

Monthly briefing: 2nd Tuesday, 3-4pm



Building lifelong learning dispositions using the “Learning Journeys” approach and platform

Simon Buckingham Shum

Director, Connected Intelligence Centre

Professor of Learning Informatics

<https://cic.uts.edu.au>

In the next hour...

- **Learning Dispositions**
- **Learning Power** as a construct
- The LP **survey** as a tool to provoke reflection
- The **Learning Journeys** platform
- Introducing this into your **teaching**

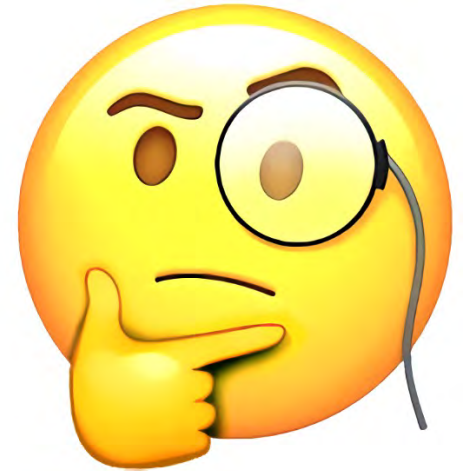
Kickoff exercise...

Think about the **most effective learners** you've taught / worked with

Not necessarily the highest grade scorers,
but the ones who are **effective real-world learners**

Possibly those **most likely** attract an employer's eye

What **qualities** did they have?

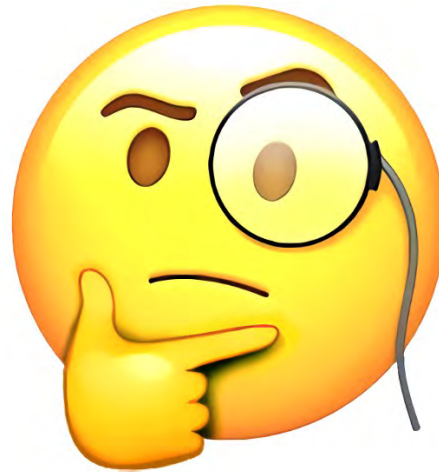


Type a list privately for 1 minute...

Paste your list into the Zoom chat...

“Learning Dispositions”

It's strange...
that in most schools and universities
we have no language to talk about



learning to learn

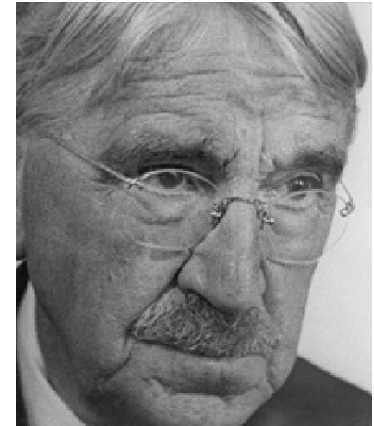
We need tools that build our readiness to be...

stretched out of our comfort zones
and equipped to handle **uncertainty**

(aka “learning”)

Knowledge, Skills & Dispositions

“Knowledge of methods alone will not suffice: **there must be the desire, the will, to employ them.**
This desire is an affair of personal disposition.”



John Dewey

Dewey, J. *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. Heath and Co, Boston, 1933

What are learning dispositions?

“A disposition is a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal.”

“one of the most important dispositions to be listed in educational goals is **the disposition to go on learning**. Any educational approach that undermines that disposition is miseducation.”



Lilian Katz

Lilian G. Katz (1993). *Dispositions: Definitions and Implications for Early Childhood Practices*. Urbana, IL:ERIC Clearinghouse on Elementary and Early Childhood Education. 1993 <https://eric.ed.gov/?id=ED360104>

Knowledge, Skills & Dispositions

“It’s more than knowledge and skills. For the innovation economy, **dispositions** come into play:

readiness to collaborate;
attention to multiple perspectives;
initiative;
persistence;
curiosity.”

Larry Rosenstock



High Tech High
San Diego
hightechhigh.org

LearningREimagined project: <http://learning-reimagined.com>

Larry Rosenstock: <http://audioboo.fm/boos/1669375-50-seconds-of-larry-rosenstock-ceo-of-hightechhigh-on-how-he-would-re-imagine-learning>

Knowledge, Skills & Dispositions

“One of the key issues emerging from these findings was the **learner’s orientation towards the unknown, uncertainty and ambiguity**, and their tendency to either **retreat from it or move into it**. The former effectively precludes deep learning, and the latter is the beginning point for it.”

Ruth Deakin Crick & Chris Goldspink



Deakin Crick R. and Goldspink G. (2014) Learning Dispositions, Self-theories and Student Engagement, *British Journal of Educational Studies*, 62,1,1-17. DOI: <http://dx.doi.org/10.1080/00071005.2014.904038>

Learning Dispositions

a lot of interest in how to cultivate these for lifelong/lifewide learning

When presented with learning opportunities, dispositions capture **relatively enduring tendencies** in the way that students behave

Even so, student responses can be **contextual** too

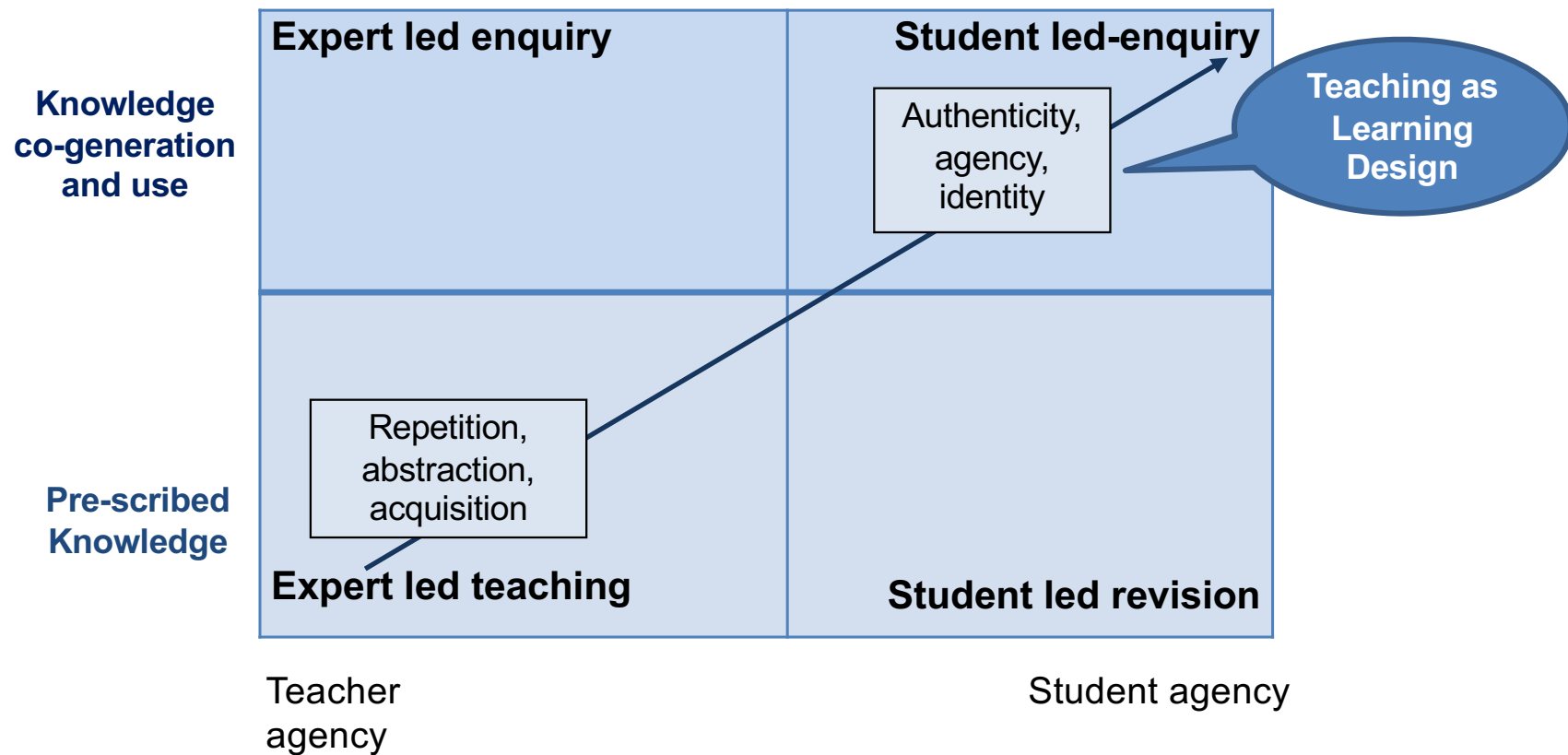
Learning dispositions seem to be tied to their **sense of identity, agency and hope**

Educators focus on **malleable dispositions** that are important for developing **intentional learners**

Dispositions which – critically – learners can **recognise and develop in themselves**

From transmission to learning design

The Knowledge-Agency Window



“Learning Power”

A language for learning dispositions

Crick Learning for Resilient Agency survey (CLARA)

Deakin Crick, R., Huang, S., Ahmed Shafi, A. and Goldspink, C. (2015). **Developing Resilient Agency in Learning: The Internal Structure of Learning Power.** *British Journal of Educational Studies*: 62, (2), 121-160.
<http://dx.doi.org/10.1080/00071005.2015.1006574>



Answer Key

1. No, not at all like me
2. Not very much like me
3. A little like me
4. Quite like me
5. Quite a lot like me
6. Yes, very much like me

Learning Power Survey



1. There is at least one person close to me who has helped me to learn.

1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I like talking through challenging problems with friends.

1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I need positive comments from a teacher in order to keep trying.

1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I enjoy a challenge.

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Personalised feedback with a Learning Power profile

~20min, 65 item survey

Learning Power Survey

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1 2 3 4 5 6

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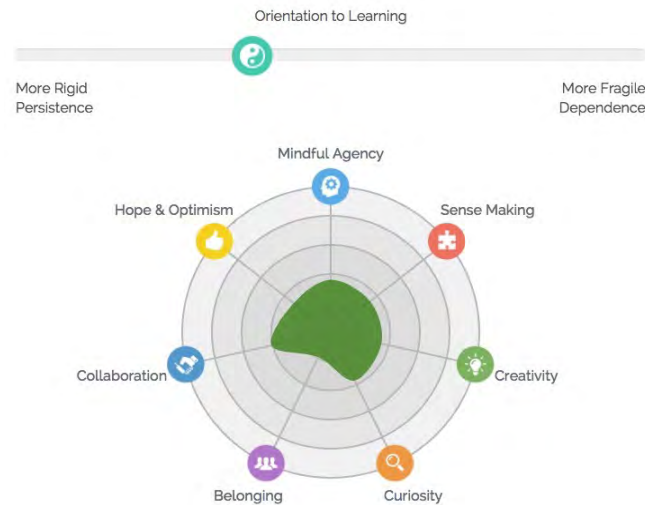
1 2 3 4 5 6

Interactive spider diagram + resources



1. Provides a language for talking about **learning to learn**

(very similar to leadership qualities — because YOU should become the ‘leader of your own learning’)



2. Provides a mirror: a snapshot in a context on **how you see yourself as a learner**

Dimensions of Learning Power

Positive	Negative
Mindful Agency	Unaware, passive, mindless
Hope and Optimism	Stuck and static
Sense-making	Data accumulation
Creativity	Rule bound
Curiosity	Passive
Collaboration	Independent or Dependent
Belonging	Isolated, split off, lonely.
Openness to learning	Closed, brittle or fragile & dependent

Where did the Learning Power construct come from? (2001-04)

3 year project to identify the most important qualities shown by effective learners in schools, to devise a valid assessment tool

Experts & Practitioners consulted on overall process



Meta-analysis of the literature (empirical + theoretical)



Expert Workshops (policymakers + scholars)



Leading Practitioner input to survey questions



Survey design iterations and refinement



Factor analysis on survey data (N=2000)



Seven factors identified

*Reanalysis of
40,000 profiles led
to refinements
(2015) in current
version*

How the survey questions map to Learning Power dimensions

Deakin Crick, R., Huang, S., Ahmed Shafi, A. and Goldspink, C. (2015). **Developing Resilient Agency in Learning: The Internal Structure of Learning Power.** *British Journal of Educational Studies*: 62, (2), 121-160. <http://dx.doi.org/10.1080/00071005.2015.1006574>

Dimensions of Learning Power

MINDFUL AGENCY

is taking responsibility for your own learning. It's about how you manage your feelings, your time, your energy, your actions and the things you need to achieve your goals. It's knowing your purpose - then knowing how to go about achieving it; stepping out on the path towards your goals.



TABLE 5: Mindful agency scale¹

I know that if something is important I can find a way to learn it	Agency
I know I can learn in my own way, even if my colleagues think it's a waste of time	
I know I can find a way of solving a problem if I have enough time to think	
I enjoy improving the way I go about things	Managing feelings
I have ways of making myself learn if I don't feel like learning	
If I get distressed when I'm learning, I'm pretty good at finding ways of feeling better	
I tend to be careful and logical in my approach to learning	Managing processes
I think about everything that I will need before I begin a task	
I can generally predict how long it will take me to learn something	

Dimensions of Learning Power

HOPE AND OPTIMISM

is being confident that you can change and learn and get better over time. It is helped by having a positive learning story to reflect upon, that gives you a feeling of having 'come a long way' and of being able to 'go places' with your learning.



TABLE 8: Hope and optimism scale

I know I am changing and growing over time
I am getting better at learning all the time
I have a sense of myself getting better at learning

Dimensions of Learning Power

SENSE MAKING

is making connections between ideas, memories, facts - everything you know - linking them and seeing patterns and meaning. It's about how 'learning matters' to you, connecting with your own story and things that really matter.



TABLE 7: Sense-making scale

I make connections between what I am learning and what I have learned before	Making connections
I often look back and think about what I have learned	
Remembering what I already know often helps me to learn something new	
What I learn often leads to me doing things differently	
I prefer learning something when I have a good reason to do so	Making meaning
I enjoy learning something new when I understand its relevance in my life	
I enjoy learning about things I care a lot about	

Dimensions of Learning Power

CURIOSITY

is your desire to get beneath the surface, find things out and ask questions, especially 'Why?' If you are a curious learner, you won't simply accept what you are told without wanting to know for yourself whether and why it's true.



TABLE 9: Curiosity scale

I prefer learning something when I have to try really hard to understand it
I am more stimulated by interesting questions than easy answers
I find learning more interesting if it is hard
I enjoy a challenge.

Dimensions of Learning Power

CREATIVITY

is using your imagination and intuition, being playful and ‘dreaming’ new ideas, having hunches, letting answers come to you, rather than just ‘racking your brains’ or looking things up. It’s about going ‘off the beaten track’ and exploring ideas.



TABLE 6: Creativity scale

Sometimes good ideas just come into my head	Imagination and intuition
I tend to use my imagination to help me learn	
Sometimes if I stop and wait good ideas just arrive in my head	
Often it is when I let my mind ‘float free’ that my best ideas come to me	
I like to try out new ways of doing things even if there is very little time	Risk-taking & playfulness
I enjoy trying out new ways of learning	
When my learning gets tedious I am good at finding ways to make it interesting	
I feel it’s alright to experiment with new ways of learning	

Dimensions of Learning Power

COLLABORATION

is how you learn through your relationships with others. It is about knowing who to turn to for advice and how to offer it too. It's about solving problems by talking them through, generating new ideas through listening carefully, making suggestions and responding positively to feedback.



TABLE 10: Collaboration scale

I enjoy solving problems together with other people
I find it helps me to learn if I can talk about it with colleagues
I like talking through challenging problems with friends

Dimensions of Learning Power

BELONGING

reflects how much you feel you belong as part of a ‘learning community’ – at work or at home, or in your wider social network. It’s about the confidence you gain from knowing there are people you learn well together with and to whom you can turn when you need guidance, support and encouragement.



TABLE 11: Belonging scale

There is at least one person close to me who has helped me to learn
I have at least one person close to me who I can turn to for guidance in my learning
I know at least one person in my community/social network who I can turn to for guidance in my learning

Dimensions of Learning Power

OPENESS TO LEARNING

is being open to new ideas and to challenge and having the ‘inner strength’ to move towards learning and change, rather than *either* giving up and withdrawing *or* ‘toughing it out’ and getting mad with the world. Becoming more open to learning is like a pathway to all the other dimensions of learning power, just as the other dimensions also help you become more open to learning.



TABLE 12: Openness to learning scale

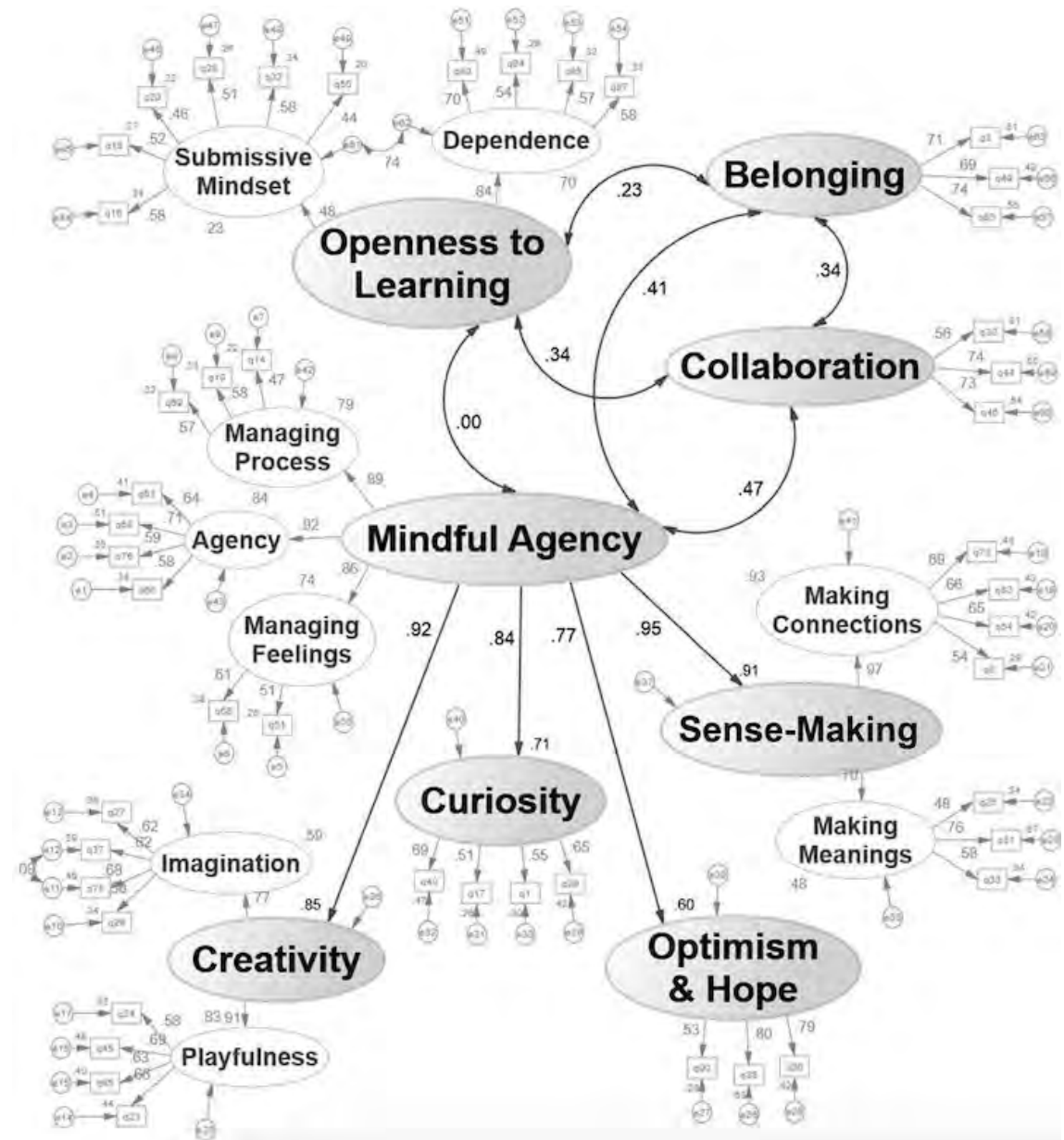
I find it difficult to know what to do when I get stuck	Submissive mindset
Because I dislike feelings of confusion and uncertainty I generally steer clear of learning something new	
If I cannot learn something it's generally because I haven't figured out how to approach it	
If I am struggling to understand something I tend to give up after a while	Dependence
If I find something really hard to learn, I usually think it's because I'm not very intelligent	
I often get quite upset if I find learning too difficult	
I find learning difficult when I am not told how to go about it	
I can learn things well when other people help me	
I need positive comments from a tutor or mentor in order to keep trying	
I am happier learning when I have clear instructions	

The structure of Learning Power

“Learning Power” is a multi-dimensional construct for assessing learning dispositions

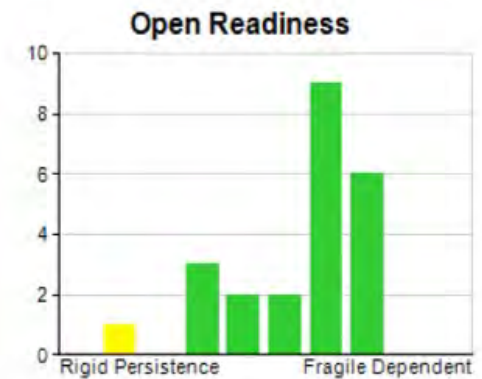
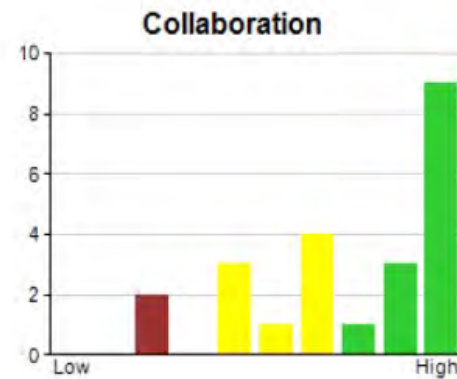
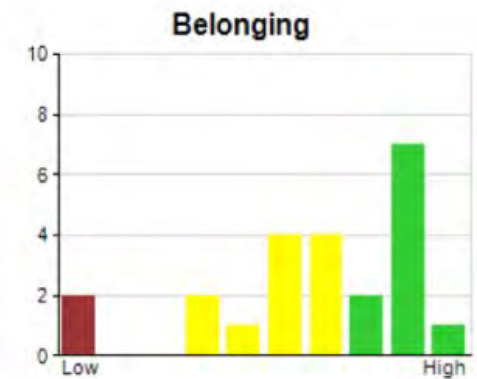
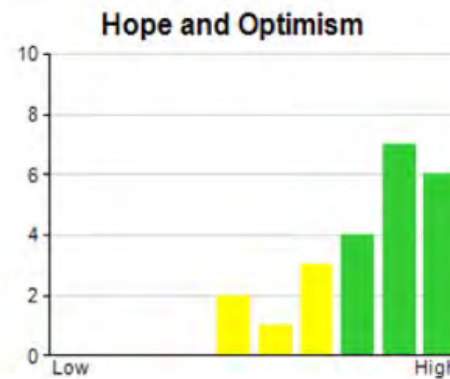
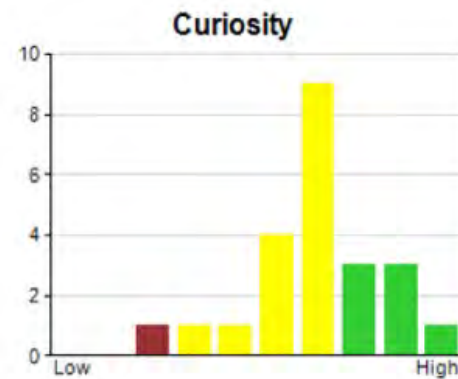
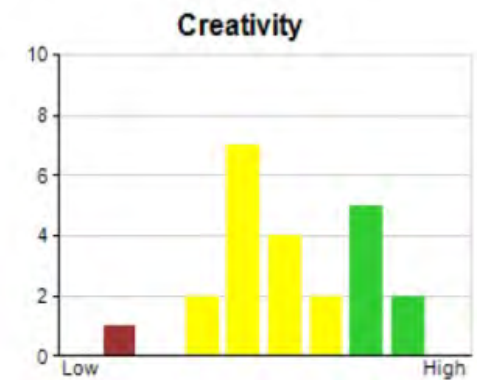
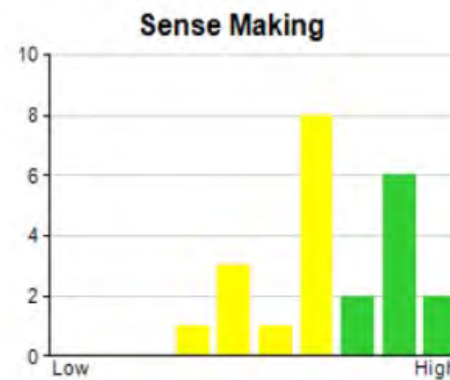
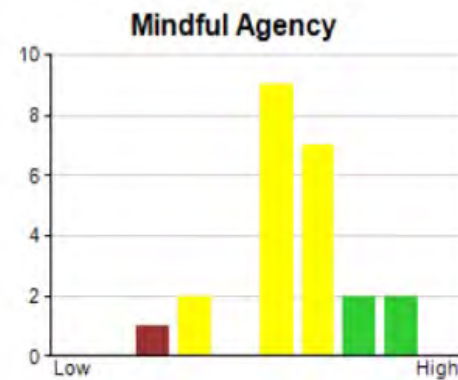
The structural equation model underpinning the Learning Power survey

Deakin Crick, R., Huang, S., Ahmed Shafi, A. and Goldspink, C. (2015). **Developing Resilient Agency in Learning: The Internal Structure of Learning Power.** *British Journal of Educational Studies*: 62, (2), 121-160.
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Cohort reports for educators

Cohort analytics for educators

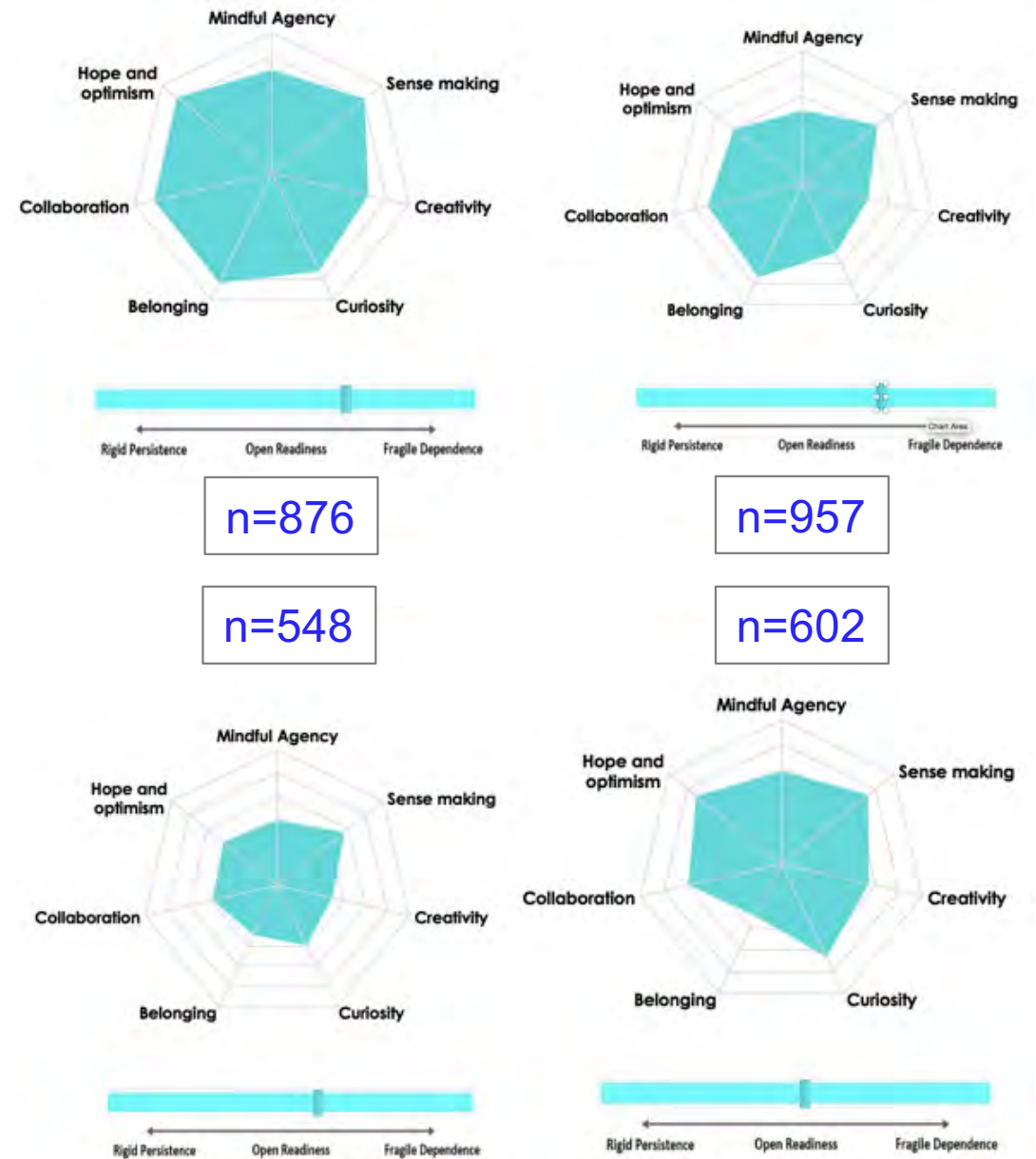


Cohort analysis

(2983 student profiles)

- For the 921 students with post-profile data, there were significant positive changes on all 8 dimensions.
- We can also derive through cluster analysis significantly different cohort profiles, inviting reflection and possibly intervention for those who might be judged at risk

Barratt-See, G., Cheng, M., Deakin Crick, R. & Buckingham Shum, S. (2017). Assessing Resilient Agency with CLARA: Empirical Findings from Piloting a Visual Analytics Tool at UTS. *Proceedings UniSTARS 2017: University Students, Transitions, Achievement, Retention & Success*. (Adelaide, 1-4 July, 2017). <https://cic.uts.edu.au/tools/learning-power>



Learning Power
is one part of the
Learning Journeys platform

Flex your "Learning Power" muscles

22 JANUARY 2021

After a year like 2020, it's helpful to reflect on how we handle challenges. That's what Learning Journeys is for! This tool is designed to build your "Learning Power" for studies, work placements, and life in general.

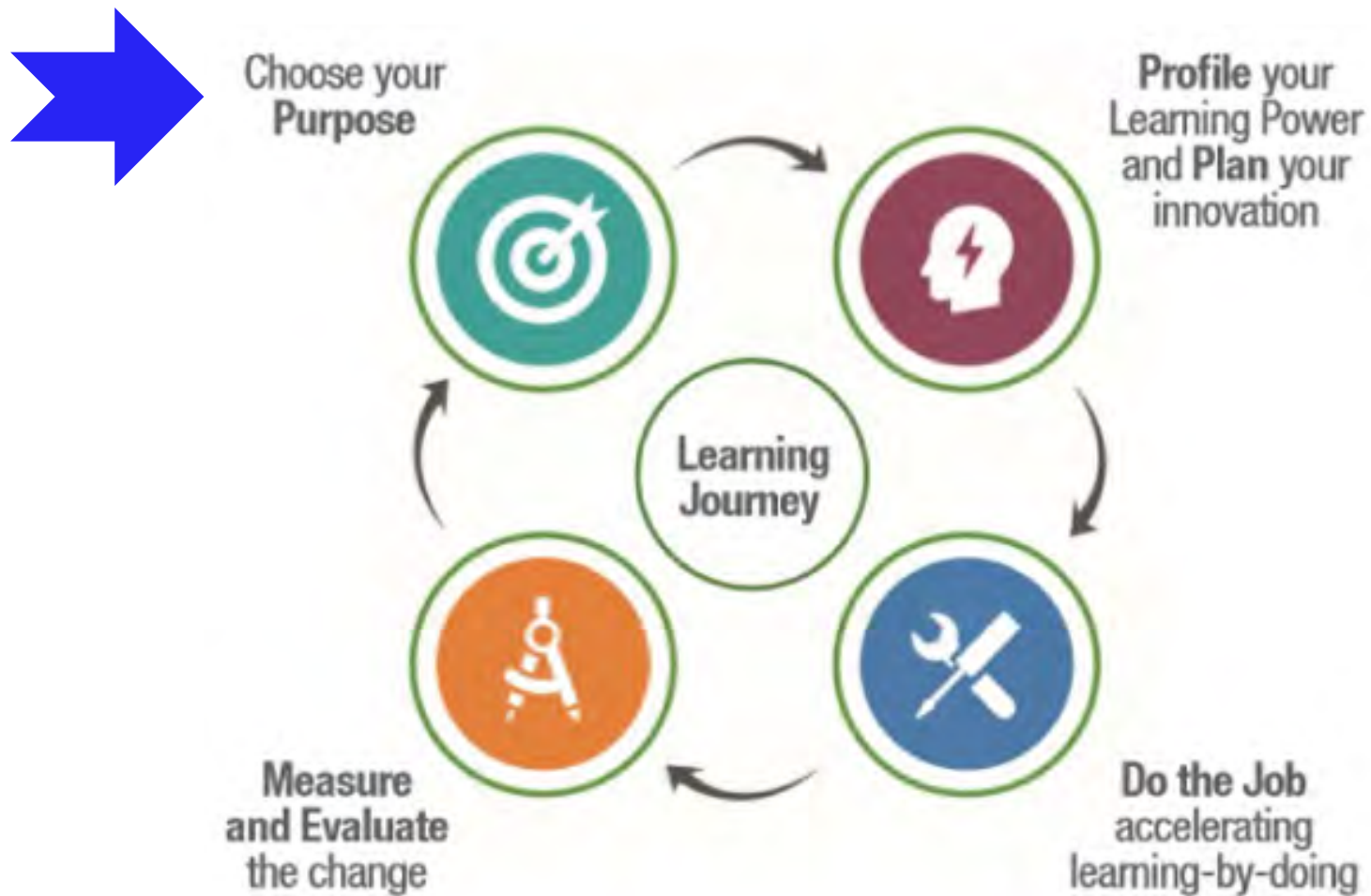


The Learning Journeys website was [announced to all students](#) in January

and is a resource on the [student portal for online study](#)

LearningJourneys.uts.edu.au


A learning journey has 4 steps, each step with brief videos




1. Choose my Purpose

is where you set the objective for your learning journey


My Learning Power Journey




Choose my Purpose

 Give this Learning Journey a purpose. What do you want it to achieve, improve or develop?

Improving my grades as university.

 If you are successful, what difference will it make?

I will pass my degree and get the job I want. My family will be proud and I will be proud of myself.

 Give this Learning Journey a title.

I want my journey to be called: Improving my grades

[Go back](#) [Save my purpose](#)

2. Diagnose and Plan

is where you complete your Learning Power profile



Answer Key

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Learning Power Survey



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Example of a report card (e.g. for **Belonging**)

DETAILED RESULTS



Belonging

...is trusting that you will be understood and find support from people around you when you need it.

The opposite of this is feeling 'alone' or left out.

Your Own Result

You can see from your profile there's a fair bit of room for you to improve in this dimension.

Is that what you want to work on? If so, you might reflect on what your profile is telling you.

Are there times when you feel more separate and less supported in your learning than you would like to be?

How could you improve your sense of 'connectedness' in your learning community?

- Is there anyone you could ask to link up with, whom you could talk things through with, who'd support you in your reflections and decisions?
- Could you find a coach or mentor of your own?
- Is there someone with a responsibility to support you, whom you could make better use of?
- There may be others who are needing the same. What could you do to build more of a 'learning community', of people with a shared commitment to learn, improve and do better?

You might be fine for a while, learning without this close connection and support, but your success is likely to be greater in the long run if you have a stronger sense of Belonging in your learning.

Could any of the other learning dimensions help you with this?

Your coach, if you have one, is the ideal person to support you.

Encouragement to reflect on your profile



...and PAUSE...

Take time to reflect on your Learning Power Profile.

What does your profile tell you about yourself?

What are the stories of your learning?

What changes do you want to make?

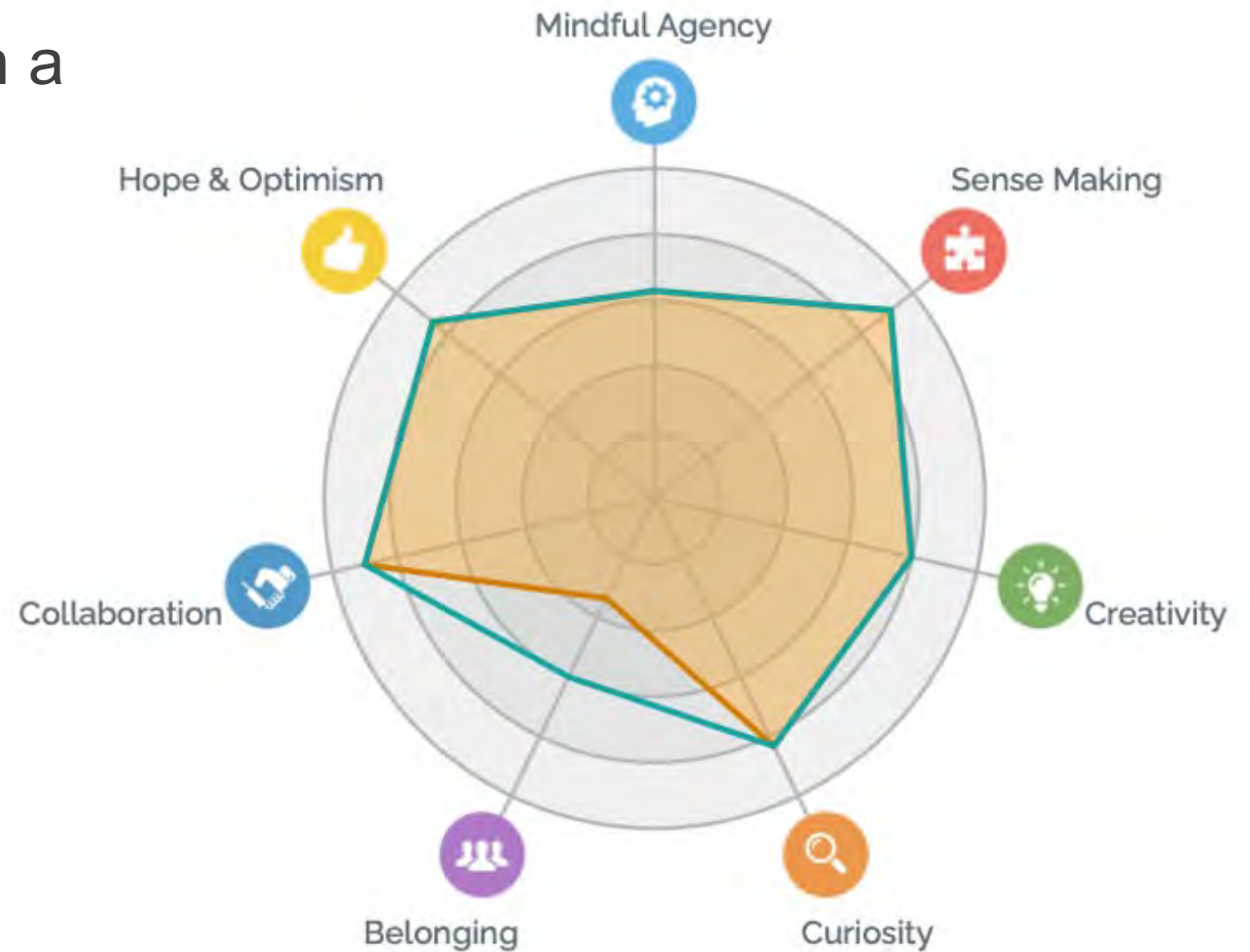
What will you do differently now?

Now could be a good time to talk to your coach.

I will come back later

I am ready to continue

Setting a **stretch target** on a dimension



Diagnose result
27/11/2020, 9:24 am



Stretch targets
27/11/2020, 9:40 am

Thinking about **what it means**
to stretch yourself on a
dimension



Set My Objectives



These are the dimensions you have chosen to work on. Think about the context in which you want them to improve and explain what you're going to do about it.

Sense Making

Curiosity

Thinking about new information I am learning and seeking out things that I don't already know would be helpful to improve my creativity. Asking why,

Back to results

Save and continue

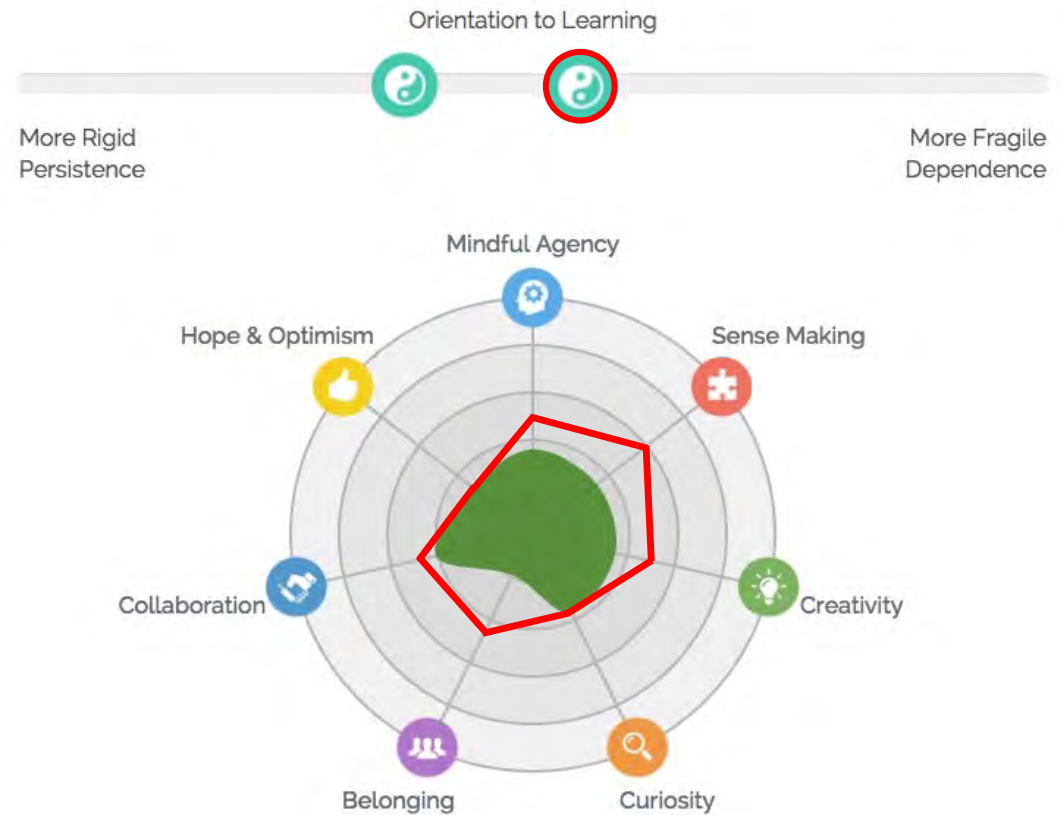
Then you get stuck into task at hand:

3. Do the Job

...but all the time working on
developing your learning power, and
reflecting on how it's going

And then repeat the survey at the end to see if there are any changes in the shape/size of your profile

4. Measure and Evaluate



Introducing this into the
student experience

UTS Engineering (Anne Gardner)

VIEW
EDIT

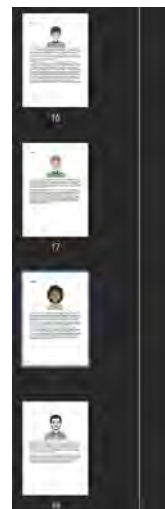
Adelaide workshop 21st April

last edited by Anne Gardner 4 years ago

This page contains links to resources used at the workshop held at UniSA on 21st April.

- [Presentation slides](#)
- [Workshop handouts \(including engineering student personas\)](#)
- [Strategies for development of specific aspects of learning](#)
- [Learning activities to develop learning aptitudes](#)

Learning Power personas

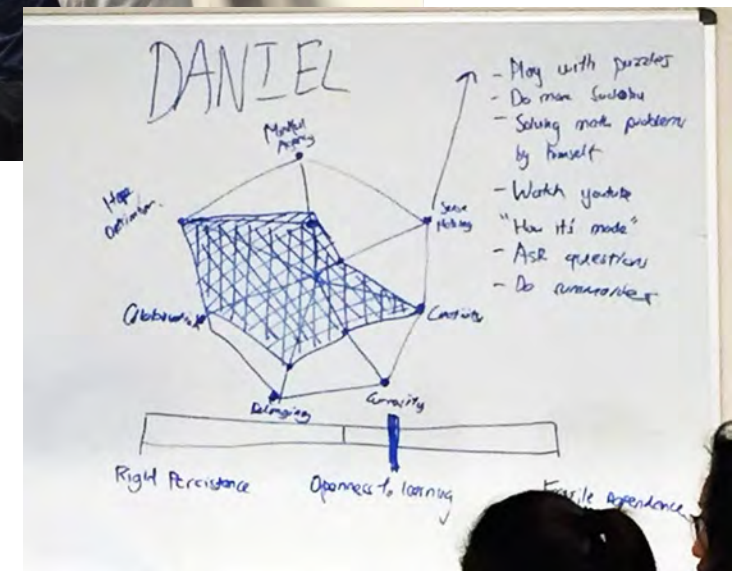
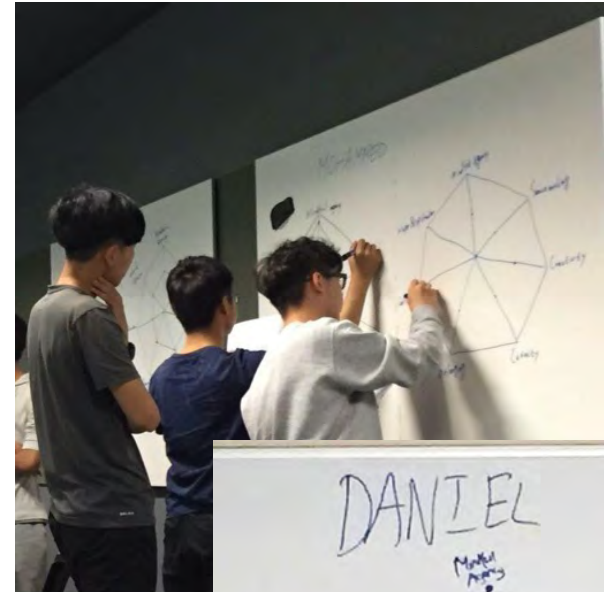


Merindah



Merindah lives with her parents and younger siblings in Waterloo. She hadn't really thought of studying engineering but one of her teachers at school put her forward to go to the indigenous Australian engineering summer school because she was good at science. She is the first in her family to go to university and most of her friends from school are not going to university either. There is a lot of pressure from her friends to join them on weekends. Being the eldest child, her parents expect her to help out a lot with the younger kids, and this means that she sometimes has to miss lectures or tutorials to take them to school or pick them up afterwards.

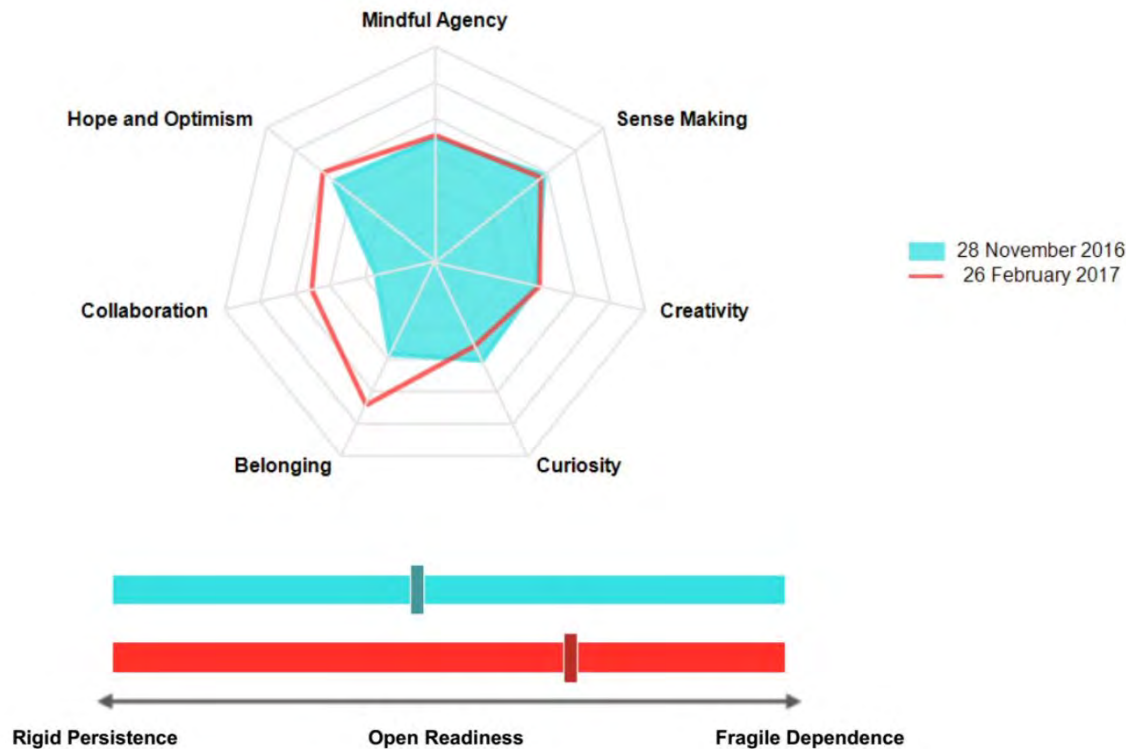
When she is able to come to class regularly, Merindah is really good at putting concepts together from lectures and readings, and she has little problem in making sense of the material. She doesn't accept things at face value and wants to understand things in more depth. However, she's not comfortable learning in groups because she doesn't feel confident in putting her ideas forward and hasn't really made any friends in her classes. She had some contact with Jumbina before uni started, but is too busy to visit them now.



Workshop: <http://aaee-scholar.pbworks.com/w/page/117254061/Adelaide%20workshop%2021st%20April>

AAEE 2017 paper: https://www.researchgate.net/publication/322244152_Characterising_the_learning_dispositions_of_first_year_engineering_students

UTS Pre-service Teacher (INSITE program)



“Throughout undertaking my initial teacher training my Learning Power profile has changed in a significant way.

*My second profile taken 4 months later shows great improvement to **belonging** and **hope and optimism**. The most significant change has been part of the UTS INSITE group where we would routinely discuss our personal thoughts as we all progress as teachers.*

I am now able to see how powerful a learning device that can be, created by working as a team and being able to freely share thoughts, ideas and even shortcomings to a supportive group.

The sense of belonging I believe has helped reshape me as a learner and is reflected in my shift towards open readiness.”

Resources to support you
and your students

LearningJourneys.uts.edu.au

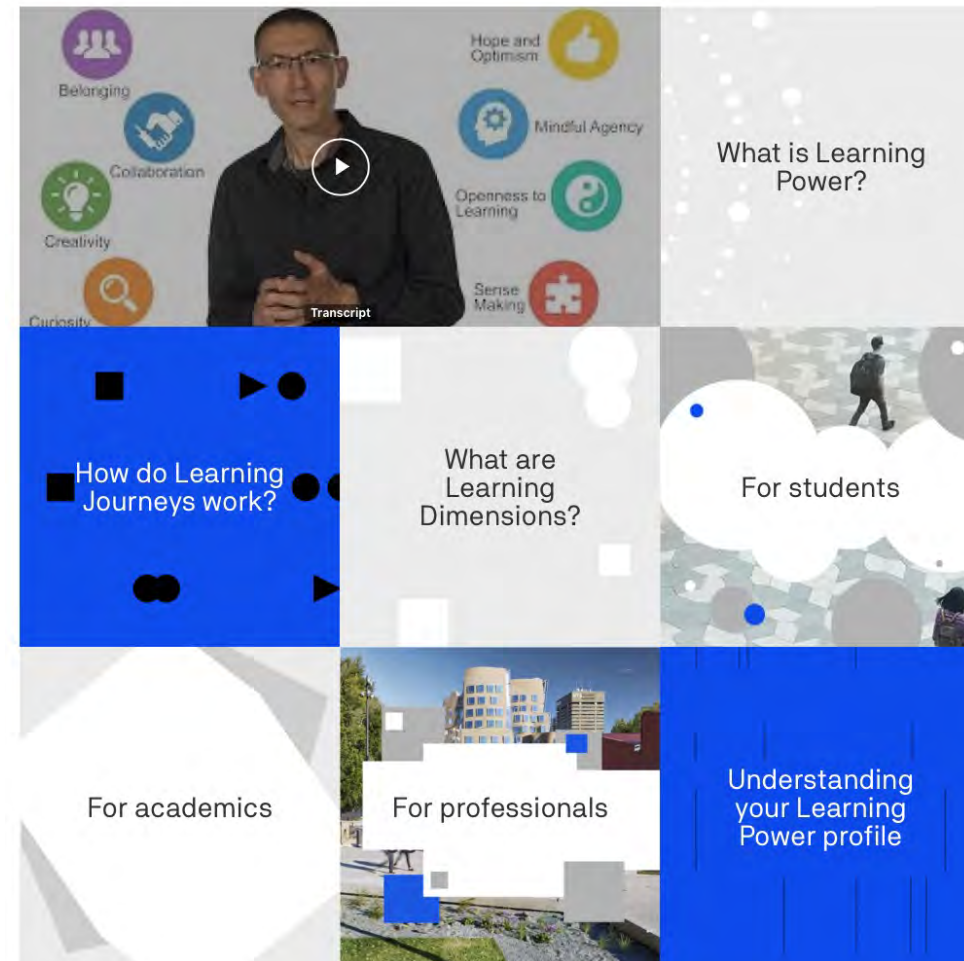
A resource that you can use with your students and colleagues

For formal teaching/study, or personal/professional development

Single sign-on to the *Jearni* platform to access the Learning Power survey and subsequent steps in the LJ

Learning Journeys

The world is complex and uncertain. To survive and thrive you need to develop your ability to adapt the way you learn (your Learning Power). You can use *Learning Journeys* to discover how you learn and, what you are good at. Once you understand this, you can use the tools and techniques provided by Learning Journeys to improve your *Learning Power*.



Understanding your Learning Power profile

2-page guides with strategies to build each learning power dimension



Understanding your Learning Power profile

Once you've completed your Learning Power profile ([Step 2 of your Learning Journey](#), and [Step 4 if you revisit it](#)), you need to decide which aspects speak most to you, and what you want to stretch further (like a muscle).

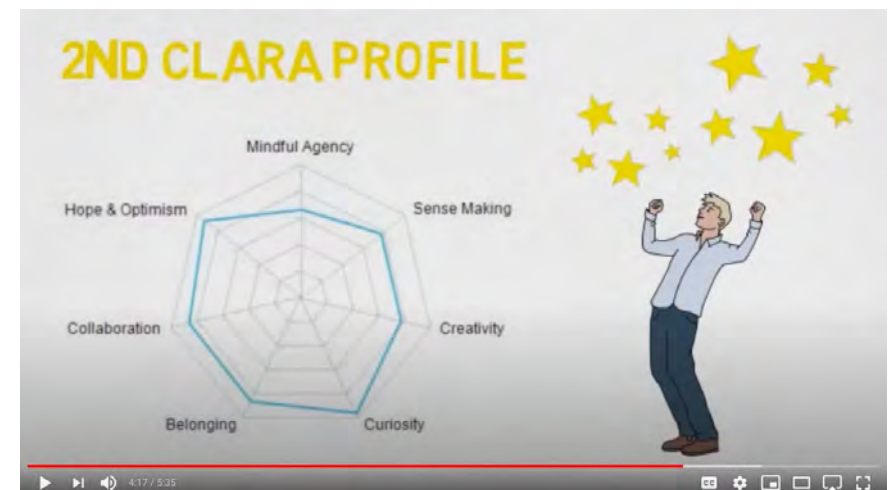
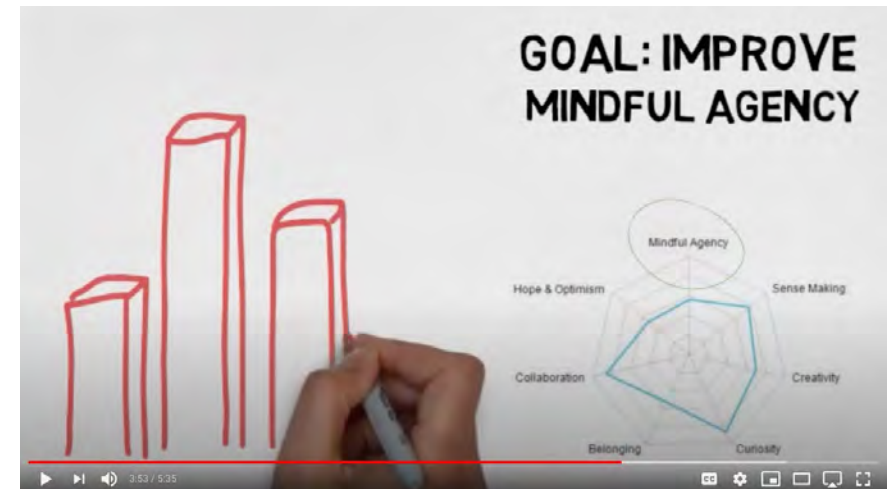
Here are some options for you to consider, depending on whether you like reflecting on your own, or talking with others.

✓ Online resources

✓ Stories about fictional students

^ Stories from students and staff

Watch this video to see how one student made sense of his Learning Power profile, applied it in a project, then checked to see how his profile had changed. (Note that when this video was made, the diagram was called a CLARA profile)

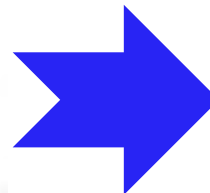


Understanding your Learning Power profile

Discuss with your peers

We've found that one of the most powerful ways to learn is in discussion with others. If you can connect with two colleagues who also want to do this, then you can form a **Coaching Triad**:

- staff and students in UTS faculties have done this and found it helpful
- you meet online or face-to-face, for an hour once a week for (say) 3 weeks to see how it goes
- you don't have to feel expert in any way — just be ready to listen, observe, and ask open-ended questions to help someone think about their profile — it's all described in this handy [Peer Coaching Guide!](#) (PDF, 538K)



Learning Journey Peer Coaching Triads

If you have completed your Learning Power profile, then a regular peer coaching triad is a proven way to become a more powerful learner throughout your project cycle:

- Be challenged by supportive peers in a safe environment
- Learn from others
- Be accountable for your own improvements
- Develop learning relationships

As a participant in a coaching triad, it is very important to create a safe environment – what is said in a triad, stays in the triad!

There are three rules in coaching conversations

- No advising
- No fixing
- No helping

Resist the temptation!

Running your coaching triad

- Arrange for three of you to meet face-to-face or online allowing 45 mins to 1 hour
- Each member of a triad takes on three roles - decide who goes first in each role:

Coach	Coachee	Observer
1. <i>Coaches</i> - ask open questions of the coachee to encourage self-reflection (See next page for examples)		
	2. <i>Observers</i> - take notes and time each rotation. Allow 1-2 minutes for giving feedback: what did the coachee say?	
		3. <i>Coachees</i> - reflect on your Learning Power profile and answer openly and honestly! (You can keep your profile to yourself if you prefer)

Take ten minutes in each role, then swap: everyone gets to learn about themselves and each other. Note the three rules!

- Create trust and confidentiality
- Agree on SMART goals
- No advising, fixing or helping
- Ask knowledge building questions
- Focus on personal & project outcomes
- Allow space and time for new ideas

Next steps...

Share your session experiences *after* everyone has completed the three roles – what did you feel, observe and realise?

Get dates for your next session in the diary - Whether online or face-to-face, a 45 minute session once a week will make a huge difference.

Pick up where you left off next time. The focus of each journey will be different.

Remember when we learn together, we are all in the same boat.

Understanding your Learning Power profile

A mini website to help you go deeper into each learning power dimension

Developing My Learning Power

Use these routes to develop your learning power across the eight learning dimensions.

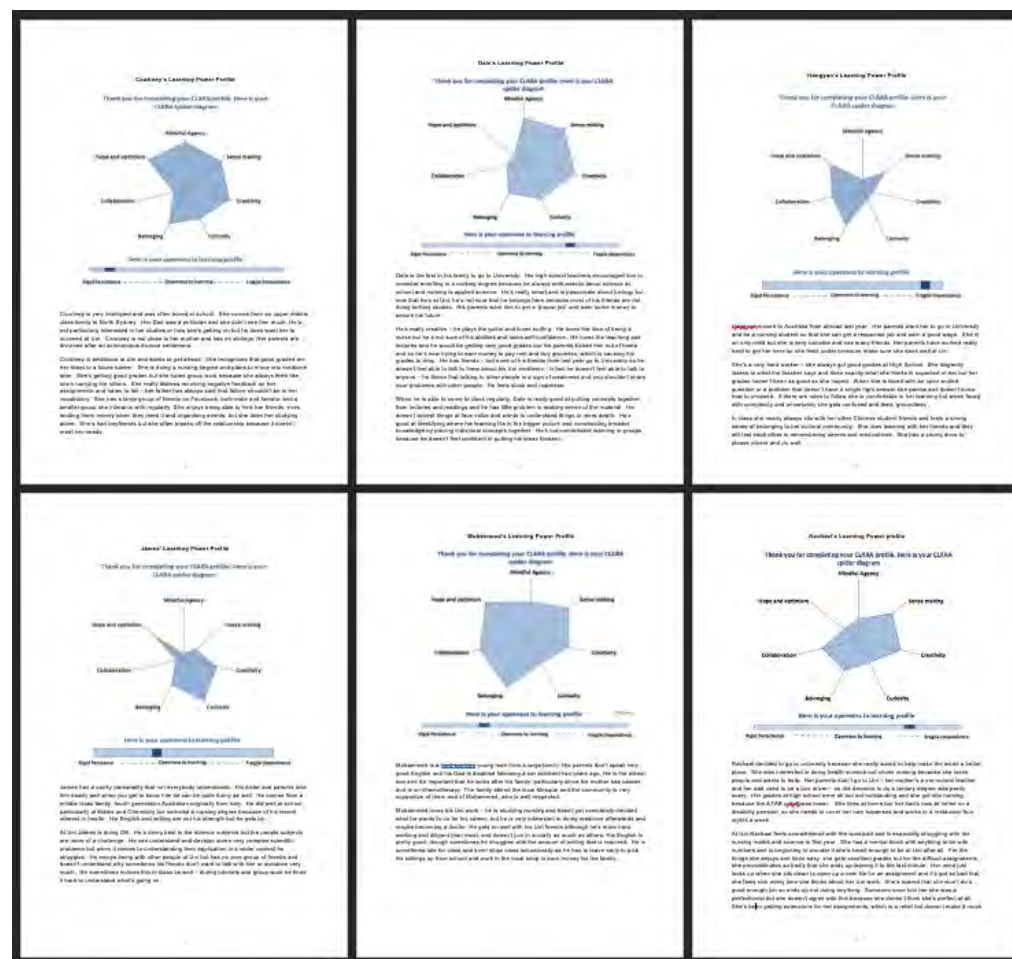
Each route deepens your knowledge, providing tailored suggestions for how to improve.

You can use more than one route at a time, and find help to use your strong dimensions to bring on your weaker ones.



Orientation to Learning

Stories about fictional students



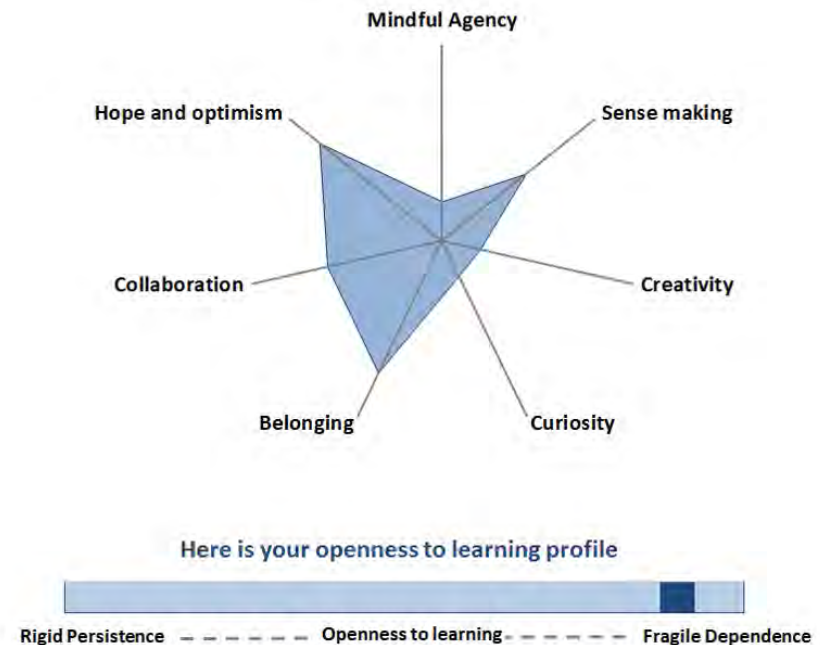
Fictional Learning Power Stories

You may find these Learning Power stories interesting to read.

They're not real people, but are based on many real students.

The stories demonstrate some of the reasons that can contribute to a profile having the shape it does.

If your story shares some similarities with one or more of these stories, then they might help you reflect on your own Learning Power.



Hongyan moved to Australia from abroad last year. Her parents want her to go to University and be a nursing student so that she can get a respected job and earn a good wage. She is an only child but she is very sociable and has many friends. Her parents have worked really hard to get her here so she feels under pressure make sure she does well at Uni.

She's a very hard worker – she always got good grades at High School. She diligently listens to what the teacher says and does exactly what she thinks is expected of her but her grades haven't been as good as she hoped. When she is faced with an open-ended question or a problem that doesn't have a single right answer she panics and doesn't know how to proceed. If there are rules to follow she is comfortable in her learning but when faced with complexity and uncertainty she gets confused and feels 'groundless'.

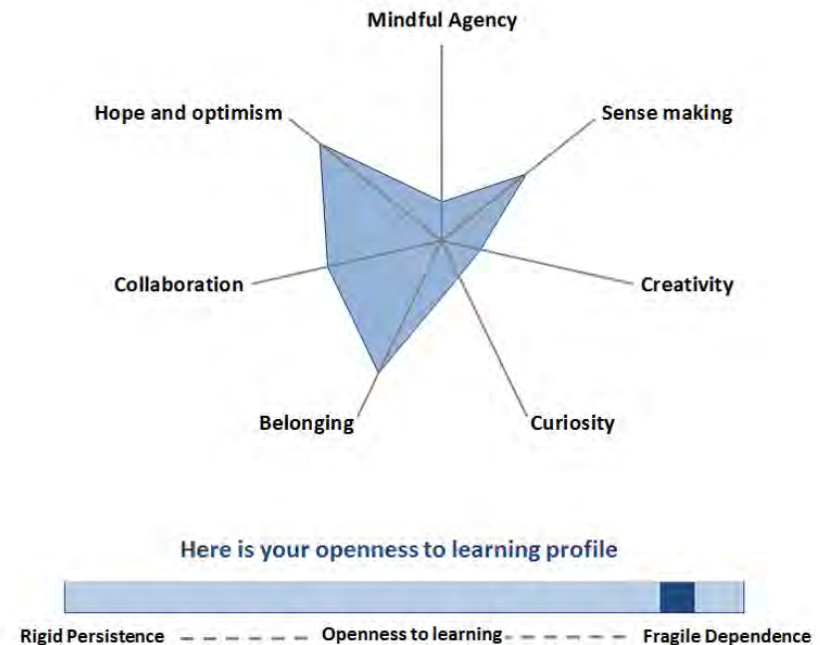
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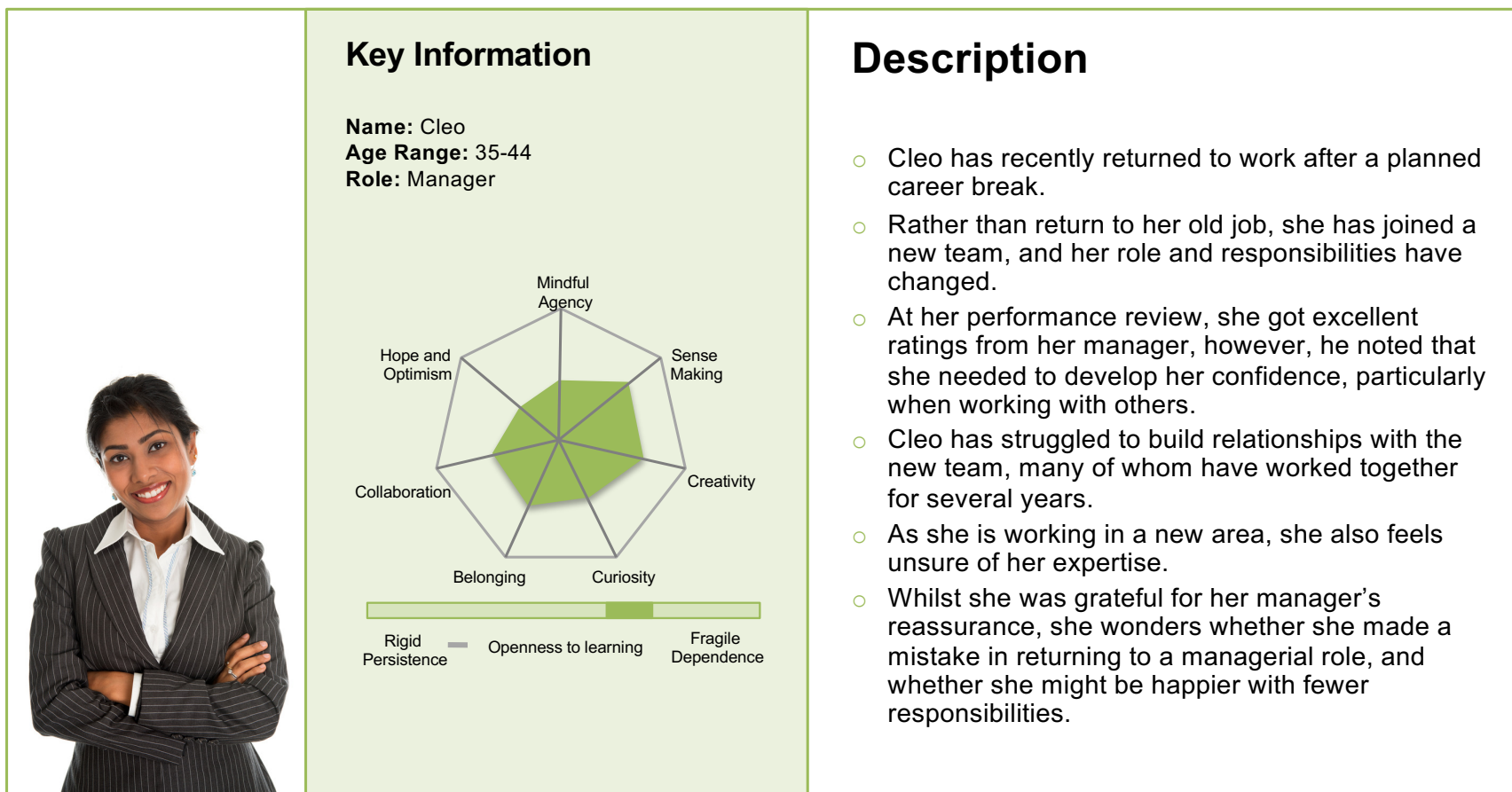
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Cleo

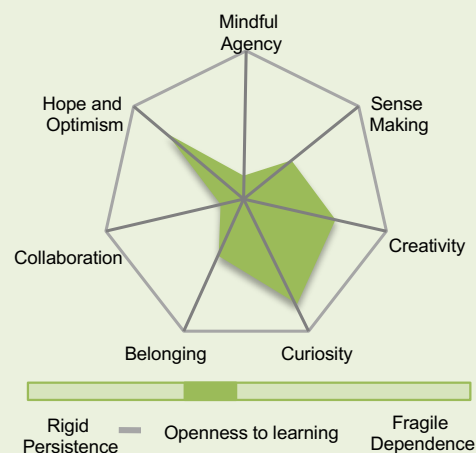


Giles



Key Information

Name: Giles
Age Range: 35-44
Role: Trainee Accountant



Description

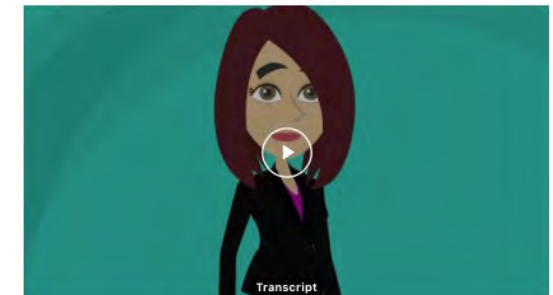
- Giles has had a varied career so far. He studied law at University, then went travelling. He managed to get a job as a trainee solicitor, but didn't enjoy it.
- He worked for a year as a Marketing assistant, but got fired as he refused to collaborate with others on projects.
- He tried working in Sales, but was fired as he didn't sell very much and had a series of disagreements with managers.
- He's currently working as a trainee accountant, but he struggles to follow the required processes and finds it difficult to understand what the numbers relate to. He's thinking of resigning.
- He's popular with some of his colleagues, but very unpopular with others, due to his poor time keeping. His manager sees him as unreliable.
- He's convinced that he'll find the right job for himself eventually, but he wonders why he feels he has to try everything when others make a plan and stick to it.

A professional, leadership development tool (i.e. “not just for the kids”)

Relevant for students preparing for a work placement or internship

The screenshot shows the 'LEARNING JOURNEYS AT UTS' website. On the left is a dark sidebar with a menu: 'What is Learning Power?', 'How do Learning Journeys work?', 'What are Learning Dimensions?', 'For Students', 'For Academics', 'For Professionals' (highlighted with an upward arrow), 'Professionals: Get Started', 'Professionals: Resources', 'Professionals: How to', and 'Understanding your Learning Power profile'. The main content area is titled 'For Professionals' and has a sub-header 'Welcome to the UTS Learning Journeys Professional's Space'. The text reads: 'Hopefully you've now browsed the introductory pages! You understand what Learning Power is, and what a Learning Journey involves.' It then states: 'As part of the bigger picture on your personal development, note that Learning Power connects into the UTS Capability Framework (it's located under Self Awareness > Exhibits Agility).' Below this is a small diagram of the UTS Capability Framework. Further down, it says: 'If you haven't yet, now could be a great moment to watch some brief video stories from other professionals, as they tell their stories about where their learning journeys took them.' There is a section titled 'Stories from professionals' with a play button icon. At the bottom, a note states: 'Learning Power is used by professionals for their own personal leadership development. Learn more how managers at Hunter Water here in NSW benefited from working on their Learning Power. (Note that when this video was made, the diagram was called a CLARA profile)'

Managers at **Hunter Water** have shared how they benefited from working on their Learning Power



Discussion time...