

A Learning Organisation Review

This tool helps you to

- Look at the school through a learning-focused lens
- Extend understanding of the school as a learning organisation
- Identify good practice
- Explore pinch points
- Identify issues and practice for development

The tool is organised into four profiles

- The extent to which the school itself is emotionally engaged;
- The extent to which it is cognitively skilled;
- The extent to which it is socially adept;
- The extent to which it is strategically aware.

The Review is best undertaken in a spirit of

- Curiosity
- Enquiry
- Ruminative discussion
- Evolving judgement
- NOT monitoring or checking up

The Learning Organisation Review is a tool for learning offering:

- difficult questions based on learning power principles
- rating scales seeking opinions on effectiveness estimates
- rating scales gauging the validity of your effectiveness estimates

Ways of undertaking the learning review

The Profiles

- The emotional culture
- The cognitive culture
- The social culture
- The strategic culture

Each profile offers seven questions about the way in which the school as an organisation might operate. Each question invites you to Reflect on how the organisation operates at whole-school level. Please print a separate set of sheets for each.

Using the Profiles

There is no one right way of using the profiles. You could try some of the following suggestions; or adopt, combine and extend them; or use the profiles in completely different ways, in creating your own review.

- Senior Leadership Team divide the profiles between them, make notes for each aspect based on their knowledge of the school, and then come together as a team to discuss.
- Undertake a desk-top review drawing on what you know of the school's organisational culture.
- Invite staff to work together to contribute their views of the school as an organisation
- Or a combination of the above
- [The review could also be conducted in relation to teams within the school – faculties, phases etc].

[In responding to the questions in the review, the word 'we' refers to the organisation itself, not just to senior or middle leaders. So the first question, 'How effectively do we take control of our own destiny?' means 'How do we *as an organisation* take control of our own destiny?']

Evidencing the profiles.

You are invited to offer three types of evidence for each phase.

Low①②③④⑤High	Estimate of the extent to which this describes our organization
Evidence	Description of what happens in the school with regard to your understanding of the question.
Evidence type: A – B – C – D – E	An estimate of the soundness or validity of your evidence. A = These are guesses, as we have not looked at the school like this before. B = These are impressions. C = There is some anecdotal evidence to support these judgements. D = We have evidence and can give multiple examples to support this. E = We have solid evidence from multiple recent experiences, verified by conversations with teachers.

Profile 1: The emotional culture of the organisation

Date

How effectively do we take control of our own destiny?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How consistently do we identify and pursue our own long-term goals ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do we retain our focus and commitment in the face of adversity and/or external pressures?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do we demonstrate our commitment to taking risks and learning from the mistakes we make?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How optimistic are we about our ability to recover from setbacks ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How attentive to detail are we ? Are our administrative structures sufficient to support effective leadership and management ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
To what extent do we avoid complacency when things are going well ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 2: The cognitive culture of the organisation

Date

To what extent do we exhibit an appetite for enquiry and curiosity?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective are we at generating imaginative responses to changing circumstances ??	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do we ensure that our actions are consistent with each other and reveal our understanding of how different aspects interrelate ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
To what extent are we logical and systematic in order to secure desired outcomes ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do we make a flexible use of people and resources ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do we back our hunches and intuitions to play with ideas and explore possibilities ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do we focus on what can / could be done, rather on what can't / shouldn't be done ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 3. The social culture of the organisation

Date

How well do we articulate our views / values / aspirations to all of our partners ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively do leaders listen, consult, and convey consistent messages?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do we enable people to learn with and from their peers ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How committed are we to the professional development of all of our team ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively do leaders at all levels coach others to support growth and development ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do we network with other schools to identify best practice ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effectively do we demonstrate how we much value everyone's contribution ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 4. The reflective culture of the organisation

Date

How powerful and how well understood is the vision for the school ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective is the SIP in supporting the realisation of this vision ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
Do we monitor performance sufficiently so that we can modify practice proactively rather than reactively ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
Are we sufficiently honest and realistic in relation to our own self-evaluations?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do demonstrate the effectiveness is more important than efficiency ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How effective is the performance management system at developing (as opposed to judging) others ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
How well do we know ourselves as an institution that learns, playing to its strengths and minimising weaknesses ?	Low ① ② ③ ④ ⑤ High
Evidence	Evidence type: A – B – C – D – E
	Average score []

Learning Organisation Review – Reflection

Now you've looked at the culture of your school have a think about what you found and what it might mean.

- Have you looked at your school/as an organisation like this before?
- Of the 4 profiles reflecting the domains of learning (emotional, cognitive, social and strategic), did any score more or less highly than others? Why do you think this might be?
- If you looked at each Key Stage / Faculty separately, which had the highest scores? Why might this be?
- Is your **evidence base** broadly the same across all 4 domains, or are there variations? i.e. do you have a more sound evidence base for some domains of learning than others. Eg cognitive. Why might this be?
- If others in your school were to complete this review, what do you think you would find ?
- Do you agree that these 28 statements are useful indicators of a positive organisational culture? Are there any that do not fit well with your view of how schools should be?

Having undertaken the Learning Organisation review, what is the one biggest outcome for you personally?

Which domain of learning does the school need to improve first?

What might you do in light of undertaking this review ?