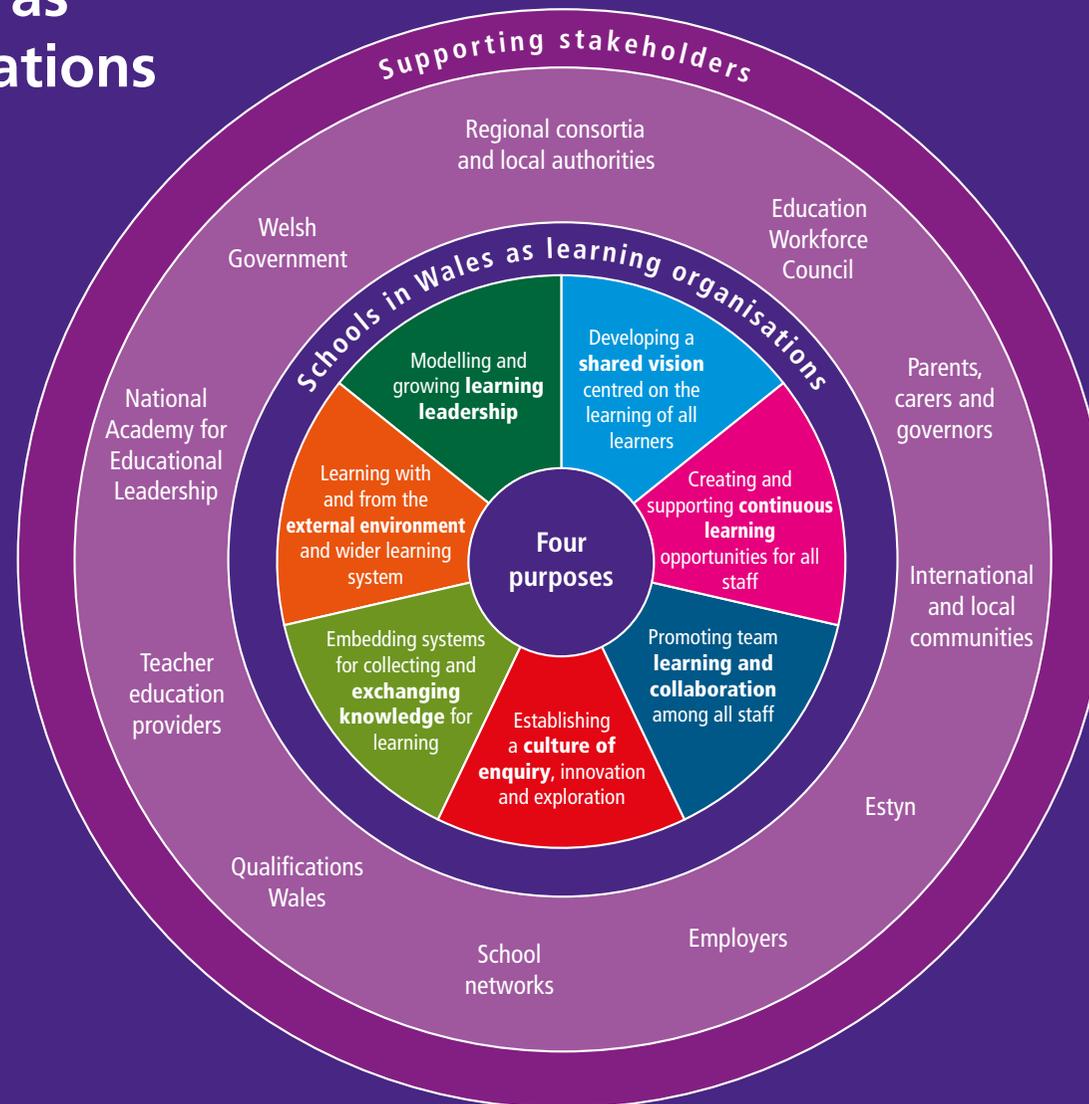


# Schools in Wales as learning organisations



Llywodraeth Cymru  
Welsh Government



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## Four purposes



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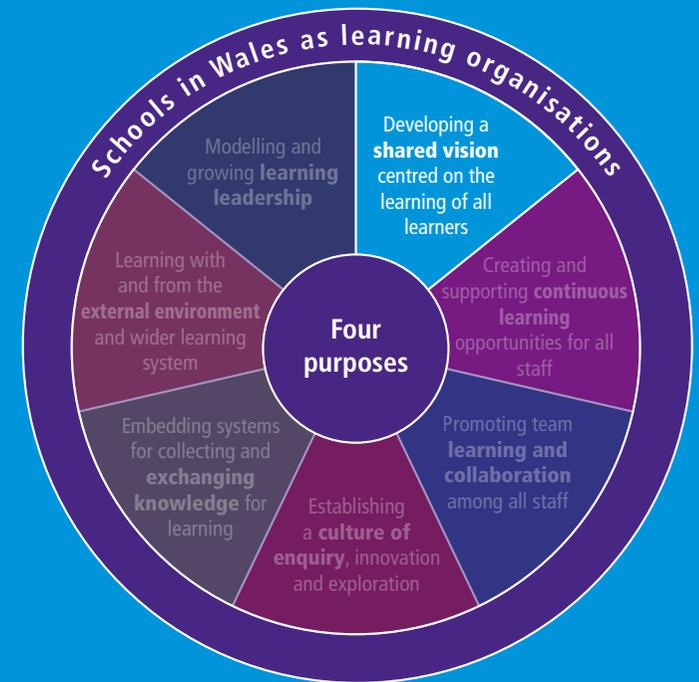
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# Developing a shared vision centred on the learning of all learners

- A shared and inclusive vision aims to enhance the learning experiences and outcomes of all learners.
- The school's vision focuses on enhancing learners' cognitive and social-emotional outcomes (including their well-being), encompasses both the present and the future, and is inspiring and motivating.
- Learning and teaching are oriented towards realising the vision.
- The school's vision is the outcome of a process involving all staff, including governors and other stakeholders.
- Learners, parents/carers, the external community and other partners are invited to contribute to the school's vision.



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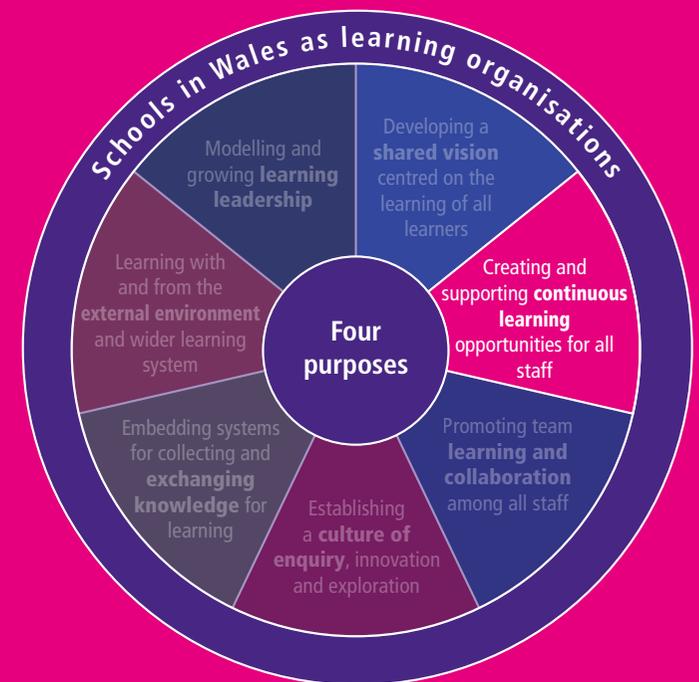
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# Creating and supporting continuous learning opportunities for all staff

- All staff engage in continuous professional learning to ensure their practice is critically informed and up to date.
- New staff receive induction support.
- All staff have access to coaching and mentoring support.
- Professional learning is focused on the learner's learning and the school's goals.
- Staff are fully engaged in identifying the aims and priorities for their own professional learning.
- Professional learning challenges thinking as part of changing practice.
- Professional learning connects work-based learning and external expertise.
- Professional learning is based on assessment and feedback from a range of sources including the learner.
- Time and other resources are provided to support professional learning.
- The school's culture promotes and supports professional learning.



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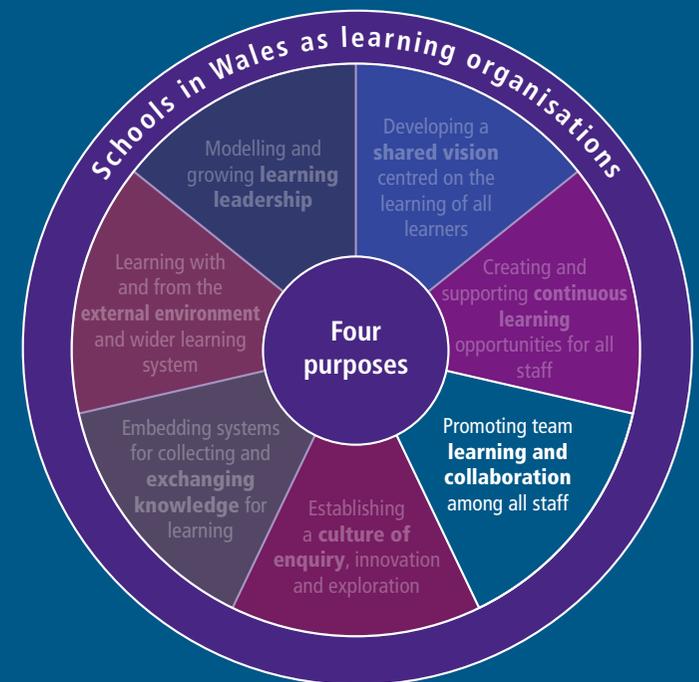
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## Promoting team learning and collaboration among all staff

- Collaborative working and collective learning – face-to-face and/or using ICT – are focused and enhance learning experiences, learner outcomes and/or staff practice.
- Staff reflect together on how to make their own learning more powerful.
- Staff learn how to work together as a team.
- Staff feel comfortable seeking advice from each other.
- Trust and mutual respect are core values.
- The school allocates time and other resources for collaborative working and collective learning.



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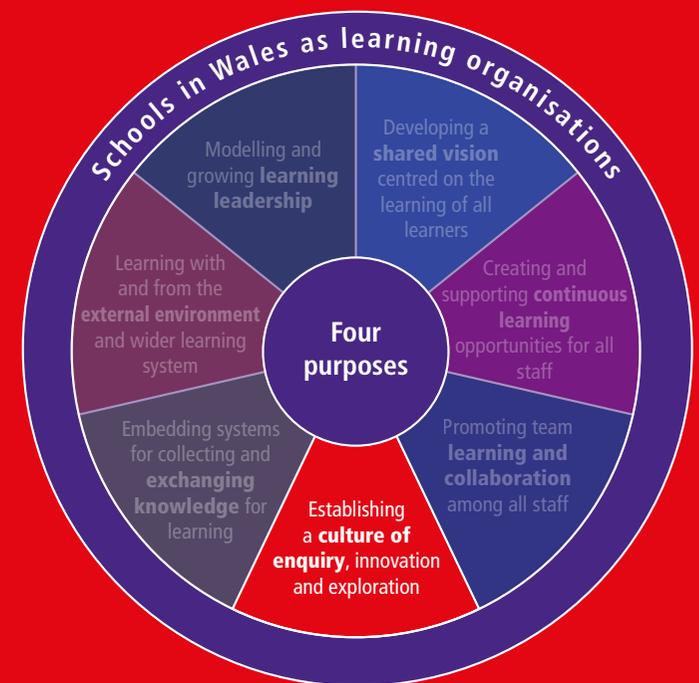
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# Establishing a culture of enquiry, innovation and exploration

- Staff are willing to take risks and experiment and innovate in their practice.
- The school supports and recognises staff for taking initiative and risks.
- Staff engage in forms of enquiry to investigate and extend their practice.
- Enquiry is used to establish and maintain a rhythm of learning, change and innovation.
- Staff are open to thinking and doing things differently.
- Problems and failures are seen as opportunities for learning.
- Learners are actively engaged in enquiry.



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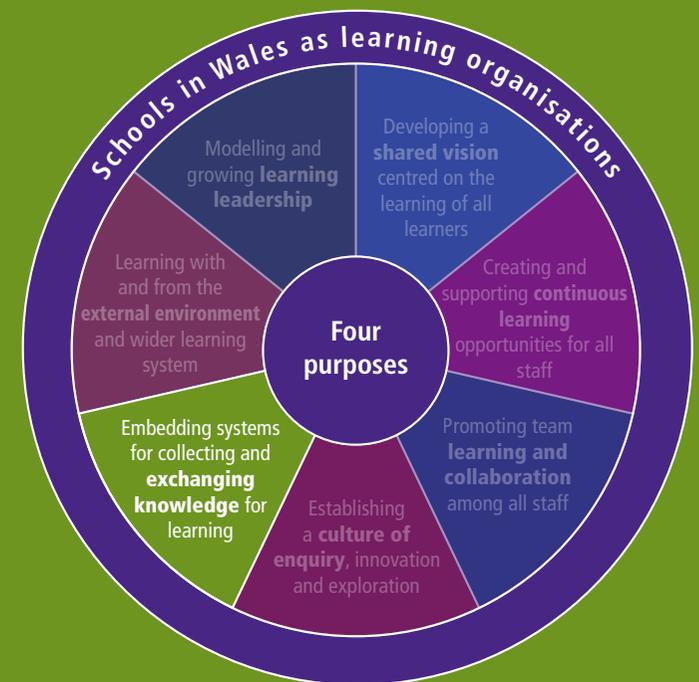
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# Embedding systems for collecting and exchanging knowledge for learning

- Systems are in place to examine progress and gaps between current and expected impact.
- Structures for regular dialogue and knowledge exchange are in place.
- Examples of good and failed practices are made available to all staff to inform learning.
- Sources of research evidence are readily available and easily accessed and are used by staff to improve their practice.
- Staff have the capacity to analyse and use multiple sources of data for feedback, including ICT, to inform teaching and allocate resources.
- The school's development plan is based on learning from continuous self-assessment and is updated at least once every year.
- Staff regularly discuss and evaluate whether actions had the desired impact and change course if necessary.
- The school evaluates the impact of professional learning.



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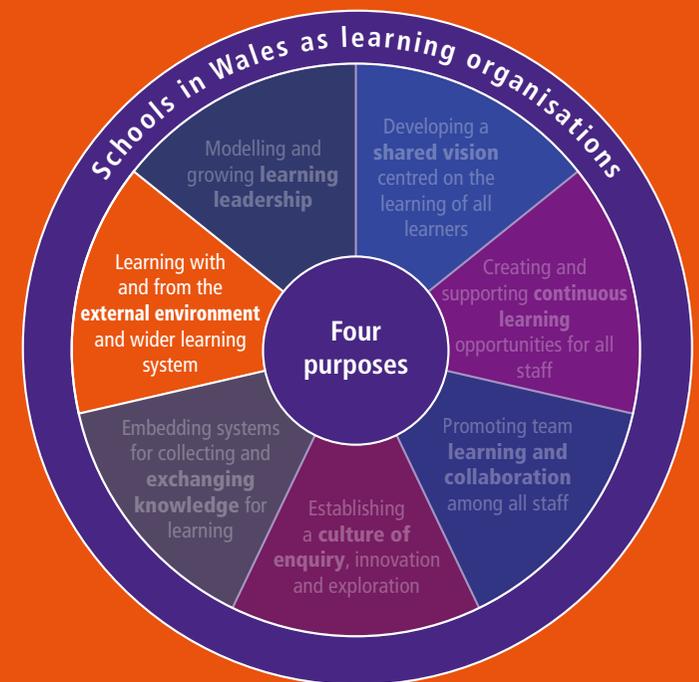
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# Learning with and from the external environment and wider learning system

- The school is an open system, welcoming approaches from potential external collaborators.
- The school scans its external environment to respond quickly to challenges and opportunities.
- Staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school-to-school collaborations.
- The school collaborates with parents/carers and the community as partners in the education process and the organisation of the school.
- The school forms partnerships with higher education institutions, businesses and/or public or non-governmental organisations in efforts to deepen and extend learning.
- Partnerships are based on equality of relationships and opportunities for mutual learning.
- ICT is widely used to facilitate communication, knowledge exchange and collaboration with the external environment.



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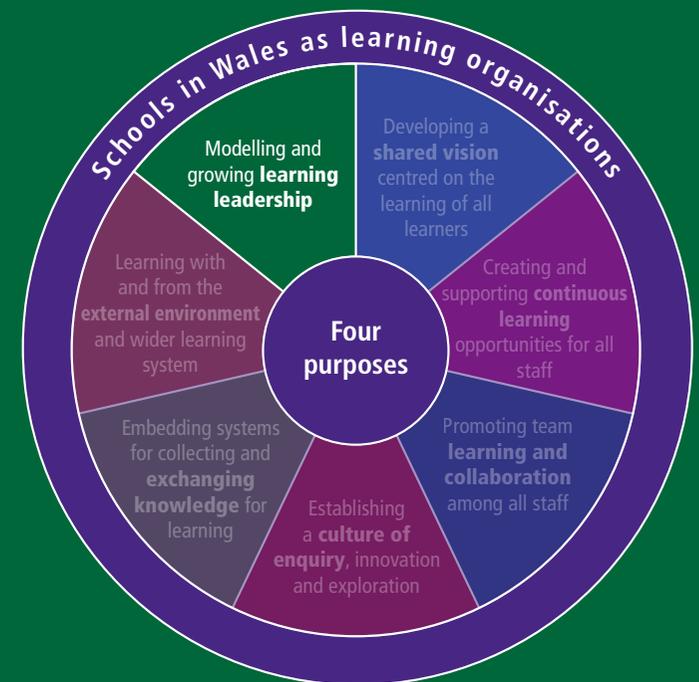
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# Modelling and growing learning leadership

- School leaders ensure that the organisation's actions are consistent with its vision, goals and values.
- School leaders model learning leadership, distribute leadership and help grow other leaders, including learners.
- School leaders are proactive and creative change agents, with a strong focus on improving learning and teaching.
- School leaders ensure the school is characterised by a 'rhythm' of learning, change and innovation.
- School leaders develop the culture, structures and conditions to facilitate professional dialogue, collaboration and knowledge exchange.
- School leaders promote and participate in strong collaboration with other schools, parents/carers, the community, higher education institutions and other partners.
- School leaders ensure an integrated approach to responding to learners' learning and other needs.



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