

The players

What leaders, teachers and learners need to do

The action plan

| | | The players | | | Anticipated Impacts |
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| | | Senior Leaders | Teachers | Learners | |
| The Action Plan for 'Playing the Professional Learning Power Game' | Recognising the real life value of students expanding their learning behaviours | As a result of Phase 1 senior leaders recognise the potential positive impact of developing learning power on students and the school. Continue to collect and review data to establish the growth in students' learning behaviours. Discuss with staff and use such data in school development plans. | Establish an annual routine of completing learning profiles for each student. Use this information to shape positive learning relationships with every student. Monitor how changing their teaching impacts on students' learning behaviours. Use this data to plan shifts in classroom practice. | Every student now has an active learning character profile. In phase 2 profiles are shared with students and parents. Older students are likely to be involved in creating their own learning profiles and consulted on the school's intent to develop the profiling system. | Leaders, teachers and students are very aware of how students' learning characters are developing. Sufficient detail is gathered to inform both day to day teaching and whole curriculum interventions to ensure effective growth. |
| | Expanding Classroom Learning Culture using appropriate learning behaviours | Continue to engage in regular dialogue with staff to support their experiments in developing classroom cultures that enhance a broader range of students' learning behaviours. Such shifts will broaden learning talk, strengthen dual focused lessons and celebrate learning growth. | Continue to experiment with delicate shifts in classroom culture, designed to create an increasing focus on the growth of a broad range of learning behaviours. | Students are close to being able to feel and act as developers of their own learning. They engage in sophisticated talk about how they learn and are acutely aware of which learning behaviours they need to improve. | Classrooms across the school offer lively and absorbing learning cultures where the growth of students' learning behaviours has become a driving force. Students understand themselves as agents of their own learning. |
| | Re-shaping the Curriculum Delivery using a wide range of learning behaviours | Hold subject/phase discussions to explore the curriculum with regard to the range and development stage of learning behaviours it covers or could engage. Encourage teachers to take account of this in their planning. Ensure, over time, that all learning behaviours are adequately covered by the curriculum. | Incorporate an effective blend of learning behaviours into lessons and plan to ensure the appropriate coverage of a broad range of behaviours over time. Trial and amend delivery strategies/activities to ensure they work productively for all students. | Students experience an ever growing range of activities intentionally designed to offer them greater responsibility for their learning. Students relish this responsibility and use this greater freedom to develop a growing range of learning behaviours. | The curriculum as a whole is now designed to enlist and strengthen a rich range of learning behaviours. The process of learning is visible to both teachers and students. |
| | Expanding the range of learning behaviours used | Ensure teachers/teams are given time to discuss student data re. progression in learning habits. Note results and identify patterns of success at school, year and class levels annually. Plan for further growth. | Observe and reflect on the development/growth of students' learning behaviours. Continue to ensure lesson design ensures a widening range of learning behaviours. Planned activities ensure students use all the learning behaviours at the phases of growth indicated in their profiles. | Students experience their education as a series of carefully designed opportunities to reinforce and develop their growing of learning behaviours. | All activity across the school is planned and delivered to ensure the effective development of a wide and rich range of learning behaviours in tune with the school's vision. |
| Anticipated Impacts | | Leaders assess and learn from developing classroom practice and progression in students' use of learning habits. They plan to integrate learning behaviours progressively across the whole curriculum, using the learning progression charts as a guide. Data on students' growth as learners is collected and acted on annually. | Teachers use a coaching style and continually assess and learn from how their own growth as a learning powered teacher is impacting on their classroom culture AND in relation to their students' growth as better learners. | Students consciously use a broad range of learning behaviours in their everyday learning. They have a rich learning language and understand themselves as confident growing learners. | |

Anticipated outcomes for leaders, teachers and learners

Outcomes of changes to classroom culture