Chris Watkins

Three ways of viewing classrooms

Be an  of a learner!

Teachers show good command of subjects

Teachers plan effectively

Teachers have clear learning objectives

Teachers interest pupils

Teachers make effective use of time

Students acquire new knowledge or skills in their work

Students show positive response to teaching

Students show engagement and concentration, and are productive

Teachers assess pupils' work thoroughly and constructively

Teachers use assessment to inform their planning and target-setting

Students understand how well they are doing and how they can improve.

The Transmission model:
"Learning = being taught" [i]

Students are engaged in active participation, exploration and research

Students are engaged in activities to develop understanding and create personal meaning through reflection

Student work shows evidence of conceptual understanding, not just recall

Students apply knowledge in real world contexts

Students are presented with a challenging curriculum designed to develop depth of understanding

Teacher uses diverse experiences of students to build effective learning

Students are asked by the teacher to think about how they learn, explain how they solve problems, think about their difficulties in learning, think about how they could become better learners, try new ways of learning[ii]

Assessment tasks are performances of understanding, based on higher order thinking

The Construction model:
"Learning = individual sense-making" [iii]

Students operate together to improve knowledge

Students help each other learn through dialogue

Learning goals emerge and develop during enquiry

Students create products for each other and for others

Students access resources outside the class community

Students review how best the community supports learning

Students show understanding of how group processes promote their learning

The classroom social structures promote interdependence

Students display communal responsibility including in the governance of the classroom

Assessment tasks are community products which demonstrate increased complexity and a rich web of ideas

The Co-construction model:
"Learning = creating knowledge as part of doing things with others" [iv]

[i] Abbreviated from Office for Standards in Education (2003) *Inspecting Schools: Framework for inspecting schools*, London: Ofsted.

[ii] Thomas, G.P. (2003) 'Conceptualisation, development and validation of an instrument for investigating the metacognitive orientation of science classroom learning environments', *Learning Environments Research* 6, 2: 175-197.

[iii] from "Teaching Attributes Observation Protocol" in Brown, C.J. and Fouts, J.T. (2003) *Classroom Instruction in Achievers Grantee High Schools A Baseline Report*, Mill Creek WA: Fouts & Associates.

[iv] From Watkins C (2005) *Classrooms as Learning Communities: what's in it for schools*, London: Routledge
http://chriswatkins.net/download/112/