

A Learning Culture Review

This tool helps you to

- Look at your classroom through a learning-focused lens
- Extend your understanding of the learning culture of classrooms
- Identify good practice
- Explore pinch points
- Identify issues and practice for development

The tool is organised into four profiles

- The extent to which learning is a shared responsibility
- The extent to which learning is the object of conversation
- The extent to which lessons are constructed with learning in mind
- The extent to which classrooms celebrate learning rather than performance

The Review is best undertaken in a spirit of

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

The Learning Culture 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 culture review

The Profiles

- Relating for learning
- Talking for learning
- Constructing learning
- Celebrating learning

Each profile offers seven questions about the way in which the culture of a learning-focused classroom might operate. Each question invites you to observe, describe and rate current practice in your classroom. Please print a separate set of sheets for each.

Using the Profiles

Spend a bit of time reflecting on your own classroom culture. No need for extensive research, just trust your instincts.

Once you have completed your own profile, why not compare your profile with a trusted colleague? What are the similarities? Differences? What might you learn from each other?

Evidencing the profiles.

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

Low 1 2 3 4 5 High	Estimate of effectiveness in your own classroom.
Evidence	Description of what happens in your classroom with regard to your understanding of the question.
Evidence type: A – B – C – D – E	<p>An estimate of the soundness or validity of your evidence.</p> <p>A = These are guesses, as I have not looked at my classroom like this before.</p> <p>B = These are impressions.</p> <p>C = I have some anecdotal evidence to support the judgements.</p> <p>D = I have evidence based on classroom observation.</p> <p>E = I have solid evidence from observations of learning, supported by conversations with pupils, colleagues and senior leaders.</p>

Profile 1: Learning Relationships

How effectively do I devolve responsibility for learning to students?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How often do I adopt a coaching approach?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do I show that I too am still learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well does my classroom culture enable students to be self-regulating?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is my classroom culture in developing a sense of shared endeavour?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
To what extent are my students motivated to engage with the learning opportunities on offer?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively does my classroom help students to become increasingly independent?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 2: Classroom talk

(Key stage: ____)

How fluently do I talk about the process of learning using the school's learning language?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is my classroom in creating a shared understanding of the learning process?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do I offer learning-related feedback?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do my students respond to and act on learning-related feedback?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How often is the school's learning language evident in classroom discourse?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How fluent are my students in talking about their learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well do my students understand the process of learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 3. Constructing learning

(Key stage: ____)

How often is challenge sufficiently high to activate the need for perseverance?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well are lessons planned and delivered with both content acquisition and learning behaviours in mind?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is my classroom culture in offering students opportunities to reflect on what and how they have learned?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
Are most learning activities sufficiently rich to engage learner interest?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well are my students able to explain how they are learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively do my students engage with opportunities for reflection?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well are my students developing an appetite for learning that is challenging?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Profile 4. Celebrating learning

(Key stage: ____)

How effective is my classroom culture in encouraging students to see mistakes as learning opportunities?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively does classroom display help students to understand the learning process?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is my classroom culture at helping students to believe that they can get better at learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is my classroom culture in valuing process over outcome/product?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How well does my classroom display communicate the school's vision for learning?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effectively does my classroom culture enable students to become aware of their growth as a powerful learner?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
How effective is my classroom culture in developing a positive, can-do mindset?	Low 1 2 3 4 5 high
Evidence	Evidence type: A – B – C – D – E
	Average score []

Learning Culture Review – Reflection

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

- Have you looked at your classroom like this before?
- Does the observational focus on a **culture to support student learning behaviours** complement, or conflict with, a more traditional observational focus on teachers' teaching behaviours?
- Of the 4 profiles reflecting the four aspects of classroom culture, did any score more or less highly than others? Why do you think this might be?
- Is your **evidence base** broadly the same across all 4 aspects, or are there variations? i.e. do you have a more sound evidence base for some aspects of learning than others? Eg Relating for Learning. Why might this be?
- Talk with others who have completed the review. If you were to complete this review for the oldest students in your school and for the youngest ones, what do you think you would find? Do classrooms become increasingly positive with age, or decreasingly, or would there be no differences? Or are the variations simply dependent on the teacher's underlying philosophy / practice?
- Do you think that these 28 statements are a useful lens through which to view your school's classroom culture?

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

Which aspect of learning do I need to improve first?

What might you do in light of undertaking this review?