

		Talking for Learning		
		Sharing the language of learning	Exploring learning as a process	Nudging learning forward
<div>A learning-centred classroom culture.</div> <div></div> <div>A teacher-centred classroom culture</div>	Step 5	I use the language of learning fluently across the whole range of learning behaviours; stimulating effective learning use of learning language.	I feed students' understanding of learning as a life skill by sharing related media reports on the brain, mind, visualisation, learning etc..	I ensure the development of students' learning power focuses on the life skills of learning becoming the core thinking and functioning of the school.
	Step 4	My strategies enable students to be more thoughtful, inquisitive, imaginative and critical, in a knowledge checking/developing community of enquiry.	I introduce strategies to encourage students to peer assess others' learning development and build a spirit of shared endeavour.	I create regular opportunities for students to evaluate their own and others' work using constructive feedback.
	Step 3	I deepen and expand how I talk about learning using appropriate levels of the progression charts for all learning behaviours.	I encourage students to capture their learning journey and understanding by use of Learning Journals / Logs.	I offer encouraging feedback on both the completed Task, the effectiveness of the Process and how the process has been Self-Regulated.
	Step 2	I introduce a broadening range of learning behaviours to build understanding of various curriculum needs. e.g. imagining, reasoning, planning, listening.	I enable students to reflect on the effectiveness of new learning behaviours by considering how they used it and when to use it again.	My language helps students to slow down and notice / appraise the strategies they are using across a broadening range of learning behaviours.
	Step 1	I use metaphors and stories to introduce the language of the four foundational learning behaviours enabling students to recognise them in use.	I introduce talking about learning itself, bringing attention to the process of learning. "What does it feel like?" 'How did using xxx feel/work?'	I ensure students grow an optimistic, not pessimistic, view of learning by praising use of key learning behaviours.
		My talk about what is being learned is sophisticated, but talk about the 'how' of learning is infrequent and/or stilted.	My talk about learning focuses on what is being, or has been, learned and how this needs to improve.	My feedback focuses on what has been learned, errors that need correction, and what needs to be learned / done next.
		How can I develop in students a language to help them understand and strengthen their learning?	How can I enable my students to understand learning as a life skill?	How can I use a language of learning to nudge students to develop learning habits for life?
		Sharing the language of learning	Exploring learning as a process	Nudging learning forward

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