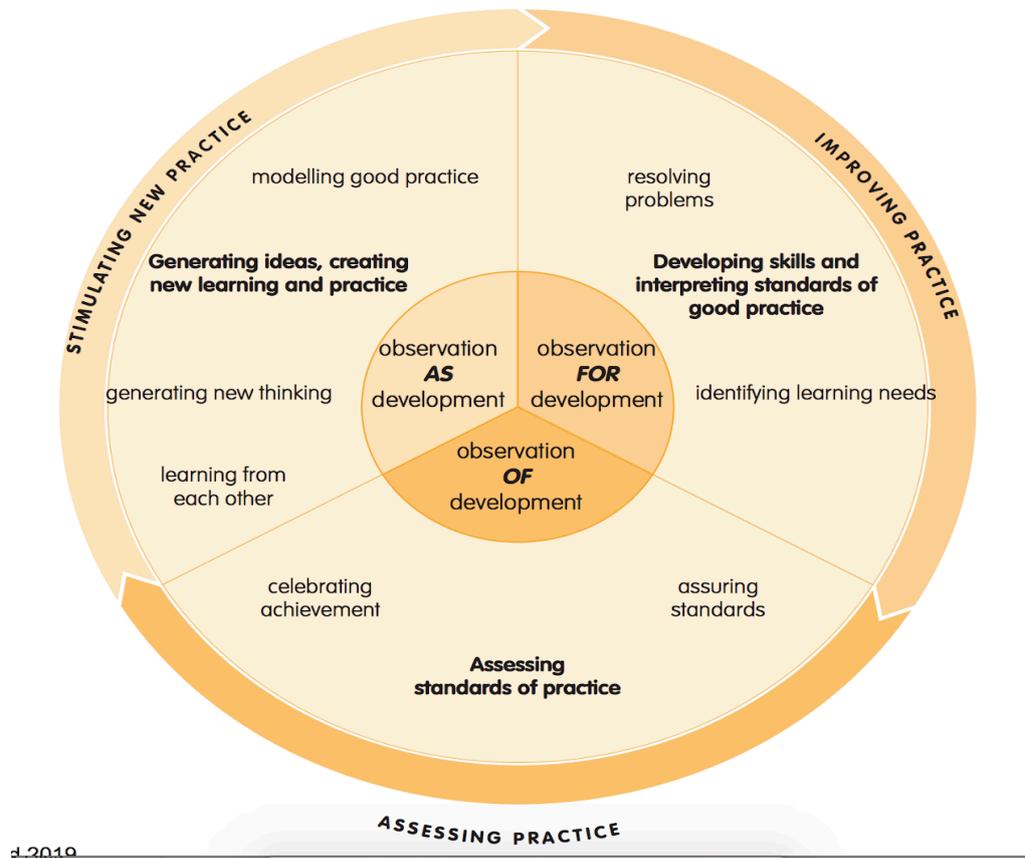


## TEACHING PRACTICE and THE *LEARNING-POWERED SCHOOL*:

### Developmental Classroom Observation

In *learning-powered* schools, the observer is often as much of a learner as the observed colleague. Importantly, the observation 'schedule' is designed in a more open-ended way, to encourage discussion, reflection, creativity and innovation by both parties.

Before observation takes place teachers should identify which learning dimensions, habits and behaviors they will be focusing on, and generate for themselves the tools they will need for capturing the data required to stimulate and inform the ensuing discussion.

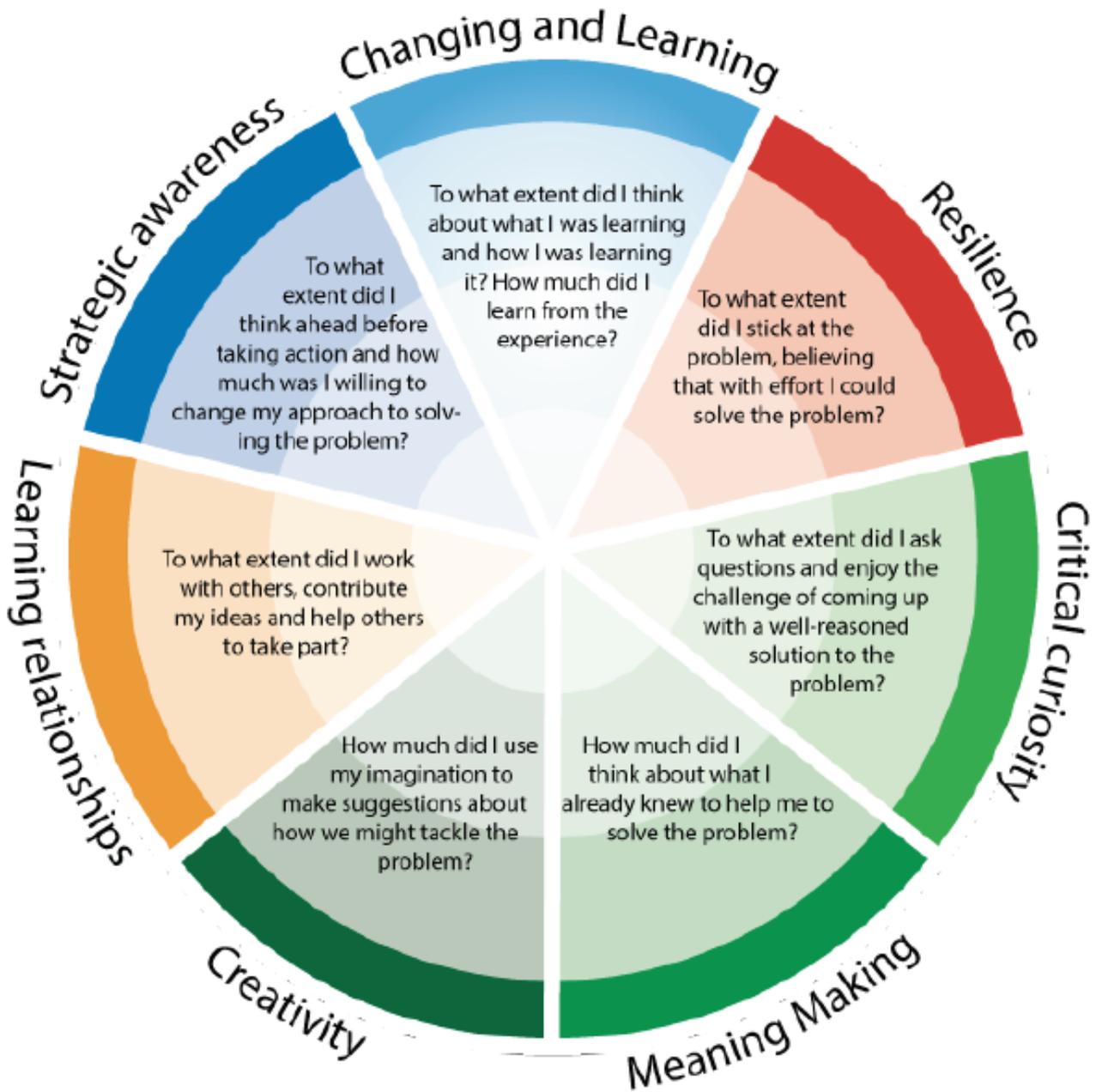


### Students as Observers

Classroom observation in this new world is in many respects, a 3-way process. Not only can the observer and the observed learn but have the confidence to engage their students in their learning process.

Some teachers have begun to use a rating wheel such as that illustrated below to work with their students to gauge the way in which they have addressed particular learning habits during lessons.

A small group of student observers shade the chart and compare their experiences and perceptions with those of their teachers in order to identify areas for further development. Practices such as this enable teachers to ask themselves all manner of questions about the way in which their teaching is received and does much to create a living learning partnership between the teacher and their students.



## THE 6 FREE DOWNLOADS (4)

### THE *LEARNING-POWERED* SCHOOL:

#### Learning from Other Schools

Schools seeking to adopt the *Learning Power* approach often ask: 'What does it look like in practice? Where can we go to see it in action?' Spending a day in a school that is, in some respects, further down the track can be a rewarding experience. However, it is essential to plan carefully and communicate clearly to the host school what you are interested in, in advance of a visit. Maintaining a clear focus during the visit is also important in order to optimize the gains from such an investment of valuable time. It is easy to be distracted by aspects of a new school that are more eye-catching and to realize, on the way home, that you may have missed some of the subtleties in terms of culture, teacher, student and stakeholder benefit and day to day decision-making.

Schools planning a visit will, of course, spend time coming up with an appropriate agenda and what follows is intended simply as an aide memoire:

#### Planning what you want to find out

##### Questions to ask BEFORE the visit:

- Who would be the best people to visit the school?
- What are we trying to find out?
- Can we ask to go into lessons where they are building *Learning Power* in the students?
- Will we be meeting the person who leads this work?
- Will it be possible to talk with other teachers and students?
- How will we be able to gauge the impact and outcomes?
- Can we look at their approaches to developing staff?
- Can we arrange a timetable for our visit?
- Can we arrange some reflection time for ourselves during the visit?

##### Questions to ask DURING the visit:

- Why and when did the school adopt these approaches?
- What has been the impact on teachers and students?
- What are the signs that this is affecting the environment and culture of the school?
- How is the building of *Learning Power* evident in lessons—is it an awkward add-on or a seamless part of the way teachers teach and learners learn?
- How important is this to the school—is it central to their strategic plan?

- What are the key elements of continuing professional development in adopting *Learning Power*?
- How is the school monitoring the effectiveness of building *Learning Power*?
- In what ways are parents involved in this work?

**Questions to ask AFTER the visit:**

- What are the strengths, weaknesses, opportunities, and threats in adopting *Learning Power*-type approaches at our school?
- What impressed us most?
- What questions are we still asking ourselves?
- How will we report and feedback to others at our school?
- How can we bring the SLT on board—do we need an external input?
- How would we start if we were to adopt *Learning Power*?
- Who are the people who could champion this work for us?
- Should we start with a review of current learning habits?
- Can we sketch out a rudimentary action plan?