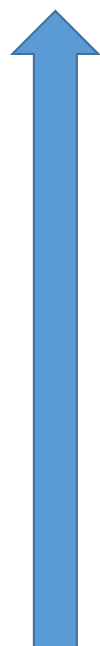


**A learning-centred classroom culture.**



**A teacher-centred classroom culture**

Talking for Learning		
Sharing the language of learning	Exploring learning as a process	Nudging learning forward
I now use the language of learning fluently for all learning behaviours so as to stimulate effective learning. Students imitate this differentiated use of learning-friendly language.	I feed and supplement students' understanding of learning as a life skill by referencing media reports about the brain, the mind, visualisation in sport, how babies learn to talk etc.	I offer feedback that alters what I and students do next both in relation to content and process. I frame feedback as questions to continually provoke curiosity. e.g. 'How could you make that more expressive?'
I use 'Could-be' language so as to enable students to become more thoughtful, imaginative, critical. I invite students to become more inquisitive members of a knowledge-checking, knowledge-developing community.	I introduce peer assessment / critique and emphasise being Kind, Specific, Helpful, ensuring all students benefit from being taught how to help each other improve.	I create regular opportunities for students to evaluate their own and others' work using constructive feedback. Talk Partners develop feedback processes of constructive exchange.
I deepen and expand how I talk about learning by using / referencing appropriate levels of BLP or the school's progression charts for all key learning behaviours.	I encourage/enable students to use Learning Journals / Logs to capture their learning journey and recognise new understandings about their learning.	I offer encouraging feedback on both the Task, Process and Self Regulation of learning. e.g. T 'could you elaborate', P 'What other questions could you ask? SR self corrected errors.
I introduce the language and meaning of a wider range of learning behaviours so as to build up students' understanding of learning appropriate to different curriculum needs. e.g. imagining, reasoning, planning, listening.	I enable students to reflect on the effectiveness of any new learning strategy they are / have been using; how they applied it; when to use it again. Learning is becoming visible to students.	I suggest students slow down in order to notice and appraise the strategies and steps they are using in learning across a growing range of learning behaviours.
I use metaphors and stories to introduce the language and meaning of specific key learning behaviours... . Persevering, Questioning, Collaborating, Revising... so that students can talk about and recognise the behaviours in use.	I introduce the practice of talking about learning; sometimes stopping the flow of learning to notice and bring attention to the process of learning. "What does it feel like?" 'How did using xxx feel/work?'	I point out (praise / recognise) to students when they use a specific key learning behaviour effectively. Together we establish learners' rights and responsibilities for using learning behaviours.
My talk about what is being learned is sophisticated, but talk about the 'how' of learning is infrequent and/or stilted.	My talk about learning focuses on what is being, or has been, learned and how this needs to improve.	My feedback focuses on what has been learned, errors that need correction, and what needs to be learned / done next.
How can I develop in students a language to help them understand and strengthen their learning?	How can I enable my students to understand learning as a life skill?	How can I use a language of learning to nudge students to develop learning habits for life?
Sharing the language of learning	Exploring learning as a process	Nudging learning forward