**build a community of learners**

- Developing a sense of community, identity and belonging
- Modelling and promoting relationships that show interest in, and respect for each other and the learning
- Providing time and resources for social interaction and collaboration for learning
- Developing students’ ability to manage themselves and support each other as learners
- Actively developing student’s positive self concept as learner

**References**

- Delpit L, The silenced dialogue: Power and pedagogy in educating other people’s children
- Students have expert knowledge – teacher cannot be only expert
- Provide opportunities for kids to show what they know
- Both students and teacher are expert at what they know best
- Kids need ‘expert’ teaching
- Schools need to change to accommodate children
- Accept students and take responsibility to teach them
- Teach the ‘political’ game to access power ‘both’ and ‘and’ – not either/ or
- Parents want children to access the dominant culture – they will support access to community culture
- Some children come to school with the valued ‘cultural capital’ – knowing the code is important
- Learners without the valued ‘cultural capital’ can be considered remedial
- Delpit, L, 1999 Other People’s children: Cultural conflict in the classroom
- Foster a sense of children’s connection to community – to something greater than themselves

- William, D, 2006, Does assessment hinder learning?
- Engineering effective classroom discussions, questions, activities and tasks that elicit evidence of student learning
- Provide feedback that moves learning forward
- Activating students as owners of their own learning – so they see challenge as a spur to further learning
- Activating students as learning resources for one another - the learning intentions and criteria for success must be accessible and the teacher helps the students as they learn how to help each other improve
- Research proves that the person providing the feedback learns as much as the recipient as they internalise the learning intentions and success criteria in someone else’s work which is less emotional

- Goldspink, C, 2008, School reform- An exploratory case study of the impact of student centred learning in two primary schools
- Comparison of two SA schools – one reformed to have constructivist practices and congruent shift in school culture, the other with traditional learning and teaching practices
- Similar school size, category of disadvantage, attendance rates
- School A had greater choice in what and how to learn, learning was more social, less class centred and teachers were more interested
- School B was organised with traditional educational practices

**Findings**

- School A had higher measured ‘on task’ behaviour
- Happiness and satisfaction
- Markedly higher disposition to learning
- Higher observed thinking skills
- Better wellbeing
- Problem solving ability
- Capability to articulate (metacognition)
- Superior performance on literacy & numeracy
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<tr>
<th><strong>Harris, S, Malin, M, 1994, Aboriginal kids in urban classrooms</strong>&lt;br&gt;Cultural behaviour and possible areas of conflict - strategies to support (West, chapter 3)</th>
<th><strong>(LaN)</strong>&lt;br&gt;Caine, R &amp; G, Mind / Brain Learning Principles&lt;br&gt;The brain is social&lt;br&gt;Part of our identity depends on establishing community and finding ways to belong&lt;br&gt;Learning is profoundly influenced by the nature of social relationships with people&lt;br&gt;Caine, R, 2004, The Brain is Wider than Sky, Teaching for the Development of the Executive Functions&lt;br&gt;A safe environment with healthy social relationships leads to competence, confidence and meaning or purpose – ‘relaxed alertness’&lt;br&gt;This requires a teacher to build a community of learners that teaches through healthy social interactions&lt;br&gt;Hattam, R, Smyth, J, 2003, Not Everyone has a Perfect Life: becoming somebody without school&lt;br&gt;Metaphors which describe early school leavers affect the formation of their identity&lt;br&gt;Early leaving of school can affect employment, health, homelessness&lt;br&gt;Schools help to construct identity yet appear unable to respond to the complexities of their lives, particularly low SES&lt;br&gt;Family class location affects identity formation – money, clothes, other students reactions (harassment) affect identity&lt;br&gt;Schools value certain identities with other identities leading to ‘trouble’ for these students&lt;br&gt;Other students can ‘discipline’ students based on their cultural capital and identity this can affect decision to stay at or leave school&lt;br&gt;‘Interactive trouble’ can occur between teachers and students when students are seen as taking too much time&lt;br&gt;Claxton, G, 2006, Expanding the capacity to learn: A new era for education?&lt;br&gt;Guy has worked in many schools in UK and these have had a range of positive OFSTED reports highlighting quality student learning behaviours and achievement&lt;br&gt;Developing learning capacity requires a self concept that has not been infected by the</th>
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<td><strong>Harris, S, Malin, M, 1994, Aboriginal kids in urban classrooms</strong>&lt;br&gt;(Hudspith and Williams) Enhancing Aboriginal Self esteem and Identify in the Classroom&lt;br&gt;In school we learn about who we are and how we fit in- sense of identity–Queensland school reform longitudinal study, teachers' summary- abridged and edited&lt;br&gt;Classroom atmosphere of mutual respect and support among teacher and students</td>
<td><strong>Lee, V, Smith, J, Croniger, R 1997, How high school organisation influences the equitable distribution of learning in mathematics and science</strong>&lt;br&gt;The emotional bond between teachers and students plays a crucial role in engaging and motivating students to learn&lt;br&gt;The number and type of non-traditional organisations and practices that schools adopt are much less important for learning and equity than are forms that social relationships, the curriculum and instruction take in schools</td>
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</table>
idea that being confused and making mistakes makes you stupid……. This takes time and consistency.
Expanding the capacity to learn means creating a climate where the feelings of enfranchisement are strengthened and questions welcomed, discussed and refined
Hattie, J, 2003, Teachers make a difference, what is the research?
Expert teachers create and optimal classroom environment – where error is welcomed, student questioning is high, where engagement is high and learners get reputations as effective learners
Expert teachers have high respect for students and passionate about teaching and learning and show more emotionality for successes and failures in their own work
Motivate students to master rather than perform

The learner-centred approach also focuses on engagement, encouraging students to become motivated and enquiring
A primary school’s approach to racism must be one of inhibiting its development

We learn better from one another and more deeply than from text – hence the focus on cooperative leaning