

## **Educator/Student Partnership in Learning**

The classroom teacher must possess a deep understanding of the developmental characteristics of his students as well as how students learn to be effective partners in the learning process. A student-centered teacher will design learning experiences that explicitly link essential concepts and skills to students' current understanding and natural curiosity about the topic in order to scaffold additional or deeper understandings. Students are engaged in decision making in the classroom and have the opportunity to more fully explore topics. We are most effective as teachers when we help our students discover the power of their own minds to work in their own ways to achieve success. —Few students develop a sense of academic, self-efficacy by becoming mired in what they cannot do. (Tomlinson & Jarvis, 2006, p.19).

### Principles of teacher-student partnership:

- **positive approach** – optimism, tact, sympathy, encouragement, appreciation
- **individualisation** – different learning styles, learning pace, levels, experience and interests
- **variability** – acceptability of differences, tolerance
- **freedom** – democracy, responsibility for one's own decision, behaviour and acts, keeping rules
- **cooperation** – tolerance of another opinion, ability to share, empathy
- **playfulness**
- **activity** – drama activities, creative writing, project education, discussion, problem solution...
- **constructivism learning** – students' own activity, relying on one's own experience, knowledge and abilities
- **meaningfulness** – of any school activity, purpose, connection to real life
- **global education** – relationships and connections within a system, understanding of the world and existence