Developing Schools in Wales as Learning Organisations
The SLO model for Wales focuses on realising **seven ‘dimensions’** in our schools.

The seven action-oriented **dimensions** highlight the **aspirational goals and processes** to transform a school into a learning organisation.
SLO – EXPLORING THE SEVEN DIMENSIONS - DEVELOPING

- 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.

*The SLOs vision is a motivating force for sustained action.*
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.

The SLOs staff are responsible 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.
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.

Collaborative working and collective learning are central to the SLO.
• 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.

SLOs uses enquiry to establish change and innovation in educational practice.
• 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.

_SLOs ensure they are “information-rich” or, more appropriately, “knowledge rich”._
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.

SLOs exchange information and collaborate with the wider learning system.
• 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.

*Leadership is the essential ingredient connecting the seven SLO dimensions.*
Supporting stakeholders

Schools in Wales as learning organisations

Four purposes

- Developing a shared vision centred on the learning of all learners
- Creating and supporting continuous learning opportunities for all staff
- Promoting team learning and collaboration among all staff
- Establishing a culture of enquiry, innovation and exploration

- Modelling and growing learning leadership
- Learning with and from the external environment and wider learning system
- Embedding systems for collecting and exchanging knowledge for learning

Regional consortia and local authorities
Welsh Government
National Academy for Educational Leadership
Teacher education providers
Qualifications Wales
School networks
Employers
Education Workforce Council
Parents, carers and governors
International and local communities
Estyn