Do You Have A "Learning to Learn" Classroom?

This self assessment table has been compiled to allow you to look at your classroom environment and practice for purposeful learning. It is intended to help classroom teachers affirm what they are already doing to make purposeful learning explicit and to prioritise what to do next.

A Learning Classroom Self Assessment	Where are we now? [Date]	Where do we want to be? [Date]	How will we get there?		
			Where do we begin? [Date]	Where to next? [Date]	Then where? [Date]
Is there a common understanding of "Learning" in your classroom?					
Can students share this with each other?					
Are learning conversations part of your daily programme?					
Do you share this learning conversation in communication with your parents?					
Is the definition of "Learning" up on the wall for all to see and share?					
Do you have a thinking toolkit for your students to use?					
Are these evident on every classroom wall?					
Are these strategies visible on your classroom walls?					
Can you readily decide on where students are in the learning process?					
Can students readily identify where they are on the learning process?					
Have you identified a common language of instruction for your students to use?					
Is this evident on your classroom walls?					
Is this evident in student work in every class?					
Do you and your team/syndicate meet regularly to discuss					

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learning and teaching?					
Do you and your team/syndicate meet regularly to reflect on teaching practice?					
Do you and your team /syndicate meet to share and discuss professional readings?					
Is learning success celebrated in your classroom?					
Are students encouraged to share their work across the school levels within the school with other students on a regular basis?					
Have you got generic meta cognitive strategies across the levels in your classroom?					
Do you give allocated time in your daily programme for meta cognitive process?					
Can students at all class levels articulate their reflective thinking?					
Do you have a common language for meta cognitive process?					
Is this evident on your walls?					
Is Ict being used in a purposeful way in your classroom?					
Can you code Ict against learning interventions					
Can students code Icts against learning interventions?					
Is planning explicit and does it cater for the needs of all learners?					
Does you cater for the					

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needs of their gifted students 24/7?					
Does you cater for the needs of their underachievers 24/7?					
Is formative assessment being practised on a daily basis in your classroom?					
Is there evidence of rubrics/success criteria displayed on walls classroom walls?					
Are students able to clearly explain this process and monitor their own progress?					