

A learning-centred classroom culture.



A teacher-centred classroom culture

Celebrating Learning		
	Growing self-awareness	Growing a growth mindset
<b>Step 5 outcomes</b>	My students organise themselves as improving learners and have developed coherent plans to ensure that they become ever more effective, lifelong learners. They are alert to how they might apply their learning behaviours in other aspects of their lives, both within and beyond school.	My students have a firm belief in their capacity to change and improve. They believe that, with concerted effort, their minds can become stronger, more productive and agile just as exercise, discipline and diet can release strength and energy to their bodies. They view learning as a lifelong process.
<b>Step 4 outcomes</b>	My students are developing improvement plans about how they want to become a better learner. Based on an accurate understanding of their learning powers, they are beginning to see how their successful learning behaviours are linked to their curriculum progress.	My students value themselves as improving learners (growth mindset) in most areas of their learning. They are aware of their strengths and areas for improvement. They understand that learning is itself a learnable craft and have well-developed strategies for making further learning improvements.
<b>Step 3 outcomes</b>	My students now use progression maps / trajectories to deepen their understanding of themselves as learner. They move beyond thinking 'do I do this?' to thinking 'how well do I do this?' 'What's my next step?'. They are developing a sense of how they are growing as a learner, their learning strengths, and their relative weaknesses.	My students have come to view mistakes as interesting - they are curious about why they made the mistake, and how they might avoid it in the future. They are alert to potential errors as they are working and take steps to avoid them through careful monitoring and attention to detail.
<b>Step 2 outcomes</b>	My students are aware of the purpose and importance of Persevering, Collaborating Questioning and Reflecting. They increasingly frame their own questions, learn productively with others and reflect on their learning. As further learning behaviours are introduced they begin to appreciate themselves as having a range of 'powers' to help them to learn.	My students expand their repertoire of unsticking strategies and become increasingly inclined to stick with difficulty because they now have the tools to overcome it. Many learners are becoming optimistic that their efforts will pay off, and are less disappointed by making mistakes.
<b>Step 1 outcomes</b>	Few of my students yet have a sense of themselves as learners. They are beginning to realise that what they 'do' in classrooms is called learning. The seeds are being sown: they are beginning to talk about learning; as key learning behaviours are defined and explored learners are beginning to see themselves through this lens.	My students are using my ongoing support to ensure optimism in the face of difficulty. They increasingly use classroom prompts to help them overcome being stuck. Some are beginning to ask questions about their learning, and mistakes are slowly being seen as interesting rather than shameful.
	My students have little sense of themselves as learners and are unaware of learning as a process that can be understood and improved. They see themselves as people who's job is to remember what their teachers tell them.	Many of my students have a fixed mindset. They believe that their ability is broadly fixed; they doubt whether effort is worthwhile; they are unaware of their ability to improve as a learner.
	<b>Growing self-awareness</b>	<b>Growing a growth mindset</b>
	<b>Growing motivation</b>	<b>Growing Independence</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