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

External forces that limit learning capacity	Their impact on young people's states of mind	Teachers act to create classroom conditions that will:
In the affective domain, e.g.		
• 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
In the social domain, e.g.		
• 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
In the intellectual domain, e.g.		
• 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