Diagram 3: Transforming learning capacity – Teachers’ power to make a difference

<table>
<thead>
<tr>
<th>External forces that limit learning capacity</th>
<th>Their impact on young people’s states of mind</th>
<th>Teachers act to create classroom conditions that will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the affective domain, e.g.</td>
<td>In the social domain, e.g.</td>
<td>In the intellectual domain, e.g.</td>
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</tbody>
</table>
| • Classroom climate where children experience being continually compared and judged in relation to one another  
• Impact of ability grouping and overt differentiation  
• Tasks that fail to stimulate and engage learner’s interest  
• Tasks that deny learner opportunity to experience success. | • Insecurity, fear, loss of confidence  
• Negative view of self as learner, powerless to change through own effort  
• Apathy, disaffection, boredom  
• Frustration, expectation of failure  
• sense of incompetence | • Increase sense of safety, confidence  
• Strengthen positive identity as learner, belief in own powers  
• Increase sense of excitement and adventure in learning  
• Increase sense of competence and control, expectations of success |
| • Stratified, divided community created by streaming, setting  
• Impact of overt differentiation  
• Students removed from whole-class lessons  
• Higher social value placed on visibly ‘higher achievers’ | • Sense of rejection, feeling a second class member of the community with less to contribute than others  
• Isolation, feel different, unworthy  
• Alienation, rejection of school values, oppositional behaviour | • Increase sense of acceptance, belonging  
• Restore, build and strengthen sense of being valued equally  
• Build sense of community, collective responsibility for everyone’s learning |
| • Low levels tasks/questions, undemanding and unrewarding  
• Prescribed content, unrelated to students’ concerns and interests  
• Tight planning that specifies learning outcomes in advance  
• Learning construed as performance rather than understanding  
• Praise/feedback stressing fixed view of ability  
• Limited repertoire of classroom talk | • Switched off, going through the motions lacking challenge or achievement  
• Sense of meaninglessness, irrelevance of what is to be learnt  
• Compliance, passivity, dependence on teacher in-put  
• Focus on right answers and task completion, coping strategies  
• Avoidance of risk-taking, unwillingness to persevere  
• Reticence to ask questions, explore ideas through talk. | • Increase self-belief and satisfaction in learning to take risks/meet challenges  
• Enhance meaning and relevance of classroom experiences  
• Increase active engagement and control over learning  
• Enhance thinking, questioning, reasoning  
• Enhance risk taking, problem-solving  
• Develop questioning and ability to use talk to explore ideas |