A prospectus for NSW public primary schools

October 2026

LEARNERSHIP

Developing more skilful learners

The shape of a two-year program being explored by the Association with James Anderson, building a culture of learning and growth. Intended to begin Term 1, 2027.

This is the shape of what's being offered, not the final offer. Read it, tell us what would make it work for your school, and register your interest.



Register your interest

Scan the code, or go to www.jamesanderson.com.au/nswppa-eoi

James Anderson

NSW PRIMARY PRINCIPALS' ASSOCIATION INC.

FROM THE ASSOCIATION

Why we're interested

Our members have spent years lifting the quality of teaching in their schools, and it shows. The question James Anderson puts to us is about the other half of that equation: how skilfully our students engage in learning, and the culture of a school that develops them.

We're putting this in front of you because it speaks to what many principals tell us they're seeing, because the work has a track record in schools like ours, and because it has been shaped so that small schools could take part. Whether it becomes an Association program is a decision for our Leadership Standing Committee after the conference, and what we hear from you is part of what it will consider.

What follows is the shape of a possible program, not its terms. Read it with your own school in mind, tell us what would make it work for you, and if it interests you, register your interest so we can keep you informed.

NSW Primary Principals' Association

THE GROWTH EQUATION

FROM JAMES ANDERSON

For the best part of two decades, our system has been getting better at teaching. Look at where the professional learning budget goes, listen to the conversations in the staffroom, read the school plan: the work is about the quality of teaching, and it has paid off. NSW's current focus on Explicit Teaching is the latest expression of it, and a good one. Lessons are clearer, expectations higher, and learning outcomes have improved. That work is worth doing, and you're still doing it.

But something has come with it. We've built a system in which teachers carry the responsibility for producing learning outcomes. When the outcomes aren't strong enough, the answer is better teaching, again. You're seeing what that does. Teachers working harder to secure every result. Pressure, and a sense of blame when the numbers don't move. And, in the classroom, too many students who have quietly come to believe that learning is something the teacher makes happen to them. Passive learners, who sit back and wait for it.

Ask your students why they come to school. Most will say: to learn. Ask them how they do that, and many will say: by doing what the teacher tells me. Think about that answer. They've got the first question wrong. They don't come to school to learn. They come to school to be taught.

That's the learning problem this program is designed to address. Not because teaching doesn't matter; it matters enormously. But we've forgotten, or at least minimised, the role of the learner in their own learning. Student growth has two factors, and we've only been focusing on one of them.

Student Growth = Skilful Teaching × Skilful Learning

It's a multiplication, not an addition. Picture two students in the same well-taught lesson.

The first hesitates when the challenge appears and looks for an easier option. Struggle, for this student, is a sign to put a hand up and ask for help. Every mistake is a judgement about what they can't do. And the teacher has learned that for this student to reach the outcome, they'll need to be supported, scaffolded and guided through it. So the student gets there, but on borrowed effort. The teacher carried the learning.

The second leans into the same challenge, comfortably uncomfortable with not knowing yet. Every mistake is information. Effort goes into their own growth, not just into getting the work done. And the teacher's role changes with them: responding to their requests for advice, providing the next challenge, and noticing and encouraging the way they're engaging in the learning. The student carried the learning.

Learnership is the skill of learning: how skilfully a student engages in the process of learning.

You know both of those students. And you know how different it feels to teach them, and which does better in the long run. The first has to be led, sometimes dragged, through every piece of learning, and the teacher does the hard work. The second drives their own. The difference isn't intelligence. It isn't innate. It's how each student has learned to engage in learning. And that can be developed.

Craftsmanship is the skill of the craft. Leadership is the skill of leading. **Learnership is the skill of learning: how skilfully a student engages in the process of learning.** Like any expertise, it develops over time, and the more skilfully a student engages, the more they get out of every learning opportunity you give them. Learnership is what helps students get better at getting better.

We've become extraordinarily focused on the skill of teaching. This proposed program is about becoming equally deliberate about the skill of learning. This isn't a case for abandoning learning outcomes in favour of process. How students engage in the learning process is how we achieve those outcomes, and exceed them. And when students drive more of their own learning, teachers stop dragging, and get some of their energy back for the pedagogy they'd rather be doing.

But it's also about something the outcomes can't measure. The test of a school isn't only what its students can do in a year's time. It's what they're able to do in twenty. A focus on outcomes driven by teacher practice can secure the short-term results without ever deliberately developing the learner who has to live the long-term one. In a world where change is the only constant, we need students who are skilful learners, not just students who were taught the outcomes well. Learnership is how a school can pursue both.

Are you getting the learning done, or are you developing the learners?

James Anderson

JAMES ANDERSON

Author of Learnership, The Agile Learner, The Learning Landscape and Succeeding with Habits of Mind
Creator of the Mindset Continuum and the Learnership Matrix

DO YOU LEAD A TEACHING ORGANISATION, OR A LEARNING ORGANISATION?

Every school has a culture, and part of that culture is how students engage in learning. It's the answer to one question: **how does learning get done around here?**

As you read the five below, consider how much of each you see in your school, for most of your students, most of the time. Not much of this? A little? Some? A lot? Mostly this?

1 A culture of activity

The way things are done around here is to keep students busy. The key verb: **do**. Students completing tasks. Compliant, engaged, and quietly avoiding challenge: happy to do something, just not something that stretches them. Learning stops when the activity is finished. Teachers planning around what students will be prepared to do, rather than the challenge they need to grow. Rewards for completion and participation. Reports that read like a list of things done. Lots of activity, not much growth.

Not much of this	*A little*	*Some*	*A lot*	*Mostly this*

2 A culture of performance

The way things are done around here is to show what you can do. The verb you hear: **perform**, or **achieve**. Students doing their best, but reluctant to do better. Success is getting it right and achieving the mark. Quick, correct and perfect are the measures; struggle reads as a sign of limitation, a sign to stop; effort is hidden. Teachers plan by what's on the test, which puts a ceiling on what students can show and where they can grow. Achievement is valued above growth, so some students succeed without growing, and some grow without being recognised. When a hand goes up in class it's usually to say "I have an answer", less often "I have a question".

Not much of this	*A little*	*Some*	*A lot*	*Mostly this*

3 A culture of teaching

The way things are done around here is through teaching. The verb that matters: **teach**. Students wait for the teacher to tell them what to do. Attentive, successful, well taught: the teacher models, scaffolds, prompts and directs, and the learning gets done. Then the direction stops, and so do they. Compliance is valued, because students do best by following instructions. Teacher planning starts with the content, and which strategies to use to teach it. Struggle is something teachers minimise and support students through. Every problem is a teaching problem; every solution is something teachers will do. Students become highly successful at being taught. Learning, but not learners.

Not much of this	*A little*	*Some*	*A lot*	*Mostly this*

4 A culture of learning

The way things are done around here is to help students become better learners. The verb: **learn**, and teachers focus on the process of learning, not just the outcome. Students taking charge. Setting goals, reaching for them, celebrating growth along the way. The learning process is explicit, and the content is the vehicle for teaching students how to learn. Challenge is valued as the pathway to growth; struggle is a sign of it, to be supported and navigated rather than removed. A rich language of learning in the room: learning zones, Habits of Mind, effective effort. Teachers working more like coaches, and noticeably less stressed as students lift more of the cognitive load.

Not much of this	*A little*	*Some*	*A lot*	*Mostly this*

5 A culture of growth

The way things are done around here is to foster continuous growth. The verb: **grow**. Students who seek out challenge, because the growth is the point. Highly aware of themselves as learners, refining how they learn, and using today's learning to become more capable tomorrow. Getting better at getting better. Teachers acting as mentors, curating the challenges that will help each student grow. Success measured by growth, not just standards. Ask "why are we doing this?" and the answer is: to help you grow.

Not much of this	*A little*	*Some*	*A lot*	*Mostly this*

	CHALLENGE	HABITS OF MIND	MISTAKES	FEEDBACK	TIME & ENERGY
AGILE LEARNER	EMBRACES	CULTIVATES	DESIGNS	TAILORS	GROWING
INDEPENDENT LEARNER	TARGETS	DEVELOPS	USES	REQUESTS	STRIVING
DIRECTED LEARNER	ATTEMPTS	EXTENDS	CORRECTS	RESPONDS	PRODUCING
PERFORMANCE LEARNER	LIMITS	APPLIES	AVOIDS	SELECTS	PERFORMING
BEGINNER LEARNER	REDUCES	DESCRIBES	RECOGNISES	ACKNOWLEDGES	DOING

Every school has students at every level of the Learnership Matrix, and traces of every one of these cultures. The question is which patterns dominate: what most of your students do, most of the time, and what the adults and the systems around them make normal. For most schools that's one or two of these, and our system pulls schools towards teaching and performance. Teachers teach. Students learn. The system measures the learning outcomes, by cohort, and the outcomes become the goal.

A culture of learning and growth doesn't abandon the outcomes. It changes the focus from whether they were achieved to how they were achieved, and who students became as learners on the way. Focus on the learning process and the growth, and the outcomes take care of themselves. More importantly, students are prepared for a world where today's outcomes expire, and knowing how to grow in the face of a challenge is what counts.

Want a more accurate picture?

Do the Learnership Diagnostic with your staff. Go to

learnership.app

and enter the code

NSWPPA

Go deeper: Learnership, Part V (p. 175) and Part VI (p. 259). Every conference delegate received a copy.



WHAT THIS COULD LOOK LIKE IN YOUR SCHOOL

“We’re starting to get results that we’ve never had at Glenview in the history that I’ve been here.”

Carl Allan
Principal, Glenview Primary School

Glenview Primary School

Glenview is a primary school of 446 students in New Zealand. Three years ago it looked, by every measure the system uses, like a school that was working. Students were compliant and well behaved, curriculum standards were being met, teachers worked hard, parents were satisfied.

“We used to say that we’ve got compliant students,” the Deputy Principal, Corey Redwood, recalls. “They were just being fed, without them wanting to be fed.” Students sat quietly, followed instructions and completed tasks. When they hit difficulty, they stopped and looked around for help. Even the high achievers couldn’t explain how they learned. They knew how to comply.

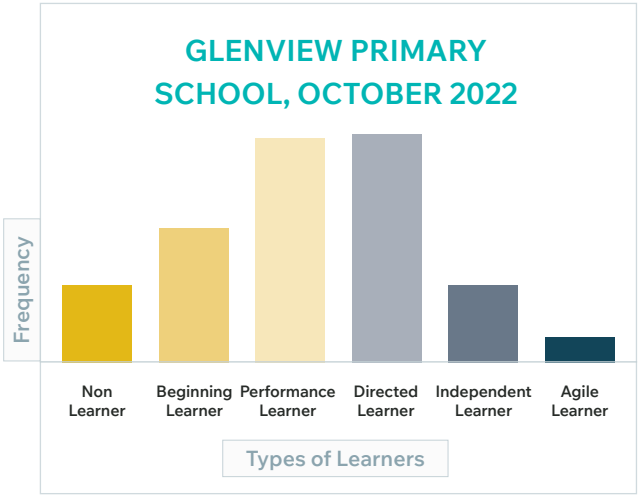
Principal Carl Allan and his leadership team confronted something uncomfortable: excellence isn’t a level you reach, it’s a standard you operate by, and a school full of compliant students was meeting benchmarks, not operating with excellence. Over three years, from 2022 to 2025, the school built learnership deliberately, across every year level, led by its own leadership team.

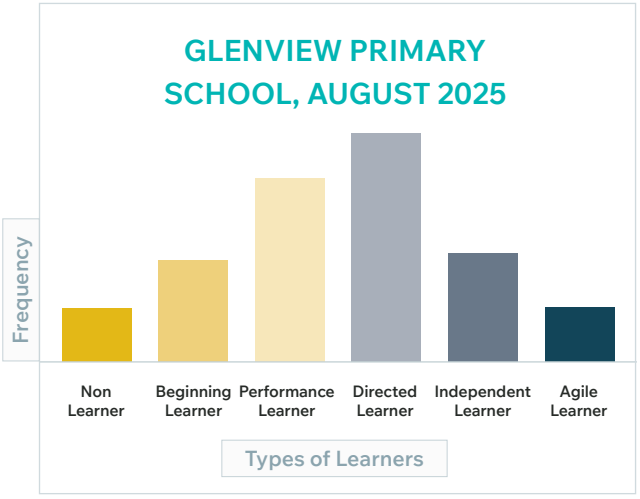
The change that mattered most was in how teachers saw their job. “We had to challenge teacher mindsets first,” Carl explains. By the second year, that shift had crystallised: *the teachers are there to challenge the students, not to help them*. Not by stepping back, but by teaching students what to do when learning gets hard, and then refusing to take that work back off them.

By the third year, students were asking for harder work when they were comfortable, comparing their own pre- and post-assessments rather than each other, and explaining their learning process to adults without prompting. Teacher-

observed Agile Learner behaviours nearly doubled; Non-Learner and Beginning Learner behaviours fell. New Zealand's Education Review Office found the focus on students' confidence and understanding of how they learn well embedded across the school, alongside significantly extended achievement.

"We're starting to get results that we've never had at Glenview in the history that I've been here," Carl says. "And I've been here a decade." The results weren't the goal. They were what followed.





Asquith Girls High School, Sydney

A NSW public school of 650 students that has been doing this work since 2019. On the Department's own Tell Them From Me survey, the one your own school knows, the proportion of students setting challenging goals increased by 12.5%, students showing high levels of perseverance by 30%, and teacher expectations for student success by 8.5%. In 2022 the school was named an Excellence Awardee in the Australian Education Awards for Best Student Wellbeing Program. It's a secondary school; the instrument is the one your school sits.

Growing Skilful Learners

Read the full case study, Growing Skilful Learners, at
jamesanderson.com.au/growing-skilful-learners

DEVELOP LEADERS WHO DEVELOP LEARNERS

The capability this program is designed to develop stays in your school. Each layer has a job.

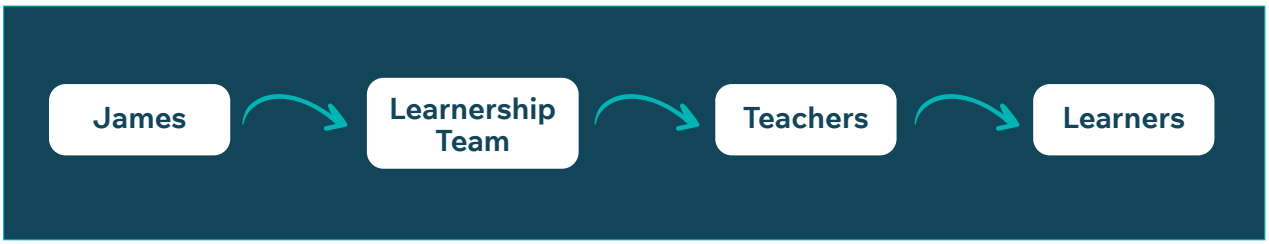
James brings the specialist expertise: the resources, the modules, the coaching, the tools, the troubleshooting, and continuous access when your team needs it.

Your Learnership Team develops the expertise to lead the work locally. They lead the professional learning with colleagues, support teachers as practice changes, solve the implementation problems as they arise, and tailor the work to your school's context.

Your teachers develop the classroom practices that deliberately grow more skilful learners.

You shape the conditions and the culture: aligning the policy, the practice and the tradition around it, so that developing skilful learners becomes the way learning gets done around here, and stays that way.

When the two years end, your school has the expertise, the practices, the language, the resources, the policies and the leadership to keep going. It's built so the work can be sustained in the school, rather than slowly fading when the program ends, the way so many do.



Who leads it in your school

Your Learnership Team. The people who will lead the development of learning across your school. Who, and how many, is your decision, and it should match how your school actually runs. In a small school it may be you and one other. In a larger school it might be the leaders of early, middle and upper primary, so the work reaches every stage. What matters is that they have the standing, and the protected time, to lead professional learning with their colleagues.

What your Learnership Team gets

Leading Learnership: two days, face to face. Your team leaves knowing what learnership is, what changes in a classroom because of it, and how to lead that change with their own staff: how to address the common blockers, how to support colleagues, how they'll be supported themselves, and where to get help. Where five or more participating schools sit in the same area or PPC network, the intention is to bring the two days to you.

Cohort coaching, twice a term: where your team is shown how. Twice a term, online, James takes the Learnership Teams through the next stage of the work: the content, and the pedagogy for leading it. What the next module is about. How to introduce it to staff. The activities to run, the resources to use, the sprint to set. Then the teams compare what happened in each school since last time and work through the implementation together. It's the practical development of the people who'll be leading this in your school, every term for two years.

The Learning Zone: a community focused on learning. Between sessions, your team works alongside the Learnership Teams from the other NSW primary schools in the cohort. Sharing what you've tried. Seeing what another school did with the same module. Asking the question you'd otherwise sit on until the next session. Borrowing a resource and adapting it. The modules, classroom resources and session materials live there too. But its real value is the cohort: other schools asking the same questions at the same time, so you're not trying to lead a cultural change on your own.

Continuous support: what you need, when you need it. Weekly open office hours with James. A problem on a Tuesday doesn't wait for a workshop in week eight. Drop in with the blocker, the question, or the thing you want to think out loud about, and leave with a way forward. Few programs of this kind offer it; it's one of the reasons this one works.

Tools that make the work easier to lead. Online tools built for this program: for planning professional learning, for looking at classroom practice, and for putting the thinking behind each module in a teacher's hands when they need it.

And you develop as a leader of learning.

Your Learnership Team leads the classroom work. You lead the culture that lets it take hold: the policies, the practices, the traditions and the messages that make a school a community of learners. What gets noticed, valued and celebrated. How you talk to parents about learning. How you and your staff develop as learners yourselves.

That last one matters more than it sounds. Being an expert teacher doesn't make you an expert learner, and a school can be full of skilled teachers who haven't sat in their own Learning Zone for years. A learning organisation is one where everyone, students, teachers, leaders and the wider community, recognises learnership, values it, and deliberately develops it. Your job is bigger than supporting an implementation. It's creating that organisation.

Once a term, the principals in the cohort would meet with James, online, for ninety minutes. It's your own professional learning across the two years: how to recognise the culture you're creating; where your existing policies and practices already point at growth, where a nudge would realign them, and which few need to go; how to bring parents with you; how to make learning visible among the adults, not only the students; and your own role as the leading learner in your school. The question underneath those two years is the one this document opened with: **how does learning get done around here, and what are you doing, as its leader, to change the answer?**

WHAT CHANGES FOR YOUR STUDENTS

Eight modules over two years. Each one names a change in how your students engage in learning, and equips your teachers, through your Learnership Team, to bring that change about and keep bringing it about after the program ends.

1



Raising the Status of Learning from an Act to an Art

Students come to see learning as a skill, something they can get better at, and every lesson as two things at once: a curriculum outcome to reach, and a chance to become a better learner on the way. Teachers learn to give each lesson that double bottom line.

2



Nurturing a Growth Mindset

Students come to treat their capability as something they build, not something they have. Not a poster and a slogan: teachers learn to teach for a growth mindset rather than about it, using the Mindset Continuum to make deliberate nudges to their language and practice, so that the whole classroom carries growth messages.

3



Making Challenge Your Friend

Students' relationship with challenge changes, from something to be endured or avoided to the pathway to growth. From fear to friend. Teachers learn how to bring that about.

4



Navigating the Zones of Learning

Students learn to tell when they're learning, performing, or staying comfortable, and to ask for the zone they need. Teachers learn to help them recognise the Comfort, Performance, Learning and Aspirational Zones, each with different expectations, different emotions and different outcomes, and to navigate them well.

5



Making Meaning from Mistakes

Students learn to read their own mistakes: not "good" or "bad", but how helpful is this one, and what does it call for? Teachers learn the six types, some useful and some not, some to be avoided and some to be embraced, and how to move the classroom to that better question.

6

Investing Effort in Growth

Students learn where effort produces growth, and direct it at themselves as learners, not just at the work. Effort is the currency of growth, and teachers get a clear, consistent and accurate way to understand, recognise and reward the effective kind.

7

From Feedback to Advice

Students become skilful seekers of advice rather than passive receivers of feedback, and act on it. Teachers learn five tools, developed across the year levels, drawing on From Feedback to Advice.

8

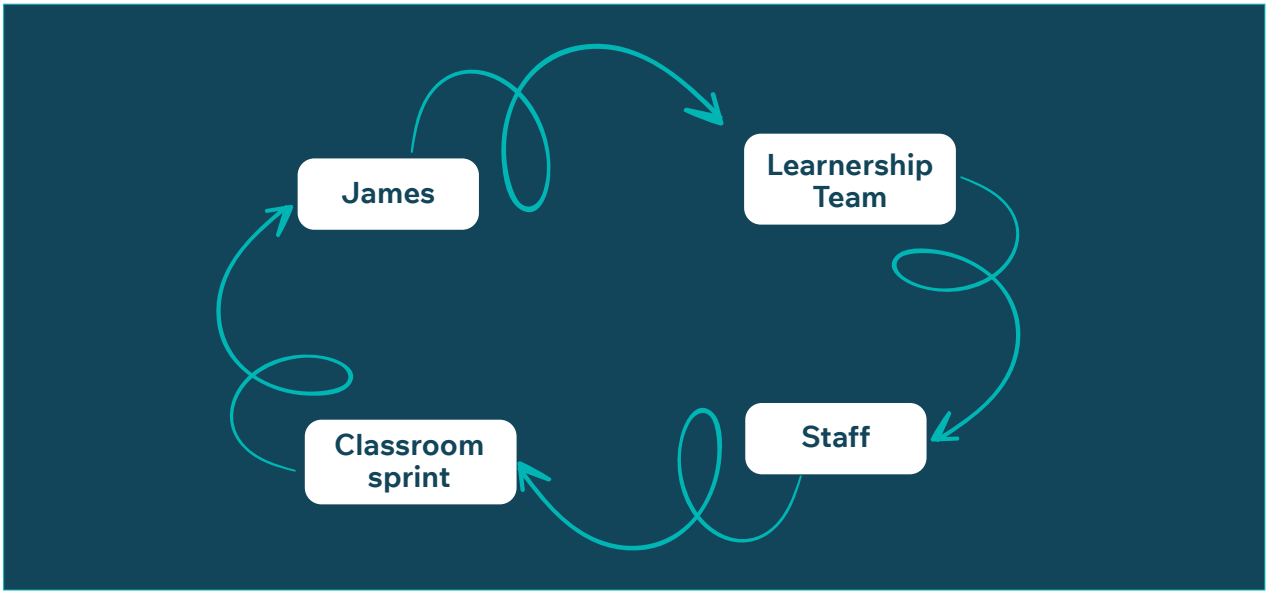
Cultivating Problem-Solving Superpowers

Students learn what to do when they don't know what to do. Teachers learn to help them recognise, apply and cultivate the Habits of Mind.

How it runs

James paces and sequences the program, and every school in the cohort works on the same module at the same time, so the coaching and the community are always in step. Some modules take a term; some run across two. Within that, your Learnership Team goes deeper wherever your Diagnostic pointed.

Each stage has the same rhythm. James works with the Learnership Teams. The teams take the work back to their staff. Then a short classroom sprint: teachers pick one practical idea, tool or strategy from that stage and trial it with their own classes straight away. What happened comes back to the team, and into the next session with James. The sprint is what turns a module into changed practice rather than a session people attended.



HOW YOU'LL SEE IT WORKING

Where are your learners now? At the start of the program, your school would complete the Learnership Diagnostic. Your Learnership Team gets a picture of how your students currently engage in learning: where they sit on the Matrix, what that says about how learning gets done in your school, and which parts of learnership most need attention first. At the end of the two years, you measure again. So the question you can answer isn't only whether staff completed a program. It's whether your students became more skilful learners.

See what's changing while there's still time to act. Each term, your Learnership Team would receive a short report: how the modules and sprints are being taken up across the staff; what the school delivered against what it planned; movement on the practices that term's module targets, from your own returns; and how that sits against the cohort, so you can tell whether a problem is yours or everyone's. Returning it termly means you can act on it inside the year rather than reading about it afterwards.

The burden stays light. Instruments are short, scripted and explained, so your team is never wondering what it's being asked to do or why.

Build your evidence while you do the work

By the time you reach external validation, the evidence is already there. Rather than reconstructing the story afterwards, your Learnership Team will have built it as the work happened: implementation records, participation data, changes in teacher practice, Diagnostic movement and your own reporting, annotated term by term across the two years. The program builds that evidence set with you, aligned to the School Excellence Framework and ready for your own self-assessment and external validation. At Excelling, the framework asks for students who "have agency in articulating their learning and understand what they need to learn next", and for curriculum provision that "nurtures student agency". That's the kind of evidence this work is designed to build, in the Department's own terms.

What we won't claim. This program will not move your self-assessment judgement against the School Excellence Framework. That judgement is yours, and your Director, Educational Leadership affirms it. What the program will do is give you evidence you would otherwise have to build from nothing.

YOUR COMMITMENT

This isn't something James does to your school. It's something you lead, your Learnership Team makes happen, and your teachers carry into classrooms. James supports it, extensively. But you own it, and without that ownership a culture doesn't change.

Schools that get the most from this work make it visible, give people the time to lead it, and stay with it long enough for practice to change. So a participating school would commit to a small number of things:

- **Treat learnership as a school priority**, and name it in your School Excellence Plan where the cycle allows
- **Form a Learnership Team**, with protected time
- **Attend** the two days at the start of the year, the coaching twice a term, and the principals' session each term
- **Deliver** the agreed program with your staff
- **Complete** the measurement cycle
- **Share your practice** with the cohort

A school that isn't in a position to do that in 2027 will get more from something else, and it's better to work that out now than halfway through year one.

Where you are in your School Excellence cycle shapes how you'd take part, not whether you can. A school at the start of a cycle can name learnership as a strategic direction. A school midway through can run it as the approach it takes to improvement measures already set, whether that's reading, numeracy or engagement. It doesn't compete with the plan; it's one way the plan gets delivered. Where a school is in its external validation cycle may affect when it's best placed to start, and that's one of the things the first conversation is for.

WHAT IT WOULD COST

Pricing is being finalised with the Association, and it will be set by school size, using the Department's enrolment bands, so that a small school pays a small school's price and no school pays a penalty for one extra student. The range being considered runs from around $7,500 a year for the smallest schools to around $19,000 a year for the largest, the same in both years. The final figures are confirmed once the Leadership Standing Committee has met. Registering your interest doesn't commit you to anything.

Around $7,500–$19,000 per year

Range under consideration · Final pricing to be confirmed

What the price covers. This is a higher price than most programs schools buy, and it's a different kind of purchase. It isn't a workshop for a few people. It's two years of capability-building for your whole school:

- **Every teacher on staff**, not a cohort, through the eight modules and classroom resources
- **A Learnership Team that stays** when the program ends, developed through the two days, coaching twice a term and weekly access to James
- **You**, through the principals' stream
- **The Learning Zone**, the online tools, and the Diagnostic and measurement cycle
- **A School Excellence Framework evidence set** built as the work runs, which a school would otherwise assemble from scratch

Bought as professional learning one teacher at a time, the same eight modules would cost a school of any size several times more.

The price is the same in both years. This is one two-year program with its cost spread across two years, not a one-year program with a second year bolted on. Change starts in year one: the team is built, the first modules run, and teachers begin working differently. Year two is where that consolidates and extends, and where the measures catch up with what the school has already begun to feel.

Payment terms would be set by the Association, with payments split within each year.

Regional? Bring the program to you.

5+

participating schools

in the same area or PPC network

If you lead a school outside the metropolitan area, you may be assuming this is another program that won't reach you. It needn't be. Where five or more participating schools sit in the same area or PPC network, the intention is to bring the two face-to-face days to you, which takes the travel, the nights away and most of the cost out of the two days that usually decide these things.

So before you put this down, think about which four colleagues you'd want in the room. Then ask them.

After the two years. An optional continuation, from year three, at a modest annual fee to be confirmed, keeps the work alive: continued access to all eight modules and the classroom resources in The Learning Zone, the community, weekly office hours and the online tools, plus a full-day onboarding workshop early in Term 1 so staff who've joined since get the same start your first team did, rather than a link to a folder. It doesn't include the measurement cycle, which belongs to the two program years.

IS YOUR SCHOOL READY?

This work doesn't need a particular type or size of school. It needs a school ready to make developing skilful learners a priority. Four questions:

1

Can you name it?

Would learnership sit as a named priority in your school, and in your plan where the cycle allows, rather than as something the staff hear about at a meeting?

2

Can you protect the time?

Is there a Learnership Team, however small, whose time to lead this with colleagues you can actually protect across two years?

3

Can you develop them?

Can your Learnership Team attend the two days at the start of 2027 and the coaching twice a term, and can you join the principals' session each term?

4

Will you measure it?

The Diagnostic at entry and at the end of year two, and a light cycle of termly returns between.

Four yeses and your school has what the program needs from it. A no on any of them is worth taking seriously; it may simply mean 2027 isn't your year.

Help shape it

This is the shape of the program, not the finished thing. If there's something in here that would make it hard for your school to take part, say so. If there's something missing that would make it easier, say that too. Timing, team size, the two days, the price: all of it is still being worked out, and the schools that tell us what they need are the ones it will end up fitting. There's a space for exactly that on the form below.

James

Registering your interest

Registering interest isn't a commitment. It's a way of saying "keep me informed", and the start of a conversation about whether this is right for your school, in which either of us can say no.

Complete the Association's **expression of interest form** (scan the code, or use the link).

jamesanderson.com.au/nswppa-eoi

NOW — Register your interest

WEEK FOUR, TERM 4 — The Leadership Standing Committee considers the program; the Association confirms its terms

THEN — A conversation with James about your school and your team

BEFORE THE END OF THE YEAR — Schools confirmed, agreements signed, platform access set up and tested

TERM 1, 2027 — Leading Learnership: the two days. The program begins

EVERY TERM — Coaching, office hours, the principals' session, your report back

END OF 2028 — Program complete. Continuation available

Questions before then: pl@nswppa.org.au

Ready to go deeper? Read the book

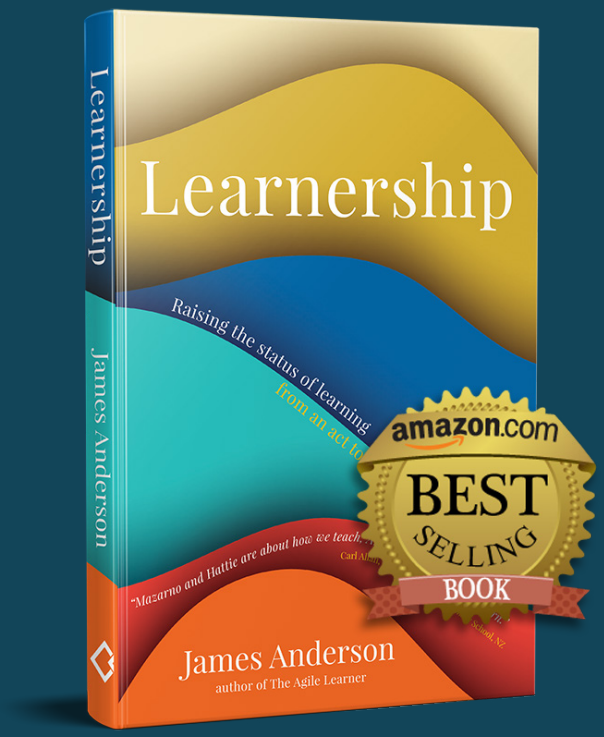
LEARNERSHIP

by James Anderson

Learnership addresses the true issue in our schools: a learning problem, not a teaching problem. This book introduces the concept of Learnership, transforming learning from an act to an art. With practical tools to evaluate and enhance Learnership in schools, foster a growth mindset, and develop more skilful, proactive learners, Learnership is an essential guide for educators aiming to cultivate a culture of growth and prepare students for lifelong success.

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FROM FEEDBACK TO ADVICE

by James Anderson

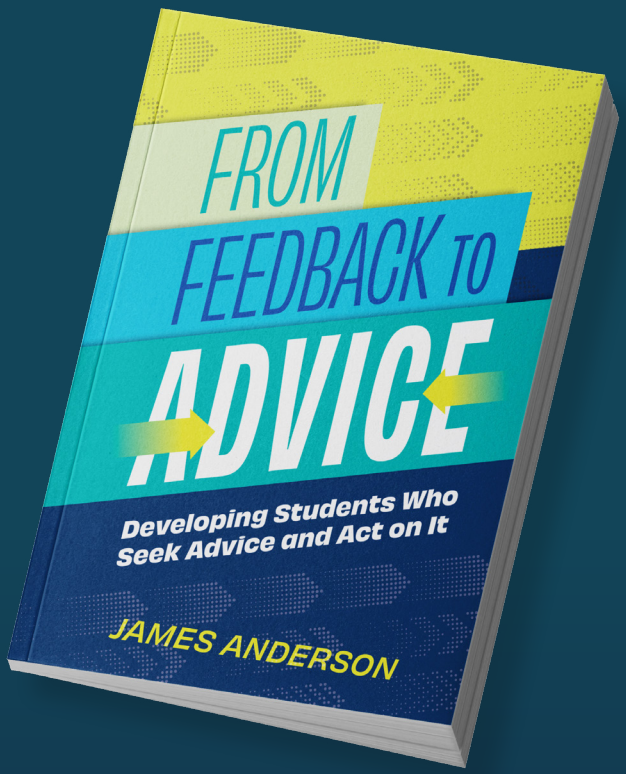
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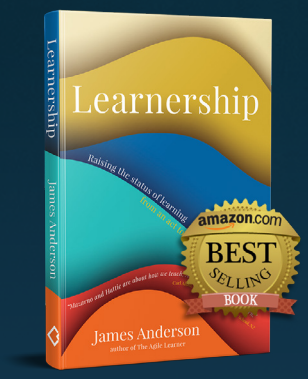


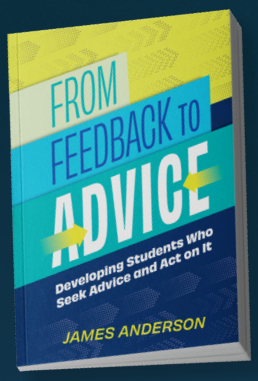
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JAMES ANDERSON

James is an Australian educator, author and international speaker who has spent two decades on one question: how do we help students become more skilful learners? He is the author of Learnership, The Agile Learner, The Learning Landscape and Succeeding with Habits of Mind, and the creator of the Mindset Continuum and the Learnership Matrix, which schools use to make the work concrete. He is a Certified Speaking Professional and works directly with school leadership teams.

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