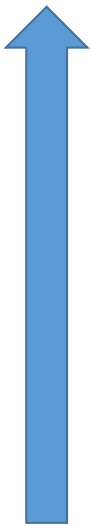


		Relating for Learning		
		Devolving responsibility	Coaching approaches	Modelling
<b>A learning-centred classroom culture.</b>    <b>A teacher-centred classroom culture</b>	Step 5	I offer opportunities to undertake longer term, open-ended activities independently.	I develop and adapt my coaching to meet different needs. e.g.- to direct, to guide or to delegate responsibility.	I show myself as a confident finder out, willing to show ignorance, own mistakes and work through uncertain thinking, encouraging students to do likewise.
	Step 4	I offer opportunities to tackle 'wild-tasks' without predictable outcomes.	I enable students to give effective feedback to each other.	I encourage students to model and explain their thought processes to others.
	Step 3	I encourage students to monitor and evaluate an increasing variety of learning behaviours.	I listen, question, stimulate and walk away-- letting students know responsibility for learning lies with them.	I model how to use the broader range of learning behaviours being introduced.
	Step 2	I scan the curriculum for opportunities to introduce a broader range of learning behaviours.	I extend my coaching, helping students to draw out meaning for themselves.	I model and explain my own feelings as I show how to solve problems.
	Step 1	I introduce students to simple self monitoring tools to help them become aware of what's happening as they learn.	When coaching I resist offering solutions and encourage students to find answers for themselves.	I model how to use learning behaviours as a way of introducing them to students.
		I run a well organised, efficient classroom where learners broadly expect me to help them to be successful.	I have excellent subject knowledge which I skilfully convey to students.	I react with assurance and confidence based on my sound subject knowledge, and learners are reassured that I 'know my stuff'.
		<b>How can I develop students' sense of autonomy in learning?</b>	<b>How can I develop students' self-coaching skills to enable them to help themselves?</b>	<b>How can I demonstrate being an effective learner for students to imitate?</b>
		<b>Devolving responsibility</b>	<b>Coaching approaches</b>	<b>Modelling</b>

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