

A subtle shift

Statements in the left hand column are about conventional 'good teaching'. Those in the right hand column describe the subtle shift needed to build students' learning power.

From *Building 101 ways to Learning Power*

Good teaching	1	2	3	4	5	Boosting learning power
1A My lessons have clear objectives based on a scheme of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1B My students know which learning disposition we are trying to build in each lesson
2A I am secure and confident in my curriculum knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2B I show students that I too am learning in lessons
3A Students answer my questions confidently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3B I encourage students to ask curious questions of me and each other
4A I ask questions that encourage exploration of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4B I ask questions which help students explore their learning process
5A I show students how to remember things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5B I guide students to build their capacities to learn
6A I ensure students work together in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6B I help students understand how to learn effectively in groups
7A I'm always available to help students through a learning challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7B I help students develop their own strategies for coping with being stuck
8A I build variety and change of pace into lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8B I vary methods of working in order to develop different learning capacities
9A I mark work regularly with supportive comments and targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9B My marking poses questions about students' progress as learners
10A I display students' best work on classroom walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10B I display work in progress on classroom walls
11A My records show that students make progress with attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11B I chart progress in the development of learning capacities with my students
12A I work hard to get things right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12B I learn from my mistakes with my students