

Some key questions:

Do you want students to take responsibility for their own learning?

Do you want classroom talk to focus on both content acquisition and the learning process?

Do you want lessons constructed with learning in mind?

Do you want the learning environment to illustrate the school's commitment to learning?

Most schools would answer 'yes' to all of these questions, but find it hard to know 'how' they are going to do it.

Try the quiz to think about how far your school has progressed along the journey to building a learning friendly classroom culture.

[For each of the 12 indicators, consider where your school is now. You do not need to match one of the example descriptors, as you might, for example, consider that you are "better than '2' but not yet '5'".

If you finish the quiz before other groups, go back to those indicators and try to write your own descriptor !

Be prepared to explain to others what you think and why etc etc.]

Relating for Learning – Making learning a shared responsibility

Modelling learning

Score:

1 = Teachers pride themselves on their secure subject knowledge

4 = Teachers 'learn aloud' in front of their students

8 = Teachers seek feedback from their students about how they might improve their teaching

Devolving responsibility

Score:

1 = Classrooms are designed for efficient teaching. Responsibility for learning lies with the teacher.

6 = Learning is viewed by students as a shared responsibility

9 = Students take responsibility for their own learning development

Coaching approaches

Score:

2 = Students are passive recipients of instruction. Teachers' questions check for understanding.

6 = Teachers coach students, asking probing questions that open up understanding

9 = Students coach each other in pursuit of their own goals

Talking for Learning – Making learning the object of conversation

Exploring learning as a process

Score:

2 = Talk about learning is little more than exhortations to 'try harder' or 'ask more questions'.

5 = Students are encouraged to talk about how they are learning

9 = Talk about learning permeates everyday classroom discourse

Creating a language for learning

Score:

1 = Talk is focused on work and the successful acquisition of content

4 = Talk about the learning process is mostly done by teachers to students

8 = Classroom talk enables students to understand and improve their own learning

Nudging learning forward

Score:

1 = Informal comments tend to be little more than poorly defined encouragement and praise.

3 = Feedback is mostly corrective and at the task level. Process related feedback is rare.

8 = Talk is planned to nudge fine-grain aspects of learning behaviours forward

Constructing Learning – Making learning the object of learning

Models for learning

Score:

1 = Opportunities for reflection are few and far between

4 = Reflection is predominantly on what has been learned

8 = Students have ample opportunities to reflect on what they have learned and how they have learned it

Linking content and learning behaviours

Score:

2 = Learning objectives focus on what is to be learned

4 = Learning objectives identify what is to be learned and mention a generic learning behaviour that might be needed.

9 = Learning objectives help students to understand what they will learn, why they will learn it, and how they will learn it

Rich challenging activity

Score:

1 = Tasks are generally undifferentiated, challenging for some, easy for others.

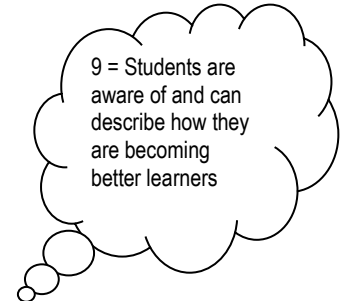
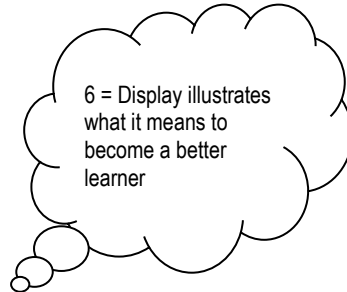
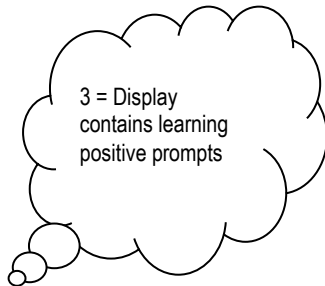
6 = Teachers provide differentiated activities that challenge all learners

9 = Students relish opportunities to tackle the challenging, open-ended activities provided

Celebrating Learning – Making learning the object of attention

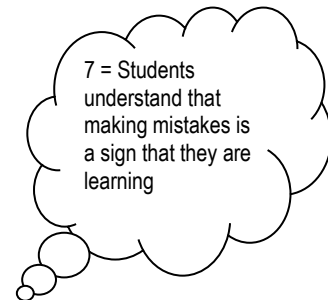
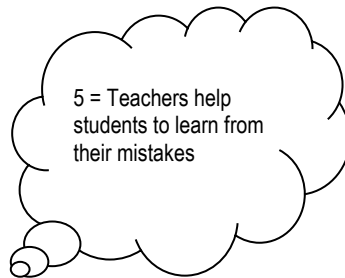
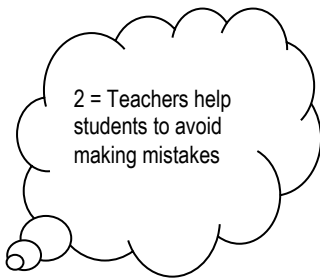
Growing learning habits

Score:



Re-defining failure

Score:



Learning on display

Score:

