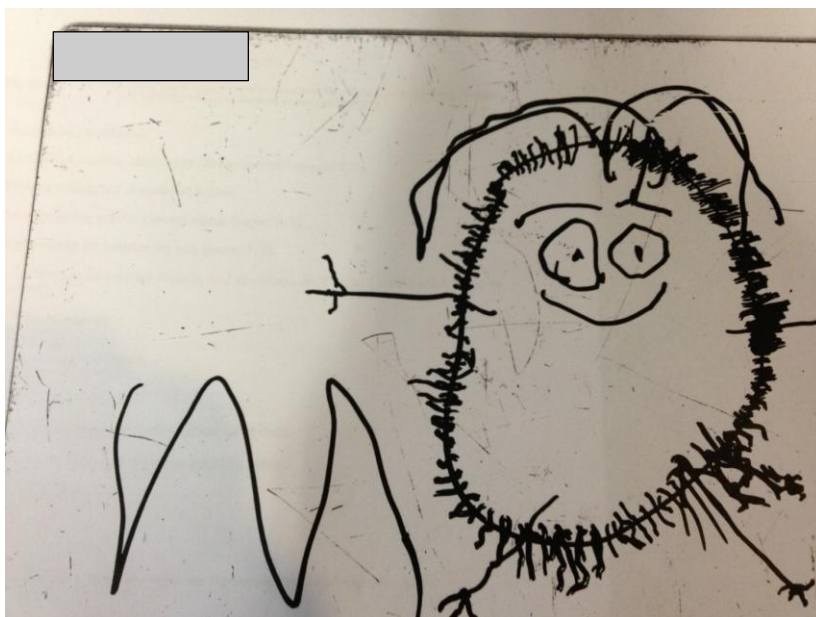




**Creating Learning without Limits:
Challenge and Success**



Baseline assessment?





Escaping from the bottom set

Hargreaves (1982) argues that ability labelling leads to

‘destruction of dignity so massive and pervasive that few subsequently recover from it’



Working as a team

- Living the vision of trust, co agency and inclusion
- Developing a listening school
- Mutual respect
- Enabling and supporting
- Monitoring the quality of learning not the quality of teaching
- Encouraging risk taking

Whole school democracy

Everyone is valued

A participative culture

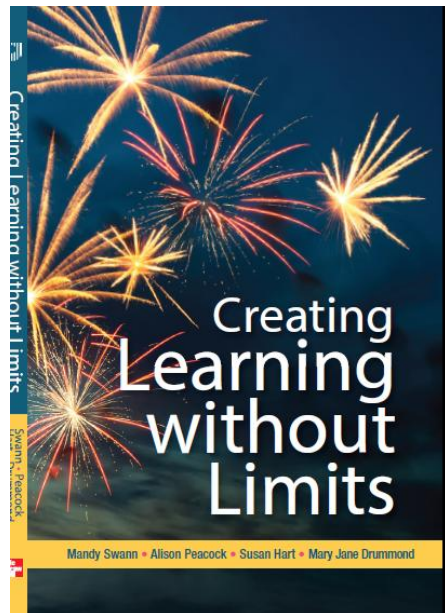
Weekly mixed age circle meetings

Shared decisions



Learning without Limits

- A study of teachers who rejected fixed ability labelling 'Learning without Limits' (2004)
- 'Creating Learning without Limits' 2012



Thinking differently about professional learning



Professional learning: Trust

- Listening not telling
- Freedom for staff team to make their own choices and judgements
- Put in place structures that create rich contexts for learning
- Provide open-ended curriculum experiences

Professional learning: Co-agency

- Thinking in partnership
- Making suggestions
- Shared involvement
- Helping bring ideas to fruition
- Feeding in ideas and interesting materials
- Asking questions
- Challenging
- Encourage resistance to safeguard values

Professional learning: Everybody

- Maximise opportunities for *all* staff to learn from each other
- Value different ways of working
- Capitalize on differences to inspire teaching
- Create structures to encourage mutual support

Dispositions within the Intellectual domain



Inventiveness, questioning, openness

Powerful, autonomous learners

Dispositions within the Affective domain

- Persistence
- Stability



Powerful, autonomous learners

Dispositions within the Social domain

- Generosity
- Empathy



Powerful, autonomous learners

Organisation of learning

- Children choose levels of challenge.
- Children choose learning partners.
- Children self assess and peer assess.
- Learning Review days.
- End of year reports form a learning dialogue.



Freedom to learn

Curriculum

- Children contribute to planning
- Authentic first hand experiences
- Open ended challenging tasks
- Engagement in discussions about being a good learner



Freedom to learn

Learning relationships

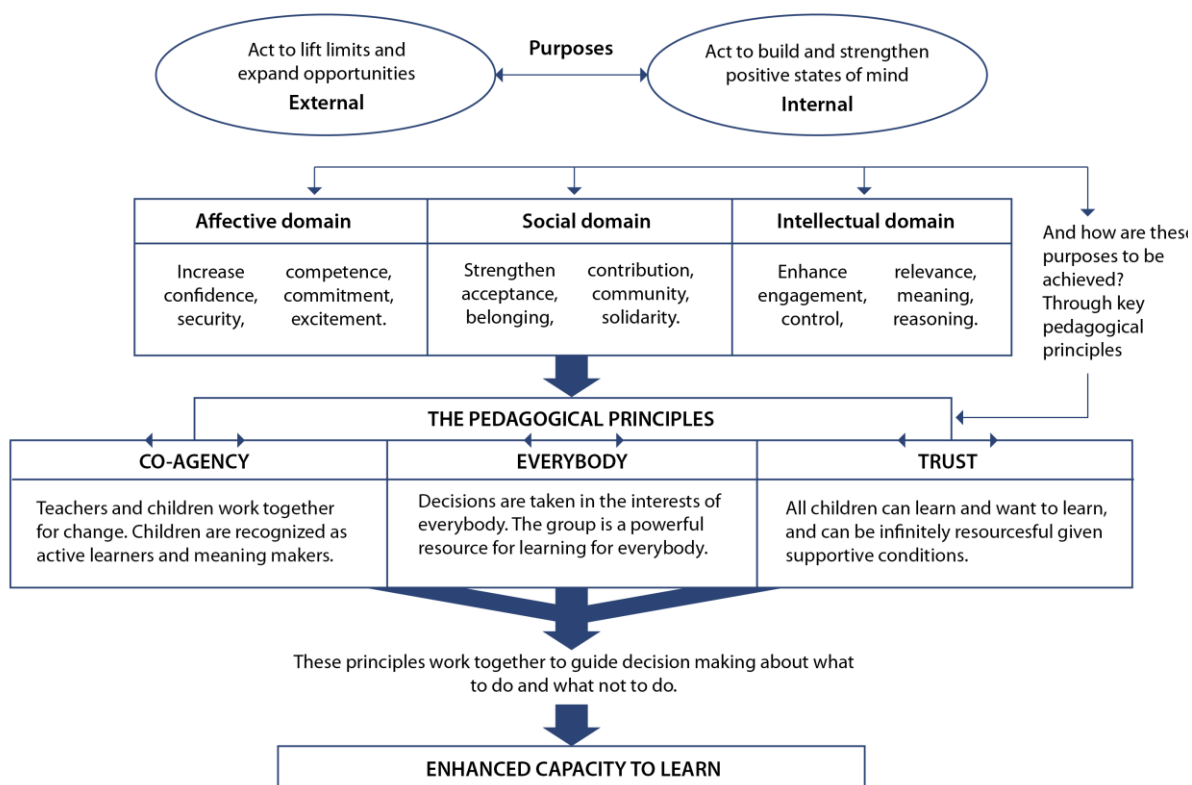
- Relationships within the entire school community are based on trust and acceptance.



Freedom to learn

Transforming Learning Capacity

Drawing on awareness of how external conditions impact on internal states of mind and how both affect learning capacity



An opportunity to work together
to change thinking

