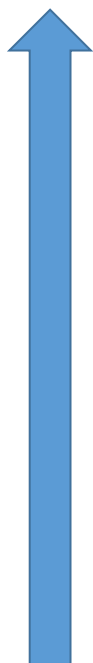


A learning-centred classroom culture.



A teacher-centred classroom culture

Celebrating Learning		
Growing learning habits	Re-defining failure	Learning on display
I encourage and enable students to identify and pursue their own learning behaviour development targets. Students understand how they need to improve and how they are going to do it.	I ensure students feel they are valued contributors, able to learn from mistakes and feel valued confident contributor to learning. Everyone is alert to, and counter, all manner of unhelpful attitudes to learning.	I ensure 'learning to learn' values are alive on classroom walls, how feedback is offered, how written work is commented on, how students are grouped, how self-esteem is built and how learning is viewed from the learner's perspective.
Together with students I set and agree intentions for developing their learning behaviours with reference to the school's maps of progression. Greater recognition is given to improving learning habits than to performance.	I focus my learning talk around the particular learning strategies, attitudes or behaviours that seem to lie behind a student's progress. I share this approach with parents as well as students.	Together with my students, I create displays that illustrate how learning behaviours and content learning are inter-related.
My language of learning is enriched/broadened by the school's progression maps. This helps students deepen their understanding of how to use learning behaviours more profitably.	I regard mistakes as valuable learning opportunities. My feedback concentrates on what was right and why, more than what was incorrect. Students reflect on developing strategies for spotting mistakes in the future.	I create displays and achievement routines that help students to understand their progression in key learning behaviours.
I enable, encourage and monitor students' use of, and improvement in, key learning behaviours (resilience, collaboration, questioning, revising)	I encourage students to work out why they are stuck, encouraging them to engage in the process of finding a way through. Classroom language has been modified to emphasise effort over achievement, improving ability over correcting mistakes etc.	I display the 'learning to learn' values of the classroom through Questioning walls, If-Then statements, Learning stretch ladders, drafts of work in progress etc.
I emphasise that students can improve and strengthen their learning behaviours. I am realising how students benefit from or are limited by their use of their learning behaviours.	I give students opportunities to experience failure as an essential part of learning. I emphasise and promote being stuck as an interesting place to be. I give students easy access to learning resources.	I display hints and tips about learning throughout the classroom; Stuck prompts, Curiosity corner, 'Smart' mistakes, Rights and Responsibilities of learners, photos of students using learning behaviours etc.
My only focus is on helping students to improve their knowledge and understanding of the curriculum content and how they need to improve it.	I differentiate effectively to ensure that learners experience success and avoid making mistakes whenever possible.	I display subject knowledge or what has been learned so that students can use such displays to help recall what they have been taught.
How can I enable students to consciously grow effective learning habits for life beyond school?	How can I ensure all students have strategies to overcome challenges and feel safe enough to learn?	How can I enable students to co-construct displays that support and celebrate their growth in learning?
Growing learning habits	Re-defining failure	Learning on display