

		Constructing Learning
A learning-centred classroom culture. 	Enrich and embed	I enable learners to design and pursue their own enquiries and develop their own understanding through reflection. I continue to stretch learners by using strategies that keep learners at or near the edge of their individual comfort zones. As a result, my students set high, self-imposed, standards, actively learning from experience and reflection.
	Widen access	I enable learners to undertake extended enquiry and contribute to co-designing and co-delivering aspects of the curriculum. I expect them to create their own performance goals / targets for how they will operate as learners. As a result, my students relish tackling challenging materials, monitor as they go along, and evaluate at the end to ensure improvement next time.
	Deepen understanding	I plan lessons designed to grow a wider range of learning behaviours by using different task types to activate deeper learning and help students understand how to make meaning. I expect learners to select their own levels of challenge. As a result, my students self-monitor their own learning behaviours across an ever growing range, and choose their own levels of challenge, wisely, with progression in mind.
	Expand ideas	I expect learners to monitor how they are learning and plan lessons with twin intentions that are shared with learners. I reward effort rather than ability. As a result, my students reflect on both what and how they have learned and learn to link their effort to improvement.
	Introduce the ideas	I plan lessons that intentionally provide challenging tasks that activate one or more key learning behaviours and give learners opportunities to stop and reflect. As a result, my students recognise that their learning is an active exciting process that needs lots of their attention and effort.
		I design lessons that focus mainly on content acquisition, making it as easy as possible to understand and reinforced with review points and plenaries. As a result, my students find my plenaries reassuring and prefer straightforward activities.
A teacher-centred classroom culture		