

### Making the learning real

Any lessons learned should be recorded as specific actionable recommendations. Specific actionable recommendations present the learning in a form that is:

- specific (something clear and precise);
- actionable (that can be done), and
- presented as a recommendation (for future educators).

### WWF-UK's self evaluation tools

#### Learning before

Bearing in mind the elements of the *Learning for Sustainability* approach described earlier, the questions in the boxes above will help you clarify the purpose, process, teaching and learning outputs, outcomes and impacts. Set aside time with colleagues to discuss these before getting down to the detail of how the topic is to be delivered.

#### Learning during

The 'Learning during' tool focuses on work plan progress. It is a participatory, formative assessment that:

- advances good practice;
- reflects on the team's short-term learning;
- is conducted by the team for the team (with or without pupil representation);
- takes about 30 minutes;
- makes learning conscious;
- can make learning explicit;
- builds trust among colleagues;
- focuses solely on the piece of work just completed, and
- is carried out immediately after a piece of work is finished.

#### Process

- Assemble your work plan team for a 30-minute meeting. Set an agenda with time limits and stick to it. Introduce and briefly discuss the four 'Learning during' tool questions – see box on next page.

#### Taking things forward

- Participants take notes for themselves.
- You, or someone appointed by the team, write up and share the lessons as 'Specific actionable recommendations' for developing good practice.
- If any actions arise or further discussion is needed to reach agreement within the group, make sure a 'who by' and 'by when' is identified.
- Make sure that participants see that their learning is having an effect. Refer to the 'Specific actionable recommendations' as appropriate to advance the development of good practice over the course of the project.

### Learning during questions

#### 1 What was supposed to happen?

- What was the objective of the piece of work?
- Was there a clear objective?
- Was it measurable?
- Does everyone agree? Note and briefly explore any disagreement. Disagreement need not be resolved at this meeting.

#### 2 What actually happened?

- What was the result?
- Was it measurable?
- Does everyone agree? Again, note and briefly explore any disagreement. If necessary, remind the group that you are looking for understanding and learning and not looking for blame or praise.

#### 3 What were the positive and negative factors here?

- Was there a difference between what was supposed to happen and what actually happened?
- Did you do better or worse than expected?
- What helped the success or contributed to the failure? If necessary, probe deeper and ask 'why?'

#### 4 What have we learned?

This is where you express your learning as a 'Specific actionable recommendation(s)', something(s) you learned that you will apply in the future.

### Learning after

The 'Learning after review' is a work plan team meeting that takes place after a piece of work is completed. The review summarises and captures the lessons learned during the project for the benefit of future action learning teams or new phases of the project.

The 'Learning after review':

- is a facilitated face-to-face meeting;
- makes learning conscious and explicit;
- focuses on the project just completed;
- involves everyone who has been involved in the project (including pupil representatives), and can also include key colleagues who will use the lessons learned in the future, and
- allows closure.

#### Process

- Set up a meeting to include all the key players with, ideally, a facilitator who will keep time, record responses, but who won't contribute to the discussion. This will help focus the meeting and keep it within the time allowed.

# Appendices

## Appendix 3

- Gather and assemble all key documents, including:
  - the original project plan
  - notes/minutes from previous meetings
  - any other monitoring and assessment tools used
  - student work
  - photographs
  - anything else that documents the project.
- Clarify the purpose of the meeting: to ensure that future projects are even more successful by identifying the points learned from this project.
- The questions below can be used to help you focus. You could agree time limits for each, say 10 minutes with a five minute wrap-up.
- Don't make judgements on contributions and record all responses.

### Learning after questions

#### **Question 1: What was the objective of the project?**

- What did we set out to do?
- What did we really achieve?
- Were there any unstated objectives?

#### **Question 2: What did we achieve?**

- What was the pupil experience?
- What was the staff experience?
- What was the community experience?
- Were deadlines met?
- Are all the stakeholders happy?

#### **Question 3: What went well in this project?**

- Why did this bit go well?
- What did the team do to ensure it went well?
- How can we ensure that future projects go as well?
- If you were a future project leader, what advice would you offer?

#### **Question 4: What could have gone better?**

- What happened that stopped the team from delivering more?
- What was missing that meant this happened?
- How can we ensure that future projects go better?
- If you were a future project leader, what advice would you offer?

#### **Question 5: Looking back over the history of this project, how satisfied do you feel with the way it went?**

- How would you rate your satisfaction level on a scale of one to ten?
- What would have made it a perfect '10' for you?
- How would you rate the product and the process separately?

### *Taking things forward*

- Ensure that the outputs of the meeting are typed and distributed to all participants (electronically or on paper). If you quote participants, be sure to check the quotes with the people who made them before distributing or posting the report.
- If any actions arise from this summative discussion, be sure that someone within the group takes responsibility. All actions should identify 'by whom' and 'by when'.
- Write up and share the 'Specific actionable recommendations'.