LCE as a continuum

Extrinsic learner motivation intrinsic learner motivation

Teacher is the expert – main authority teacher as facilitator of learning

Syllabus presented as decontextualised Syllabus reflects lives of learners

Learning as an individual cognitive activity learning as a social activity

Relationships based on authority relationships based on mutual respect

Intelligence is fixed at birth everyone can learn given the right support

The left hand-end provides a vision of a traditional classroom in which the teacher is the 'expert' imparting their knowledge of a de-contextualised curriculum to learners who sit in silence and are motivated by exam success. The aim of education is to 'sort' learners with labels like 'academic' or 'vocational' because the belief is that intelligence is fixed at birth.

The right provides a vision of a classroom in which relationships are based on mutual respect, with the teacher embracing the knowledge and experience learners bring to the classroom, creating opportunities for learners to work together, to talk about their ideas, and relating the curriculum to their everyday lives and context. All learners are supported and encouraged and as a result have high self-esteem and value learning for its own sake.