

		Celebrating Learning		
		Growing learning habits	Re-defining failure	Learning on display
<div>A learning-centred classroom culture.</div> <div></div> <div>A teacher-centred classroom culture</div>	<div>Step 5</div> <div></div>	I encourage and enable students to identify and pursue their own learning behaviour development targets. They now understand how they need to improve and how to go about it.	I ensure students learn from mistakes and are alert to, and counter, all manner of unhelpful attitudes to learning. They are equipped to learn profitably for themselves.	I ensure 'learning to learn' values are alive: on classroom walls; in how activities are structured, in how feedback is offered; in how written work is commented on; in how students are grouped.
	<div>Step 4</div> <div></div>	Students agree their learning development goals and I give time to improving the nuances of students' learning growth across 12 behaviours.	My classroom climate focuses on particular learning strategies, attitudes or behaviours that lie behind students' progress needs. This approach is also shared with parents.	I create displays with students that illustrate how learning behaviours and content learning are inter-related and growing strongly.
	<div>Step 3</div> <div></div>	My learning language and view of students is enriched by the progression maps. They offer me and students a rich understanding of learning and what getting better looks like.	My practice is informed by reassessing failure. I view mistakes as valuable learning opportunities, feedback concentrates on what was right and why, more than on what was incorrect.	Classroom displays offer a rich array of advice on 'how to': use learning behaviours; avoid wobble; find successful learning strategies; how to progress.
	<div>Step 2</div> <div></div>	I enable, encourage and monitor the growth of students' use of a broadening range of learning behaviours re. thinking, feeling, relating and managing learning.	I encourage students to work out why things seem to go wrong, why they are stuck and how to find a way through difficulty. I emphasise making an effort over achievement.	I celebrate 'learning to learn' values with a range of displays e.g.: Questioning walls; If-Then statements; learning stretch ladders; drafts of work in progress.
	<div>Step 1</div> <div></div>	I begin to shape my classroom practice around the use of four key learning behaviours and observe how students respond, benefit and grow.	I give students opportunities to experience failure as an essential part of learning. I promote being stuck as an interesting place to be.	I use a various displays to support what we are discovering about learning; e.g. Stuck prompts, Curiosity corner, 'Smart' mistakes, Rights and Responsibilities of learners.
		My sole focus is on helping students to improve their knowledge and understanding of the curriculum content and how they need to improve it.	I differentiate effectively to ensure that learners experience success and avoid making mistakes whenever possible.	I display subject knowledge or what has been learned so that students can use such displays to help recall what they have been taught.
		How can I enable students to consciously grow effective learning habits for life beyond school?	How can I ensure all students have strategies to overcome challenges and feel safe enough to learn?	How can I enable students to co-construct displays that support and celebrate their growth in learning?
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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