

# Culture of professional learning

**The leadership of the Attainment Challenge has created a culture where all opinions are valued and headteachers are empowered to make decisions in a climate of mutual trust.**

The opportunity for collaboration amongst headteachers has been a notable success of the Attainment Challenge. Professional dialogue at Attainment Challenge meetings for school leaders is firmly based on effective practice in learning, teaching and assessment, with colleagues sharing experience and knowledge through participation in Implementation Groups and professional learning communities. Sharing performance data for all schools has led to open and honest dialogue amongst headteachers, who are supportive of one another. Networks of practitioners, principal teachers and depute headteachers have been developed and are valued by all staff involved. There has been an increase in the number of headteachers participating in national leadership courses.

The contribution of Coaching and Modelling Officers, headteachers and practitioners in providing professional learning or individual support in classes has been vital in developing this culture of professional learning. For example, headteachers, Coaching and Modelling Officers and practitioners deliver professional learning sessions on dialogic and reciprocal teaching.

There has been a focused, comprehensive programme of Professional Learning developed to support all staff. The range of professional learning opportunities offered has increased significantly. This programme of professional learning has a focus on effective pedagogy, rather than a resource-based approach. The commitment of headteachers and practitioners to this continuing programme of professional learning is evident through attendance figures and follow up evaluations of impact.

