

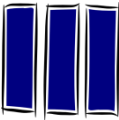
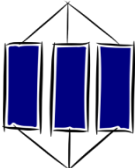
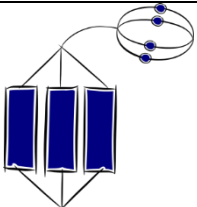


Supportive Learning Environment: Respect					
<p>BES#2. Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities.</p> <p><i>Caring and support is generated through the practices and interactions of teacher(s) and students.</i></p> <p><i>BES #10. Teachers and students engage constructively in goal-oriented assessment.</i></p> <p><i>Teachers manage the evaluative climate so that academic norms are not undermined but supported by social norms.</i></p> <p><i>Teachers adjust their teaching to take account of the results of assessment.</i></p>	<p>I expect students to be respectful.</p>	<p>I expect students to be respectful of the efforts of other learners.</p>	<p>I expect students to be respectful of the efforts of other learners and I respect my students as learners.</p>	<p>I expect students to be respectful of the efforts of other learners and I respect my students as learners. I make this explicit to students by modelling respectful behaviours in my own learning interactions with students.</p> <p>For example I ask for and respect the feedback students offer on the effectiveness of my teaching on their learning outcomes, just as my students ask for and respect the feedback and feed-forward I offer on their learning outcomes.</p>	<p>I expect students to be respectful of the efforts of other learners and I respect my students as learners. I model respectful behaviours in my own learning interactions with students.</p> <p>For example I ask for and respect the feedback students offer on the effectiveness of my teaching on their learning outcomes, just as my students ask for and respect the feedback and feed-forward I offer on their learning outcomes.</p> <p>I monitor the effectiveness of the strategies we adopt to show mutual respect for each others' learning outcomes.</p>
<p>Effective strategy</p>					