

TOWARDS BECOMING THE *LEARNING-POWERED SCHOOL*:

Some Helpful Hints

1. Shifting to *Learning Power* practice challenges established thinking and depends upon living and learning a new set of ideals. It develops and transforms the teacher's own learning character ... so, what needs to change if *Learning Power* is to be adopted:

- a recognition that the new *Learning Power* ideas take time to implement and that the shift from where a school is now to where it aims to be will be made in small cumulative steps;
- a continual dialogue to ensure that the intended change remains high-profile and that progress is continuous;
- teachers feeling able to experiment, reflect on and distil their learning;
- the whole school involved in the same 'game' of learning;
- all staff seeing themselves as learners and leaders and managers of their own learning;
- all the while, every member of staff contributing to the building of a new professional trust and mutual respect;
- eventually, development of, and agreement to, standards of *Learning Powered* classroom practice.

2. More on Professional Learning Communities (PLCs)

We have already introduced you to the value of PLCs and provided the Bay House experience in a little more detail.

These meetings have proved to be a prominent underlying pillar of the success of *Learning Powered* schools. They have helped both teachers and support staff to take risks, to examine their classroom practices and to share both their successes and trickiest problems in an atmosphere of trust and commitment.

It is these discussions that are found to offer the support necessary to the systematic development of changed learning habits and the creative implementation of new ways of working.

3. Perfecting Coaching Partnerships

Working in threes, or triads, is often the best way to hone these coaching skills. When one member of the group coaches another, the third observes the dialogue and provides feedback. By rotating these roles, all three become more skilful at coaching one another and engaging colleagues.