Teaching to the North East (Bishop, 2019)
Relationship-based Leaders of Learning Profile

Relationship-based Leaders of Learning Profile (RBLP) is a new integrated model that provides Leaders of Learning (including the students themselves) with a means of _**creating**_ an extended family like context for learning, _**interacting**_ in ways that we know promote learning _and_ _**monitoring**_ the progress learners are making along a series of continua towards their becoming self-regulating and self-determining learners.

CREATE

Relationship-based Leaders of Learning _**create**_ a family-like context for learning in the following ways.

1. _Rejecting_ deficit explanations for learners' learning, which means that:
i. Deficit explanations are not used to explain learners 'difficulties.
ii. Agentic talk is clearly articulated, and learners are encouraged as they succeed.
iii. Errors and mistakes are seen as being opportunities to learn, not insurmountable problems.
iv. Learners' language, culture, and heritage are seen as assets to build upon and not as hindrances to learning.

2. Caring for and nurturing the learner, including their language and culture, which means that:
i. Culturally appropriate and responsive learning contexts are provided for and created.
ii. Learners can bring their own cultural experiences,
iii. Knowledge, language/s, and understandings to the learning interaction or conversation
iv. Learners' prior learning is utilised.

3. Voicing and demonstrating high expectations, which means that:
i. What is expected of learners is clearly identified, as is what learning involves
ii. Activities are cognitively challenging.
iii. Interactions include talk about learner capability to set and reach short- and long-term goals.

4. Ensuring that all learners can learn in a well-managed environment so as to promote learning, which means that:
i. Lesson and interactions are well organised with clear routines for learners to interact and learn individually, in a pair, or in a group.
ii. Management and learning interactions are implemented in a non-confrontational manner.

5. Knowing what learners need to learn, which means that:
i. Competency in subject/process knowledge is clearly displayed.
ii. Models and exemplars are provided to support learners to know what success looks like.

INTERACT

Relationship-based Leaders of Learning _**interact**_ within this family-like context in ways we know promote learning by:

1. Drawing on learners' prior learning, which means that:
i. Activities are provided that enable learners to activate what they know already, to see that their cultural (sense-making)
ii. Knowledge is acceptable and legitimate, what they may need help with and what they need to learn this information and other assessment data are used to inform the learning intentions and the pace of the learning.

2. Using formative assessment in the form of feedback, which means that:
i. A range of feedback (including task and process feedback) is provided on learning efforts. (These are precise responses to the learners' previous and current steps in the task and comment on learning progression and processes so far.)
ii. Learners are able to practise their learning and request feedback as they learn they can articulate where they need support.

3. Using formative assessment in the form of feed-forward, which means that:
i. A range of feed-forward is provided on learning efforts including self-regulation. (These are precise responses that guide the learner to their next steps in the task, to make learning progression and processes clear, and indicate what might help them to check that they have been successful.)
ii. Learners are able to practise their learning and request feed-forward as they learn—they can articulate where they need support
iii. AREA[1] assessment data are used to inform the learning intentions and the pace of the learning.

4. Using co-construction processes, which means that:
i. Models and exemplars of successful learning are provided to support learners to deconstruct tasks and to co-construct success criteria
i. Learning tasks enable the learner to bring their understandings and perspectives to the learning in order for them to make their own sense
ii. Learners are able to be co-enquirers; that is, to be raisers of questions and evaluators of questions and answers
iii. Learning is reciprocal—knowledge is co-created.

5. Using power-sharing strategies, which means that:
i. A range of power-sharing strategies are used including cooperative learning, narrative pedagogy, and student generated questions to facilitate learning interactions such as using learners' prior knowledge, feedback, feed-forward, and co-construction
ii. A range of power-sharing strategies are used to deliberately promote learning by allowing learners to work cooperatively
iii. Opportunities are provided for learners to learn with and from each other in order to create non-dominating learning relationships.

MONITOR

Relationship-based Leaders of Learning Leaders of Learning _monitor_ learners' progress and the impact of the processes of learning by assessing how well those learners for whom they are responsible are able to (Monitoring learners' progress by using the GPILSEO model[2]):

1. Set goals for their learning (Goals)
i. Learners clearly demonstrate that they understand what they are learning and know when they are successful.
ii. Learners set specific, measurable goals for improving AREA measures.

2. Articulate how they prefer to learn (Pedagogy)
i. Learners demonstrate their understanding of the appropriateness of practices that they are able to use to promote their learning.
ii. Learners acquire an in-depth understanding of the underlying theoretical principles of how and why they are learning so that they can use their learning flexibly when new situations and challenges arise.

3. Explain how they can best organise learning relationships and interactions (Institutions)
i. Learners demonstrate how they organise ways of relating and interacting in learning settings.
ii. Learners demonstrate understanding of the role and function of institutional structures and modes of organisation that support learning.
iii. Learners demonstrate their ability to be engaged in individual and collaborative evidence-based, problem solving activities.

4. participate in leadership roles and functions that are responsive, proactive, and distributed (Leadership)
i. Learners explain how they are able to work with others and how they can take on leadership roles and functions.
ii. Learners are able to be initiators of, and take responsibility for, their own learning and the learning of others.

5. Include others in the learning context and interactions (Spread)
i. Learners are able to include others in individual and collaborative evidence-based, problem-solving activities.
ii. Learners are able to describe who they learn with best and explain why.
iii. Learners are able to describe who else needs to be involved in their learning.

6. provide evidence of how well they are going and what progress they are making (Evidence)
i. AREA data are used to inform learners about where to take their learning (evidence informing their practice) and the learning of others for whom they are responsible.
ii. AREA data are used in a cumulative manner to indicate progress over time.

7. take ownership of their own learning (Ownership)
i. Learners are able to explain what they need to learn next in order to reach their goals.
ii. Learners are seen to be responsible for their own learning and for the learning of others.
iii. Learning needs are based on analysis of patterns of learning of one's self and of others.

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[1] Measurement of Attendance, Retention, Engagement and Achievement

[2] Bishop, R. (2008). GPILSEO: A Model for Sustainable Educational Reform. New Zealand Journal of Educational Studies, 43(2), 47-62.

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CREATE	INTERACT	MONITOR
Relationship-based Leaders of Learning *create* a family-like context for learning in the following ways.	Relationship-based Leaders of Learning *interact* within this family-like context in ways we know promote learning by:	Relationship-based Leaders of Learning Leaders of Learning *monitor* learners' progress and the impact of the processes of learning by assessing how well those learners for whom they are responsible are able to (Monitoring learners' progress by using the GPILSEO model):
1. *Rejecting* deficit explanations for learners' learning.	1. Drawing on learners' prior learning.	1. Set goals for their learning (Goals)
2. Caring for and nurturing the learner, including their language and culture.	2. Using formative assessment in the form of feedback.	2. Articulate how they prefer to learn (Pedagogy)
3. Voicing and demonstrating high expectations.	3. Using formative assessment in the form of feed-forward.	3. Explain how they can best organise learning relationships and interactions (Institutions)
4. Ensuring that all learners can learn in a well-managed environment so as to promote learning.	4. Using co-construction processes.	4. Participate in leadership roles and functions that are responsive, proactive, and distributed (Leadership)
5. Knowing what learners need to learn.	5. Using power-sharing strategies.	5. Include others in the learning context and interactions (Spread)
		6. Provide evidence of how well they are going and what progress they are making (Evidence)
		7. take ownership of their own learning (Ownership)