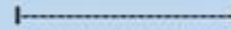


## Classroom Culture - Poles Apart

### The teacher-focused classroom

### The learning-friendly classroom

It's the teacher's role to ask the questions



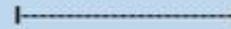
Students ask, and frequently answer, their own questions

The teacher 'rules the roost'



Students and teacher learn alongside each other

The classroom is organised around efficient teaching



The classroom is organised around effective learning

Assessment is the teacher's responsibility



Assessment is a shared responsibility

The teacher determines what will be taught



The curriculum addresses students' interests and questions

Teaching requires students to listen for information



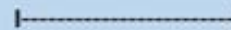
Dialogue ensures students learn with and from each other

The aim is to get things right and avoid mistakes



The aim is to learn from the mistakes we make

The teacher takes care of monitoring the learning



Students are responsible for monitoring their own learning

The focus is on how students perform



The focus is on how students are learning

Teaching focuses on examination success



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





# Shifting the culture

