Relating for Learning		
Devolving responsibility	**Coaching approaches**	**Modelling learning**
I offer students opportunities to experience open-ended activities, opportunities, to spend longer on tasks and to decide on admissible outcomes.	I develop and adapt my coaching style, together with students, so that we can accommodate different needs. E.g. Using the skill/will matrix with coaching to: inspire; direct; guide; experiment.	I show myself as confident finder outer, willing to own up to ignorance, uncertainty and mistakes. I have become fluent in working through the uncertain thinking of challenges in front of students.
I offer students opportunities to tackle 'wild' rather than 'tame' tasks and expect students to develop their own high level goals and success criteria.	I train students to give effective feedback to each other. e.g. listening to gain insight, questions to open dialogue and how to offer non-judgemental feedback to each other.	I train and encourage students to model and explain their thoughts and thinking process clearly to others.
I encourage students to watch for, then monitor and evaluate, their use of a variety of learning behaviours. I use If-Then planning to help students harness their motivation.	I help students build curiosity in their own learning by raising questions to explore how learning is working. e.g. 'Can you explain that step again?' 'How did you...?' I listen in order to understand more about a student's learning.	I model the use and value of a broader range of learning behaviours as I introduce them as useful learning strategies. e.g. Making links, Reasoning, Imagining. Planning.
I offer students more opportunities to ask their own questions in order to develop their curiosity. I develop collaborative teamwork such that students see each other as learning resources for one another.	I use coaching approaches so as to stay curious about students' needs. I help students' re-frame experiences so that they draw out meaning for themselves. .e.g. What could you try? What have you tried in the past?	I demonstrate tackling things that might appear difficult. I share my uncertainties, I offer different ways to try. I make my thinking visible and explain my feelings throughout the process.
I introduce students to simple self monitoring tools to help them to become more aware of what's happening as they learn.	I resist simply offering solutions to problems. I now ask questions which encourage students to find answers within themselves from what they have done previously. E.g. Support to continue approach	I use 'learn alouds' and take students through how to work out a problem. I make sure I explain the skill and model how to use it, review it and evaluate it.
I run a well organised, efficient classroom where learners broadly expect me to help them to be successful.	I have excellent subject knowledge which I'm able to skilfully convey to students.	I react with assurance and confidence based on my sound subject knowledge, and learners are reassured that I 'know my stuff'.
How can I develop students' sense of autonomy in learning?	How can I develop students' self-coaching skills to enable them to help themselves?	How can I demonstrate being an effective learner for students to imitate?
Devolving responsibility	**Coaching approaches**	**Modelling learning**

A learning-centred classroom culture.

A teacher-centred classroom culture