

Hargreaves Teacher Types

	Liontamer	Entertainer	New Romantic
Motivation	Learner unwilling, must be pushed	Learner unwilling, needs stimulation	Naturally motivated, facilitation required
Curriculum	Subject disciplines, a matter for the teacher <p>Thus History is taught with a local bias, mathematics with examples from cricket scores and gas bills, which hopefully will be as potentially useful as they are enthralling.</p>	Subject boundaries should not stand in the way of interesting material and activity	Self determined, supported by teacher <p>Ultimately the choice must be his. We cannot make all his choices for him and then wonder why he does not want to learn.</p>
Teaching style	chalk and talk, expert, demanding attention	audio-visual aids, computers and structured packages	trust <p>The creation of the appropriate classroom atmosphere, namely one that is non-threatening and acceptant springs directly from the kind of relationship (s)he establishes with the pupils.</p>
Pupil's role	sit and listen, work in isolation	alternate sources, group work, differentiation	self-reliance, awareness that you want to learn, discovery of what to learn, how to learn and how to question
Evaluation	teacher evaluates <p>A teaching machine can give pure feedback because the machine does not form a personal relationship with the pupil. Even in this case approval cannot be entirely absent, since the pupil may approve or disapprove himself when the machine tells him that he is making the right or wrong response.</p>	pupil may evaluate	problematic with regard to approval, self-evaluation with 'approval-free' support from teacher <p>Acceptance arises when one makes an active effort not to approve or disapprove but instead shows 'unconditional positive regard', trust and a non-threatening attitude to others.</p>
Summary	formality, conflict and the belief that learning is hard	happiness, informality and planning to keep pupil's busy	transfer of status, power and authority to the pupil <p>It is perhaps the most disturbing of all the New Romantic contentions that it is the death of teaching which marks the birth of real learning.</p>

