Developing a Strategic Plan for "Learning to Learn" through a
Common Language of Learning, HOT Maps and SOLO Taxonomy coded Self Assessment Rubrics

"Where are we now? Where do we want to be? How will we get there?"
To assess, and benchmark, the development of a "Learning to Learn" Curriculum

1: Leadership and management					
The Vision	There is no expressed vision from those leading the development of "Learning to Learn" through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps.	The vision does not distinguish clearly between the different opportunities offered for teaching and learning using a "Common Language of Learning" through SOLO Taxonomy and HOT Maps. – the "who, what, why, where and when". It provides no defensible rationale for providing a "Common Language of Learning". It is limited to the potential impact of developing a "Common Language of Learning" on marginal aspects of the school's work with diverse learners.	The vision recognises the potential of "Learning to Learn" through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps. – the "who what why where and when" to enhance some aspects of the school's provision for learners. This vision provides a rationale for providing a "Common Language of Learning" that is consistent with the school's aims.	An inclusive vision clearly identifies the potential of "Learning to Learn" through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps. for enhancing all aspects of the school's work. It provides a defensible rationale for providing a "Common Language of Learning" and recognises the distinctive contribution of a "Common Language of Learning". It identifies how this supports the school's wider aims and aspirations.	There is an innovative and inclusive vision which anticipates future developments in developing "Learning to Learn" through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps. and wider community aspiration
Strategic Leadership	There is no defined strategic leadership of "Learning to Learn" through the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps; individuals act independently of each other.	The strategic leadership of the development of "Learning to Learn" through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps has been left to individuals who may not be part of the SMT/leadership team	The principal invests responsibility for the strategic leadership of the development of "Learning to Learn" through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps to the senior management/ curriculum leadership team.	The principal provides clear and pro-active strategic leadership for the development of "Learning to Learn" through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps along with members of the SMT and curriculum leadership team	Strategic leadership for the development of "Learning to Learn" through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps includes the principal, senior management team, BOT, Heads of department, syndicate leaders, Guidance counsellors, librarian classroom teachers, RTLB's student representatives, parents and community leaders.

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Use of management information systems	The use of ICT for management of the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps identification, tracking and teaching and learning management is not co-ordinated. Systems are not integrated and there is limited access. ICT is generally only used to replicate manual processes.	The school uses an assortment of ICT systems which do not share data. Access is only through the school office. ICT use is limited to isolated aspects of the school's development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps - identification, tracking and teaching and learning management and much work is still done manually.	All teachers make appropriate use of ICT for management, administration and planning for the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps. Current systems do not easily enable staff to share resources, access data or contribute to databases.	ICT is used effectively to support the management of the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps.. Appropriate access is readily available across the school and widely used by most staff to share data and resources. This has a clear impact across all the management areas for the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps	The school has a fully integrated management information system, the use of which is subject to regular review and improvement. This is available to all staff within and beyond the school. Data and resources include records of each students' learning profile and individualised opportunities for developing strengths and abilities. This significantly improves the management of "Learning to learn" in the school.
Monitoring and evaluating effectiveness of the strategy	The school does not have a whole-school strategy for the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps	There is some monitoring of the implementation of the strategy for the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps. This is usually the result of external processes or is a reaction to internal events.	Regular monitoring of the implementation of the strategy for the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps at all levels informs future planning. However, this is not always objective and it is rarely used to demonstrate accountability.	There is regular, effective and evidence-based evaluation of progress. The school uses this to prioritise future planning for the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps and to demonstrate its accountability	Regular evaluation of processes and outcomes informs future "Common Language of Learning" through SOLO Taxonomy and HOT Maps thinking, planning and innovation. The school demonstrates its accountability both internally and externally to relevant partners.
The assessment of teacher and student understanding of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps	The assessment process is not coordinated, and based on ad hoc teacher feedback and anecdote.	The assessment process is based on teacher feedback based on single criterion. measures	The assessment process is a coordinated team approach based upon teacher, parent, whanau, peer and self assessment of understanding across a narrow range of criteria.	The assessment process is a coordinated team approach that reflects the schools' vision for a "Common Language of Learning" through SOLO Taxonomy and HOT Maps. It is based upon teacher, parent, whanau, peer and self assessment across a broad range of criteria .	The assessment process reflects the schools' vision for the development of a "Common Language of Learning" through SOLO Taxonomy and HOT Maps. It is based upon teacher, parent, whanau, peer and self assessment. It includes measures of potential and demonstrated performance across a broad range of multi-categorical criteria, and is ongoing.
2. Curriculum approach					
The development of	The curriculum approach to "Learning to Learn" through a	The curriculum approach to a "Learning to Learn" through a	The curriculum approach including eotc curricular	The curriculum approach to "Learning to Learn" through a	The curriculum approach to a "Learning to Learn" through a

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students capability	"Common Language of Learning" through SOLO Taxonomy and HOT Maps is unplanned.	"Common Language of Learning" through SOLO Taxonomy and HOT Maps is poorly planned, covering only some aspects of student capability.	opportunities to "Learning to Learn" through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps, is planned to cover all aspects of student capability and is supported by a theoretical and/or research-based curriculum model/framework. Curriculum planning recognises the need to differentiate between students of differing capabilities. .	"Common Language of Learning" through SOLO Taxonomy and HOT Maps is well planned to enable students to learn how to learn , through both discrete and eotc cross-curricular opportunities. Curriculum is supported by a theoretical and/or research-based curriculum model/framework. Planning includes an element of challenge with clear opportunities for students to extend their capability.	"Common Language of Learning" through SOLO Taxonomy and HOT Maps is well planned to enable all, or nearly all, students to learn how to learn, through high-quality experiences across the whole curriculum. Curriculum is supported by a theoretical and/or research-based curriculum model/framework. Planning at all levels ensures that students are challenged to make creative and innovative use of the curriculum to extend their capability.
Breadth of development for critical and creative thinking capability	Students experience a narrow range of thinking interventions/applications mainly focused on low level tasks. There is an over-emphasis on skill development.	Students experience a limited range of thinking interventions/applications. There is variation in the extent to which knowledge, skills and understanding of learning outcome (SOLO Taxonomy) are emphasised.	Many students experience most aspects of thinking interventions/applications with an appropriate emphasis on knowledge, skills and understanding of learning outcome (SOLO Taxonomy).	Most students have positive and appropriate experiences in a wide range of thinking interventions/applications aligned to learning outcomes (SOLO Taxonomy).	All, or nearly all, students have good quality experiences of a wide and sometimes innovative range of thinking interventions/applications aligned to learning outcomes (SOLO Taxonomy).
Curriculum leadership	There is little or no curriculum leadership or co-ordination of the curriculum for learning to learn through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps, so that individual members of staff work in isolation from each other.	There is leadership in some curriculum areas for learning to learn through a "Common Language of Learning" through SOLO Taxonomy and HOT Maps, but no whole-school approach to this. There is little awareness amongst the staff of changing learning experiences and developing "Common Language of Learning" through SOLO Taxonomy and HOT Maps professional practice.	In most learning areas the leadership ensures that the learning to learn curriculum approach is kept up to date and informed by developments in both the technology and learning to learn professional practice.	Syndicate, department and team leaders routinely update their learning to learn curriculum approaches in the light of developments in technology and practice and ensure that staff keep abreast of these.	All teaching and learning leaders ensure that the learning to learn curriculum approach responds innovatively to the changes in technology and practices. There is a strong culture of learning to learn curriculum innovation.
3. Learning and Teaching					
Planning for a	There is little planning for	Some staff plan for students to	Many staff have the confidence	Nearly all staff know when, and	All, or nearly all, staff know

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"Common Language of Learning" through SOLO Taxonomy and HOT Maps in learning and teaching	students to learn to learn in learning and teaching because most staff are uncertain about identifying appropriate opportunities.	learn to learn but overall there is much variability in their confidence to do so.	to identify opportunities for students to learn to learn and regularly build this into their planning.	when not, to use learning to learn experiences and this leads to effective planning. A few staff go beyond this and can see new opportunities to extend learning and teaching.	when, and when not, to use learning to learn experiences. This leads to school-wide, high-quality planning, much of which is innovative.
Students' expectations for learning to learn.	Students' have little expectation about learning to learn experiences except in special programmes.	There are few curriculum areas or occasions where students experience learning to learn experiences. When they do experience learning to learn experiences they often lack the confidence to transfer their capability to new situations.	Students have growing expectations about learning to learn experiences. Many are able to transfer their capability to new situations.	Students have clear expectations about opportunities to use learning to learn experiences and make full use of these when they arise. Most are confident and able to apply their capability in new contexts.	All, or nearly all, students have high expectations about learning to learn learning experiences whenever and wherever appropriate within and beyond school. Student show self-advocacy in the personalisation of their learning experiences They make links between different learning contexts and are able to apply and further develop their own capability.
Leadership for "Learning to Learn" learning and teaching	There is no clear leadership which promotes the effective use of "Learning to Learn" learning and teaching strategies	Some subject leaders are aware of, and may promote, the use of "Learning to Learn" learning and teaching strategies but there is no co-ordinated approach across the school.	Many subject leaders promote and develop effective use of "Learning to Learn" learning and teaching strategies in their subject. This is beginning to be led strategically, with some co-ordination across the school but implementation is variable.	There is an agreed whole-school approach to the use of "Learning to Learn" teaching and learning strategies. This is led strategically by senior management, promoted by all subject/syndicate/team leaders and consistently implemented.	There is strong strategic leadership at all levels which actively encourages and develops innovative practices for the use of "Learning to Learn" learning and teaching strategies. This ensures consistently high-quality implementation.
4. Assessment					
Reliability	There are no coherent systems for making reliable assessments of students' "Learning to Learn" capability. Student learning outcomes are monitored and assessed only infrequently by teachers.	Some assessment and recording of students' "Learning to Learn" capability occurs, but it is inconsistent, uncoordinated and rarely extends to students' application and learning outcomes in other subjects. There is wide variation in practice.	Students' "Learning to Learn" capability is assessed and recorded and includes students' capability in some other subjects, but there is some variation in practice	Students' "Learning to Learn"capability is reliably and consistently assessed and recorded and is supported by assessment in some other curriculum areas. The process of evaluation is inclusive of parents, students, and teachers. Some moderation occurs within school.	The assessment and recording of students' "Learning to Learn" capability and learning outcome is reliable and consistent and routinely includes capability across the curriculum. The process of evaluation is inclusive of all stakeholders - parents, students, teachers and community members.

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					Moderation occurs within, and between, schools.
5. Professional Development					
Identifying individual staff skills and needs	There is no planned audit or opportunity for self reflection of staff skills or needs in relation to "Learning to Learn" teaching and learning.	There is little attempt to audit or opportunity for self reflection on staff skills and needs in relation to "Learning to Learn" teaching and learning. There is a reliance on individuals identifying their own needs, usually in relation to the development of "Learning to Learn" skills and strategies.	There is some planning for the identification of individual staff "Learning to Learn" teaching and learning needs. This is often generated by the arrival of new technologies or resources and focuses more on thinking skills than the use of "Learning to Learn" strategies and skills to improve learning and teaching.	There is a regular and systematic audit and opportunity for self reflection on staff skills and needs in relation to "Learning to Learn" teaching and learning. This covers both "Learning to Learn" teaching and learning competence and the effective use of "Learning to Learn" strategies in learning and teaching.	Comprehensive audits and opportunities for self reflection of staff "Learning to Learn" teaching and learning skills and needs form part of the annual performance management process. They include the effective use of "Learning to Learn" teaching and learning strategies in learning and teaching, personal "Learning to Learn" competencies as well as new and emerging "Learning to Learn" technologies and practices.
Range of "Learning to Learn" professional development opportunities	Most professional development activities for "Learning to Learn" teaching and learning are course-based.	Some attempt is made to widen the range of development opportunities, including professional readings, but these are generally limited in scope, type and relevance.	A range of "Learning to Learn" professional development opportunities including professional readings, a library of "Learning to Learn" resources, are provided that meet the needs of some, but not all, staff.	A wide range of "Learning to Learn" professional development opportunities are provided including professional readings, a library of "Learning to Learn" resources, school visits and opportunities for further study both within and out of school which meet the individual needs and styles of most staff.	A wide range of innovative approaches to "Learning to Learn" staff development are used that blend face-to-face, online and other forms of provision.
6. Extending opportunities for Learning					
Understanding	Staff have no understanding of how they can support the extension of "Learning to learn" learning opportunities for students.	Some staff are aware of ways in which they can support the extension of "Learning to learn" learning opportunities for students but this is not yet part of a whole-school understanding.	Many staff understand the importance of extending "Learning to learn" learning opportunities for students and how this might be achieved	Most staff are committed to extending "Learning to learn" learning opportunities for students and see this as a key element in raising standards.	All, or nearly all, staff understand the innovative ways that the school seeks to extend student "Learning to Learn" learning as an integral part of its drive to raise standards.
Leadership for	No one has any responsibility for promoting the extension of	Individuals have taken ad hoc responsibility for some	Some leaders have taken individual responsibility for	There is a well planned whole-school approach to extending	There is a whole-school approach to extending "Learning

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extending learning	"Learning to Learn" learning for students.	developments to extend opportunities for "Learning to Learn" learning experiences of students, but these are unplanned and un co-ordinated.	developments in this area, and a whole-school approach is beginning to be developed which includes discussion with BOT.	opportunities for "Learning to Learn" learning experiences of students with clear delegation of responsibility and accountability. SMT are actively involved in these activities.	to Learn" learning of students which includes school leaders, teachers at all levels, BOT, Students and parents/carers. This ensures effective co-ordination across the school. Extending opportunities for "Learning to Learn" learning is integral to school planning.
7. Resources					
Physical environments	Learning and teaching spaces have not been designed or adapted to reflect the special learning needs of students who are "Learning to Learn".	Little or no consideration is given to how teaching and learning spaces can be adapted to reflect the needs of students in the curriculum who are "Learning to Learn". , for learning and teaching or meeting different learner needs	Where possible some learning and teaching spaces have been created or adapted to reflect the school's vision, strategy and learning and teaching approaches for students who are "Learning to Learn". .	Most learning and teaching spaces reflect the school's vision for students who are "Learning to Learn, they extend beyond the 'school grounds' to include community facilities and meet most curriculum needs. They support a range of learning and teaching styles.	Innovative designs and use of space create flexible work areas which enable alternative approaches to learning and teaching for students who are "Learning to Learn". This extends beyond 'school grounds' to include community facilities and the use of the school environment outside of 'school hours' .
ICT supporting flexible working	Access to both networked "Learning to learn" curriculum and administration resources is very limited or non-existent and there is no appropriate connection to the Internet.	There is some access to networked "Learning to Learn" curriculum resources but access to administration resources is very limited. The school's connection to the Internet is inappropriate in terms of bandwidth and/or facilities.	Access to "Learning to Learn" curriculum and administration resources is reliable and can be obtained from a number of locations within the school, although access from outside of the school may be limited. There is an appropriate connection to the Internet in terms of bandwidth and facilities. School planning recognises the need to update this to meet future demands	Access to who are "Learning to Learn" curriculum and administration resources is efficient and can be obtained from a number of locations both within and outside the school. This coupled with an appropriate connection to the Internet in terms of bandwidth and facilities has a clear impact on learning and teaching.	Access to "Learning to Learn" curriculum and administration resources is efficient and can be obtained from many locations both within and outside the school. This, coupled with an appropriate connection to the Internet in terms of bandwidth and facilities enables innovative practice to develop which has a significantly impact on the "Learning to Learn"learning culture of the school.
Procurement	Procurement of "Learning to learn" resources is impulsive, unplanned and only reactive to available funding.	Limited planning for the procurement of "Learning to learn" resources meets the learning and teaching needs in only some areas.	"Learning to learn" resources are procured efficiently to meet the current curriculum, learning, teaching, inclusion and organisational needs of the school. Procurement is in line with the strategic plan for "Learning to learn".	"Learning to learn" resources are procured following best practice guidelines to meet the current and future needs of the school, as defined by the school's "Learning to learn" strategy. Account is taken of the total cost of ownership for	"Learning to learn" resources are procured following best practice guidelines. This is part of a systematic approach to providing sustainable resources and services to meet the school's vision, in line with the school's current and future

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				"Learning to learn" equipment and services and value for money.	needs and to provide value for money. Innovative 'funding opportunities' including MoE initiatives, community-based funding and 'free' resources are explored.

8. Impact on student learning outcomes

Year on year progress	Students make little or no year-on-year progress in their learning outcomes and "Learning to learn" capability across the curriculum.	Students make some year-on-year progress in "Learning to learn" capability across the curriculum, but a significant number make little progress in learning outcomes in some aspects.	Students make clear year-on-year progress in "Learning to learn" capability across the curriculum, but a few make uneven progress in learning outcomes in some aspects	Students make good year-on-year progress in "Learning to learn" learning outcomes in all aspects of the curriculum.	Students make outstanding year-on-year progress in "Learning to learn" learning outcomes in all aspects of curriculum capability.
Breadth and range	Limited and inconsistent use of "Learning to learn" teaching and learning strategies means that it does not impact on Students' progress across curriculum areas.	The narrow range of "Learning to learn" teaching and learning strategies used limits its impact on Students' progress across curriculum areas.	Many students experience teaching and learning strategies to extend and improve their "Learning to learn" learning across a few curriculum areas and in a range of contexts. This improves their progress in some areas.	Most students extend and improve much of their "Learning to learn" learning through a wide range of "Learning to learn" teaching and learning experiences across many curriculum areas and contexts.	"Learning to learn" teaching and learning strategies have a visible and frequent impact on the learning of all, or nearly all, students across most curriculum areas and in a wide range of contexts
Attitudes to learning	"Learning to learn" teaching and learning approaches have no discernible impact on students' attitudes to learning	The use of "Learning to learn" teaching and learning approaches has little impact on students' attitudes to learning. They are becoming more interested in learning through "Learning to learn" strategies but this has not affected their self-esteem or their approaches to investigating, solving problems or learning from their mistakes.	The use of "Learning to learn" teaching and learning strategies has some impact on students' attitudes to learning. For many students the use of "Learning to learn" approaches has improved their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. This has helped these students to develop their self-esteem.	The use of "Learning to learn" teaching and learning strategies has clear impact on students' attitudes to learning, including their self-esteem. For most students the use of "Learning to learn" teaching and learning strategies has improved their ability to investigate, solve problems, refine their work, learn from their mistakes and reflect critically. They pay more attention to detail in their work.	The use of "Learning to learn" teaching and learning strategies has significant impact on students' attitudes to learning. For all, or nearly all, students' the use of "Learning to learn" has had a major impact on their self-esteem, enthusiasm, engagement and approach to learning within, and beyond the school.

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