

LEARNING PIT ACTION PROCESS

Identify Your Aim

Elevate Your Vision from Imagine to Impact

Engage all staff in creating a truly shared vision, developing a common language and identifying the desired behaviours that align with the vision.



Evaluation & Next Steps

Sustaining Good Practice

Ongoing evaluation and impact monitoring inform next steps to build capacity for sustained growth and a plan to share good practice within the school.



Reflection

Excellent Progress for All

A keynote with James Nottingham reflects on progress so far, and challenges staff to consider student and teacher efficacy as a way to build and develop the desired learning behaviours.



Action Learning

Learning Pit Workshops & Ongoing Reflection

Workshops, videos, online learning, and coaching sessions provide the rationale, tools and resources needed for teachers to take action in their classrooms. Videos and coaching sessions create on-going collaborative reflection, building momentum for further action in the classroom.



Seek Inspiration

Assessment of Impact Visit

Focus on the learner experience and collect evidence relating to the vision and desired behaviours.



Create a Plan

Leaders Twilight

Using language from the vision and analysis of the assessment of impact report, the LP team will support the school in creating a plan for improvement.



STORIES OF IMPACT

The long-term work that we do is designed specifically for the context of the school and is based on observations and ongoing monitoring to achieve the most impact on learning. We measure the impact you want to have on learning and ensure that the improvement is sustainable by increasing the capacity of your staff while building learning focused culture in your school.

Creating a Learning Culture

We focus on the learners and the culture of learning by sharing strategies and frameworks to encourage challenge and a common language of learning. As a result of their work with us, schools have shared the following examples of impact:

- Teachers and leaders are more systematically collecting and using student data to inform their decision-making around next steps for learning.
- Education Scotland (Feb 2018) reported that an observed 26 of 27 lessons featured active learning compared to 5 of 12 observed lessons at the start of the work.
- 79% of students asked could explain what they were learning and referred to clear, shared learning intentions compared to 30% at the start of the work.
- Challenge is seen as a positive element in 75% of the classrooms. The Learning Pit is seen in more than 50% of the classrooms/pre-schools visited, and when asked, the kids refer to it as a metaphor for learning.
- 80% of staff now actively teach students how to learn. This linked to their use of Learning Intentions and Success Criteria.

Creating a Culture of Growth Mindset

We have helped schools to develop a growth mindset language and have encouraged them to respond to mistakes. Schools have reported the following examples of impact.

- In every classroom, all students are now encouraged to examine their mistakes and talk about them in learning situations, compared with 55% who were encouraged to do this in 2016.
- At the start, 50% of students believed that abilities are grown and developed. A year later, this had increased to 80%. Students were able to give reasons why they believed this.
- 100% of the students that were interviewed in the final evaluation could explain the difference between a growth mindset and a fixed mindset and gave examples to show their understanding.
- Mistakes are embraced as a learning opportunity across the school.

Improving Dialogue for Learning

We provide teachers and leaders with strategies to increase authentic dialogue about learning and to using questioning to encourage exploratory dialogue with students. The following examples of impact have been shared by schools:

- The amount of classroom dialogue has increased in more than 50% of the visited classrooms and exploratory talk is now developing.
- Students' ability to express themselves has increased.
- Staff are increasingly discussing pedagogical methods with their colleagues to improve learning.