

Teaching Style	Conceptual definition	Subarea	Description
Autonomy support	The teacher's instructional goal and interpersonal tone of understanding . The teacher seeks to maximally identify and nurture students' interests, preferences and feelings, so that students can volitionally engage themselves in classroom learning activities.	Participative	A participative teacher identifies students' personal interests by engaging in a dialogue with students and inviting them to provide input and suggestions. In addition, where possible, the teacher tries to offer (meaningful) choices in how students deal with learning activities and optimally follows their pace.
		Attuning	An attuning teacher nurtures students' personal interests by trying to find ways to make the exercises more interesting and enjoyable, accepting students' expressions of negative affect and trying to understand how students see things. The teacher allows students to work at their own pace and provides explanatory rationales that are meaningful in the eyes of students.
Structure	The teacher's instructional goal and interpersonal tone of guidance . Starting from the capabilities and abilities of students, the teacher provides strategies, help and assistance, so that students feel competent to master classroom learning activities.	Guiding	A guiding teacher nurtures students' progress by providing appropriate help and assistance as and when needed. The teacher goes through the steps that are necessary to complete a task, so that students can continue independently and, if necessary, can ask questions. Together with the students the teacher constructively reflects on mistakes, so that they see for themselves what can be improved and how they can improve.
		Clarifying	A clarifying teacher communicates expectations to students in a clear and transparent way. The teacher offers an overview of what students can expect from the lesson and monitors students' progress in meeting the communicated expectations.
Control	The teacher's instructional goal and interpersonal tone of pressure . The teacher insists that students think, feel, and behave in a prescribed way and imposes his/her own agenda and requirements on students, irrespective of what students think.	Demanding	A demanding teacher requires discipline from the students by using powerful and commanding language to make clear what students have to do. The teacher points students on their duties, tolerates no participation or contradiction, and threatens with sanctions if students don't comply.
		Domineering	A domineering teacher exerts power to students to make them comply with his/her requests. The teacher suppresses students by inducing feelings of guilt and shame. While a demanding teacher tries to change students' thoughts, feelings, and behaviors into something more acceptable to the teacher, a domineering approach is characterized by a 'personal attack' on students.
Chaos	The teacher's instructional goal and interpersonal tone of laissez faire . The teacher leaves students on their own, making it confusing for students to figure out what that they should do, how they should behave, and how they can develop their skills.	Abandoning	An abandoning teacher gives up on students. The teacher allows students to just do their own thing, because eventually students have to learn to take responsibility for their own behavior.
		Awaiting	An awaiting teacher offers a laissez-faire learning climate where the initiative fully lies with the students. The teacher tends to wait to see how things evolve, doesn't plan too much and rather let things take their course.