

TEACHING and THE *LEARNING-POWERED SCHOOL*:



ELLI is the Effective Lifelong Learning Inventory, was research-validated among 100,000 participants worldwide and continued in research for some 15 years at the Graduate School of Education, University of Bristol, and at Penn State University, USA. The instrument recognizes the importance of managing the relationships between past experiences and newly acquired knowledge and information. It records the status of *ELLI's 7* learning dimensions at a particular moment in time and uncovers the habits and behaviors found to accompany a step-change in personal performance.

The status of each of the 7 learning dimensions is recorded as a simple spider-graphic profile and has become known as an assessment of *Learning Power*. The graphic then becomes the basis for informed interventions to address weaknesses and play to the learner's strengths. The suite of programs and pathways developed over 20 years of operational practice in schools, in Further and Higher Education, in businesses and in government builds *Learning Power* and lead to the attainment of a documented national 'Standard' or road-map, the *Learning Quality Framework*.

Both individual and organizational *Learning Power* are found to change over time and in response to environmental circumstance. Indeed, we now know that *Learning Power* dictates propensity for change as *ELLI* not only records the learning journey's starting point but also assists in prescribing its management. It records progress as the journey unfolds.

ELLI, LEARNING POWER'S ASSESSMENT INSTRUMENT IN PRACTICE WITHOUT BOUNDARIES

The **power to learn** is the essential ingredient in the implementation of strategies for change, whether emancipating the individual or engaging the energies and enterprise of the organization as a whole. *Learning Power* allows those that respect it and work to acquire new learning competencies, the skill to absorb the lessons of past endeavor.

ELLI empathizes with the cultural and learning environment in which the learner finds him or herself at the outset, or point of preliminary profiling, but enables the prescription of a learning journey to meet either, or both, individual need and organizational purpose and requirement.

In schools *Learning Power* is found to transform classroom culture by creating an environment in which knowledge transfer becomes a partnership between teacher and pupils, actively encouraging creativity and persistence.

In Further and Higher Education it has underpinned ‘Blended Learning’ and significantly, addressed the lack of resilience in trainee teachers as they enter the classroom for the first time. Additionally, it has promoted the search for new ways of working when catering for the needs of mixed ability groups or marginally qualified students.

In business, SMEs have been able to address managerial conflict and turn the challenges of survival into strategies for economic growth. Larger corporates embrace the management of *Learning Power* as a measure of employee lifetime value.

In government, *ELLI* was adopted by a Government Department as the platform upon which to build the Learning and Development programs that prefaced the 2016 overhaul of the Civil Service. Uncertainty and the prospect of redundancy were new experiences for many employees but their futures would rely on their ability to adapt to their circumstances, recognize the value of past experience and, in many cases, harness their inherent marketability for the first time.

In this latter example, *ELLI* had a dual function. First, to bring greater depth of understanding to the inter-relationships between the Civil Service’s own Leadership and Values Statements and its Curriculum and Competency Framework. Second, to engage those vulnerable to redundancy in the learning journey that can lead to the confidence to recognize a change in direction and secure future opportunity.

