

A NEW

DESIGN

Recommended by the
Harris Student Commission

FOR

LEARN

ING

Harris Federation 

NESTA Making
Innovation
Flourish

Contents

“I wasn’t always the best of students. But I joined the Student Commission and my **perspective of learning changed.**”

I can **appreciate** it, I can **lead** it and I can **help others** love learning like I do.”

Dolcie Thorpe, Year 10, Harris Academy Bermondsey

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Harris student commissioners

(2009 – 2011)

Harris Academy Bermondsey

Bridget Majola, Year 11
Chanta Brown, Year 8
Cheyanne Hendy, Year 8
Dolcie Thorpe, Year 10
Elizabeth Ogunwomoju, Year 9
Eni Diko, Year 7
Fachiema Menjoh, Year 11
Fatima Duke-Pratt, Year 11
Iman Moussaid, Year 7
Ione Woodburn, Year 10
Kate Moreno, Year 8
Lolade Idris, Year 11
Mariam Abubaker, Year 9
Mary Amos, Year 8
Mayowa Sofekun, Year 10
Millie Harriet Cook, Year 8
Muhubatu Deen, Year 11
Nardia Durkey, Year 10
Princess Ogwo, Year 7
Rukky Adeyemi, Year 9
Saidatu Odutayo, Year 10
Stacey Nankya, Year 10
Stacie Bailey, Year 7
Thora Paul, Year 7
Tia Henry, Year 9
Umu Lamina, Year 10
Victoria Ogunfowokan, Year 7

Harris City Academy Crystal Palace

Babino Subhash, Year 10
Ben Lawson, Year 13
Conor Ward, Year 11
Courtney Bogle, Year 11
Daniel Moth, Year 9
David Gayle, Year 10
Dean Hochlaf, Year 13

Emilie Fan, Year 10
Farhia Dahir, Year 11
Finn Billingham, Year 9
Funke Jinad, Year 12
Jack Rendell, Year 10
Jake Sherwood, 2008/09
Kelly Choong, Year 9
Lakeisha Kayoka, Year 12
Lauren Dark, Year 12
Maria Menicou, 2008/09
Matthew Chandy, Year 13
Nile O'Meally-Ollivierre, Year 10
Rachel Yemitan, Year 12
Rebecca Bruneel, Year 11
Ribha Haq, Year 9
Simone Lisk, Year 11
Tegan Rhys-Taylor, Year 12
Tom Chandy, Year 10
Vanessa Torgbor, Year 11
Vincent Nimoh, Year 10
Zeena Starbuck, Year 11

Harris Boys' Academy East Dulwich

Affie Howden, Year 7
Babouccar Gaye, Year 8
Dexter Dare, Year 8
Esmond Anane, Year 8
Greggory Staple, Year 8
Jeremie Tchibo, Year 8
Junad Miah, Year 8
Junior Sulemon, Year 8
Kareem Kosoko, Year 8
Mattheus Da Silva, Year 8
Mitchell Bettell, Year 7
Taariq Al Hasaan, Year 8
Tomi Adepegba, Year 8
Zack Downes, Year 8

Harris Girls' Academy East Dulwich

Cherrin Hau, Year 8
Diana Odoom, Year 10
Elizabeth Komolafe, 2008/09
Emmanuella Adjei-Manu, Year 10
Hollie Wild, Year 8
Holly Newman, Year 11
Kortney Johnson-Blake, Year 9
Lara Okafor, Year 11
Maria Sapalo, Year 10
Megan Walker-Rhind, Year 12
Nadia Osumanu, Year 11
Nimra Khan, Year 8
Reyss Wheeler, 2008/09
Shevontay Sewell-Gayle, Year 8
Tasnim Jingo, Year 8
Tayo Mustapha, Year 10
Vy Nguyen, Year 8
Zainab Jalloh, 2008/09

Harris Academy Falconwood

Cameron Jones-Hendry, Year 9
Charlie Heath, Year 8
Chloe Golding, Year 9
Dean Gould, Year 11
Ellie Waite, Year 8
Emma Celisse, Year 8
Emma Parker, Year 9
Fay Harrison, Year 10
Frankie Jordan, Year 9
George Cicoria, Year 9
George Spellacy, Year 9
Gemma Donovan, Year 13
Jack Bottomley, Year 9
Jack Hards, Year 10
Jasdev Bassan, Year 10
Jesse Payne, Year 8

Kira Jade Williamson, Year 9
Michael Carr, Year 8
Millie Kocurek, Year 8
Paul Murphy, Year 9
Prabjhot Bassan, Year 8
Ryan Webb, Year 8
Sam Woods, Year 11
William Percival, Year 9
Zarya Newman, Year 9

Harris Academy Merton

Ade Lawal-Solarin, Year 10
Alice Moorhouse, Year 12
April Skorczewski, Year 12
Asad Khan, Year 12
Cecilia Tran, Year 11
Chantelle Alleyne, Year 10
Elizabeth Owoyemi, Year 9
Gavin Mootoo, Year 11
Henry Ogunbunmi, Year 9
Joseph Atkinson, Year 10
Kai Stevens, Year 9
Lewis Brennan, Year 11
Matthew Gavin, Year 10
Mina Campbell, Year 10
Oliver Paxton, Year 10
Omar Gofur, Year 10
Pollyanna Ward, Year 8
Samantha Jeffreys, Year 11
Sara Goddard, Year 9
Shabnam Gofur, Year 10

Harris Academy Peckham

Chloe Koroma, Year 9
Jubril Aderigbe, Year 7
Juber Miah, Year 7
Kaniya Abubakar, Year 9
Katy Hua, 2008/09

Lauren Pemberton-Nelson, Year 9
Martinique Bartley, Year 11
Mohammed Munir, 2008/09
Nadine Johnson, Year 10
Riana Reid, Year 7
Rhea Jacques, Year 10
Shevelle Stephenson, Year 11
Shoriff Miah, Year 7
Sumon Miah, Year 9
Timothy Thomas, Year 10
Whitney Ashbourne, 2008/09

Harris Academy Purley

Adele Browne, Year 7
Andrea Kacayio, Year 10
Charlie Smith, Year 9
Grace Audus, Year 7
John McHugh, Year 7
Joseph Cullingford, Year 8
Luke Peters, Year 10
Monique Powell, Year 9
Ryan Dullaway, Year 9
Samantha Tossou-Amoussou, Year 9
Sinead Simpson, Year 10
Shannon Collins-Roberts, Year 8
Stacey Nurse, Year 10
Victor Abiodun, Year 8
Yoseph Kiflie, Year 7
Zoe Brown, Year 10

Harris Academy South Norwood

Anisah Wedderburn, Year 9
Anya Brown, Year 7
Araba Quashie, Year 10
Chelsea Chapman, Year 10
Ciara McNamee, Year 9
Corey Gayle, Year 8

Daniel Woon, Year 8
Enid Akkufo, Year 10
Faye Fullerton, Year 10
Fern Jaszen, Year 10
Ffion Brizelden, Year 10
Gabriel Benamaisia, Year 10
Imani Awodipe, Year 10
Indya Phillips, Year 10
Jarred Tyson-Gooden, Year 9
Jason Kyreme, Year 10
Joe Chart, Year 10
Joel Kyereme, Year 8
Jon-Paul Innes, Year 7
Josephine Wilkinson, Year 8
Joseph Marmon-Halm, Year 8
Katie Vale, Year 8
Kenya Barnett, Year 9
Kyle NTim Brown, Year 10
Leah Henry, Year 10
Leonie Thomas, Year 10
Luke Lindsey, Year 10
Mohammed Ali Khan, Year 9
Nadja Howton, Year 10
Obed Sandow, Year 9
Ollie Springate, Year 8
Phoebe Holder, Year 9
Robyn Henry-Mclean, Year 10
Sajawal Tahir-Khan, Year 8
Shakira Skervin, Year 9
Shane Landymore, Year 8
Stanley Nwenwu, Year 8
Travis Payne, Year 10
Vanessa Sefa, Year 8
Wilhelmina Rodel, Year 9

Foreword

The Harris Student Commission on Learning has been an incredible journey and an unbeatable experience.

Two years ago Harris student commissioners were given the quest of finding out how to make learning at Harris the best it could be. We were asked to become ‘leaders of learning’. This meant discovering new ways of learning from experts – in our schools, across the UK and from around the world. As leaders of learning we have worked for all students at Harris so that learning can be improved for every single one of them.

We have all travelled our own path but being student commissioners has helped all of us develop as learners and as people.

Being student commissioners has been hard work, but also exciting and fun. We have had opportunities to properly work in partnership with teachers and to see things from their point of view. We have become more confident about our own abilities and developed skills as leaders, innovators, collaborators and expert learners.

We have realised that good learning is our responsibility. Our best teachers inspire us with their passion and energy, and engage us in learning through their teaching skills and knowledge of their subject. But we must jump at opportunities for learning wherever we can. We must also get involved in the learning process alongside our teachers and do whatever we can to encourage other students in our academies to learn well.

We know that you can’t force people to learn – you have to inspire them and take the time to see learning grow. Having great ideas was just the start. We needed to be dedicated, mature and confident enough to try them out and to bring our ideas alive. Identifying changes, experimenting and evaluating have been the most important parts of our journey. And by doing these things we have grown in confidence, developed our communication skills and our ability to express reasoned opinions.

This publication sets out our vision for the future of learning at Harris Academies.

“Being a student commissioner is all about being a change maker. It’s about making a change in learning.”

Jason Kyreme, Year 10, Harris Academy South Norwood

It is the result of two years of hard work by hundreds of students and teachers through the Harris Student Commission, and we are immensely grateful for all they have done to make it a success. But it also marks the beginning of many more years of effort from us all to create and maintain learning across Harris that is the best it can possibly be.

We are sharing here a new design for learning. This includes **entitlements** and specific **learning opportunities** for learners and teachers that will be taken forward in the Harris Federation.

Our hope for the future is simple. We want the federation to build on the foundations laid by the commission and ensure it goes from strength to strength by making this new design for learning happen. We want many more students to be involved in the projects and plans that will take place so that we see a huge impact on learning across the entire federation.

Whether you are a teacher, student, parent, principal or an interested supporter of our work, we hope you will be inspired by what we have achieved. But don’t let it stop here. Be excited by the future for learning we have the chance to create together. Please work with us to shape learning for generations of students and teachers to come.

Umu Lamina, Year 10
Harris Academy Bermondsey

David Gayle, Year 10
Harris City Academy Crystal Palace

Junad Miah, Year 8
Harris Boys’ Academy East Dulwich

Nadia Osumanu, Year 11
Harris Girls’ Academy East Dulwich

Jasdev Bassan, Year 10
Harris Academy Falconwood

Matthew Gavin, Year 10
Harris Academy Merton

Martinique Bartley, Year 11
Harris Academy Peckham

Victor Abiodun, Year 8
Harris Academy Purley

Leah Henry, Year 10
Harris Academy South Norwood

“Two years ago we asked ourselves, ‘what would **future-proof our improvement?**’ We knew it had to be about a **new level of engagement** – making sure our learners and teachers were passionately involved in and excited by learning.

The commission has created that excitement – there is a **palpable buzz about learning.**”

Dr Dan Moynihan, CEO, Harris Federation

About the commission

Launched in October 2008, the Harris Student Commission was set up as a research and development project to bring together hundreds of students and teachers to create a new design for learning across the Harris Federation.

The commission wanted to bring about:

- significant and lasting changes to teaching and learning
- a step-change in student engagement, motivation and learning.

To achieve these changes the commission established an ambitious programme of enquiry into the most effective learning approaches in the UK and abroad. This enquiry has been co-led by students and staff who for the past two years have worked and learned together in powerful partnerships and teams.

The commission was designed to go beyond traditional ‘student voice’ work, helping students become leaders of their own and others’ learning with a real stake in how education is organised and delivered.

The project is unique. No other group of schools has undertaken this kind of strategic, in-depth, student-led, wholesale, active enquiry into learning.

Now two years after it began, the commission is publishing its new design for learning.

This is a set of entitlements and opportunities that the Harris Federation will take forward to ensure all learners and teachers in every part of every academy in the federation have consistent access to world class learning opportunities.

The federation will ensure that senior leaders are held responsible and accountable for realising the entitlements and that individual academy improvement plans draw on the entitlements as a framework for developing outstanding learning and teaching.

Individual Harris Academies will take forward the entitlements and opportunities in different ways, depending on their own needs, contexts and existing practice. But every academy will work collaboratively with students and teachers to develop plans for taking the entitlements forward in the coming year, and will work in partnership with other academies to develop and deliver at least three of the opportunities to scale in the coming six months.

The impact of the commission

The commission has developed a deep and practical knowledge base about what *really* makes a difference for student learning in the 21st century. And it has created an irrepressible desire for and commitment to change among all the students and teachers involved.

Over two years the commission has delivered tangible and lasting improvement in the range and quality of teaching and learning approaches, and in student engagement in learning, right across the Harris Federation.

New student-teacher partnerships have been established on the basis of equal responsibility for learning and a real sense of collective endeavour. Working in this way has dramatically enhanced the confidence, skills and capabilities of students, and also shifted their expectations and appreciation of learning. Teachers are willingly improving their pedagogy as a result of student involvement and by working closely together staff and students have reached new levels of understanding and appreciation of their respective roles and perspectives.

“I am an energetic person and I have learnt to use this energy in my role as a student commissioner. It gives me focus. The whole thing has had a really big impact on me because I am finding out how deep learning and teaching really works.”

Junior Sulemon, Year 8, Harris Boys' Academy East Dulwich

The impact on individual students has also been remarkable. For many the opportunity to be a student commissioner has positively shifted their attitude towards learning and their sense of themselves as learners and people. They have been given the opportunity to lead, and to take control and responsibility for learning alongside their teachers. This has made them more self-assured, inquisitive, creative and persuasive.

Benefits to learners and teachers

Through its two years of research, horizon-scanning, practical enquiry and testing the commission has ensured that...

Learners:

- are exposed to new ways of learning and ideas about learning, and can apply this to their own studies
- are equipped and motivated to take on greater responsibility for their learning and that of others
- understand the role of the teacher and learn how to work alongside teachers as partners in the learning process
- acquire new skills and greater confidence as they work as part of a team, are provided with opportunities for development, engage in research and enquiry, and share their learning with others
- are challenged and motivated by the responsibility which their new role brings
- have pride in and commitment to their own and others' academic achievement and attainment, and a powerful desire to improve further.

Teachers:

- are exposed to new ideas and ways of delivering learning and are motivated to try new practices
- empathise with learners and consider their own responsibilities as life-long learners
- are challenged and motivated by working in partnership with students to improve learning
- have opportunities to reflect on their own practice at a much deeper level than they might otherwise be able to do
- reconnect with what inspired them to teach through the process of learning about learning with students.

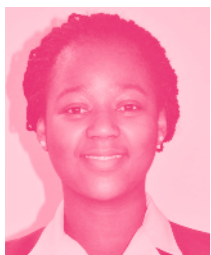
And...

New relationships between learners and teachers form the basis of a different learning dynamic. These relationships are characterised by high levels of trust, understanding and empathy.

“In a school where there has been a lack of confidence and aspiration, student commissioners have given their peers the confidence to demand more and better learning.”

Terrie Askew, Principal, Harris Academy Falconwood

Being leaders of learning – student commissioner perspectives



Mayowa Sofekun

Year 11,
Harris Academy Bermondsey

“Being a student commissioner has changed me, although you may not see it, I can feel it.”

“I am not someone who was always in trouble, or whose work had not been up to scratch or those that find it hard to speak in public or work with new people. But I had been what many people describe as a ‘goody two shoes’.

I became complacent, as being a ‘goody two shoes’ only gets you so far with the teachers and not so much with the students. So I began to do the bare minimum. Nobody wants to be identified as a teacher’s pet, so I stopped putting the effort in and was happy floating by.

But I realised that playing small does no good for anybody. I should never be afraid to shine, because when I do, I can help others do the same. Student commissioners are described as ‘leaders of learning’ and when you become a leader, success is all about growing others. That is the most important thing being a student commissioner has taught me. I hope that I have inspired others to make a change and not be happy with what is. Seeing the changes we have made has been incredible. We have done what we set out to do and that is a great achievement.”



Matthew Gavin

Year 10, Harris Academy Merton

“The most significant skill I have gained from the commission is the ability to question things rather than accept them at face value.”

“I have been able to get far more from my education and have become a more self-sufficient learner who is confident and determined – whether I’m speaking in public or taking crazy ideas the distance.

Before becoming a student commissioner, I would describe myself as somewhat lazy. I had a ‘that’ll do’ attitude towards most things, learning among them. I would take in the lessons, do the homework but I would never take it further. While I was self-confident, I rarely showed it; I was happy to keep myself to myself. I had ideas and strong opinions, but hadn’t the drive to project them. Teachers would describe me in much the same way. My friends would say I was a bit closed-off and cold.

Now I would describe myself as outspoken, articulate and opinionated. Whether this is good is debatable, but either way it has definitely made me a better learner. I make sure my opinion is heard, and I go the extra mile to get the most out of everything I experience.

Teachers now describe me as a confident learner who is usually willing to contribute to a lesson. Friends would say I am forthright and somewhat feisty. People tend to describe me as quite passionate, be it in expressing my opinions or taking my education a step further.

The expert witness sessions marked the beginning of my ideas, and they encouraged me to be more critical of my own approach to learning. They made me question things which have led to me taking my learning further and to more interesting places.”



Victor Abiodun

Year 8, Harris Academy Purley

“I used to be a troublesome boy who didn’t know what he wanted to do in life. Now I think my teachers, parents and friends would say I was a changed young man.”

“Being a student commissioner has made me give more respect to teachers as I understand where they are coming from. Planning a lesson with a teacher has impacted on me the most because I had experienced what a teacher has to go through to plan a lesson and that is definitely a lot of hard work. Now I listen more carefully and pay more attention in class and I follow instructions quicker than I used to.

I would describe myself as a respectful young man who is aiming to boost learning in school by 100%.”



Nadine Johnson

Harris Academy Peckham, Year 10

“I have always been a hardworking student, focused on my work at all times – a student who didn’t really talk in class. I was too busy concentrating!”

“I was a bit of a loner. I didn’t really have a circle of friends and I kept myself to myself. I think my Mum would have said I was quite secretive.

Since becoming a student commissioner I have increased my confidence and my social skills. I think I am now an outgoing person. I am much more self-assured and my self-esteem has increased. Of course, I have also grown taller and my hair is now straight!

My teachers would say that I am much more involved in lessons and in learning. They would say I definitely talk more, is this a positive thing? Yes, I think so! My mum would say that I talk too much now, but she would also say that I am much more confident within myself and know what I want.

I was involved in delivering a session to all the Harris Federation senior managers at a conference. I was very nervous about this and I wasn’t sure if I was going to be able to do my part – it was quiet scary! I had to believe in myself. I was in charge of a certain part and I simply had to deliver, no matter what. I learned to work as a team that day and allow myself to trust others to help me.

All these skills have helped me develop into the student I am today – they are important because they are skills which are important for school but also for life.”



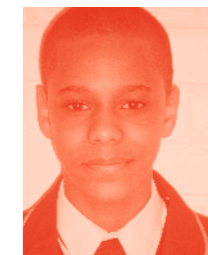
Junad Miah

Year 8, Harris Boys’ Academy East Dulwich

“Before I became a student commissioner I was an average pupil. I didn’t take my own learning on board, mainly because I felt really bored in school and didn’t pay as much attention as I should have.”

“Also, I didn’t know much about learning and I felt that there was no actual learning technique (technique as in how teachers teach).

Now I see myself as a more understanding person when it comes to learning. Since becoming a commissioner I have improved my social skills and I’ve become more confident in my abilities, so I feel more comfortable speaking in front of others and providing feedback. Being a student commissioner is a great opportunity to understand yourself as well as your learning, it’s a start to a long good journey towards your school life – I am proud that I’m a commissioner.”



Travis Payne

Year 10, Harris Academy South Norwood

“Being a student commissioner has made me feel a part of something. It isn’t just your average student council; it’s something that’ll change the way students will learn up and down the country.”

“Before I joined the commission I assumed I’d be learning the same way every day for the next three or four years of my life. I’d think that I’d rather be in my bed than coming into school! Then I realised what the commission were doing and it completely changed my view on school. I actually started looking forward to it! The commission showed me that there’s so much more to learning than just ‘sit down and work’.

One of the main parts of the commission that made a big impact on me was attending the Learnover. The Learnover was a big webcast with schools around the world that allowed us to video chat with children from America to Sweden! I saw how other students learnt around the world and thought about how that could fit into our school curriculum. It was fascinating to find out about foreign schools from a student’s perspective.”

Transformation in an academy 2012 – Principal's perspective



Nadia Osumanu

Year 11, Harris Girls' Academy East Dulwich

"I now know that I can talk to anyone and that my opinion is just as valid as other people's. I feel like I can get my voice heard – and I'm going to!"

"Before I joined the Student Commission I was shy, introverted and quiet. I liked thinking about things and had opinions about how I would like to learn, but I didn't really talk about them. I didn't really talk to adults that I didn't know.

Through the Student Commission I have undertaken some big research projects. I've begun to love researching things as I have found ways to make it fun and interesting. It's also been really great to see that some of the ideas I came up with through the Student Commission research I did have been taken up by teachers and I can see the effects of what I have done! I feel like I can talk to some of my teachers on the same level because we have been partners in the research. We've worked together so much through the Student Commission that I am much more comfortable working with adults.

Since being a student commissioner I've been taking more responsibility in all parts of the Academy – I'm now a Prefect too and have lunch meetings with our Principal to raise issues that other students have. I can't believe the confidence I have gained."



Paul Murphy

Year 9, Harris Academy Falconwood

"I was quiet and reserved but now I am more outgoing and positive, especially in relation to the learning process."

"I can identify how to improve and am motivated to improve across each of my subjects. Through constant reflection on learning and how I learn best, I have gained confidence in my abilities across a range of subjects. This has allowed me to take on learning tasks that previously I would consider too hard or difficult as well as being more confident in social situations.

Through the commission I have had to interact and communicate with several different groups of people. Now I feel able to communicate with friends and adults in a range of environments. This includes within my family environment, interacting with members of the public and at school. I also enjoy working in groups and often take a leadership role.

Presenting findings from our commission enquiry projects was a real high point. I felt a sense of pride and responsibility in reporting what my own academy had discovered in relation to learning."



David Gayle

Year 10, Harris City Academy Crystal Palace

"Being part of the Student Commission has changed my life as a student. As a person, it has equipped me with countless life skills I wouldn't have been able to obtain."

"As a result I am more articulate, confident and expressing my ideas has become a simpler task.

I was definitely a normal student without much opportunity for a say in learning. I was one of the crowd. No one would have described me as a leader, which shows me how far I have come.

The gravity of being part of such an innovative project is upon me now; I feel I have the power to further the learning of so many others.

The commission has been full of positive impacts from start to the very end. In particular, the international trip to New York opened my eyes both as a person and a student. I was exposed to environments I might never have seen.

Being a part of this great collaborative has improved my public speaking, research, communication and learning skills. It is like no other project."

The Student Commission has strengthened Harris Girls' Academy East Dulwich – of that I have no doubt. We have already seen a shift in the density and depth of student participation, with students beginning to lead both their own learning and that of others. But we have more to do and great aspirations for the future. This article sets out where we expect the academy to be in 2012.

Jane Fletcher, Principal, Harris Girls' Academy East Dulwich

It is our students who make the academy the place that it is. Students are most definitely leading learning. Whether that be supporting each other with their Independent Learning Challenges, leading values education during Home Room time, or working with their Learning Buddies to evaluate their progress and prepare their scripts for a forthcoming Academic Mentoring Day.

Students and teachers have made the Academic Mentoring Days a huge success. Every single student takes responsibility for their own learning, presents their best work to their parents, spells out the realities of what they have achieved and what they need to do to make further progress. In preparing for these days, students are able to develop and show a really precise understanding of their skills, their current levels of attainment and exactly what they need to do to move on further. They are particularly proud of the top-level pieces of work that are exhibited to parents or publicly displayed around the academy's exhibition areas.

The leadership and involvement of students also extends to processes for continuous school improvement, with students across the academy involved in a range of focus groups and senior leader breakfast meetings. Many of these students are commissioners, who totally understand the importance of and are committed to making a lasting impact in the academy.

"The meaningful dialogue about learning that has been created is empowering for me, for staff and for students. I now fundamentally expect students to be involved in every major project happening in the academy."

Students are excited and motivated by upcoming opportunities to connect their learning with the real world and to learn beyond the classroom. BTEC Media students are working with media experts in the role of external learning mentors and in Design Technology students have invited a range of commercial clients and community members to the Exhibition Room to commission specific products. The students are committed to getting A*-C grades in their GCSEs but also to designing and producing genuine and useful articles for retail.

Our social enterprise company, Helping Others, Promoting Enterprise (HOPE), is now running. It enables students' products to be actively retailed to the local and wider community, with all proceeds being used to support a range of charities. Students get to see the value of learning and also engage with their community in a meaningful and practical way that will develop them not only as expert learners, but as expert citizens with so much to offer society.

Students of all ages are beginning to intelligently lead their own learning. Year 7 students are introduced to seven key learning powers which they now use to underpin the development of their own learning in their My World classes and across the whole curriculum. They use their personalised Effective Life-long Learning Inventory (ELLI) profiles to tell them what they need to work on to develop their profile as an expert learner.

Our students are our greatest asset and staff increasingly see it as their core responsibility to empower students as leaders of their own learning. Our results are improving but simultaneously we are seeing students continue to develop their capacity as expert learners and partners in learning. Over the coming months the powerful recommendations from the Student Commission will provide fuel, energy and focus for the exciting learning journey we are travelling with all our students.

12 early ideas about learning

From its first year of enquiry, which included hearing from and questioning education experts, and beginning to test new practices in all academies, the Harris Student Commission published '12 early ideas about learning'.

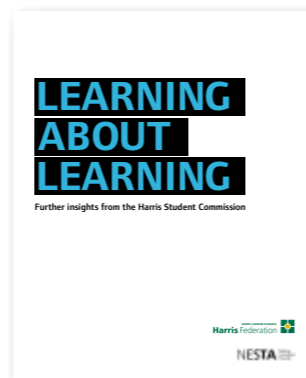
These ideas brought together all the commission had been inspired and challenged by during that year. They represented the early thinking that students and teachers had been undertaking and, most importantly, they formed the platform and framework for the commission's next phase.

"The teacher, the student, the content – if you change one, you have to change them all."

Richard Elmore, Harvard Graduate School of Education

The 12 ideas were organised into three domains: learners, teachers, and content and the curriculum. A fourth area – partnerships – was included to convey a firm belief that changing learning in any dramatic way means addressing each of the domains through the way in which learners and teachers work and learn together.

These 12 ideas brought focus to the commission's work, and they energised and empowered academies to explore them further – to question what the ideas meant in different contexts and to try out specific practices that brought them to life.



Learners

Deep and lasting motivation to learn happens when:

1. learners explore and understand the 'how' of learning
2. learners take responsibility for, and have ownership and control of, their own learning and achievements
3. learners take on roles that involve responsibility for the learning and success of others
4. learners create worthwhile products and artefacts through the learning process.

Teachers

The role of the professional in schools needs to develop to ensure that:

5. teachers are specialist enablers of learning – experts not only in subjects but also in learning and learning design
6. teachers are orchestrators of variety in learning
7. teachers demonstrate that they are learners too.

Content and the curriculum

Young people are motivated by a curriculum that ensures:

8. learning explicitly combines valuable subject knowledge with the development of key skills and attributes
9. learning both develops students' curiosity about the unfamiliar and connects to their interests and experiences
10. learning is deep, enquiry-based and practical.

Partnerships

Changing the way learners and teachers work together involves:

11. learning partnerships of students and teachers that inspire and motivate
12. collaborative learning design, delivery and assessment.

Practical enquiry in classrooms and beyond

During the second year the commission used its 12 early ideas about learning to frame a deeper and more targeted phase of enquiry.

This meant first identifying the specific practices and approaches which made those ideas real (what did they look like in and beyond the classroom?) and then establishing a series of focused in-school enquiry projects to test them out.

Every academy participated in this process, which was a drive to create new knowledge and understandings about approaches that could work. Students and teachers worked together to identify enquiry questions and methodologies, deliver projects and report findings.

All commission enquiry projects were designed with the following features:

- one or two learning ideas at the core (relevant to context and need of individual academies)
- an appropriate research method or intervention (based on evidence of what is good)
- clarity about the right scope and scale (who, where and when for the most impact)
- a focus on having an impact (on student learning) and capturing good evidence (that will convince others).

During this year the commission continued to look beyond the federation for evidence and ideas. A 24 hour 'learnover' involved students video conferencing with schools in the UK, Sweden, Australia and the US, and two international site visits gave groups of commissioners and teachers from every academy the chance to see first-hand practice in High-Tech-High, San Diego, and Charter Schools, New York.

"The chance to see our initial ideas in action; learning buddies integrated in our lessons, students delivering lessons, attending subject meetings and planning schemes of work, has truly inspired and motivated me."

Umu Lamina, Year 10, Harris Academy Bermondsey

A selection of enquiry projects:

Using effective Assessment for Learning to develop learning and increase motivation in students (Harris Boys' Academy East Dulwich) (Ideas 2 and 7)

Hypothesis

When students understand the language and techniques of AfL and work collaboratively with teachers, they are able to develop as more successful autonomous learners and help teachers to develop lessons that enable independent learning to be more effective and successful.

Students were trained in Assessment for Learning and undertook observations to baseline current classroom practice. The reflective cycle involves feedback given to teachers, teachers amending practice, students observing again and teachers making further changes.

Flexible use of time in association with Goldsmiths University (Harris Girls' Academy East Dulwich) (Idea 10)

Research questions

- Does metacognitive learning require the flexible use of time?
- How does the flexible use of time support teachers to become orchestrators of variety in learning?
- To what extent does project based learning require flexible timetabling?

Students trained as researchers and carried out research internally with both students and staff, as well as consultation with and observation of potential models from other schools.

Student involvement in monitoring, evaluation and review (Harris Academy South Norwood) (Ideas 3 and 11)

Hypothesis

Active student involvement in monitoring and reviewing the quality of learning with teachers will have a positive impact on student progress and engagement levels.

Student commissioners were first trained in carrying out lesson observations and work scrutiny and then took on a key role in internal departmental reviews as part of the academies' monitoring, evaluation and review cycle. Students fed back to teachers and the leadership group about the quality of teaching and learning.

Students working to help their peers develop into better citizens (Harris Academy Merton) (Idea 3)

Hypothesis

Students will learn more effectively if they are confident, happy and well-behaved and other students can support their peers to develop these attitudes.

Carefully recruited mentors are paired to work with younger students to tackle behaviour and social issues, with the purpose of supporting better learning. Impact data is collated through existing academy tracking processes.

Teachers meeting all learners' needs through enterprising lessons (Harris Academy Falconwood) (Ideas 9 and 12)

Hypothesis

When students take on the role of observers and learning consultants, and teachers are open to learning from students' feedback, enterprising lessons can be created.

Students co-planned and co-delivered lessons designed to use enterprising skills to make learning more differentiated. Three to four cycles of observation and feedback were undertaken, as well as questionnaires, interviews and discussions with teachers and students.

A new design for learning

“Our journey towards our final recommendations has not always been easy, but we have a duty to carry out this work and I am dedicated to making a difference to future students.

Today I look back on the commission and feel proud to have joined a strong movement of students wanting to change the norm.”

Vincent Nimoh, Year 10, Harris City Academy Crystal Palace

– entitlements and opportunities for learning transformation

The Harris Student Commission on Learning was set up to be much more than a research project. The end point was designed not as the discovery of great learning, but the widespread implementation of it.

The following pages set out the commission’s recommendations, drawing on two years of enquiry and learning by nine Harris Academies.

The recommendations are in the form of:

Entitlements for learners and teachers – what they can expect teaching and learning to be like across the federation, and including entitlements provided to learners through the curriculum.

The entitlements are non-negotiable. Each Harris Academy will make this offer to their learners and teachers.

Opportunities for making the entitlements real – specific projects, programmes and activities that academies could take forward to live out the entitlements.

The opportunities are not a checklist or blueprint for every academy to deliver. And they are certainly not an exhaustive list of possible activity. Some opportunities represent the most effective and exciting practices that have emerged through the commission; others are entirely new activities the commission wants to see implemented. Individual academies will develop their own approaches to meeting the entitlements, building from and on the opportunities listed here.

“We’ve all been working independently in our academies but we’ve all followed the same kind of path. That gives me a lot of confidence that we’re on to a winner.”

Matthew Gavin, Year 10, Harris Academy Merton

Federation commitments to action – mechanisms the federation will put in place in order to realise, enhance, monitor and evaluate the entitlements and opportunities.

The entitlements

Every learner will be entitled to...

1. Be an active leader of learning responsible for their own and others' learning
2. Actively reflect on and assess their own and others' learning
3. Become informed learners through planned learning to learn experiences and high quality feedback
4. Regularly create artefacts from their learning that have real-world value
5. Create exceptional work, be active entrepreneurs and gain pride from sharing their achievements publicly
6. Build learning partnerships with teachers to improve learning through feedback, co-planning and co-design

Learners

Partnerships

Every teacher will be entitled to...

1. Powerful professional development to develop their subject expertise and have that expertise recognised, and to learn more about learning
2. Develop the curriculum and their own expertise in partnership with outside experts and to access opportunities for learning beyond the classroom
3. Coaching, mentoring and collaborative enquiry to keep their practice moving forward, fuel their passion for teaching and support them to take risks and innovate
4. Share their skills and knowledge, learn from their peers and develop high quality curriculum opportunities within and across subjects
5. Build learning partnerships with students to improve learning through feedback, co-planning and co-design

Teachers

Partnerships

The curriculum will ensure all learners are entitled to...

1. Learn deep subject content, learn about learning and develop more elaborate conceptions of learning with teachers and other students
2. Become motivated, confident and successful learners who regularly engage in deep learning, and have opportunities for choice in what and how they learn
3. Undertake self-directed learning through extended projects or assignments focused on tackling real world questions and challenges, and developing critical thinking skills

Curriculum

Partnerships

4. Participate in enterprise activities, undertake practical, hands on learning and learning with external providers, the community and in real world situations beyond school
5. Learn in a variety of time units, including longer and shorter lessons, ½ days, whole days and non-timetabled independent learning
6. Explore, experiment with and use technology in innovative ways to enhance the learning experience and access resources for learning through 24/7 learning platforms

Learners

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5. Create exceptional work, be active entrepreneurs and gain pride from sharing their achievements publicly
6. Build learning partnerships with teachers to improve learning through feedback, co-planning and co-design

Opportunities for realising learner entitlements

Students supporting students

Enabling students to effectively support their peers has been a key feature of the commission's work. With the right guidance students can work skilfully and empathetically with younger pupils to improve behaviour, self-esteem and engagement in learning.

Peer mentoring

Cross-age academic and personal mentoring that is time limited and focused on pre-identified issues, underpinned by training and rewards for mentors, a network and online tool.

Learning buddies

A widespread buddying programme which gives students access to a learning buddy in every classroom. With a focus on responding to immediate learning needs and regularly and flexibly drawing on the expertise of students to support other students.

"I am now able to talk about learning and I know that I can influence other students with my viewpoints. Other students ask me for advice and I feel confident talking to them about how to improve their learning."

Sumon Miah, Year 8, Harris Academy Peckham

Lessons and moving forward...

The peer-mentoring programme developed by Harris Academy Merton has gathered significant evidence of success through work with 32 mentors during a year of piloting. There has been a 'double-duty' impact through the process, with benefits accruing for mentors and mentees. The programme is growing in scale and two other academies have taken part in training to develop their own approaches.

A prototype developed in Harris Academy Bermondsey has demonstrated the potential of learning buddies as a simple and scalable approach to introducing peer support in every classroom.

A framework for designing effective peer support has been developed through desk research into approaches undertaken by other schools and in higher education and will be used to design these opportunities.

We will work with horsesmouth (www.horsesmouth.co.uk), the successful online mentoring and coaching network, to see how an online network could support the development of learning mentors across the federation.

Opportunities for realising learner entitlements

Students improving learning

The commission has highlighted students' capacity and willingness to understand and recognise good learning. Students have observed, discussed and given feedback on classroom practice and we have seen teachers making changes to their practice as a result.

Student subject panels

A cycle of subject improvement and review is led by students in each year group. Panels meet each half-term to review the previous half-terms' curriculum, highlight what worked and suggest areas for improvement. There is associated training for students.

Learning detectives

Trained groups of students are commissioned to give feedback to learners and teachers about learning and how to improve it. For example, students will be trained to scrutinise samples of work and prepare feedback based on evidence.

Learning design teams

Teachers have the opportunity to commission pairs or trios of students to design key elements of the curriculum according to a clear brief. The team researches, designs and co-delivers the unit with expert guidance from the teacher.

"The commission has paved the way for student teacher collaboration allowing greater student control and for the teacher to become enabler. For those of us who are taking that perceived risk the dividends are undeniable and impact on monitoring figures awe inspiring."

Mel Adams, Subject Leader for ICT, Harris Academy Bermondsey

Lessons and moving forward...

In every academy we have seen different examples of students partnering with teachers to investigate, improve, design and deliver learning. Although at times teachers are apprehensive about working closely with students in this way, ensuring there are structured processes and dedicated time to work together and build trust helps create effective collaboration that impacts on learning. In all cases there is now increased interest in and demand for student involvement in the learning process.

The commission has explored what John Hattie calls 'visible teaching and learning', in which both student and teacher are active, explicit and skilled partners in a complex set of processes. He argues "The more the student becomes the teacher and the teacher becomes the learner, then the more successful the outcomes."¹

In Harris Academy Falconwood students have worked through a cycle of co-planning and co-delivering with teachers to create more enterprising lessons, and in Harris Boys' Academy East Dulwich Year 7 students worked with teachers specifically to improve Assessment for Learning (AfL) across five subject areas. Both academies have used their initial projects to develop models that can be applied more widely.

Harris Academy Merton took student observation beyond individual lessons to looking at Science as a whole. Students assessed and tracked levels of engagement in lessons, co-planned lessons in order to increase engagement, and then measured the impact of the changes. In Harris Academy Crystal Palace students encouraged teachers to take risks and be more creative through a partnership approach to planning and delivering a thematic day for Year 7.

Students supporting whole school improvement

Given the opportunity, students can work with teachers and leaders to improve the whole school, not just individual lessons. They welcome these increased levels of responsibility, take their role seriously and can offer thoughtful and astute observations. Students uniquely bring pedagogical expertise in some key areas, including the creative use of technology for learning.

Students as agents of change

Groups of students from all year groups are established to contribute in meaningful ways to all key areas of learning and school improvement.

Inspiring learning lunches

A schedule of fortnightly lunch meetings between academy senior leaders and a group of students will provide opportunities for leaders to hear examples of the most inspiring and engaging learning the students have been part of that fortnight. Examples are processed and fed back to staff.

Digital leaders

This network of students will be encouraged and supported to develop and share their interest and expertise in the use of new technologies for learning.

"The best thing I have done in the commission is planning a whole English Faculty Friday with one of my English teachers. Working in partnership with teachers has been great – it's nice to know your voice counts."

Sajawal Tahir-Khan, Year 8, Harris Academy South Norwood

Lessons and moving forward...

"The Student Commission has helped the whole student body become more discerning consumers of teaching and learning. Students understand and expect quality learning all the time."

Andy Halpin, Principal, Harris Academy Merton

Student commissioners in Harris Academy South Norwood have been working successfully with teachers and leaders as part of the academy's monitoring, evaluation and review (MER) process. Students were trained in lesson observation and have been involved in reviewing Modern Foreign Languages, Science, Music and History. The project is continuing into a second year, with students also learning how to give constructive feedback to teachers and undertaking work scrutiny. Staff are increasingly seeing students as active stakeholders who can rise to the challenge of improving learning.

To ensure the work of digital leaders is focused and innovative, we will draw on research and learning from places like MindShift (<http://mindshift.kqed.org/>), which is exploring the future of learning in relation to cultural and technology trends.

Opportunities for realising learner entitlements

Students as producers and active contributors

Producing tangible learning outputs that are valued by teachers, other students or the wider community is incredibly motivating. Students enjoy refining, improving and adapting the products of their learning, and having an audience means that what they create is real and has worth.

Most valued learning products

This programme of public events and opportunities will encourage and allow students to share and/or sell the outputs of their learning with/to real audiences (community, parents, etc). This could include exceptional work presentations at community events or parents' evenings, professional publications, markets or auctions.

Federation podcast bank

A federation-wide resource of learning podcasts in every subject will be created by students. The focus of podcasts to be identified by students or commissioned by cross-federation subject groups. Workshops will be offered to share techniques and best practice.

Learning resource challenge

An annual challenge will encourage students to create the best learning resource for their peers, with the best examples being made available to the whole federation.

"I love the idea of the 'learning resource challenge'. It will stretch our learning and be a fun activity. We'll want to do it because it's for the benefit of our fellow students."

Shane Landymore, Year 8, Harris Academy South Norwood

Lessons and moving forward...

"The concept of sharing work is simple and everyone sort of does it, but by putting more focus into it you're making it much more motivational. I get a sense of pride when my work is there for others to see. I think, yes, that's mine."

Nile O'Meally-Ollivierre, Year 10,
Harris City Academy Crystal Palace

At High Tech High in San Diego extended and deep learning is centred on the creation of meaningful artefacts. During a visit students and staff were inspired by the approach. They witnessed how powerful learning can be when students work towards the creation of something that has specific utility and value for others.

Through a podcasting project in Harris City Academy Crystal Palace we have seen students work with teachers to identify tricky subject content (e.g. the conflicts in Romeo and Juliet) and then students empowered to create explanations through short films. Students are motivated by being able to lead on problem solving with the active support of their teachers, and because it is for the benefit of their peers. The project is growing quickly, with students training other students in podcast creation and podcasts being commissioned in every subject area. The academy will soon be making their podcasts available to the federation through the VLE.

Curriculum

The curriculum will ensure all learners are entitled to...

1. Learn deep subject content, learn about learning and develop more elaborate conceptions of learning with teachers and other students
2. Become motivated, confident and successful learners who regularly engage in deep learning, and have opportunities for choice in what and how they learn
3. Undertake self-directed learning through extended projects or assignments focused on tackling real world questions and challenges, and developing critical thinking skills
4. Participate in enterprise activities, undertake practical, hands on learning and learning with external providers, the community and in real world situations beyond school
5. Learn in a variety of time units, including longer and shorter lessons, ½ days, whole days and non-timetabled independent learning
6. Explore, experiment with and use technology in innovative ways to enhance the learning experience and access resources for learning through 24/7 learning platforms

Opportunities for realising curriculum entitlements

Learning deeply

Students want and need to be stretched, challenged, to learn both independently and collaboratively, and to be inspired by new experiences. They see how different subjects and ideas connect and are looking for learning that is joined up and which focuses on answering real and tricky questions, and solving complex problems.

Faculty Fridays

Regular extended learning will take place within or across subject disciplines and within year groups or in mixed year groups. This will involve external experts and off-site resources.

Independent learning through extended projects

In every curriculum area, every term, extended projects will focus on real world questions or challenges defined by students and teachers. Time should be allocated for self-directed study and projects culminate in a valued learning product.

Awe and wonder weeks

Week-long intensive learning experiences will be linked to students' passions, aspirations or development needs. The aim is to dramatically change their sense of themselves as a learner and what it might be possible to achieve or become. Content could include a week of sculpture, carpentry, dance, drama, art, business, climbing, reading, maths, learning mandarin or visiting Paris or Rome.

Community contributions programme

Targeted termly opportunities will enable students to undertake work for, with and in the local, national or international community. The focus will be on entrepreneurship and philanthropy, on specific challenges and issues, and clearly connected to the curriculum.

Lessons and moving forward...

"The best learning takes place when we capture the imagination of our students. We need to consider the essence of us all as human beings struggling with universal conflicting hopes, fears, joys and tragedies. It's less about relevance and more about making learning feel personal."

Caron Clifford, Lead Teacher, Harris Academy Bermondsey

Creating opportunities for students to learn deeply can require more time than the average lesson allows. Academies are already testing out different combinations of longer lessons, collapsed timetables and whole day learning units, and using team teaching approaches.

Faculty Fridays are already being delivered with great success in Harris Academy South Norwood, and the commission has helped to develop and refine the model. In Faculty Fridays students are immersed in a single subject for the whole day. They learn through well-structured workshops, input from external experts and by creating a tangible output from their learning.

A week of idiscover activities is already being planned. Harris Academy Peckham launched their programme with year 8 students and have used this opportunity to investigate innovation and enterprise. Their idiscover week includes experiences ranging from working with the Royal Veterinary College using haptic technology, designing and building their own human powered generators, working at the Royal Institute L'Oreal laboratory to make shampoo and going behind the scenes at a film studio to work on special effects.

Becoming expert learners

Students have enjoyed discovering more about how they learn, and have become more focused and confident learners as a result. Making learning visible means that it can become the focus of discussions between students and with teachers.

Learning to learn through Year 7 induction and refresher courses

Older students and teachers will lead workshops at which they share ideas about being a leader of learning and about the opportunities provided to take on the role, as well as set expectations about being a 'Harris learner'. Learning to learn content is shared and the Effective Lifelong Learner Inventory (ELLI) (or similar) baseline undertaken. Refresher courses will be undertaken in years 10 and 12.

Evidence-based learning to learn programme

An extensive and detailed programme is developed and mapped across all subjects in years 7 and 8.

Sharing learning strengths framework

Students regularly present and celebrate their learning strengths to other students, teachers and parents using a specified framework, e.g. ELLI, Personal Learning and Thinking Skills, 4Rs, in order to develop a deep understanding of themselves as learners.

"Undertaking commission activities has helped me realise I can take on tasks that seem difficult with ease, as I know I have the ability to succeed. I have become more confident in taking responsibility for my own learning because I understand the learning process in more detail."

Nick Martin, Year 10, Harris Academy Falconwood

"Before I became a student commissioner I was very silent and I wouldn't talk to teachers or join in with some lessons, but now I evaluate, question and think hard about my learning. Now I realise I have a big role to play in the school and I am enjoying every minute of it."

Adele Browne, Year 7, Harris Academy Purley

Lessons and moving forward...

When the skills and dispositions of effective learning are identified and shared, teachers can help students to develop their sense of themselves as learners, and become confident in evaluating their learning and supporting the learning of others.

Students at Harris Girls' Academy East Dulwich have begun to assess and develop their learning power through use of the Effective Lifelong Learning Inventory (ELLI) and a course in learning to learn for Year 7s. The survey challenged students to think about aspects of learning they weren't aware of and showed them where they needed to build their skills. This was supported through delivery of special projects as well as through everyday lessons.

This project and the commission's desk research has identified how important it is that students and teachers develop their language of learning, and that this can only be done by giving it centrality across the curriculum. Targeted engagement and training is a powerful starting point, but it's only the beginning. We know that teachers need to become experts in learning to learn and be supported to utilise the most powerful techniques in their classrooms (e.g. student generated questions to review progress, peer talk and peer support).

Teachers

Every teacher will be entitled to...

1. Powerful professional development to develop their subject expertise and have that expertise recognised, and to learn more about learning
2. Develop the curriculum and their own expertise in partnership with outside experts and to access opportunities for learning beyond the classroom
3. Coaching, mentoring and collaborative enquiry to keep their practice moving forward, fuel their passion for teaching and support them to take risks and innovate
4. Share their skills and knowledge, learn from their peers and develop high quality curriculum opportunities within and across subjects
5. Build learning partnerships with students to improve learning through feedback, co-planning and co-design

Opportunities for realising teacher entitlements

Within academies

Teachers are learners too and the best teachers look to expose, expand and extend their practice throughout their career. Working closely with teachers in their academies and with other experts are powerful ways to better understand, develop, test and implement the best possible learning opportunities.

Team teaching

Widespread delivery of team teaching will take place across every curriculum area and in every academy. Cross-subject pairs or small groups come together around topics they are passionate about in order to co-plan and co-deliver content rich units of work that explicitly show how subjects combine and connect in the real world.

Learning to learn experts

Teachers from every academy work with experts, assess research evidence, and draw on practice in their own academies, to develop high levels of expertise in designing, diagnosing and delivering learning to learn experiences within and separate from the core curriculum.

Innovation hubs

Designated time and space is created for interested students and teachers in every academy to develop ideas and projects for radical innovation in learning that relate to their specific needs and context, and which draw in relevant external expertise. Projects are undertaken with the support of an identified senior leader in the academy.

“The entitlements will offer excellent opportunities for teachers to interrogate and challenge their practice in order to develop their expertise in securing outstanding learning.”

Dan Cundy, Co-leader, Harris Academy Merton

Lessons and moving forward...

The very nature of the commission's work and emphasis has placed the student-teacher relationship at the heart of enquiry into learning. But we know that collaborative professional relationships play a key role in helping teachers develop the confidence to try out new approaches.

Research tells us that the best schools are continually seeking to improve and that they do this by thinking critically about how to investigate and improve student learning. Collaborative planning and delivery of learning, and the thoughtful utilisation of external knowledge and expertise are key parts of this process.

Academies will need to create the conditions for teachers to innovate and change their practice. This means setting aside space and time for the identification and testing of new practices, and senior leaders encouraging, becoming actively involved in and valuing experimentation.²

The commission has shown that as students become better learners, so the role of the teacher must shift. They need to be more flexible, more creative and more collaborative in their approach – drawing on the capacity and energy that empowered learners bring to the table.

Specifically, teachers need to be supported to learn about how and when effective learning takes place, and to utilise the most powerful approaches and techniques in their lessons. Teachers should be able to apply ‘split screen thinking’ by attending to both subject content and the development of students’ learning skills and dispositions.

Opportunities for realising teacher entitlements

Federation-wide

The federation is steadily developing as a community that is committed to understanding, supporting and developing outstanding professional practice. It is in a unique position to give all Harris teachers the chance to experience purposeful collaboration within and beyond the federation, and to access high quality learning programmes and resources throughout their careers.

Good to outstanding lessons programme and resources

Models of outstanding practice are developed and shared, including a DVD to share existing examples of outstanding learning, a federation coaching programme and online learning materials.

Masterclass programme

Termly masterclasses will be available for federation teachers, leaders and support staff hosted by individual academies and focused on pre-identified topics drawn from academy priorities. Foci could include learning to learn, innovative pedagogy, advanced teaching skills, and use of new technologies. All masterclasses will draw on expertise from within and beyond the federation. 'In brief' write-ups will be made available to all staff.

Harris continuing professional development and accreditation framework

A set of Harris accreditations (linked to nationally recognised standards) which develop, acknowledge and reward outstanding practice at different stages within the teacher/leader career path (ie for newly qualified teachers, second and third year teachers, young leaders, middle leaders etc).

"It is difficult to overestimate the amount of study, practice, classroom coaching, discussion, and small group problem solving that are necessary to lead to changes in instruction³."

Leading learning programme – for heads of departments, 2iCs, and lead practitioners to develop observation, feedback and coaching skills in order to lead and improve learning with other teachers. Opportunities will be provided to develop skills in another academy within the federation.

New technology leaders network – a group of the best informed and well connected digital leaders will work alongside student digital leaders to ensure every academy is aware of the most innovative and practical ways in which technology can be used to engage learners and improve teaching.

Lessons and moving forward...

The Harris Outstanding Learning programme has been in development for a year. It uses a coaching model to facilitate outstanding teachers from each academy to work with other teachers to develop their practice. The programme has also focused on creating filmed exemplars of outstanding learning as a resource for the whole federation. To expand and enhance this work the federation will explore partnerships that could help create a virtual and/or telephone coaching model tailored to the needs of teachers. We will build on existing partnerships with universities to develop the continuing professional development and accreditation framework.

The commission has given some teachers fantastic opportunities to hear and learn from education experts in the UK and beyond through expert witness sessions and international visits. Teachers who were involved found these experiences as awe inspiring as the students. As an addition to collaborative enquiry with their peers, engaging with external perspectives in a focused way can inspire, energise and provide ideas that, with support, lead to changes in practice.

Taking forward the new design

Federation commitments to action

In order to realise, enhance, monitor and evaluate the entitlements and opportunities set out here, the federation will establish the following activities, structures and processes.

"The Student Commission has already had a profound impact on what we do in the academy. For the future, the entitlements will be our goal for change and the basis on which our work with students and staff should be judged. If we can make these entitlements real I believe we will have achieved something quite profound and remarkable."

Carolyn English, Principal, Harris Academy South Norwood

Student involvement in monitoring, evaluation and review

Drawing on best practice from within the federation we will ensure all academies involve students in their regular and ongoing MER arrangements.

Federation best practice trawls

A trio of senior leaders from three different academies will spend a day meeting, receiving presentations and observing, in order to collect the best practice from another academy. The entitlements will be used as the framework for visits, which will take place every term, with every academy visited every two years.

Learning about learning journal

We will publish a journal sharing best practices from the federation and drawing in new research and ideas, structured around the entitlements and original 12 ideas. It will be released as individual briefing papers (possibly online) and combined as a journal once or twice a year.

Expert learning board

Once or twice per year senior leaders from the federation will meet carefully selected and invited external experts to share the best of existing practice and have it scrutinised and challenged, to problem solve issues and draw in new ideas for future development.

The federation will also ensure that:

Senior leaders are held responsible and accountable for realising the entitlements

Senior leaders will use the entitlements as a framework for improving learning in academies and across the federation. In addition, each academy will make an assistant or vice principal responsible for overseeing the entitlements, contributing to the best practice trawls, feeding through content for the journal and meeting others with this responsibility regularly.

Academy improvement plans draw on the entitlements as a framework developing outstanding learning and teaching.

Every academy will:

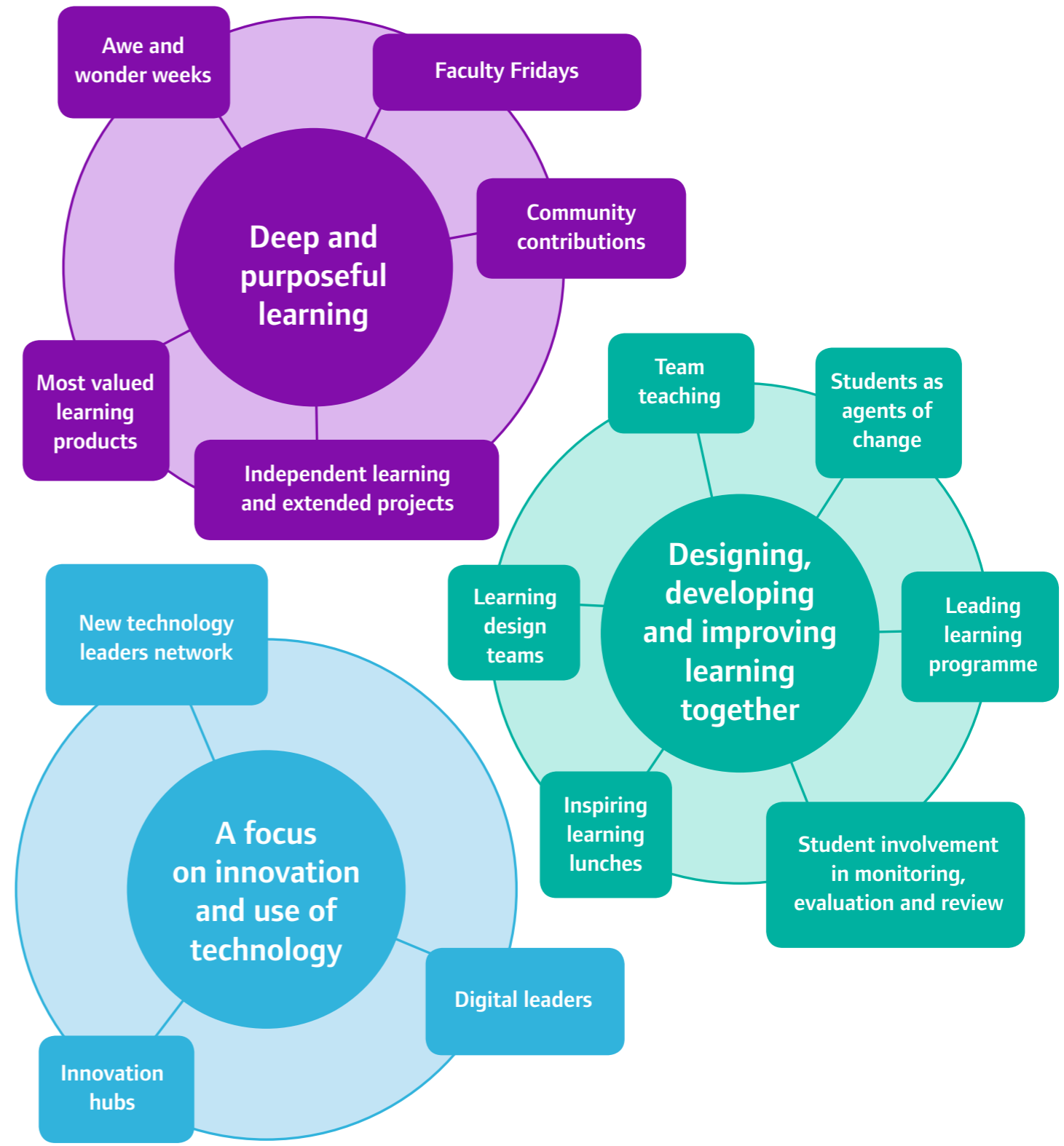
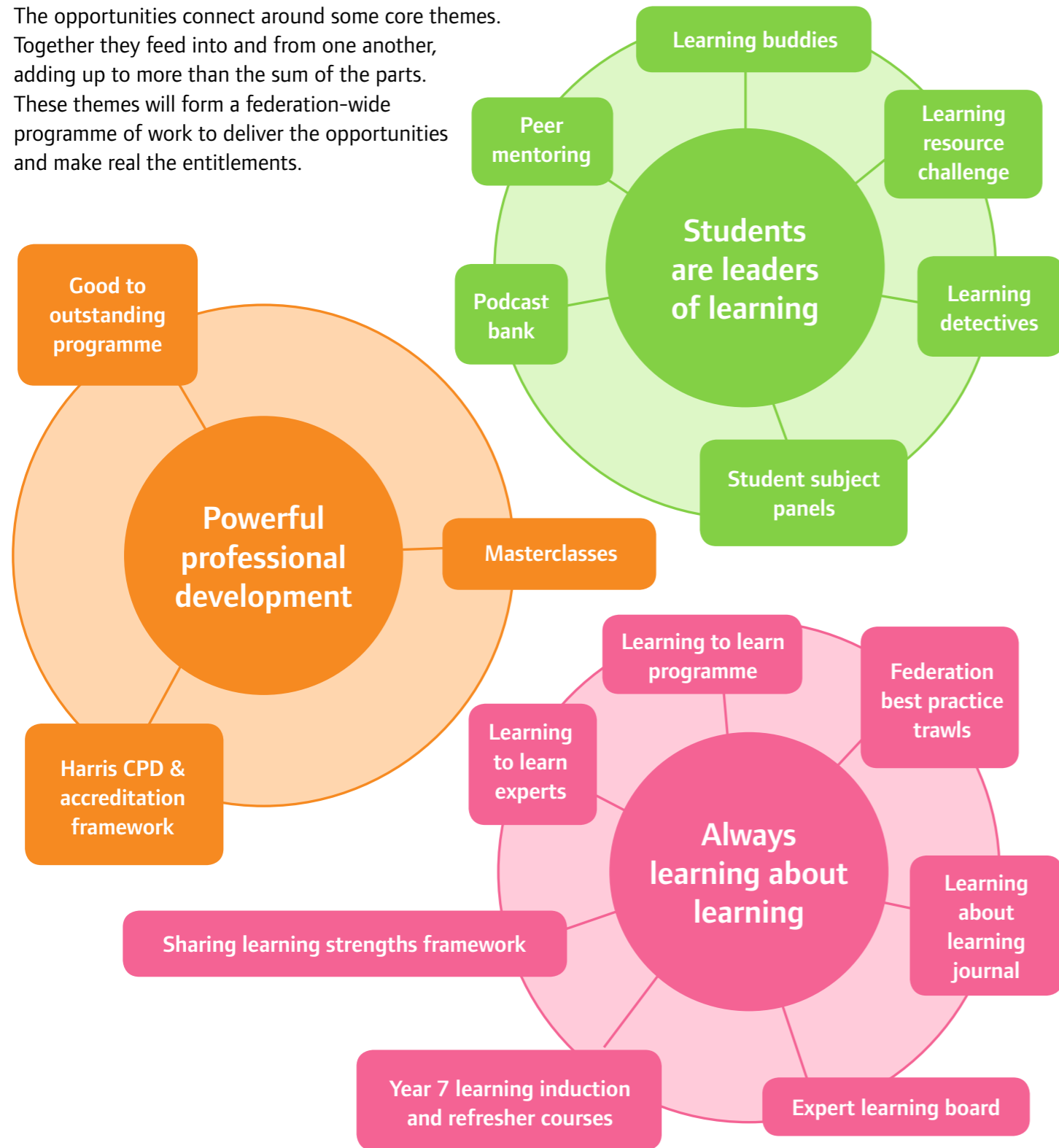
Work collaboratively with students and teachers to develop plans and priorities for taking the entitlements forward in the coming year.

Work in partnership with other academies to develop and deliver at least three of the opportunities to scale in the coming six months.

Agree how the Student Commission within their academy will transition in order to focus on taking forward the entitlements.

Mapping the opportunities

The opportunities connect around some core themes. Together they feed into and from one another, adding up to more than the sum of the parts. These themes will form a federation-wide programme of work to deliver the opportunities and make real the entitlements.



Thanks and acknowledgements

The success of the Harris Student Commission on Learning is in no small part due to the dedication shown by the following teachers and leaders who have worked with and supported students to make this complex project happen:

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Andria Singlehurst and **Mark Brockwell**, Co-leaders, Harris City Academy Crystal Palace (2009/10)

Susie Poole and **Stacey Briskey**, Co-leaders, Harris City Academy Crystal Palace (2010/11)

Miranda Palmer, Co-leader, Harris Boys' Academy East Dulwich (2010/11)

Helen Shipley, Co-leader, Harris Girls' Academy East Dulwich (2010/11)

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Dan Cundy and **Steven West**, Co-leaders, Harris Academy Merton (2009-11)

Fatima Rodrigues, Co-leader, Harris Academy Peckham (2009-11)

Jackie Addison and **Nathlaie Van die Wiede**, Co-leaders, Harris Academy Purley (2010/11)

Maria Papachristodoulou, Co-leader, Harris Academy South Norwood (2009-11)

The commission would also like to thank senior leaders from Harris Academies for opening themselves up to a dialogue about learning with their students, and for creating the time and space for commission activities to take place.

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Future partnerships

The federation is looking to work with key partners to take forward the opportunities outlined here. If you are interested in working with us please get in touch. Equally, if you want to talk about what we have learned or to find out more about taking forward your own Student Commission, let us know.

The Harris Federation and NESTA

NESTA is delighted to be partnering with the Harris Federation in order to share what has been learnt from the design and delivery of their Student Commission on Learning.

The Harris Federation

The Harris Federation is a single charitable legal entity to which all of the Harris Academies belong. Its aim is to operate as a group of collaborating academies for the benefit of young people in London. There are currently nine academies stretching across four local authorities and a further four Harris Academies will start in September 2011.

All Harris Academies are in challenging urban areas of London where underachievement has been endemic and the education on offer has failed many young people. But these schools are showing a unique capacity to transform aspiration and academic success. In the last few years Harris Academies have improved at a rate far above the national average. The academies are very popular with parents and students, being typically at least five times oversubscribed for each place.

www.harrisfederation.org.uk

NESTA

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NESTA does not work alone. Our success depends on the strength of the partnerships we form with innovators, policymakers, community organisations, educators and other investors. We bring the best ideas, new flows of capital and talented people together, and encourage others to develop them further.

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