

In the questionnaire below you will find twelve questions about teaching habits.

Each question contains two statements: the one prefaced with (A) is representative of conventional 'good teaching'; the one prefaced with (B) describes a learning-powered approach in learning-friendly classrooms.

Look at each pair of statements carefully and; pick an answer that represents where you think your practice falls in the spectrum between (A) -- result '1' -- and (B) -- result '6'. The scale is as follows:

- **1** My practice is like statement A
- **2** My practice is quite close to A
- **3** My practice is a bit nearer A than B
- **4** My practice is a bit nearer B than A
- **5** My practice is quite close to B
- **6** My practice is like statement B

Please consider each pair of statements. To what extent is your teaching already learning powered? Where your response is closer to A than B, think about how you might tweak your practice to move closer to statement B.

1.a) I advise students how to go about things to ensure they are successful

b) We have an agreed class/group strategies for approaching challenge at any level

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

2.a) I support students to take responsible risks

b) My students monitor their own risk levels

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

3.a) I model how I approach difficult tasks

b) My students can explain to me their successful strategies for accomplishing difficult tasks

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

4.a) I tell my students about the importance of effort

b) I discuss the meaning of effort with students, the types to use and when to apply

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

5.a) I give feedback that points out mistakes students have made

b) I offer clues for students to use to discover their own valuable mistakes

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

6.a) I talk about how to get things right

b) We discuss different types of mistakes and explore how to deal with them

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

7.a) I provide students with plenty of high challenge activities

b) I encourage students to select and to justify the level of challenge they intend to undertake

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

8.a) I help students understand their mistakes by going over the content again

b) I train students to use questions that help them explore the nature of their mistakes

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

9.a) I design activities to ensure students understand the intended learning outcomes

b) I design open-ended activities that encourage students to develop and pursue their own lines of enquiry

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

10.a) Classroom display focuses on the strategies that lead to success

b) Classroom displays include hints and tips about what can be learned from frequently made mistakes

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

11.a) I praise students for getting things right

b) I praise students for making mistakes and learning from them

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B

12.a) I reward high attainment

b) I reward students for unpicking a difficult challenge

My practice is like statement A... quite close to A... nearer A than B... nearer B than A... quite close to B... is like statement B