

# The architecture of

# Classroom cultures

## Making the shift

Students will first need to embrace the language of learning and be offered opportunities that enable them to become conscious of using their learning behaviours. Teachers need first to gradually shift the culture of the classroom and devolve more responsibility for learning to students. Later they take a more forensic approach to designing classroom activities using the learning behaviours to deepen engagement and understanding.

For many teachers this shift is likely to call for changes in practice. Take it steady! Think about what you might...

### Stop

Trying to control everything

### Start

Modelling your own learning

### Start slowly

Reducing the scaffolding around learning.

### Experiment with

Asking students to reflect on your teaching

**Relating** - How you relate to your students; gradually sharing more of the responsibility for learning with them

- **Students as leaders of their own learning**
  - » Don't tell students exactly what they have to do - allow them to make decisions for themselves; know where the scaffolding stops
- **Working to deadlines**
  - » Use time constraints constructively to drive activities to efficient conclusions
- **Engaging resources**
  - » Encourage students to range critically across many sources of information and support

**A shift in relationships**

**Talking** - How you talk about learning; the sort of language content and style you use to enhance and explain learning

- **Make it safe to disagree**
  - » Help students to say why they disagree with you and others and why
- **Regular self-review**
  - » Build in moments for students to evaluate what they know, understand and can do, and where they need to go next as learners
- **Time to think and talk things through**
  - » Allow thinking time to explore options individually, and collaboratively, using thinking tools.

**A shift in learning language**



**Constructing** - How you construct learning activities; the tasks and classroom routines you use to build positive learning habits

- **Establish planned routines**
  - » Establish ways of operating when faced with a task or challenge that provide reliable starting points for exploration or experimentation
- **Revise opinions in the light of experience**
  - » Encourage the habit of routinely thinking again as a course of action unfolds
- **Open-ended challenges**
  - » Encourage students to find out for themselves and explore possibilities as they embrace uncertainty

**A shift in how learning is constructed**



**Celebrating** - What you celebrate about learning; what you prize, recognise, display; the outward signs of beliefs about learning

- **Public performances**
  - » Offer regular opportunities for students to present their work publicly and take pride in what they have achieved
- **Value others' contributions**
  - » Draw attention to the input made by students in framing ideas and suggesting directions

**A shift in what is celebrated and valued**