INDICATORS OF A LIFELONG LEARNING SCHOOL

Education and Training C20	Lifelong Learning C21	Action for Change
1. Sets narrow academic objectives and targets and works to achieve these in the present	Not only works to achieve present targets but also to impart future long-term values and attitudes to learning	More schools/life links and partnerships – with industry, community etc construct a wider curriculum dealing with life skills
2. Rudimentary short-term business plan usually around academic matters. Little effort to keep every stakeholder informed and on-side.	A full written organizational Strategy, available to all, for developing the school into a lifelong learning organization, and covering all aspects of the school's activity.	Develop longer-term school business plan and make it available to all . Create pro-active information strategies to bring all stakeholders on-side. Adopt external quality indicators like Investors in People
3. Some teachers go on educational courses according to need or desire. Occasional seminars in schools for teachers only.	Every person in the school has a continuous improvement plan for academic and personal skill/ knowledge development embedded into the management system, and part related to the school development plan	Develop written continuous improvement plans for academic and personal development of pupils, teachers and admin staff. Extend these to parents and community as desired
4. Teachers only human resource for curriculum delivery supplemented by helpers. Other resources supplied from local government and school events	School adds human resource by tapping into skills, talents and knowledge of governors, parents and everyone in the community and other resource by exploring funding and other sources in the community	Appoint someone to identify and use ALL the human and other resources in the community and beyond. Use innovative strategies to involve the community in school development
5. Curriculum based on discrete subjects, and assessed on memorization of facts with pass-fail philosophy	Curriculum based on skills and knowledge, the enhancement of self-esteem and the acceptance of lifelong values. Examinations as stock-taking part of the personal learning process	Incorporate personal skills development into curriculum Take the notion of failure out of the system and replace it with strategies for improving personal self-esteem
6. In-school pastoral care systems staffed by overworked teachers. Sparse support services to identify and solve individual learning and social problems early	Guidance, support and counselling systems available for all learners and their families using all available resources. Rapid identification and solution of learning and social problems	Introduce individual learning guidance systems for all pupils and update frequently Use resources in school and community – mentors etc, Involve the family. Initiate rapid response system.
7. Focus on curriculum and examination success within the school. Social curriculum dealt with on an ad hoc basis. Some social and community programmes	Looks outward to the world, learning by contributing to the community in which it exists. Strong social curriculum to promote a sense of tolerance and understanding of different races, creeds and cultures	Introduce an active social curriculum in and out of school to enhance tolerance and understanding. Use internet networks in projects to link pupils to other pupils throughout the world
8. Teacher as a passer of information through didactic teaching methods using chalk, talk and paper exercises.	Teacher as developer of learning skills using motivational power of ICT, multimedia, networks etc in individualized active learning programmes	Train all teachers in the many uses of technology as learning tools. Invest heavily in ICT through innovative programmes with industry etc
9. Parents invited to school to discuss child's progress once a term. Occasional public information meetings	Involves the family in the life of the school through increased home-school cooperation and active participation in school events	Write a family participation guide outlining all the things parents etc can do for the school. Open an email line. Establish a contact poin
10. In some schools a play or a show once a year. Out-of-school activities led by enthusiastic teachers. Annual School Fair and Presentation Days	Enhances confidence, creativity and the cultural vision of staff, parents, children and the community through a wide range of extra-curricular activities.	Establish an impressive programme of school societies, out-of-school activities, cultural events etc and involve the community where appropriate
11. (In some countries) Concentrates mainly on high academic achievers in order to enhance attractiveness to parents through position in league tables.	Concentrates on academic and personal success of all pupils as a means of enhancing the school's reputation and satisfying society's need. Invites the public to share in it.	Market the school strongly. Emphasize the positive learning opportunities for all children, staff and the community at large. Create own league table of all-round achievement.