



LNCT Agreement 4: Shared Learning Experiences

(Revised July 2026)

An agreement to ensure a consistency of understanding and practice across our authority in the area of formal and informal class/play room visits.

Rationale and Purpose

All learning establishments have a responsibility to ensure the effectiveness of the service they provide. Shared Learning Experiences (SLEs) are part of the suite of tools used to reflect on both quality and improvement.

The purpose of class/play room visits is as follows:

- To evaluate and improve learning and teaching.
- To provide opportunities for teachers to reflect on and discuss their practice.
- To share success and good practice.

The format and focus of SLEs will be agreed as part of the improvement planning process.

Where possible a timeframe for these opportunities will be agreed and put into the calendar for the start of each session.

SLEs should be seen as a supportive process, based on professional trust and respect. This agreement does not form part of any disciplinary or competence procedures.

Links to VSE and HMIE

Every three years, schools will be reviewed as part of the Validated Self Evaluation process. School leaders should take this process into account when planning for SLEs. This will ensure that teachers/educators do not experience too many visits in any one session.

Shared Learning Experiences should also be managed appropriately in any session when schools receive a HMIE inspection.

Links to SIP and PRD

Sharing learning is an essential part of the improvement process and will contribute towards building an ethos of achievement. A process of collective self-evaluation and reflection against How Good Is Our School? (4th edition) quality indicators will lead to planned areas for improvement in learning and teaching, as detailed in an establishment's Improvement Plan.

Shared Learning Experiences taking place as part of the quality improvement calendar should be structured around these areas for improvement.

Feedback and professional dialogue arising from formal shared learning should be structured around agreed areas of focus. The results of shared learning should inform the ongoing process of collective

self-evaluation and reflection. Individual feedback and professional dialogue with members of SLT may be used by individual practitioners in their annual PRD.

Cross-establishment shared learning should focus on establishment and learning community priorities.

Planned and Focused

The timing and focus of Shared Learning Experiences should be agreed beforehand between the teacher and the visitor.

Timing for a planning discussion and post-visit dialogue should be built into the establishment's working time agreement. One hour per visit is suggested for professional dialogue and feedback. This should be agreed by the School Negotiating Committee (SNC).

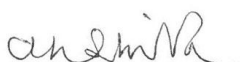
Principles and Good Practice

- Formal Shared Learning Experiences should have an agreed focus.
- The visitor should, where possible, be an active participant in the learning to make the process more natural for learners – dependent on the focus being observed.
- Formal SLEs should provide enough information to allow constructive professional dialogue.
- A record of dialogue should be agreed and kept.
- Dialogue will be conducted in a positive and respectful manner, e.g. using a coaching approach.
- The lessons shared should reflect the learning and teaching routinely undertaken in the learning environment.
- Formal and informal SLEs should be a fully integrated element of the quality improvement process.
- Formal SLEs should reflect on aspects of quality improvement and/or PRD targets.
- Formal and informal SLEs must be undertaken by fellow professionals or specified local authority staff.
- No more than three establishment-led, formal visits should take place in one session.
- A variety of means of undertaking SLEs should be used e.g. team teaching/co-operative teaching, learner focus groups,
- Feedback following formal SLEs should focus on the agreed points and be offered promptly as part of a professional discussion, learning walks, etc.
- Formal and informal SLEs must have the learner at the heart of the focus and opportunities could be provided for learners to give feedback on their experience.
- The ethos should always be positive and supportive.

Signed: 

Bryony Monaghan, Co-secretary LNCT

Date: 31 July 2026

Signed: 

Ann Skillen, Co-secretary LNCT

Date: 31 July 2026