because their teacher believes in them.</p> <p>Nicole</p>	<p>Rigour is about ensuring students are demonstrating learning at a high level. It is about having scaffolds in place to help students achieve their learning potential, and quality questioning assists in ensuring lesson are rigorous. There are many misconceptions about rigour within an education setting, one of the most prevalent being that it is only about extending the top students, however as explicitly stated in the Blackburn reading, "rigour is for every student you teach". Students who are part of rigorous learning will feel challenged but not defeated.</p> <p>Jacqui</p>

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<p>I think rigour is commonly applied to lessons and will encourage them to question their thinking. A rigorous task is a task that would be challenging enough not just difficult. All students can achieve rigour and be challenged. It is up to the teacher to be able to adapt their teaching in order for students to feel like they are challenged. I have experienced rigor in a great way when teaching last year. I had a student with severe physical disability and was non-verbal my challenge was to make sure he was included and accessing the curriculum in the same way. I challenged him by questioning through closed ended questions and asking him to speak as much as possible using AUSLAN that I had taught him. Questioning and the phrasing of questions is an important part of how students may access rigor in the appropriate way. I do believe though that there is a fine line between challenging the lower students and not having them withdraw completely from the lesson.</p> <p>Louisa Patel</p>	<p>What is Rigor?</p> <ul style="list-style-type: none"> * Extending and challenging students knowledge and thinking. * Using scaffolds and guiding students to a level that they would be unable to achieve unaided (Zone of Proximal Development) * Rigor is differentiated for all students * Students demonstrating their understanding of the learning at high levels - not just given a 'hard' task and suffering through it. <p>R I - Curriculum G - Instruction O - Assessment R Jocelyn</p>	<p>Rigour occurs when the learning demands more sophisticated or complex thinking skills to solve problems promoting the learner to think in new ways. Rigour is active and reflects what the students are actually learning.</p> <p>Rigorous activities may involve the application of a skill to an alternate or new context; the connection of ideas and/or strategies; or the explanation of the application of skills. Rigour is quite personal – an individual’s level of rigour will be different from another. There needs to be elements of curiosity and wonder to engage the learner in these challenges or else they will lose interest in the struggle. Each student needs to be provided with an environment to support rigour.</p> <p>Rigour is not simply moving through Stage levels of a syllabus or using bigger numbers or being exposed to a more difficult text. Instead, we can include rigour by using texts (or numbers) that are accessible to the student but still include the higher order questions to ensure the student is provided with a rigorous environment.</p> <p>Julie</p>
<p>Rigor is explicit and systematic learning trajectory that challenges students to think critically it leads to a deeper understanding of the big ideas. The big ideas are transferable across all learning</p> <p>Chantal</p>	<p>Rigour is a multifaceted complex concept, as it entails a wide range of elements, such as questioning, differentiation and high expectations with the ultimate goal of moving students towards more complex skills and knowledge, at the appropriate pace/zone of proximal development for individual students.</p> <p>Nick</p>	<p>Rigour is when students are challenged at an appropriate level where they need to use and apply their knowledge. All students are provided with the opportunity to work at a high level and demonstrate deeper understanding. When working with rigour, students are working at a precise point where it is challenging enough to be drawing on their skills to be applied, but not too challenging that they shut down and cannot achieve. Rigour allows for success for all students in that they are working hard to show their levels of understanding and feel a sense of achievement.</p> <p>Rachel</p>
<p>Rigor is about creating appropriate challenge, where all students are expected to reach their highest learning potential. Students should be provided with opportunities</p>	<p>Rigor allows and gives all students at every knowledge and ability level the opportunity to learn at high levels using elements of higher order thinking, challenging</p>	<p>I think rigor is a state of mind that a person can feel when they are being challenged. It is uncomfortable, a bit stressful and you want to resolve it asap. An investment</p>

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<p>to think critically by comparing, analysing and examining and evaluating evidence rather than just describing. In the younger years this could involve simply asking why. Rigor should not be perceived as just more work being handed to students to complete. Differentiation in a rigorous classroom can be defined as opening all students up to the questions which elicit higher order thinking, not just the perceived “high achievers” as Blackburn (2018) describes that all students should be expected to learn at high levels, essentially producing higher student achievement.</p> <p>Courtney</p>	<p>content and learning tasks. Students are given the appropriate support and scaffolding by the teacher in order for them to learn at a high level. The students’ learning can be demonstrated in various forms to show their learning growth and success.</p> <p>I feel that rigor is different from any other concept for it allows equality in learning and a level playing field for all students to be challenged no matter where they are in their learning journey. It is not only for high achieving students. It is for all ages and levels of capabilities.</p> <p>Louisa Cabral</p>	<p>needs to be made while grappling with a difficult concept and resilience overshadows as a ‘guiding light’.</p> <p>I believe it can be linked to differentiation as a teacher aspires to inspire rigor in his/her students. By providing support to students, they can apply rigor to their learning. This can be done by initially delivering the same core lesson then tailoring as needed.</p> <p>Janelle</p>
	<p>Rigor is when you learn something new and think deeply about it. It is evident when someone has been challenged in their learning, within their zone of proximal development. A rigorous task may engage the learner to use higher order thinking skills and show perseverance.</p> <p>Rigor helps you grow intellectually.</p> <p>Tania</p>	
<p>The term rigor encompasses so many aspects of our current teaching and learning practices. It closely links to the concept of the learning pit and ensuring students have the right amount of challenge so they can excel in their learning. Rigor can be done effectively if there is a positive learning environment that promotes challenging ideas/opinions and digging deep in their learning. All students can be involved in rigorous learning. It is essential for students to know they can be successful and to be able to engage in this higher order thinking.</p> <p>- Brittani</p>	<p>Rigor is high expectations for all students to achieve higher levels of learning. It involves challenge and intrinsic motivation which can be supported by authentic tasks.</p> <p>It involves clear LISC and carefully planned questions. It should be about big ideas and conceptual understanding.</p> <p>It requires you to justify ideas and challenge the ideas and perspectives of others and apply learning in different contexts.</p> <p>Rigor is not just about motivation and interest. It is not just differentiation as you can differentiate a task when the learning is at a basic level.</p> <p>-Vicky</p>	<p>Rigor is the level by which students are pushed to challenge themselves in their learning, either independently or supported.</p> <p>It can be measured by asking students to think about where they were and where they are now.</p> <p>Good rigorous teaching demands knowing where the students are and being able to support them (when necessary) with going further.</p> <p>Ownership of their learning helps students drive their own rigor.</p> <p>Realistically this would look different for each child in each learning area.</p> <p>- Rob</p>