

## Do You Have A “Learning to Learn” School?

This self assessment table has been compiled to allow you to look at school wide practice in purposeful learning. It is intended to help schools affirm what they are already doing to make purposeful learning explicit and to prioritise what to do next.

A Learning School Self Assessment	Where are we now? [date]	Where do we want to be? [date]	How will we get there?		
			Where do we begin? [date]	Where to next? [date]	Then where? [date]
Has your school community got a common understanding of “Learning”?					
Is this understanding of “Learning” identified in your school vision?					
Can this understanding of “Learning” be explained by all staff members/ students/ school support staff/ the local parent/whanau community?					
Is this understanding of “Learning” evident in every classroom, and across the wider school environment?					
Do you have a “toolbox” of student learning and thinking strategies?					
Are these tools for learning and thinking displayed on every classroom wall and evident in students’ work?					
Are these tools for learning evident in the wider school environment?					
Can teachers use the definition of learning to identify their students’ position in the learning process and what they need to do next?					
Can students identify where they are in the learning process and what they need to do next ?					
Do you have a common language of learning?					
Is this language of learning displayed on every classroom wall?					
Is this language of learning					

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evident in the wider school environment?					
Is this language of learning evident in student work?					
Do you use common metacognitive strategies across the school?					
Do classroom teachers plan for metacognitive process?					
Can students explain their metacognitive thinking?					
Do you have regular whole staff discussion/ reflection on teaching and learning?					
Do you have a regular team/syndicate discussion/reflection on teaching and learning?					
Do you have regular PD sessions focused on teaching and learning?					
Do staff meet to share and discuss professional readings?					
Are teaching and learning successes celebrated across team/syndicate school/local community ?					
Are student learning successes celebrated at school wide level?					
Are students given regular opportunities to share their learning across the school community?					
Are ICTs being thoughtfully used to enhance the conditions of value for learning across the school?					
Can teachers explain how the ICTs used enhance the specific conditions of value in student learning outcomes.					
Can students explain how ICTs enhance the specific conditions of value in their learning outcomes.					

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Do teachers collaborate when planning learning experiences?					
Is teacher planning displayed in classrooms?					
Does teacher planning cater for the learning needs of all students?					
Is ongoing formative assessment evident in every classroom?					
Is there evidence of rubrics/success criteria on classroom walls and in students' work?					
Are students able to monitor their progress in learning against rubrics and success criteria?					