# Seven principles of learning chart

*Developed by Ellen Hauser and Bernadette Pearce, Sandhurst Catholic Education Office, Wagga Wagga, Australia.*

The OECD’s work on innovative learning environments was led byHanna Dumont, David Istance and Francisco Benavides. Their 2010 report “The Nature of Learning” identified seven principles of learning:

* Learners at the centre
* The social nature of learning
* Emotions are central to learning
* Recognising individual differences
* Stretching all students
* Assessment for learning
* Building horizontal connections

Each of these principles is described in more detail in the research report and in the 2012 practitioner guide: [Nature of Learning: Practitioner guide](https://www.oecd.org/edu/ceri/50300814.pdf) (PDF).

One way to help leaders and teachers to scan the learning environment using the seven principles is to ask them to carefully read each of the descriptions in the practitioner guide and then to fill in the boxes on the chart on the next page.

There are three main questions to consider for each of the principles:

* What are we doing well that is promoting learning and how do we know?
* What are we not doing so well that isn’t promoting learning and what evidence do we have?
* What do we need to think about next? (This last question might be about collecting further evidence, or be about developing a focus in the spiral).

The chart needs to be electronic or printed on a large sheet of paper.

**NOTE**

The same principles apply to professional learning environments. When you get to the New learning phase of the spiral of inquiry, learning and action, it might be important to visit these principles again in relation to professional learning.

WHAT DO WE KNOW ABOUT THE OECD’s 7 PRINCIPLES OF LEARNING IN OUR STUDENTS’ LEARNING ENVIRONMENTS?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| What are we doing well that is promoting learning |  | What are we not doing so well that isn’t promoting learning? | What are we doing well that is promoting learning? |  | What are we not doing so well and isn’t promoting learning? | What are we doing well that is promoting learning? |  | What are we not doing so well and isn’t promoting learning? |
| What evidence do we have? | **1. Learners at the centre** | What evidence do we have? | What evidence do we have? | **2. Social nature of learning** | What evidence do we have? | What evidence do we have? | **3. Emotions are integral to learning** | What evidence do we have? |
| What next? |  | What next? | What next? |  | What next? | What next? |  | What next? |
|  |  |  | 1.  Learners at the centre | 2.  Social nature of learning | 3.  Emotions are integral to learning | What are we doing well that is promoting learning? |  | What are we not doing so well that isn’t promoting learning? |
|  | **Implications for our inquiry** |  | Implications for our learning | **STUDENT LEARNING FOCUS** | 4.  Recognizing individual differences | How do we know? | **4. Recognizing individual differences** | How do we know? |
|  |  |  | 7.  Building horizontal connections | 6.  Assessment for learning | 5.  Stretching all students | What next? |  | What next? |
| What are we doing well that is promoting learning? |  | What are we not doing so well and isn’t promoting learning? | What are we doing well that is promoting learning? |  | What are we not doing so well that isn’t promoting learning? | What are we doing well that is promoting learning? |  | What are we not doing so well that isn’t promoting learning? |
| How do we know? | **7. Building horizontal connections** | How do we know? | How do we know? | **6. Assessment for learning** | How do we know? | How do we know? | **5. Stretching all students** | How do we know? |
| What next? |  | What next? | What next? |  | What next? | What next? |  | What next? |