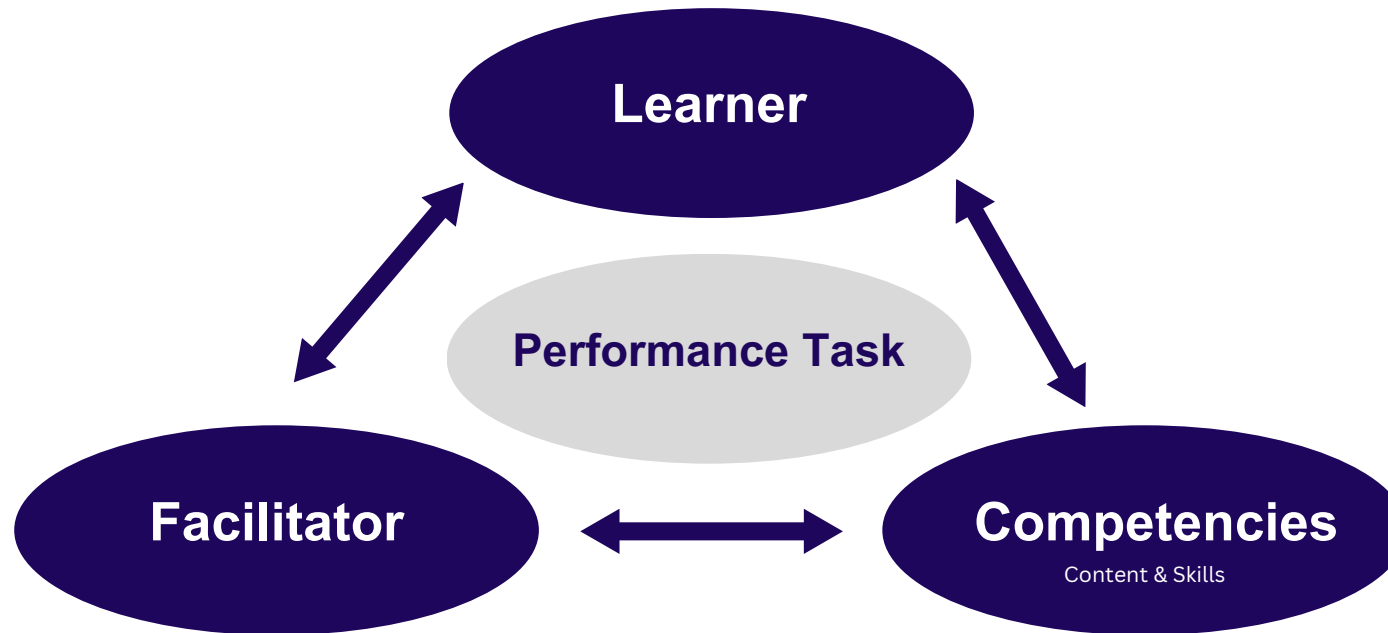


The Learning Core



- **Defining the Learning Core:** Student learning improves when the expectations for the level of competency are raised, facilitators' knowledge and skills are strengthened, and student engagement increases.
- **Change One, Change All:** Changes to any single element of the learning core—level of competencies, facilitator skills, or learner engagement—must be matched by adjustments in the other two for improvement to happen.
- **If It's Not in the Core, It's Not There:** Real learning is defined by what happens in the classroom, not just by curriculum or assessments; the quality of instruction and learner engagement are key.
- **Task Predicts Performance:** What matters most for learner outcomes is not what facilitators do, but what learners are actively doing and how engaged they are in meaningful tasks.
- **Real Accountability Lies in the Tasks:** True accountability means ensuring that learners are engaged in the right work, and focusing on consistent, observable facilitation practices across the school.
- **Learn by Doing the Work:** Improvement happens when educators actively engage in the work of teaching and learning, learning from direct experience rather than delegating or distancing themselves.
- **Description Before Analysis:** Effective improvement requires first understanding and describing teaching practices, then analyzing them to predict outcomes before making judgments or evaluations.

Adapted From:

City, Elizabeth. "Learning from Instructional Rounds." Educational Leadership, Oct. 2011. Association for Supervision & Curriculum Development.
 City, Elizabeth. "The Learning Core." Orbis Exemplary Learning, 20 June 2020, youtu.be/axOAG7wDGz0?si=5dSDxDbdr2rOJNno. Accessed 24 Oct. 2023.
 Elmore, Richard. Improving the Instructional Core. 2008.