

### 1. Learning = being taught

Leaders who see learning from this perspective are likely to:

- focus on teachers more than learners, especially their knowledge and “competences”
- view the process of curriculum as one of delivering a body of knowledge
- value tangible products which are deemed to be easily measurable
- favour modes of assessment which are timed, summative performance tests, often through paper and pencil methods
- seek to improve performance by accelerating the pace at which learners get “it” into their heads
- drive improvement through measurable indicators of product
- talk about learning in ways that conflate learning with teaching and performance
- de-emphasise the social dimensions and social outcomes of learning

### 2 “Learning = individual sense-making”

Leaders who see learning from this perspective are likely to:

- focus on the way people make sense of their experiences
- view curriculum as addressing thought-demanding questions
- value processes which make learning a visible, central element: making reasoning public, thinking aloud together
- favour modes of assessment which ask people to explain to one another, give a reflective commentary
- seek to improve learning by slowing down the pace and focusing on quality of thinking
- drive improvement through indicators of quality learning experiences
- talk publicly about learning, and promote inquiry into learning
- support learning exchanges and peer teaching
- promote people known as learners
- ask of every policy and every procedure: “What do we learn from this?”
- encourage others to do the above.

### 3. “Learning = building knowledge as part of doing things with others”

Leaders who see learning from this perspective are likely to:

- focus on social and collaborative processes in teams and classes
- view curriculum as a process of building and testing knowledge
- view learning as a process of action and dialogue which leads to improvement in knowledge
- value processes which enhance collaborative and community outcomes
- favour modes of assessment which provide a community product
- seek to improve learning by enhancing collaborative enquiry and dialogue
- orchestrate improvement through indicators of the learning culture
- talk about learning as a distributed process of building knowledge, so that all can be involved
- talk about leadership as a distributed process of building culture, so that all can be involved
- ensure fluid organisation, spanning boundaries

Watkins C (2004) “Learning and Leading” in National College for School Leadership (Ed), *Learning Texts*, Nottingham: NCSL.

<http://chriswatkins.net/download/115/>