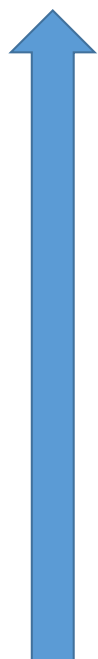


A learning-centred classroom culture.



A teacher-centred classroom culture

Constructing Learning		
Reflective models of learning	Linking learning and content	Offer rich, challenging activities
I engage individuals and teams in ever more learner driven active participation, exploration and research in order to develop understanding and create personal meaning through reflection.	I ensure every learning opportunity brings learning to the surface, blends content and process, captures student attention, strengthens the handling of uncertainty and working together, and guides reflection.	I build a climate of trust through which greater challenge can be attempted with relish. Enquiry based learning predominates in all areas of the curriculum.
I extend the variety of task types to include active experimentation, inquiry and reflection. Teams and individuals engage in and reflect on open-ended experiments as a key way of gaining knowledge, including lengthy, inter-disciplinary enquiries.	I offer students choices in what to learn and increasing opportunities to contribute, co-design and co-deliver aspects of learning in some areas of the curriculum. I use Jigsaw groups to facilitate collective responsibility.	I enable/allow students to plan their own performance goals/targets for projects etc. and pursue necessary improvements in their learning behaviours, so as to enable them to tackle trickier challenges.
I design a wider variety of active learning tasks so as to include the use of a broadening range of learning habits. Students are enabled to monitor how different task types help them make meaning.	I withdraw scaffolding. I use VTRs to support/guide thinking. Activities and tasks are designed to support, stretch and grow learning behaviours. More emphasis is given to problem solving and enquiry based learning.	I create, with students, challenge checklists to help scaffold greater challenge. e.g. key words to look for, steps to take, questions to ask. I encourage students to select own level of challenge and expect them to make mistakes or get stuck.
I inject into lessons a requirement for students to 'watch out for' how they learn, solve problems, get out of difficulties. i.e. monitor their learning process and reflect on how they are learning.	Activities in my lessons now invite the use of a wider range of learning behaviours. Objectives emphasise the 'How' before 'What' and blend in the basic behaviours; perseverance, questioning, collaboration and reflecting as necessary.	I unpack the meaning of effort with students. i.e. Using different strategies, using trial / error, using success criteria to direct action, asking for feedback. I praise effort rather than ability and offer levels of challenge that ensure the need for perseverance.
I give learners 'hands on' opportunities to experience and participate in decision making, thinking, handling materials using the familiar 'Plan Do Review' learning process.	I plan activities using the learning behaviours being introduced. I ensure activities are designed to invite use of these behaviours. Lessons are developed from intriguing questions in order to build curiosity.	I introduce low-stakes grapple tasks where students enjoy trying hard. I remind students about what they know and can do in relation to new learning.
I lead review points and plenaries designed to help learners remember what I have taught and memorise what they have learned.	I create lessons that are designed to ensure that the content is acquired efficiently.	I use a range of tried and tested teaching strategies that combine to achieve consistency and enable learners to access the curriculum with ease.
How can I adopt learning processes that will embed reflection for and of students' learning?	How can I design dual focused learning activities to stretch students' use of learning habits?	How can I design activities that will prepare students for a lifetime of change and challenge?
Reflective models of learning	Linking learning and content	Offer rich, challenging activities