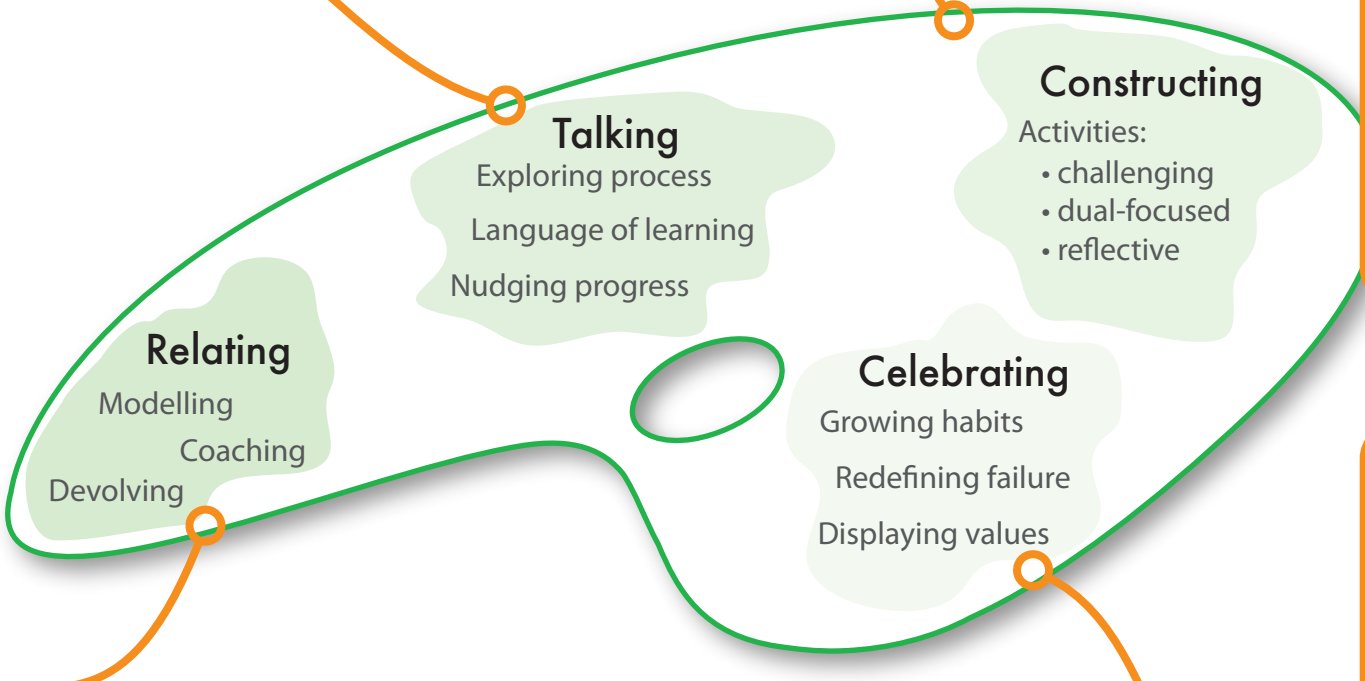
Talking: How you talk about learning; the sort of language content and style you use to enhance and explain learning

- Talk about and explore learning as a process
- Develop a common language for learning
- Offer feedback so that students can take learning forward
- Use conditional, speculative language; 'could be' not 'is'

Relating: How you relate to your students; gradually sharing more of the responsibility for learning with them

- Devolve responsibility for learning to learners
- Nurture a community of learners; we, our, us.
- Offer learners greater choice
- Become a learning coach
- Model learning behaviours; risk talking, reflection, learning from mistakes



Constructing: How you construct learning activities; the tasks and classroom routines you use to build positive learning habits

- Build reflection on learning into the process
- Design opportunities to build relish for difficulty
- Incorporate routines for thinking and learning
- Become more forensic about teaching; link in learning behaviours to deepen understanding

Celebrating: What you celebrate about learning; what you prize,recognise, display; the outward signs of beliefs about learning

- Recognise positively: mistakes, stuck, questions
- Prize & display growth in learning behaviours
- Display the learning process in action
- Praise to draw attention for students' efforts.

Copyright TLO Limited 2017