

How good is our school? 4th EDITION Sept 2015

Document summary- Outdoor Learning & Learning for Sustainability

This set of questions has been extracted from the Education Scotland 'How Good is Our School?' (HGIOS) toolkit by Willie White, Education Officer for East Ayrshire Council. School inspections will typically be based on the HGIOS model, and so schools can expect to be inspected on the following questions about their learning for sustainability and outdoor learning.

Triangulation of evidence

Direct observations of practice can take place in a range of learning contexts including during learning which takes place **outdoors**, in a workplace, at college and during excursions and residential experiences. *Page 11*

1.2 LEADERSHIP OF LEARNING

Level 5 illustration: Impact of career-long professional learning

We support staff to access high-quality professional learning linked to cross-cutting themes such as sustainable development education, global citizenship, **outdoor** learning and international education. *Page 22*

1.5 MANAGEMENT OF RESOURCES TO PROMOTE EQUITY

Features of highly-effective practice:

All available resources, including digital technologies and **outdoor** spaces, are used effectively to create and sustain effective learning environments. These are used well to support learning. *Page 29*

Challenge questions:

How effectively are learners using a range of resources including **outdoor** spaces and community resources to support their learning? *Page 29*

2.2 CURRICULUM

Level 5 illustration: Learning pathways

We ensure children and young people have access to high-quality learning in all curriculum areas and through **outdoor** learning. *Page 34*

Features of highly-effective practice:

Outdoor learning is a regular, progressive curriculum led experience for all learners. *Page 35*

2.3 LEARNING, TEACHING AND ASSESSMENT

Challenge questions:

How well do we use our community and spaces to deliver high-quality **outdoor** learning? *Page 37*

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

Features of highly-effective practice:

Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of **outdoor** learning and green space with wellbeing. *Page 49*

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

Challenge questions:

What progress and achievement do children and young people gain from our **outdoor** learning experiences? *Page 51*

Appendix 2: Glossary of Terms

Outdoor learning is an approach to learning embedded within the curriculum. It takes place in a range of contexts such as the school grounds, local areas, on day excursions or field trips and residential experiences. Its purposes include developing environmental understanding, encouraging physical activity, health and wellbeing and personal and social development. *Page 60*

Learning for Sustainability (LfS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education, **outdoor** learning and children's rights to create coherent, rewarding and transformative learning experiences. *Page 59*

As outdoor learning is one of the four components of Learning for Sustainability the LfS references are also listed below.

Introduction

A passionate commitment to ensuring social justice, children's rights, **learning for sustainability** and equality are important prerequisites for all who deliver Scottish education. *Page 6*

Context

As a framework that underpins effective self-evaluation, *How good is our school?* (4th edition) will support practitioners and school leaders at all levels to... increase **learning for sustainability** *Page 7*

1.2 LEADERSHIP OF LEARNING

Features of highly-effective practice:

Staff work collaboratively to strengthen their understanding and implementation of key national policies including the *Scottish Attainment Challenge*, *Developing Scotland's Young Workforce* and **Learning for Sustainability**. *Page 23*

2.2 CURRICULUM

Development of the curriculum

The development of our curriculum is underpinned by a coherent whole school approach to **learning for sustainability**. *Page 34*

Features of highly-effective practice:

Learning for sustainability is embedded across our curriculum. *Page 35*

Challenge questions:

Is the entitlement of learners to **Learning for Sustainability** being met? *Page 35*

2.7 PARTNERSHIPS

Features of highly-effective practice:

The school engages effectively with partners to promote a coherent whole school approach to **learning for sustainability**. *Page 45*

There are many further references throughout the document which are redolent of outdoor learning e.g. motivating contexts for learning, etc.