
A project to support the development of learning -centred schools

“What helps teachers see themselves as learners”

Responses from the Leeds project group, 2012

- Aspects of the school’s language and culture an open and honest ethos which supports reflection
- School leadership who view themselves as learners
- Staff meetings more learning focused and less managerial
- Peer-collaborative enquiry into teaching and learning, e.g. lesson study, professional learning communities
- An open and valuing approach to teacher’s practice being shared – show and tell during meetings, videoing lessons
- Being encouraged to innovate, review, take what are perceived to be risks
- A collaborative approach to the development agenda
- Showing the children that you are a learner