

What Leaders of Learning must know



Leaders of Learning should always ask how what they do directly impacts upon Teaching *for* Learning.

“It’s not what I do but the difference I make...!”

Key questions that should constantly be asked are:

- How well are we doing?.....Is there a **positive** impact upon learners?
- Can we do it better?.....Is there **sufficient** impact upon learners?
- Do we need to do things differently?.....Are we catering for **all** learners? (equal opportunities)

Answering these questions often identifies a need for change in systems, practices or culture.

The fundamental role of a leader of learning is to **lead sustainable change** in their part of the school and support it at whole school level.

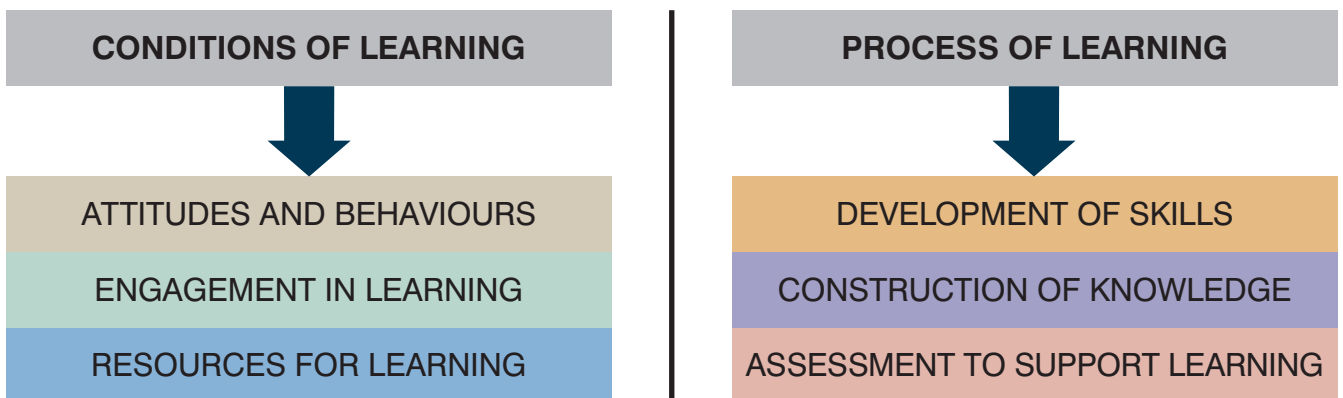
How well leaders and managers deal with this directly contributes to the judgement on “ The school’s capacity for sustained improvement.” (The SEF and Framework section A8.2)

Cocentra’s Teaching *for* Learning Framework has been developed from previous models and from our extensive work with schools, teachers and learners across the country. It offers a robust and manageable framework to complement the teaching and learning policy and develop a culture of improvement which focuses on enhancing teaching *for* learning.

The Framework has four main components:

1. The six LEARNING ELEMENTS.

These are broken down into three elements for CONDITIONS and three for PROCESS.



2. The CHARACTERISTICS OF EFFECTIVE TEACHERS AND EFFECTIVE LEARNERS for each element.

These show the inter-relationship between what teachers teach and what learners learn, and the impact of one upon another. See next page.

3. The KEY INDICATORS

These break down the characteristics further to enable reviewers to be more precise during observation and feedback. See pages 45 - 58.

4. Clear GRADE DESCRIPTORS

These illustrate what ‘outstanding’, ‘good’, ‘satisfactory’ and ‘inadequate’ look like for each element. They allow for common judgements to be made but also act in a developmental way in demonstrating what needs to happen to make further improvements. See pages 60 - 65.

The Cocentra Teaching for Learning Framework[©]

Cocentra's Key Indicators

The broad descriptors of effectiveness for learners and teachers provided for each element are further broken down into key indicators which can be used to support focused and precise reviews/observations.

These are known as the Key Indicators. They are used in the review/observation and are included in the toolkit as part of the Review Recording Sheets.

This is an example of how the Learning Element for Attitudes and Behaviours extends into key indicators.

Other elements follow the same pattern.

The Cocentra Teaching for Learning Framework[©]

Characteristics of effective LEARNERS	CONDITIONS FOR LEARNING ELEMENT	Characteristics of effective TEACHERS
Demonstrate interest, motivation, self-awareness and self-esteem when working as an individual. Effectively participate in teamwork through positive and supportive contributions, use of social skills and empathy.	ATTITUDES and BEHAVIOURS	Demonstrate high expectations of learners by establishing constructive relationships. Provide motivational and powerful experiences to engender positive attitudes and conditions for learning.
Show a readiness to learn. Demonstrate interest, enthusiasm, enjoyment and resilience when challenged. Work productively at a good pace. Enjoy making progress.	ENGAGEMENT in LEARNING	Select appropriate teaching strategies from their repertoire (including ICT and e-learning). Use suitable language, speed and maintain interest. Provide challenge effectively matched to individual learners.
Demonstrate self-management through selecting and using learning spaces and resources appropriately to support learning.	RESOURCES for LEARNING	Provide a clear discipline for the safe use of a variety of internal and external learning spaces as well as physical, human and ICT resources within the learning environment.
Characteristics of effective LEARNERS	PROCESS OF LEARNING ELEMENT	Characteristics of effective TEACHERS
Show progress in literacy, numeracy and ICT. Demonstrate independence, creativity, self-reflection, enquiry and the ability to lead the learning of others.	DEVELOPMENT of SKILLS & UNDERSTANDING	Plan learning sessions to personalise and build learning and thinking skills. Deepen the knowledge and understanding of all learners. Facilitate effective communication and interaction.
Demonstrate progress by being able to consolidate previous learning. Link prior knowledge to new learning. Effectively apply knowledge and understanding.	CONSTRUCTION of KNOWLEDGE	Demonstrate a secure academic knowledge and understanding. Create an appropriate level of challenge to enable individual learners to construct, reinforce, expand and apply knowledge effectively.
Reflect on and articulate the progress they have made in their learning. Have clear understanding about their next steps in learning and what they need to do to make further progress.	ASSESSMENT to support LEARNING	Support and guide learners to reflect on their learning. Assess the progress of individual learners. Offer accurate and constructive feedback about the next steps in learning. Use assessment to inform the next learning session.

STAFF NAME		SUBJECT	
OBSERVER NAME	YEAR GROUP		NUMBER
FOCUS	TIME IN SESSION		DATE

LEARNERS	CONDITION FOR LEARNING ELEMENT	TEACHERS
Demonstrate interest, motivation, self awareness and self esteem when working as an individual and effective participation in teamwork through positive contribution, use of social skills and empathy.		Demonstrate high expectations of learners achieving their potential by establishing constructive relationships and providing motivational experiences to engender positive attitudes and conditions for learning.
KEY INDICATORS		KEY INDICATORS
<ul style="list-style-type: none"> • Demonstrate interest, motivation and positive behaviour • Display self awareness and self esteem, acting independently and responsibly during the session • Demonstrate independence in their learning • Recognise the need for collective responsibility in maintaining high standards of behaviour • Are responsive to the teacher and to the learning needs of others with their behaviour enabling learning to take place • Participate effectively in the session overall • Demonstrate empathy and social skills generally and especially when working in a team or as team leader 	ATTITUDES AND BEHAVIOURS	<ul style="list-style-type: none"> • Demonstrate high expectations of learners in all respects and especially about their progress in learning • Establish constructive relationships • Demonstrate a motivational attitude, style and approach • Demonstrate a positive attitude to all learners • Set an expectation about learners attitudes to their learning and associated behaviours • Apply rigorous routines which are clearly understood by learners • Manage challenging behaviour quickly and effectively • Notice and praise good achievement and/or effort consistently treat all learners fairly • Treat all learners fairly

Evidence of ATTITUDES AND BEHAVIOURS observed:

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Although the indicators are to be used when recording evidence during an observation, they do not provide a means of determining where to pitch a judgement about the effectiveness of the session. To do this, grade descriptors are provided for each of the learning elements (see over).

When deciding about a particular review/observation it is important for the reviewer and reviewee to agree on who will have access to the completed sheets. See Observation of Learning Sessions - Stage 1 page 29.

Grade Descriptors

Grade Descriptors are provided for each Learning Element with criteria related to learners and teachers.

In order to standardise judgements, we use the same Ofsted categorisation of 'Outstanding', 'Good', 'Satisfactory' and 'Inadequate.'

The example below is the Attitudes and Behaviour matrix. Full descriptors for each element can be found in Section 6.

Grade Descriptors – Attitudes and Behaviours				
Characteristics of effective learners	Outstanding looks like	Good looks like	Satisfactory looks like	Inadequate looks like
Demonstrate motivation self awareness and self esteem when working as an individual and effective participation in teamwork through positive contribution, use of social skills and empathy	<ul style="list-style-type: none"> Nearly all learners participate effectively in the session overall Nearly all learners have highly developed skills and capacities to work independently and collaboratively, showing high levels of self esteem Nearly all learners show initiative Nearly all learners demonstrate empathy and social skills, especially when working in a team or as a team leader Nearly all learners display self awareness taking full responsibility for their learning very independently and responsibly Nearly all learners are extremely responsive to the teacher and recognise the need for collective responsibility in maintaining high standards of behaviour to enable learning together to happen Nearly all learners' behaviour enables the teacher to teach Nearly all learners concentrate and are attentive and responsive to the teacher and to the atmosphere necessary for learning Nearly all learners demonstrate positive relationships with the teacher and other learners 	<ul style="list-style-type: none"> Most learners participate effectively in the session overall Most learners apply themselves well to independent tasks and demonstrate self esteem Most learners demonstrate empathy and social skills especially when working in a team or as a team leader Most learners act independently, display some self awareness and largely take responsibility for their actions and their learning Most learners are very responsive to the teacher and understand the need for good behaviour, act well themselves and encourage it in others Most learners behave well, they listen attentively and can maintain concentration without needing direct supervision Most learners are aware that inappropriate behaviour disrupts the learning of others Most learners demonstrate positive relationships with the teacher and other learners 	<ul style="list-style-type: none"> Some learners participate effectively in the session but a significant majority do not Some learners are able to pursue tasks independently and work collaboratively, some display emerging levels of self esteem Some learners demonstrate empathy and social skills especially when working in a team or as a team leader Some learners take a small part of the responsibility for their actions and learning Some learners are responsive to the teacher and show concern about behaviour for learning and understand the consequences of their actions admitting their part in any disruptive behaviour Some learners behave well though there may be notable exceptions to this - they generally listen and act in a way that does not disrupt the learning for most other learners The behaviour of some learners affects the learning of others through causing low level disruption Some learners demonstrate a reasonable relationship with the teacher and other learners 	<ul style="list-style-type: none"> Most learners do not participate effectively in the session Many learners show very little aptitude or capacity for independent or collaborative team work. Most learners do not demonstrate any self esteem, empathy or social skills especially when working in a team or as a team leader Many learners show little independence and self awareness accepting little or no responsibility for their actions or their learning Many learners are not responsive to the teacher, show little or no concern for the consequences of their actions and its impact on others. The behaviour of many learners is poor; they are inattentive and many disrupt the learning of others through being noisy, interrupting and generally causing disruption Many learners demonstrate poor relationships with the teacher or other learners
Characteristics of effective teachers	Outstanding looks like	Good looks like	Satisfactory looks like	Inadequate looks like
Demonstrate high expectations of learners by establishing constructive relationships and providing motivational experiences to engender positive attitudes and conditions for learning	<ul style="list-style-type: none"> The teacher sets very high expectations of learners reach and exceed their potential The teacher takes total responsibility for creating excellent conditions for high standards of behaviour The teacher has well practiced routines rigorously applied and manages challenging behaviour quickly and very effectively Good achievement and effort are always noticed and praised Routines and activities demand high but appropriate levels of pupil independence and responsibility The teacher secures a very high level of motivation, interest and involvement through their enthusiasm, enjoyment and passion The teacher exhibits excellent relationships with learners being highly alert to the social, emotional, and learning needs of all individuals and shows them all trust and respect All learners are treated fairly 	<ul style="list-style-type: none"> The teacher sets high expectations of learners reaching and in some cases exceeding their potential The teacher takes responsibility for creating positive conditions for learning and expects good standards of behaviour The teacher has clear routines that are consistently applied and inappropriate behaviour is generally dealt with quickly and effectively Good achievement and effort are noticed and praised most of the time Clear opportunities for independence and responsibility are created The teacher motivates and involves almost all learners through their keenness and enthusiasm The teacher builds positive relationships with learners being alert to the social, emotional and learning needs of most learners showing them trust and respect All learners are treated fairly 	<ul style="list-style-type: none"> The teacher expects learners to work hard and do their best The teacher's style contributes positively to the conditions and atmosphere where learning can occur most of the time The teacher has routines for developing acceptable behaviour that are generally applied with consistency The teacher deals with poor behaviour appropriately though there may be a small but significant number of occasions when they do not Good achievement and effort are sometimes noticed and praised Some opportunity for independence is created The teacher motivates most learners through their enthusiasm The teacher fosters satisfactory relationships with learners being alert to the social, emotional and learning needs of some learners Some inconsistency of treatment of learners occurs 	<ul style="list-style-type: none"> The teacher has limited or low expectations of learners The teacher's style does not contribute positively in creating an atmosphere nor conditions for learning Classroom routines are not established and expectations of acceptable behaviour are not evident nor consistent Poor behaviour often goes un-noticed and uncorrected Good achievement and effort are rarely noticed or praised. Little expectation of independence or responsibility The teacher shows little interest or enthusiasm and generates little motivation amongst learners The teacher demonstrates little awareness of learners and neither trusts nor respects them - relationships between teacher and learners are strained Some inconsistency of treatment of learners occurs

When and how to use the grade descriptors

Even experienced observers often find it difficult to make judgements during the observation. To aid this, we suggest that the descriptors are not used during the observation, but afterwards. The judgement is arrived at by matching what has been actually seen during the session to the descriptors for teaching and for learning.

This can be undertaken in two ways and can depend upon the developmental stage of the teacher and / or the observer or the culture of the school. Either:

1. A judgement can be made by the observer and then discussed with the teacher, with the descriptors used as a reference to decide upon relevant further support and guidance.

or

2. A judgement can be made jointly by the observer and teacher during feedback to find 'best fit' and agree how developments can be made with support needed.

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Evidence of ATTITUDES AND BEHAVIOURS observed: