

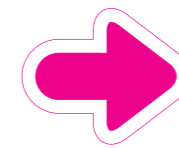


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**Creating
positive teaching
habits
to develop
positive learning
behaviours**

Teacher Planned



Shift Responsibility Consistent Practice



Learner Cultural/Habitual

Learning Nutrient

	1 star	2 star	3 star	4 star	5 star
Ambition	Positive routines Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect	Positive learning environment Create a safe, stimulating and purposeful learning environment	Engaged learners Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge	Motivated learners A desire to improve and succeed permeates every lesson	Ambitious learners No ceiling to learners' ambition and challenge is demanded
Clear personalised outcome (shared and agreed)	Shared outcome State outcome near start of lesson/session	Defined outcomes Communicate outcomes in learners' language, with check for understanding	Tiered outcomes Learners choose from tiers or a spectrum of appropriate outcomes	Negotiated outcomes Learners/groups negotiate and agree next steps/learning goals with support	Personalised outcomes Learners proactively take responsibility for choosing and communicating their individual goals
Success and failure (appropriate challenge)	Early success Ensure early success for all learners in each lesson/episode	Stretch and challenge Provide a task in every lesson just outside the reach of each learner that, with practice and support, they will achieve	Accepting failure Each learner embraces progression through planned sequences of success and failure	Learning through failure With support, learners identify areas of strength and weakness and select appropriate interventions to progress	Embracing failure Learners proactively seek challenge and demonstrate a willingness to work on weaknesses
Praise for positive behaviours	Whole group praise Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude	Individual praise/feedback Give regular, specific praise for positive behaviours before suggesting improvements	Peer praise With support, learners take opportunities to give praise for identified learning behaviours	Peer feedback Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities	Unprompted peer praise/feedback A culture of appropriate, non-prompted positive peer feedback for key learning behaviours is established
Celebration and review of progress	Whole group review Lead whole group plenary at the end of each episode/lesson	Review through questioning Question and funnel answers following small group/partner review	Clear learner voice Learners use a broad range of review methods including non-verbal communication and/or voting with feet	Learner led review Peer led plenaries celebrate partner/group members' progress	Habitual review A regular and continuous mix of planned and habitual review by learners through teacher, self and peer review is established
Coach and support others	Observe and encourage Provide opportunities for learners to observe and encourage others	Demonstrate and discuss Enable learners to demonstrate/show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles	Feedback sensitively Scaffolding provided enables learners to give sensitive critical feedback to partner or group members	Collaborate and learn Learners share and learn from each other through planned, collaborative opportunities	Peer coach A culture of reciprocal peer coaching is an integral part of all lessons
Control	Work safely Encourage learners to select safe space for work and to gather, select and safely return equipment	Single choice Provide at least one learner choice of direction and/or task from pre-planned menu	Supported choices Learners make appropriate choices through skilful interventions, carefully worded suggestions and instructions	Negotiated choices Learners regularly negotiate with teacher to agree direction and pace	Independent choices Learners take active responsibility, create own learning plans and adjust them independently or with support



Ambition

Clear personalised outcome (shared and agreed)



Praise for positive behaviours



Success and failure (appropriate challenge)

Celebration and review of progress



Coach and support others



Control

create
development



Harrow Business Centre
429-433 Pinner Road Harrow HA1 4HN
020 8863 0304 info@createdevelopment.co.uk
createdevelopment.co.uk

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