## **Classroom Culture - Poles Apart**

# The teacher-focused classroom

## The learning-friendly classroom

It's the teacher's role to ask the questions	II	Students ask, and frequently answer, their own questions
The teacher 'rules the roost'	II	Students and teacher learn alongside each other
The classroom is organised around efficient teaching	I	The classroom is organised around effective learning
Assessment is the teacher's responsibility	II	Assessment is a shared responsibility
The teacher determines what will be taught	II	The curriculum addresses students' interests and questions
Teaching requires students to listen for information	II	Dialogue ensures students learn with and from each other
The aim is to get things right and avoid mistakes	II	The aim is to learn from the mistakes we make
The teacher takes care of monitoring the learning	II	Students are responsible for monitoring their own learning
The focus is on how students perform	II	The focus is on how students are learning
Teaching focuses on examination success	11	Teaching intentionally grows student learning behaviours

### Passengers:

#### **Teacher Focused**

Teacher decides what and how of learning

Teacher does most of the questioning

Main focus is on pupil performance

Most of the learning relies on text books and or worksheets

Most tasks are undertaken individually

Teacher devises and undertakes assessments

Teacher takes a 'fount of knowledge' role

Pupils believe responsibility for learning lies with the teacher.

Pupils get along by doing what is asked of them

#### Crew:

### LearnER focused

Actively engaged in a variety of learning tasks

Learners have some degree of choice in what to learn

Learner's questions drive their learning

Learners encouraged to organise enquiries

Learners involved in assessing their own learning

Learners monitor their own learning

Collaborative learning encourages dialogue

Learning tasks are differentiated and challenging

Main focus is on making meaning

Pupils engaged in making meaning Supportive learning environment

#### Pilot:

#### LearnING focused

Teacher takes the role of coach

Learning process given public focus

Learning process frequently reflected on

Lessons designed around content and process

Learning designed to promote progression in learning habits

Rich language of learning permeates the classroom

Learners conscious of using their learning behaviours

Learners self regulate their learning process

Focus is on becoming a better learner

Effective learning promoted through learner activity, collaboration, responsibility and meta learning.

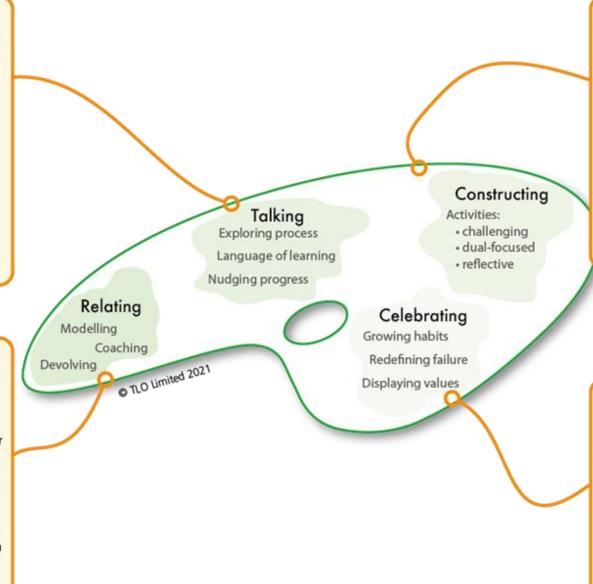


Talking: How you talk about learning; the sort of language content and style you use to enhance and explain learning

- Talk about and explore learning as a process
- Develop a common language for learning
- Offer feedback so that students can take learning forward
- Use conditional, speculative language; 'could be' not 'is'

Relating: How you relate to your students; gradually sharing more of the responsibility for learning with them

- Devolve responsibility for learning to learners
- Nurture a community of learners; we, our, us.
- Offer learners greater choice
- · Become a learning coach
- Model learning behaviours; risk taking, reflection, learning from mistakes



Constructing: How you construct learning activities; the tasks and classroom routines you use to build positive learning habits

- Build reflection on learning into the process
- Design opportunities to build relish for difficulty
- Incorporate routines for thinking and learning
- Become more forensic about teaching; link in learning behaviours to deepen understanding

Celebrating: What you celebrate about learning; what you prize, recognise, display; the outward signs of beliefs about learning

- Recognise positively: mistakes, stuck, questions
- Prize & display growth in learning behaviours
- Display the learning process in action
- Praise to draw attention to students' efforts

Culture Tool 2 Shifting the culture Means Ends Feel welcome, engaged and Devolving responsibility motivated Take responsibility for their learning Relating for learning Student: Learn independently and self-Coaching approaches Making learning a shared regulate responsibility Modelling learning Learn with and from others Means **Ends** Talk about their learning Exploring learning as a process Studente Understand the learning process Talking for learning Creating a language for learning Making learning the object of Learn intentionally conversation Act on learning related feedback Nudging learning forward **Ends** Means Take risks Reflective model for learning Rise to challenge Constructing learning Student: Linking content with learning behaviours Making learning the Reflect on content and process object of learning Rich, challenging activity Understand how they are learning Means Ends Learn from mistakes Growing learning habits Celebrating learning Put in the effort Student: Re-defining failure Are confident, optimistic as Making learning the learners object of attention Learning on display Take an active interest in their growth as learners