

MUCHSMARTER UK

Learning Culture Self-Evaluation






# Welcome!

**The core business of any school is learning,** but until now, there has been very little support offered to help monitor learning culture in schools.

Written by our team of educationalists, former senior leaders and educational psychologists, **this free assessment will provide you with a framework to discuss your institution's learning culture,** and help you start to identify the key areas to develop to take it to the next level.



We'll be asking you to think about five key characteristics of a school's learning culture: how your students see themselves, their willingness to take risks, their resilience, their independence, and their intellectual curiosity.

We'll ask you twenty questions across all categories, and ask you for an answer scaled from 0 (lowest) to 5 (highest). We'll also give you space to provide your rationale for the numerical answer you chose for each question.

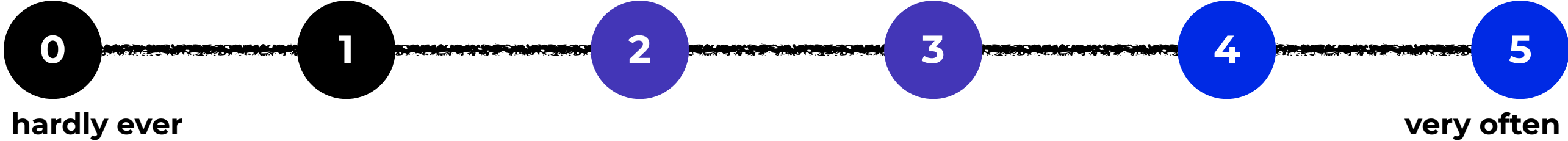
At the end, you'll get a chance to visualise for yourself what your answers suggest about your school's current learning culture.



**Without further ado, the questionnaire!**



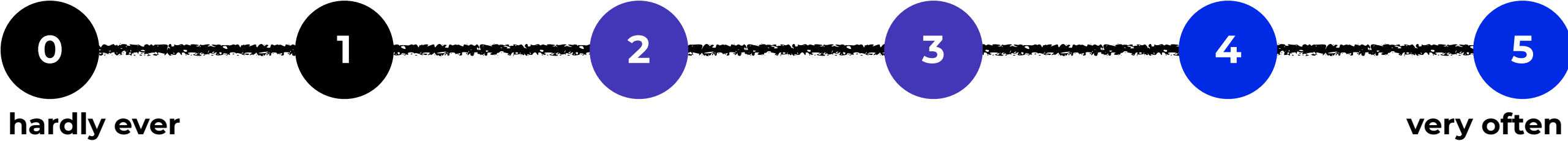
# 1. How regularly do students hand in assignments on time?



What's the basis for your answer?

Why do you think this is the case?

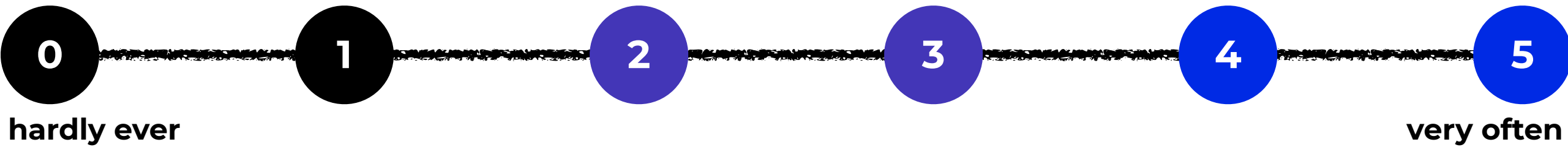
## 2. How often do students ask relevant questions in class discussions?



**What's the basis for your answer?**

**Why do you think this is the case?**

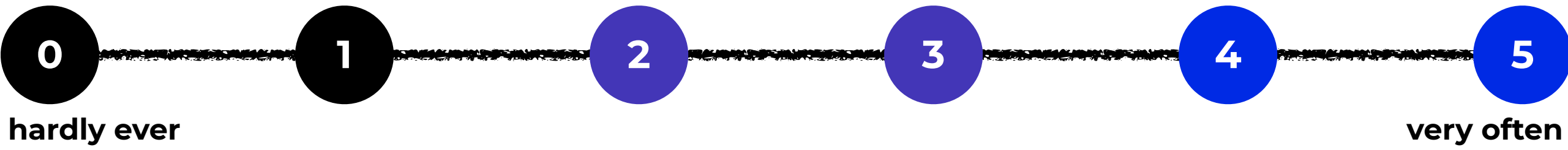
### 3. How often are students engrossed in their learning?



What's the basis for your answer?

Why do you think this is the case?

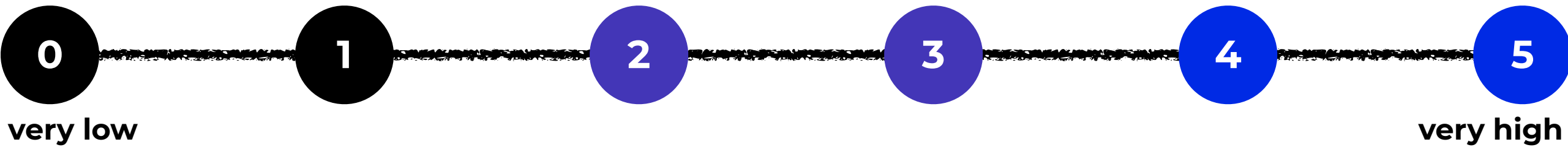
#### 4. How regularly do students revise?



**What's the basis for your answer?**

**Why do you think this is the case?**

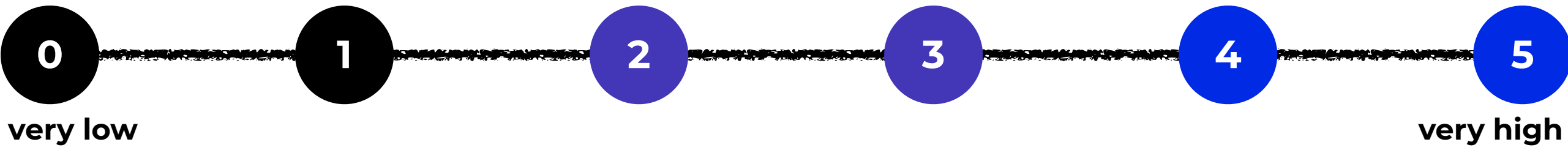
### 5. How would you rate the self-esteem of your student body?



**What's the basis for your answer?**

**Why do you think this is the case?**

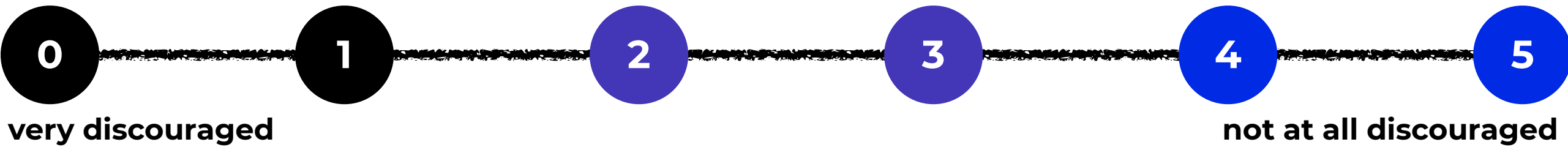
## 6. How would you rate the self-awareness of your student body?



**What's the basis for your answer?**

**Why do you think this is the case?**

# 7. How do your students react when they are presented with a new challenge?

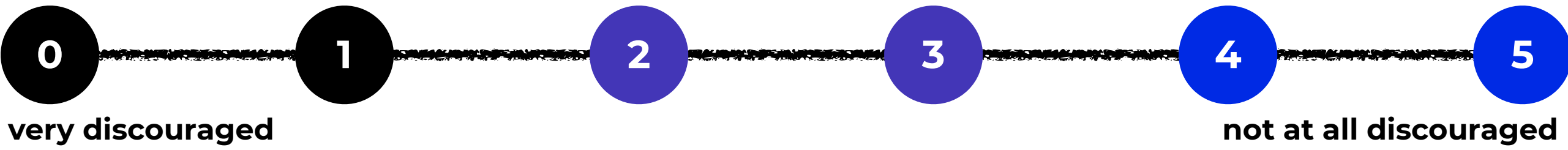


**What's the basis for your answer?**

**Why do you think this is the case?**



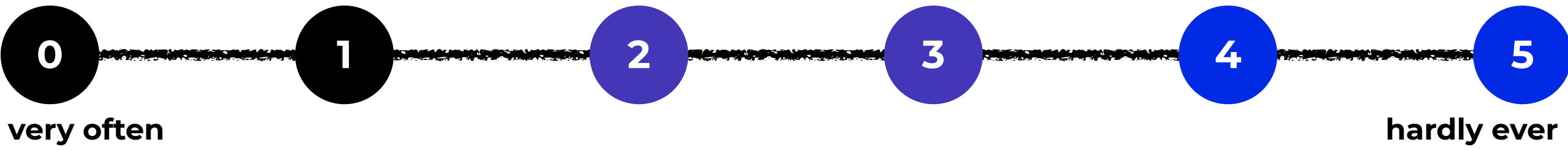
**8. How do students with lower marks usually react when they get their results back?**



**What's the basis for your answer?**

**Why do you think this is the case?**

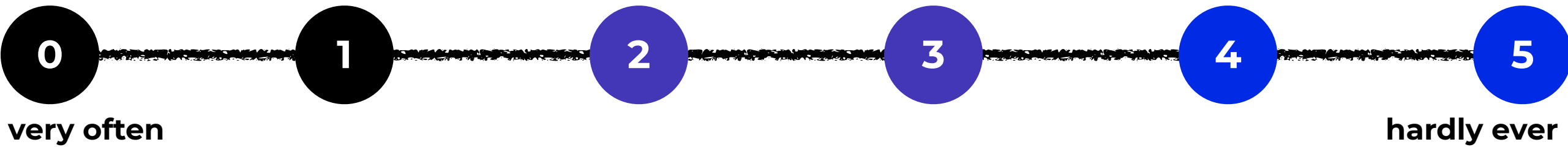
**9. When a student is struggling for an answer, how often do teachers fill the silence and answer for them?**



**What's the basis for your answer?**

**Why do you think this is the case?**

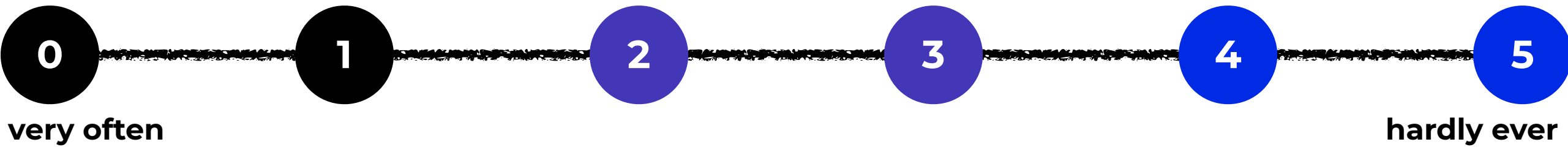
**10. How often is class discussion dominated by a select few students?**



**What's the basis for your answer?**

**Why do you think this is the case?**

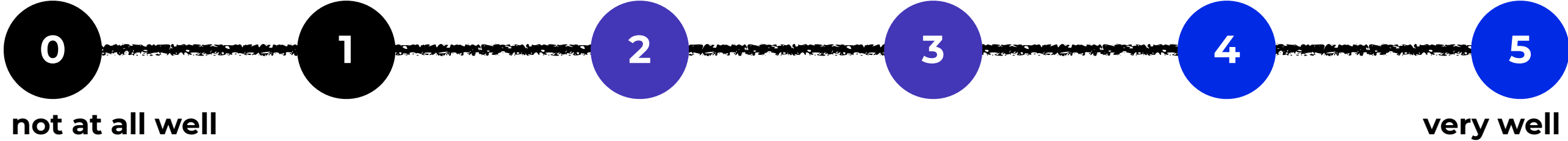
# 11. How often are there instances of classroom disruption?



**What's the basis for your answer?**

**Why do you think this is the case?**

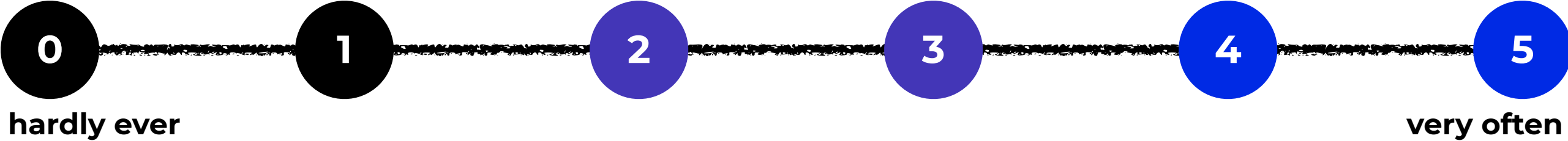
## 12. How well organised are your students?



**What's the basis for your answer?**

**Why do you think this is the case?**

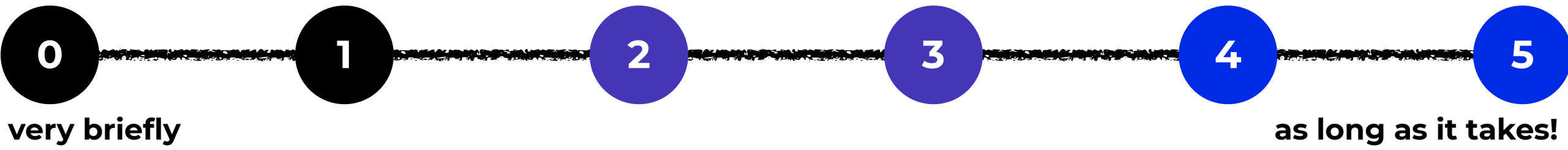
**13. Does the student body collaborate for the benefit of the school community?**



**What's the basis for your answer?**

**Why do you think this is the case?**

# 14. When students are stuck, how long do they keep trying before they give in?

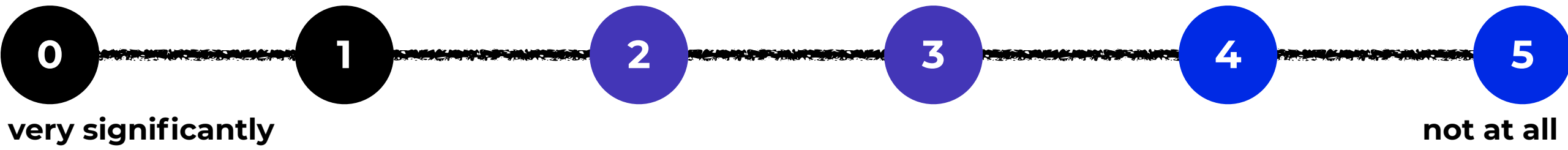


**What's the basis for your answer?**

**Why do you think this is the case?**



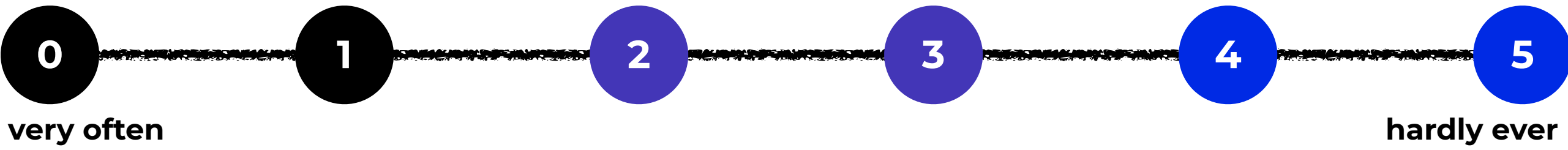
**15. How much does student morale dip during the run-up to exams or assessments?**



**What's the basis for your answer?**

**Why do you think this is the case?**

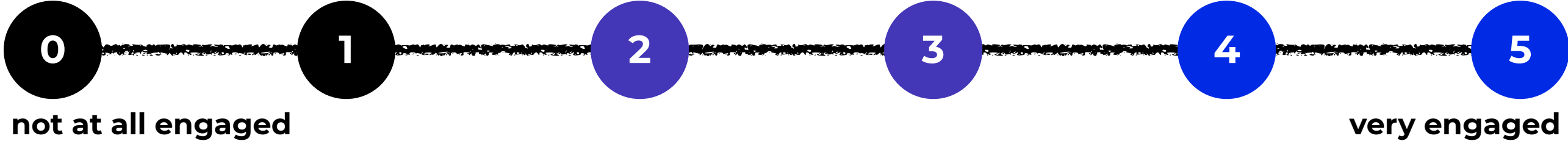
**16. How often do you see students leaving questions blank on exams or assessments?**



**What's the basis for your answer?**

**Why do you think this is the case?**

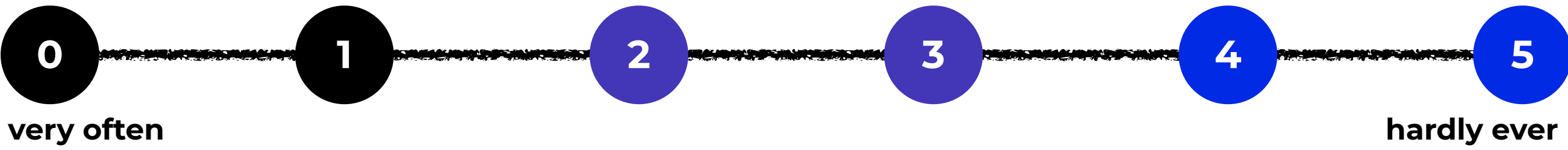
# 17. How engaged is your student body?



**What's the basis for your answer?**

**Why do you think this is the case?**

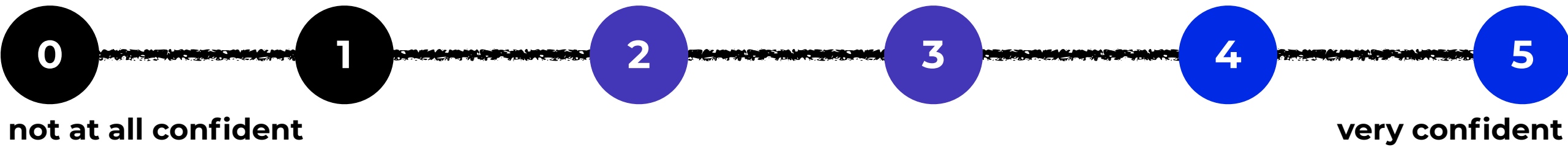
**18. How often do students ask a teacher for help before they try a problem for themselves?**



**What's the basis for your answer?**

**Why do you think this is the case?**

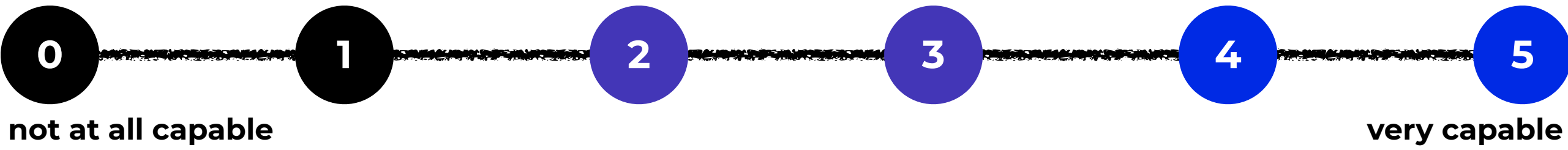
# 19. How confident are your students in taking ownership for their own learning?



What's the basis for your answer?

Why do you think this is the case?

**20. How capable are your students of finding the learning opportunities in failure?**



**What's the basis for your answer?**

**Why do you think this is the case?**



## Scoring Your Questionnaire

Well done! Hopefully, these questions sparked some interesting discussions between you and your team members.

In the figure on the next page, add up your values from the relevant questions in each section and plot in your five data points, which correspond to our five key learning culture categories, and connect them to complete an initial visualization of your current learning culture.

From there, we will move onto a discussion of your findings!



## self-image

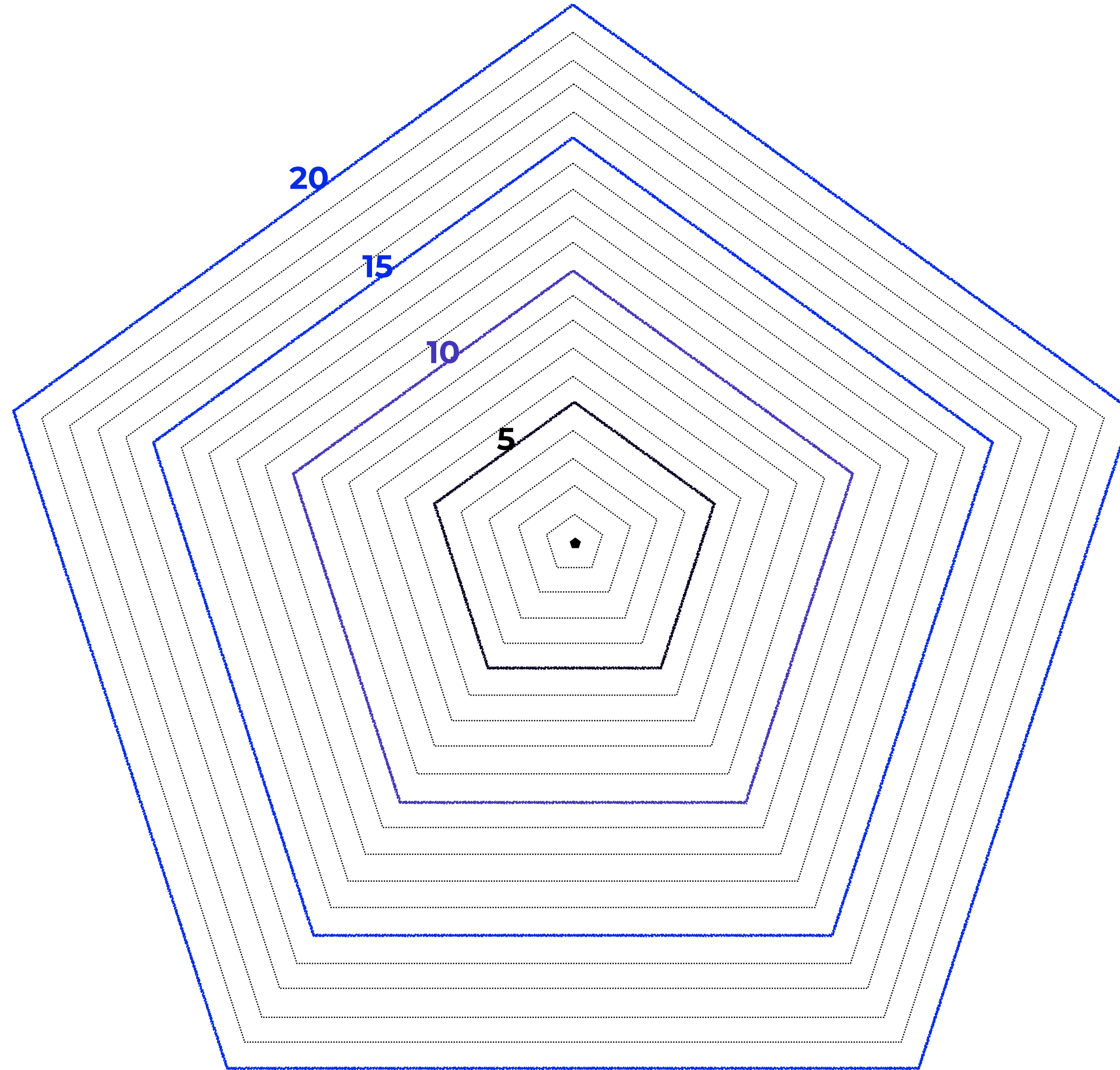
Add up your values for questions 5, 6, 13, & 20.

**risk-taking**  
Add up your values for questions 7, 9, 10, & 16.

**intellectual curiosity**  
Add up your values for questions 2, 3, 17, & 19.

**independence**  
Add up your values for questions 1, 4, 12, & 18.

**resilience**  
Add up your values for questions 8, 11, 14, & 15.



# What do these traits mean for your students?

## Self-Image

How students see themselves—as people, as learners, and as members of their school and community—plays a large roll in determining how well they can perform in any academic setting.

Students who believe that they cannot achieve something are, unsurprisingly, significantly less likely to achieve it than those students who are able to **keep an open mind about the possibility of success.**

Training a student—or student body—to unlearn their low expectations for themselves is a massive first step towards altering their trajectory as learners and future members of society.

## Risk-Taking

Students who are hesitant to take risks often do so out of a fear of making mistakes—which is, of course, an integral part of learning.

Students who leave entire questions blank on an assessment cost themselves any chance of getting even partial credit—and also any chance of realising, after they've taken the first step, that they might be able to answer the question!

Therefore, a key part of helping students make meaningful improvements in any area is persuading them to **be willing to play badly at first**, and not just once! They need to make a habit of embracing their mistakes and learning from them on a regular basis.

## Resilience

Part of many students' aforementioned fear of making mistakes is the **deeply negative emotional reactions** they sometimes have when they encounter setbacks: frustration, shame, self-judgment.

In our experience, we've found that helping students become resilient is often less a question of demanding more effort from them than it is about helping them **learn how to let go of those reactions and emotions around setbacks**, so that they can get to the more constructive activity of actually learning from them—and so they can **face up to challenges** when they arise.

## Independence

Dell Technologies and the Institute of the Future assert that up to **85% of the jobs that will exist in 2030 haven't been invented yet**. That means that today's students need to learn how to synthesise new knowledge and skills in unfamiliar situations.

Teaching students how to **think critically**, how to **organise their work**, how to **do research**, and how to **take on challenges** big and small will play a large part in helping them become adaptable enough to face uncertainty with confidence.

We want to help them develop attitudes and habits that will enable them to be **lifelong learners**.

## Intellectual Curiosity

Students who ask questions are more likely to advance their learning and make progress. When we help students build their confidence, we empower them to be inquisitive and pursue new knowledge and skills.

They can discover what interests them most—and discover new things to enjoy about subjects that used to bore them or make them anxious.





# Take a moment to think about what you want for your school and for your students.

Think about the big-picture goals you have for your school community: what does it look like five years from now?

What does it look like one year from now?

In fact, what does it look like a month from now?

Your students have untold potential sitting beneath the surface—**the potential to become capable, confident learners.**

The way to unlock that potential is to teach them more effective habits of thinking, feeling, and learning.

# The first step to empowering your students is investing in your people.

MuchSmarter's Continuing Professional Development suite is designed specially to help you and your team develop a learning culture that is **consistent with your big-picture goals for your school and for your students**—a learning culture designed to help your school develop a generation of capable, confident learners ready for any challenge that comes their way.

**We don't just do one INSET day and walk away!** This is about helping your students build habits—which takes time and repetition—so we work long-term with you and your staff to explore your school's specific needs, implement our habits training to meet those needs, evaluate progress and refine accordingly until the system is working exactly the way your school and your students need it to.

# Why are we talking about this today? Because the future of education is upon us already.

**Nuffield Foundation:** “The consequences of having skills mismatches and failing to implement effective long-term education and training strategies focussed on skills could be detrimental on many levels.”

**OECD:** “Students will need to apply their knowledge in unknown and evolving circumstances.”

**Dell Technologies/Institute for the Future:** “Schools will need to teach how to learn rather than what to learn to prepare students for jobs that don't exist yet.”

## Ready to address your learning culture, but unsure of where to start?

To schedule a free consultation call about MuchSmarter's CPD programme, you can reach out to our Managing Director, **Gavin Hepherd-Hall**, at [\*\*gavin@muchsmarter.com\*\*](mailto:gavin@muchsmarter.com) for full details.

To maintain our high standard of service, we only work with a select number of schools each year—but we will **always** make time to talk with you if you want to learn more!

## We look forward to hearing from you.

Yours,  
Gavin and the MuchSmarter UK team