

# School Learning Vision



# Why a Learning Vision?

## 11 characteristics found in effective schools

- Professional leadership
- Shared vision and goals .....
- A learning environment
- Concentration on teaching and learning
- Purposeful teaching
- High expectations
- Positive reinforcement
- Monitoring progress
- Pupil's rights and responsibilities
- Home & school partnership
- A learning organisation

Sammons, Hillman & Mortimore 1995, P8

The hallmark of any successful organisation is a shared sense among its members of what they are trying to accomplish

**Rosenholt 1989**

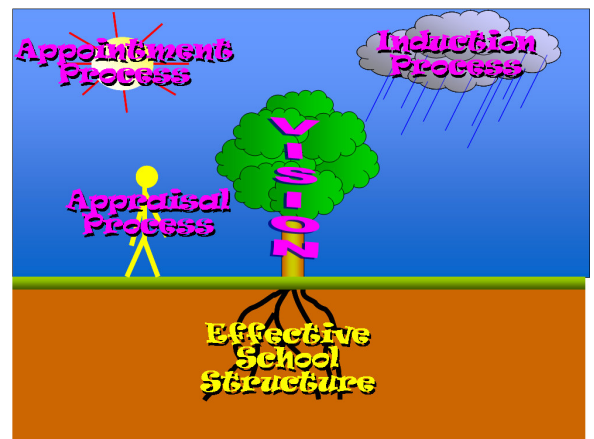
Everyone who works in a school is not only entitled to a unique and personal vision of the way he or she would like the school to become, but has an obligation to uncover, discover, and re-discover what the vision is and contribute it to the betterment of the school community

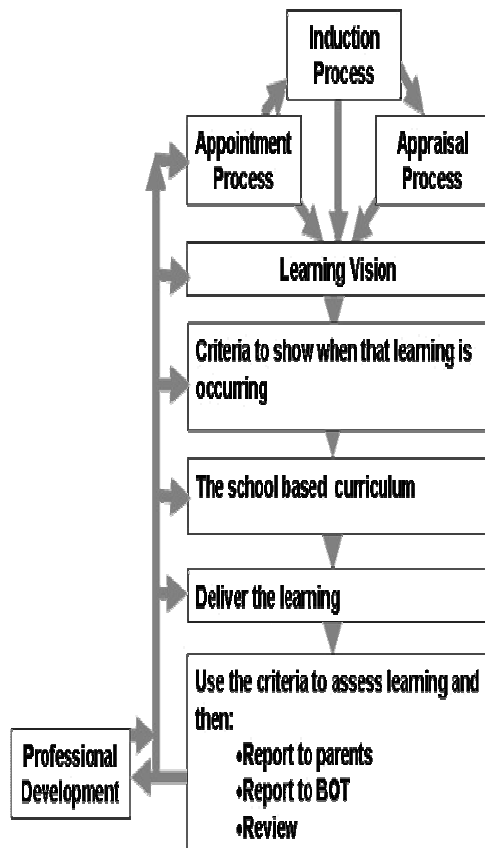
**Barth 1990**

**A SCHOOL VISION SHOULD BE A LIVING VISION THAT PUTS THE DESIRED LEARNING FRONT AND FOREMOST**

An analogy of a living vision:

- This is a learning vision that outlines what the school values for its pupils.
- Where the learning vision is central and front for all staff.
- Where the learning vision is serviced by an appointment, induction and appraisal processes that target the delivery of that vision.
- Where the vision has a supporting structure that keeps it alive and the focus of classroom practice.





Vision is recognised as being a major factor in effective schools. But we have all been in schools which have a written vision and yet are way short of being effective schools. Generally the vision statements have little or no link to the central or core business of school. A powerful vision is something that should give me clear guidance as a classroom teacher in my core business.

This diagram outlines a structure for a school that has a strong learning vision and deliberately sets out to deliver that vision. It is An action structure that helps clarify and sort many of the issues and forces that insidiously move us away from effectiveness at school and teacher level. A number of schools are now, working with QuEST, utilising this as a strategy for major school change.

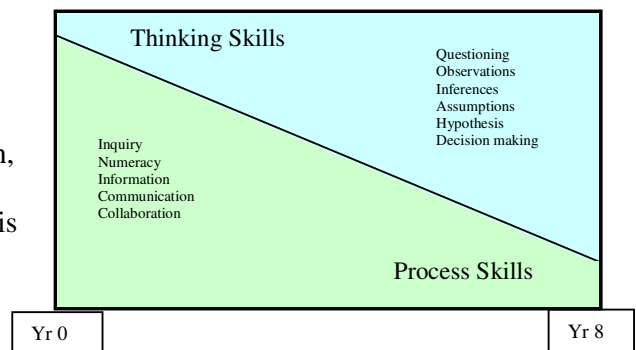
## Assessment

This is one of the huge issues that seems to plague schools and teachers.

We find it so hard to establish clear guidelines about what to assess. Everyone has their own barrows to push and there is the ongoing concern that perhaps there is something important that we haven't been assessing. The end result is a huge amount of assessment that has little value, soaks up a lot of time and effort and contributes little to what we are trying to do for our pupils.

### Assess what you value!

If you don't, you will probably end up assessing what someone else thinks is important and end up doing too much assessment. This is the power of a learning vision, it clarifies what you value, and helps you to target your assessment activities at what your learning vision says is of value. But now this is not purposeless assessment because the outcome will be data that enables you to review all the practical aspects of delivering your vision.



This diagram has been developed by T. Bond (QuEST) and is being used by a number of schools to establish some rational breakdown of content, process and thinking assessment.

**Questions to ponder**

Is your vision a compliance vision or does it really outline what you want to achieve for your pupils?

Do you have a specific action structure that targets the achievement of your vision?

How would you diagram the current structure in your school?

Do you have a visual representation that will aid parents and pupils to understand and own the vision for themselves?

Does classroom practice effectively target the delivery of the learning vision?

