



This booklet describes the development, at whole school level, of learning and teaching in two phases from 2014/2015. It sets out phase three, for session 2015/16.

Developing Learning Collaborating for Continuous Improvement

We recognise that we can all improve our practice

We aim to develop our practice through:

- conversation about what works
- conversations about improving
- opening up practice- peer observations and quality feedback
- opportunities and willingness to try new approaches



"Long term and sustained improvement which has a real impact on the quality of children's learning will be better achieved through determined efforts to build the capacity of teachers themselves to take responsibility for their own professional development, building their pedagogical expertise, engaging with the need for change, undertaking well-thought through development and always evaluating impact in relation to improvement in the quality of children's learning. That is the message from successful education systems across the world."

Teaching Scotland's Future (Scottish Government, 2011)

Phase 1

Developing Learning-Clarity, Coherence, Consistency and Community

Professional Learning starts with enquiry. Questions asked—Inset Aug 2014

Clarity

- Is there agreement on what great learning and teaching look like?
- What are the factors that lead to effective learning?
- How do we know?

Coherence

- Is there commonality in our approach to developing and delivering great learning and teaching?

Consistency

- On a daily basis do we deliver great learning through great teaching?

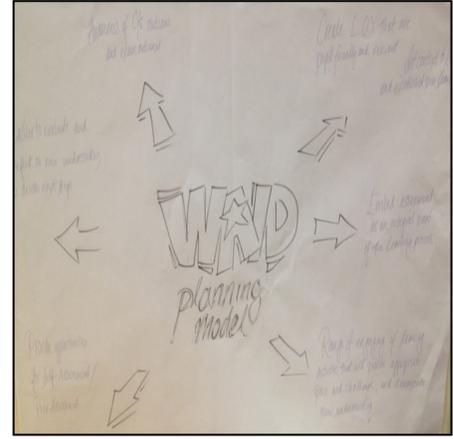
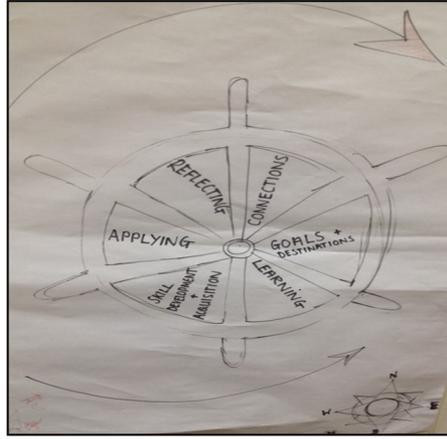
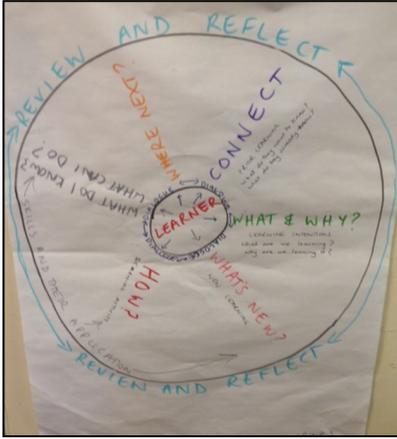
Community

- Does the whole school community actively support our approach to great learning and teaching?



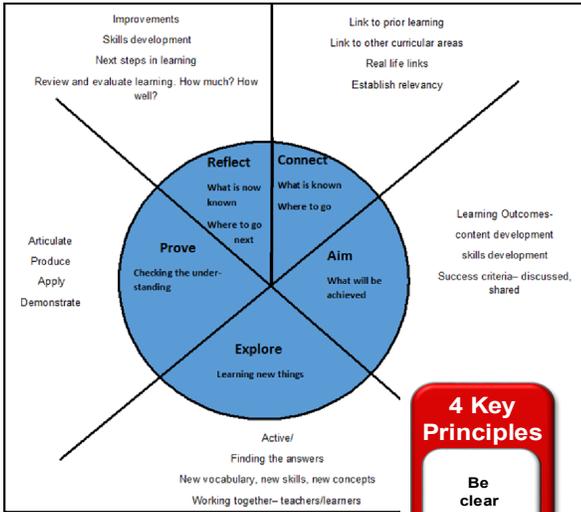
Step 1: Professional Dialogue session—Sept 2014

Develop a coherent approach to lesson planning, promoting clarity about key features of effective teaching. In groups we created models of how learning could best be constructed to promote effective learning.



Step 2: Inset Nov 2014

We used the features from our models to create a draft framework for planning effective learning.



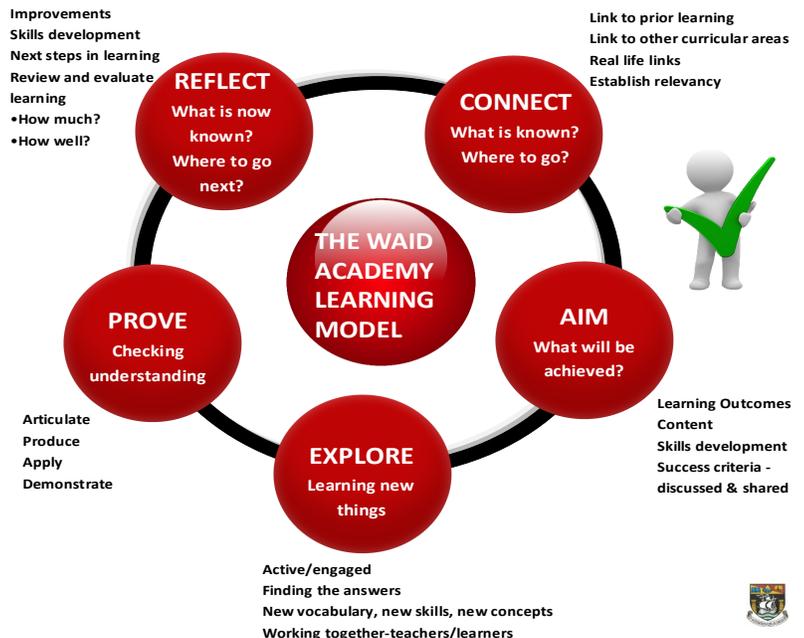
Four key principles

- Be clear about the learning
- Generate discussion about the learning
- Provide feedback to move the learning forward
- Create opportunities to allow learners to lead the learning

Step 3:

We collated the ideas and created our own model.

- 4 Key Principles**
- Be clear about the learning
 - Create opportunities to allow learners to lead the learning
 - Generate discussion about learning
 - Use feedback to move the learning forward





Step 4: Inset February 2014

Sharing Practice: Strategies for effective learning— Organised by Learning and Teaching Working Group. Strategies shared included:

Feedback

Using games to support vocabulary

Developing challenge

Developing creativity

Meeting needs

Developing pedagogy



Developing Learning— Creating Successful Learners (2015-16)

“We need to help our learners develop the cognitive, emotional and social resources to enjoy challenge and cope well with uncertainty and complexity”

Claxton (2011)

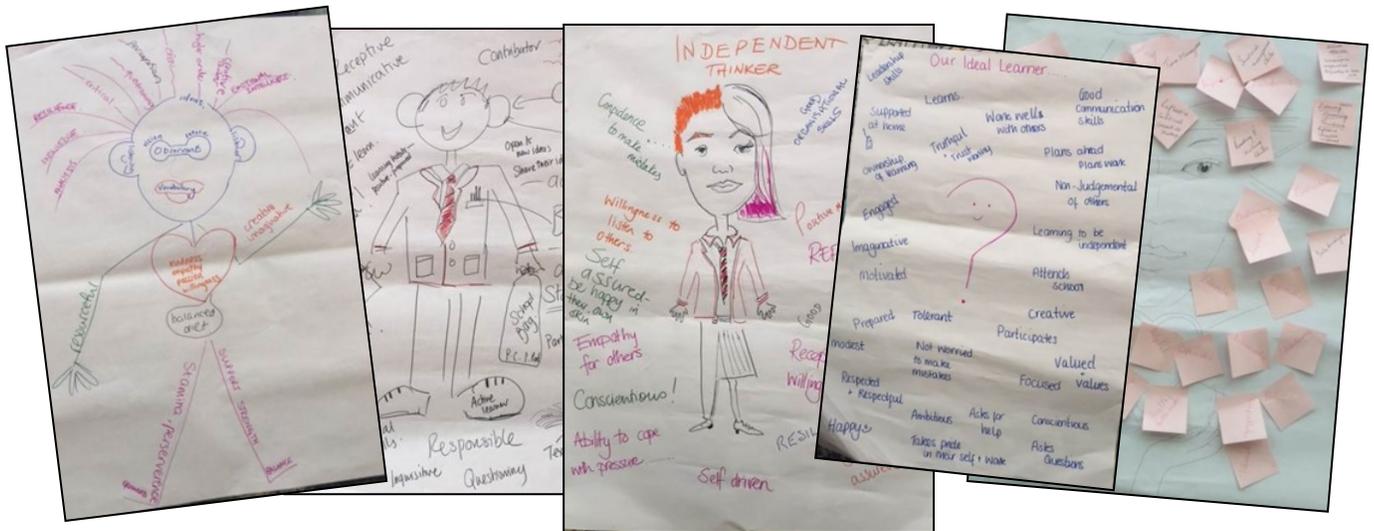
Further Enquiry—Inset June 2015

Big Question

- What are the skills, habits, attitudes, attributes and dispositions that our learners need?
- Can we create a framework describing skills for effective learning?
- How do we know?

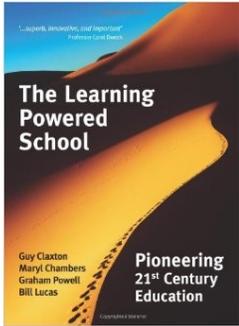


Step 1: We identified the skills, attitudes, attributes and disposition which we believe are important.





Step 2: We used our ideas and two other sources to create a draft framework

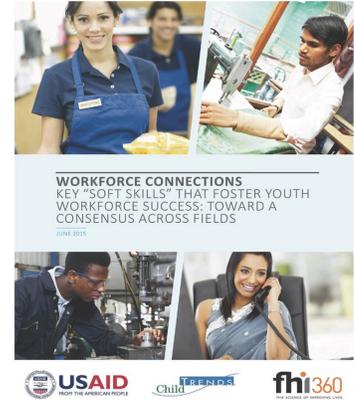


Guy Claxton looks at the language of building learning power. Do we use language that encourages learning?

He identifies the 4 R's – the skills that learners need to build learning power: Resilience, Resourcefulness, Reflectiveness and Reciprocity.

International research skills which:

- Get learners into jobs
- Maintain employment
- Increase earnings
- Develop enterprise



Step 3: First Draft of Framework

Waid Academy: Successful Learning

<p>Resilience is being ready, willing and able to focus on learning – knowing how to work through difficulties when the going gets tough</p>	<p>"can do" attitude Adaptability Self confidence Attention Optimism Managing emotions Sense of wellbeing Not scared of mistakes Perseverance Self awareness Aspiration Regulate behaviour</p>
<p>Resourcefulness is being ready, willing and able to learn in different ways – using internal and external resources effectively, calling on different ways of learning</p>	<p>Critical thinking Reasoning Creating Problem solving Questioning Decision making Organising Making links Imagining Capitalising</p>
<p>Reflectiveness is being ready, willing and able to be strategic about learning – taking a longer term view by planning, taking stock and drawing out your experiences as a learner</p>	<p>Self motivating Revising Using feedback Responsible Goal setting Distilling Independent Planning flexibility Meta-learning</p>
<p>Reciprocity in learning is being ready, willing and able to learn alone or with others- using independent judgement together with skills in communication and empathy</p>	<p>Respect Listening Kindness Collaboration Empathy Resolving conflict Context appropriate behaviour Tolerance</p>

Step 4: We worked on the first draft—Inset day Aug 2015

Groups debated and further developed framework





Step 5: Second draft created based on group comments

Waid Academy: Successful Learning



Resilience

How I feel about my learning matters

Resilience Not afraid of mistakes optimistic
Aspiration perseverance Managing emotions



Resourcefulness

Developing all my learning skills matters

Critical thinking reasoning creating
Questioning making links imagining problem solving



Reflectiveness

Understanding how I learn matters

Learning to learn self motivating goal setting
Using feedback



Reciprocity

How well I learn with others matters

Resolving conflict kindness tolerance
Collaboration respect appropriate behaviour listening

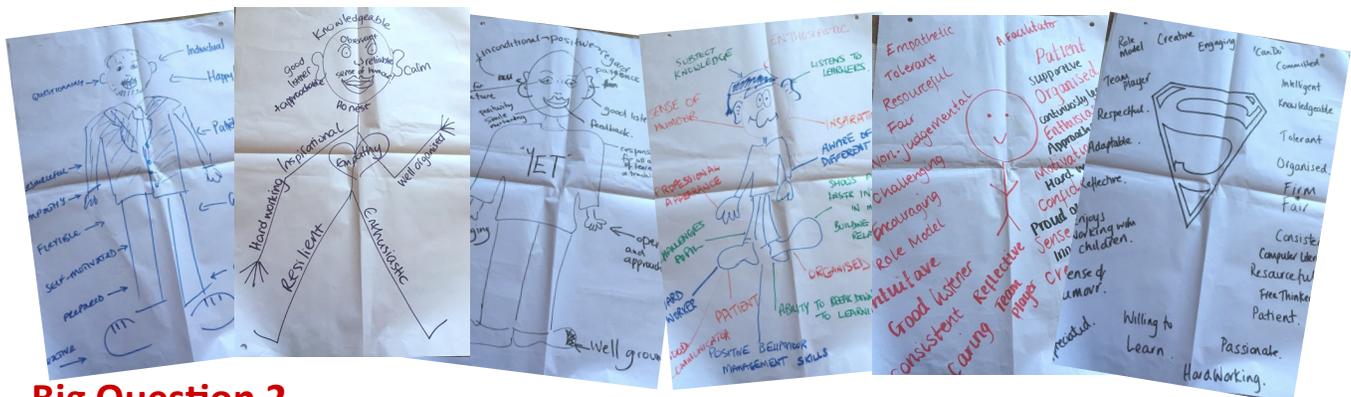
From the group discussions it is clear that we believe:

- Learning is learnable
- Limits are not fixed
- Helping learners to become more independent, more reflective and better able to plan and evaluate their own learning improves learners' outcomes.

Step 6: Further Enquiry—Inset August 2015



We explored the attributes of excellent teachers:



Big Question 2

How can the way we talk to learners, the way we design learning activities and the way we teach, support our learners to develop the learning skills and dispositions outlined in our framework?



Step 7: We compared the approaches used by good teachers, teaching their subject well to excellent teachers developing learners.



I set clear learning intentions in each lesson	I create learning intentions and success criteria with my learners. Learning intentions are set for knowledge and understanding and for skills. Learners know how they will be learning and why and what they need to do to be successful.
I am secure and confident in my curriculum knowledge	I show learners that I am also learning in lessons.
Learners answer my questions confidently	I encourage learners to ask curious questions of me and others.
I ask questions that encourage exploration of the subject matter	I ask questions that help learners to explore their learning processes
I expect learners to remember things	I support students to develop their capacity to recall information
I ensure learners work in groups	I help learners to understand how to learn effectively in groups
I am always available to help learners through a learning challenge	I help learner develop their own strategies for coping with being stuck
I build variety and change of pace into my lessons	I vary methods of working in order to develop different learning capacities
I mark work regularly with supportive comments and targets	My marking poses questions about learners' progress as learners
I display learners' best work on my walls	I display work in progress on my walls
My records show that learners make progress with attainment	My learners know what progress they have made in their learning and they know what they have to do next.
I work hard to get things right	I learn from my mistakes with my learners.



These were the strategies we identified as being the most important for developing great learning:

1. My learners know what progress they have made in their learning and they know what they have to do next.
2. I create intentions and success criteria with my learners. Learning intentions are set for knowledge and understanding and for skills. Learners know how they will be learning and why and what they need to do to be successful.
3. I ask questions that help learners to explore their learning processes
4. I vary methods of working in order to develop different learning capacities.
5. I help learners develop their own strategies for coping with being stuck.
6. I learn from mistakes with my learners.
7. I show learners that I am also learning in lessons.

Step 8: Groups Identified the PROFESSIONAL LEARNING we need to help us deliver excellent teaching.



Effective Questioning

What constitutes “effective” questioning?

Peer observations

Effective Group work

Opportunities to develop Inset day work

Collaborative learning course – CPD

Learning types/strategies/processes for pupils

What’s now out-dated practice

Cognitive learning

Co-operative learning

Effective group work: Co-operative learning?

How do children learn and recall effectively?

How to develop resilience

Teaching styles and methodology. Good practice – sharing

Effective questioning skills

Promoting resilience in the classroom

Share and learn from good practice



Phase 3

Developing Focussed Professional Learning to Support Continuous Improvement in Practice.

Step 1: We grouped the professional learning areas identified into four broad areas of focus and mapped onto our draft learner framework developed during Phase 2.

Waid Academy: Successful Learning



Resilience

How I feel about my learning matters

Resilience Not afraid of mistakes optimistic
Aspiration perseverance Managing emotions

Professional Learning Group 1

Mindsets/The power of language/
learning conversations



Resourcefulness

Developing all my learning skills matters

Critical thinking reasoning creating
Questioning making links imagining problem solving

Professional Learning Group 2

Developing Challenge/higher order
thinking/questioning



Reflectiveness

Understanding how I learn matters

Learning to learn self motivating goal setting
Using feedback

Professional Learning Group 3

Learning to Learn—
Metacognition, how memory
works, study techniques



Reciprocity

How well I learn with others matters

Resolving conflict kindness tolerance
Collaboration respect appropriate behaviour listening

Professional learning Group 4

Cooperative Learning/effective
group work

- Time and sustainability have always been issues for developing whole school practice. This session a significant amount of our collegiate time will be used to develop our understanding and practice in these four areas.
- All working group time allocation and some of the February Inset time will be used for professional learning.
- Each member of staff will choose which group he/she is interested in joining. These groups will provide opportunities for us to develop our understanding of different approaches and strategies, allow us to share and reflect on our own practice, learn from each other and identify what works for our learners.
- This collegiate time should be supportive of the requirement we all have to engage in professional learning and identify its impact.
- On the June 2016 Inset day, each group will share their learning, evaluate impact on learners and identify Phase 4 for developing learning and teaching at whole school level.