Schools in Wales as learning organisations

Four purposes

Developing a shared vision centred on the learning of all learners

Modelling and growing learning leadership

Embedding systems for collecting and exchanging knowledge for learning

Establishing a culture of enquiry, innovation and exploration

Creating and supporting continuous learning opportunities for all staff

Promoting team learning and collaboration among all staff

Developing and supporting continuous learning opportunities for all learners

Regional consortia and local authorities

Education Workforce Council

Parents, carers and governors

International and local communities

Estyn

Employers

School networks

Qualifications Wales

Teacher education providers

National Academy for Educational Leadership

Welsh Government

Supporting stakeholders
Four purposes

- ambitious, capable learners ready to learn throughout their lives
- ethical, informed citizens ready to be citizens of Wales and the world
- healthy, confident individuals ready to lead fulfilling lives as valued members of society
- enterprising, creative contributors ready to play a full part in life and work
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.
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.
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.
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.
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.
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.
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.