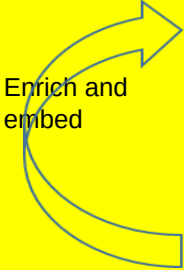


		Relating for Learning
A learning-centred classroom culture. 	 Enrich and embed	I now act as a learning coach in my interactions with students, offering more opportunities for students to undertake longer-term, open ended activities independently. When necessary I model being a learner of my teaching craft and of my subject. As a result, my students are motivated to achieve their own goals, learn confidently and interdependently and seek support only when necessary.
	 Widen access	I encourage students to tackle 'wild' tasks without predictable outcomes and support them in coaching each other and explaining their thought processes. As a result, my students become motivated by opportunities to pursue their own lines of enquiry and draw confidence from coaching themselves and each other.
	 Deepen understanding	I build curiosity about how students are learning, giving them opportunities to monitor and evaluate how they are learning and model a wider range of positive learning behaviours. As a result, my students become motivated by opportunities to develop their learning habits and enjoy their teachers standing back to let them 'get on with it'.
	 Expand ideas	I support learners to voice their own questions and help them create meaning for themselves. I model solving problems and explain my feelings as I go along. As a result, my students enjoy framing their own questions and learning to recognise they have some responsibility for their learning.
	 Introduce the ideas	I help learners to be aware of how they are learning. I resist offering them easy solutions to problems and show how to tackle things by learning aloud in front of them. As a result, my students are motivated by opportunities to do more for themselves.
		I run a well-organised and efficient classroom, deliver subject / content efficiently and see myself as a teacher who 'knows their stuff'. As a result, my students are compliant, but they do prefer their teachers to do the work for them.
A teacher-centred classroom culture		