

Culture Quiz

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Modelling learning

Teachers pride themselves on their secure subject knowledge (1)

Teachers 'learn aloud' in front of their students (4)

Teachers seek feedback from their students about how they might improve their teaching (9)

Devolving responsibility

Score:

Classrooms are designed for efficient teaching. Responsibility for learning lies with the teacher. (1)

Learning is viewed by students as a shared responsibility with the teacher (6)

Students take responsibility for their own learning development

9

Coaching approaches

Score:

Students are passive recipients of instruction. Teacher questions check for understanding. (2)

Teachers coach students, asking probing questions that open up understanding. (6)

Students coach each other in pursuit of their own goals (9)

Exploring learning as a process

Score:

Talk about learning is little more than exhortations to 'try harder' or 'ask more questions'. (2)

Students are encouraged to talk about how they are learning (5)

Talk about the how of learning permeates everyday classroom discourse (9)

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Creating a language for learning

Talk is focused on work and the successful acquisition of content (1)

Talk about the how of learning is mostly done by teachers to students (4)

Classroom talk enables students to understand and improve the how of their own learning (8)

Nudging learning forward

Informal written comments tend to be little more than casual encouragement and praise - Well done. (1)

Feedback is mostly corrective and at the task level. Process related feedback is rare. (3)

Feedback talk is planned to nudge fine grained aspects of learning behaviours forward. (8)

Score:

Models for learning

Opportunities to reflect on learning are few and far between (1)

Reflection is predominantly on what has been learned (4)

Students have ample opportunities to reflect on what they have learned and how they have learned it. (9)

Score:

Linking content and learning behaviours

Learning objectives focus on what is to be learned (2)

Learning objectives identify what is to be learned and mention a generic learning behaviour that might be needed. (4)

Learning objectives help students to understand what they will learn, why they will learn it, and how they will learn it (9)

Score:

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Rich, challenging activity

Tasks are generally undifferentiated, challenging for some, easy for others. (1)

Teachers provide differentiated activities that challenge all learners (6)

Students relish opportunities to tackle the challenging, open-ended activities provided (9)

Growing learning habits

Classroom displays show students using learning positive behaviours (3)

Classroom displays offer several practical ideas for how to become a better learner (6)

Students are aware of and can describe how they are becoming better learners (9)

Score:

Re-defining failure

Teachers help students to avoid making mistakes (2)

Teachers help students to learn from their mistakes (5)

Students understand that making mistakes is a natural part of learning and know how to learn from them (7)

Score:

Learning on display

Classroom displays show examples of 'good/ best work' (1)

Classroom displays show work in progress, first drafts etc. (4)

Classroom displays show and celebrate how students are growing as learners. (9)

Score: