

LEARNING ENVIRONMENT

Rationale

As *connected teachers* at BUEEC, we are committed to creating and providing a safe, respectful, tolerant and inclusive learning environment where the contributions of *connected students* are both valued and encouraged.

We believe that positive learning environments are both optimistic, intellectually rigorous and a precondition for successful learning.

"A positive learning environment means that a student feels comfortable, has a sense of rapport with their teacher and peers, and believes they can be successful."

(Elizabeth F. Barkley, 2010)

"When students are engaged in class, they learn more. It is vital that teachers create the right classroom climate for learning: raising student expectations; developing a rapport with students; establishing routines; challenging students to participate and take risks. These all affect how much their students engage and learn."

(Peter Goss & Julie Sonnemann, 2017)

Elaboration

Connected teachers at BUEEC believe that to educate, inspire and empower connected students we must:

- Promote and emphasise respect for self, others and place to evoke a sense of responsibility for student learning and place.
- Be welcoming, positive and enthusiastic and encourage students to take the same stance.
- Establish high expectations and authentic relationships to increase student confidence and curiosity, energising their desire to learn and achieve.
 - 0.43 - Effect size of teacher expectations. (Hattie, 2009)
 - "If a positive relationship between students and teachers exists, then everything else that occurs in a classroom is enhanced". (Marzano, 2007)
 - The relationship teachers have with their students dictates the impact they will have on their students' achievement with an effect of 0.72. (Hattie, 2009)
- Ensure that learning goals and success criteria are explicit to allow each student to be engaged and feel more secure in their learning. (Hopkins and Craig, 2015)
- Develop challenging student centred programs, which are well-scaffolded and responsive to the needs of the learner, and where knowledge and skills are made accessible and students are engaged.
- Adopt a growth mindset based on the belief that all students can learn.
- Establish a culture of risk-taking, where students learn to welcome, accept and use errors and mistakes to move their learning forward.
- Engage in supportive, team teaching to ensure multiple points of access are made available to all students and, in this way, offer targeted support and ability specific extension.

- Teachers who work together, in professional teams, can draw on a broader range of experience and expertise, and test their interpretations and approaches with each other. (Goss and Hunter, 2015)
- Provide expectations and examples of safe, positive behaviour for students both inside and outside the classroom which is supported by both the Centre's and visiting school's Responsible Behaviour Management Plan.