

The players

What leaders, teachers and learners need to do

The action plan

		The players			Anticipated Impacts
		Senior leaders	Teachers	Learners	
The Action Plan for 'Playing the Learning Power Game'	Recognising students' learning behaviours	Recognise the need to play a deeper educational game. Develop a plan to collect and review data to uncover students' learning behaviours. Discuss findings with teachers and ensure teachers are equipped to help students grow their learning behaviours.	Complete a learning characteristic profile for each student. Recognise how this information sheds new light on students as learners. Recognise the value of learning behaviours and their possible impact on teaching. Use this data to think about and plan possible shifts in classroom practice.	A learning character profile is constructed for every student. At this early stage profiles aren't shared with students. Older students may be involved in creating their learning profiles and made aware of the school's interest in developing them.	Leaders, teachers and students become increasingly aware of student learning behaviours, gathering sufficient detail to inform both day to day teaching and interventions that narrow perceived learning gaps.
	Readying Classroom Culture using four key learning behaviours	Engage in continual dialogue with staff to encourage their experiments in developing learning cultures that encourage learners to: take more responsibility for learning; talk about their learning; consciously use their learning behaviours; celebrate learning growth.	Experiment with small shifts in classroom culture, designed to create an increasing focus on the learning-process, taking account of the learning growth patterns of the key behaviours perseverance, questioning, collaboration and refining.	Students experience classroom cultures that offer them: an increasingly active role in their own learning; opportunities to talk about how they are learning; encouragement to strengthen their learning behaviours; celebration and praise for their learning behaviours rather than achievement.	Increased awareness of how classroom cultures affect students' learning behaviours. Students gradually recognise themselves as agents of, rather than recipients of, their own learning. Classrooms are becoming more learning-friendly.
	Readying Curriculum Delivery using four key learning behaviours	Encourage teachers to plan and trial lesson plans designed to blend the use of appropriate learning behaviours with content and make this visible to learners. Over time agree which features appear to work most effectively in all classrooms.	Incorporate a range of learning activities / strategies into lessons aimed at growing and strengthening the four key learning behaviours. Trial and amend these activities to ensure they work productively for all students.	Students experience a range of activities and strategies intentionally designed to make the process of learning increasingly visible. Students discern these shifts, and come to understand that learning is learnable and that they can control how they learn...	Many lessons now display and deliver aspects of the curriculum in a way that enlists and strengthens learning behaviours. The process of learning is increasingly visible to students.
	Expanding the use of learning behaviours	Ensure teachers/ teams enjoy time to discuss student data re. progression in learning habits. Note results and identify patterns of success at school, year and class levels. Plan for further growth.	Extend lesson design to include a wider range of learning behaviours in order to influence all aspects of students' learning behaviour profiles. Planned activities ensure students use all the learning behaviours at the phases of growth indicated in profiles.	Students experience lessons intentionally designed to bring a broad range of learning behaviours into active use. Specific behaviours are strengthened by activities that reinforce students' current phase of growth and enable the next phase to be aimed for.	The majority of lessons across the school are planned and delivered with a dual focus...content and process, the what and the how of learning.
Anticipated Impacts		Leaders assess and learn from changing classroom practice and progression in students' use of learning habits. They plan to absorb learning behaviours progressively across the whole curriculum, using the learning progression charts as a guide.	Teachers assess and learn from the impact of their interventions in relation to their own growth as a learning powered teacher AND in relation to their students' growth as better learners.	Students consciously use an increasing range of learning behaviours in their everyday learning. They develop a richer learning language and begin to understand themselves as a growing learner.	

Anticipated outcomes for leaders, teachers and learners

Outcomes of changes to classroom culture