## Learning Focused Relationships

### What might level 4 on the teacher capabilities matrix look like in the secondary classroom?

**Learning environment**

* Teacher and students are active and committed participants in creating and maintaining the classroom environment that best promotes learning and meets the learning needs of students. Teacher and students hold each other to account for their responsibilities in this relationship.
* Classroom is focused on learning and students can describe their contribution to the learning process.

**What this might look like**

Beginning of year discussions about roles and responsibilities of teacher and student, focused on what needs to happen in the classroom to foster learning.

Agreement on how teacher and students will hold each other responsible for good learning in the classroom, and some mechanisms for checking that. Some good checking-in strategies are:

* as-required reflective sessions on student engagement
* quick student feedback questionnaire on classroom learning

These strategies involve the students in the monitoring process, and help them to reflect on what is good learning.

**Locus of control**

**What this might look like**

* Greater ownership of the lesson by students as responsibility shifts from teacher to student for learning. Content, process and choice of learning are experienced as co-constructed.
* Teacher empowers students to be independent learners who have a commitment to evaluating and adjusting their learning to meet their needs in partnership with the teacher.

Detailed course overviews which tell students exactly what is to be learnt, and against which students can assess their progress and highlight areas for revision.

As much co-construction as possible of the unit/lessons, allowing students choices where viable. The wide range of ways this might happen will vary according to the subject and topic being taught, and include:

* expecting students to be involved in discussions about the relevance of the learning
* reflective sessions where students and teacher decide ‘where to next’ based on progress
* students designing a unit of work, based on agreed learning intentions
* individual research on a topic of choice, supported by co-constructed ‘checkpoints’
* ‘inquiry’ learning, individually or in groups, with co-constructed criteria
* choice of topic/text to study within a range of options
* choice of presentation methods

Lesson by lesson success criteria, so students are able to measure their success immediately, rather than after the end of topic test

Providing exemplars of the learning required, and giving students the opportunity to formulate an ‘anatomy of quality’ – what does achieved, merit, excellence look like?

Planning time in class for structured student self and peer assessment, based on strict criteria, building on students’ ideas of the requirements for success.

Expecting, and setting up the processes for, students to ask for feedback, and monitor its usefulness. An example of this might be an individual feedback log for each student, within which there is an ongoing conversation between teacher and student.

Providing students with resources and avenues for seeking information, and strategies they can use to achieve success, particularly with the ‘tricky’ learning.

Involving students in all assessments, whether formative or summative. Students should be given all relevant information, in advance, on how, why and on what they are to be assessed. Share all assessment data with students. They are the prime owners of their assessment results; they need the information to be able to determine for themselves where they are with their learning.

Subject-specific goal setting which requires students to set goals which are specific and can be measured and self-monitored.

 **Involving parents/family in student learning**

**Motivation theory**

Motivation is the result of three main factors:

Self efficacy As learners we need to have the belief that we will be able to do it

Locus of control The more control we have over our learning, the more effective it will be Feedback We need to know where we are with our learning and what we have to do to improve

* Teacher enables students to lead conversations about their learning with parents

**What this might look like**

Encouragement for students to talk about their learning and progress with their parents, moving past ‘what credits have I gained’ to ‘what have I learned and why’.

Student-led conferences at some reporting stage during the year, where students take stock of their learning to date, and their next steps in learning, and describe this to their parents, supported by the teacher.