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# Developing Learning Environments – How We Teach

## What do I need to consider?

As an educator, by definition of the role and dynamics of our teaching we hold power over students. This doesn’t always lend itself to develop students to become independent future leaders, teachers and creators –– how do we empower students to engage with their learning as equals? Developing a learning environment that supports decolonisation will also help students to feel safe and able to express views and share experiences, as well as providing an anti-racist environment.

## How could I introduce this into my teaching?

Think about:

* **Your seating arrangements and the types of learning activities you plan and have your students engage in**.
Are students seated facing you at all times? Does the arrangement encourage students’ questioning?
* **The student to teacher talk ratio and the nature of discussions in your classroom**.
Are you the sole or loudest voice in the classroom?
* **Do students collaborate and engage in interactive learning structures?**
* **If and how you actively amplify student voice and build student agency in the classroom**.
 i.e. Can students bring their culture or interests, experiences into the learning space?
* **The nature and purpose of questions and questioning**
What do you mean when you say you want students to ask questions. Are you thinking about them asking you questions or about them questioning?

## Where can I find additional information and resources?

The Language Matters Portfolio (The Anti-racist Curriculum project) <https://www.advance-he.ac.uk/sites/default/files/2022-03/ARC%20Language%20Matters%20Portfolio%20March%2022.pdf>