

A learning-centred classroom culture.



A teacher-centred classroom culture

Relating for Learning		
	Growing motivation	Growing Independence
Step 5 outcomes	My students are really motivated by the extensive opportunities they have to pursue their own goals and tackle areas of their own interest. They relish high levels of challenge and have developed ways to motivate themselves through the hard slog of practice.	My students are confident, independent learners with an appetite for pursuing their own lines of enquiry. They know when it's best to learn alone or with others. They seek support when necessary to push themselves forward. They have a learning partnership with their teachers.
Step 4 outcomes	My students are engaged by the responsibilities they now have. They relish the many opportunities I give them to explore areas of interest. Open-ended tasks related to their personal interests ensure their commitment rather than compliance.	Increasingly my students are becoming their own learning coach. They have picked up on my questioning approach and have adopted the same approach for themselves. Asking questions to nudge their own learning forward is becoming a key aspect of their self-talk.
Step 3 outcomes	My students are motivated by opportunities to develop their learning habits. They respond well to learning related targets, and as experience grows, many are beginning to decide these learning habit targets for themselves.	My students increasingly want and expect their teachers to stand back and let them 'get on with it'. They seek support only when necessary, preferring to do it for themselves. Increasingly they expect questions rather than answers from their teachers.
Step 2 outcomes	Most of my students are energised by my expectation that they can do more for themselves. Many are motivated by opportunities to frame their own questions and find solutions to problems or questions they are interested in.	Most of my students have come to understand that responsibility for learning lies with them. Not all of them are comfortable with this, but there is a growing recognition that I'm there to be helpful but not just there to 'tell' them the answers.
Step 1 outcomes	My students are beginning to realise that I'm there to encourage and motivate them and to show them how to learn rather than just supply them the answers. Most, but not all, are becoming motivated by opportunities to do more for themselves.	Some of my students still prefer me to do much of the thinking for them - it takes time to wean them off their dependency. But others are readily engaging in opportunities to find their own ways forward.
	My students tend to be compliant but rarely display real interest in classroom activities. They need constant encouragement to remain on task.	My students rely on me to do much of the thinking for them. They are dependent on my expertise, and tend to prefer that way of working.
	How motivated and engaged are my learners?	How independent are my learners?
	Growing motivation	Growing Independence

Step 1: Introduce key learning behaviours
 Step 2: Build awareness of more learning behaviours
 Step 3: Ensure students can monitor and evaluate their own learning development
 Step 4: Raise students expectations of themselves
 Step 5: Embrace students as autonomous independent learners