IDL Network meeting – HGIOS Key Statements linked to IDL & Cross-cutting themes

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| 1.2 Leadership of Learning |  |
| 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*. | To what extent do we critically engage with research, policy sources and developments in learning and teaching?  4 How do we know that our professional learning is improving outcomes for learners?  4 How reliable is our evidence of impact on pupil learning?  4 To what extent do we support children and young people to take responsibility for their own learning and progress? |
| **1.3 Leadership of Change** |  |
| All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school.  4 The vision of the school is ambitious and focuses on improvements in outcomes for all.  4 Learners are supported to understand the vision aims and values through the four contexts for learning. | How effective are our processes for involving the whole school community in the ongoing review of our vision, aims and values?  4 What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these?  4 How well do we use our vision, aims and values when making decisions about future improvement priorities?  4 How effective are we at nurturing creativity and innovation? |
| 2.2 Curriculum |  |
| Planning for progression in children and young people’s learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.  4 Outdoor learning is a regular, progressive curriculumled experience for all learners.  4 There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.  4 Learning for sustainability is embedded across our curriculum.  4 Our curriculum has a strong focus on developing the skills our young people need in the world of work.  4 We make our children and young people aware of a range of careers and the skills required for them. We challenge gender stereotypes within careers. | Do we have a shared understanding of what progression looks like?  4 To what extent does our school team have a shared understanding of interdisciplinary learning and how to develop it as an important context for learning?  4 How effective is our whole school overview in ensuring children’s knowledge and skills are built appropriately over time?  4 How well do our approaches to profiling develop children’s and young people’s awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?  4 Do we make best use of our partners, including international partners, to provide opportunities for young people to develop skills and achieve?  4 How knowledgeable and up-to-date is our school team about career and employability prospects?  4 Is the entitlement of learners to Learning for Sustainability being met? |
| 2.3 Learning, Teaching & Assessment |  |
| Learners’ achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.  4 Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. | How well do we use our community and spaces to deliver high-quality outdoor learning?  4 How well do we motivate and engage all learners in all aspects of school life?  4 How well are we enabling learners to become independent learners and develop the four  capacities? |

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| **2.7 Partnerships** |  |
| The school’s learning pathways take account of key features of the local community.  4 The school understands and plays a significant role in the life of the local community.  The school engages effectively with partners to promote a coherent whole school approach to learning for sustainability. | How well do we understand our local community?  Are the key features of the local community reflected in our learning pathways?  4 How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with?  What opportunities do our learners and staff have to work with others to contribute effectively to their communities as active citizens? |
| **3.1 Ensuring wellbeing, equality & inclusion,** |  |
| The whole learning community has a shared understanding of wellbeing and the children’s rights. The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.  4 Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.  4 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. | How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?  Have we successfully established an inclusive learning environment? How do we know?  4 To what extent does our school celebrate diversity?  4 How well does our school ensure that the curriculum is designed to develop and promote equality and diversity, eliminate discrimination?  4 How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community? |
| **3.2 Raising attainment and achievement** |  |
| There is evidence that children and young people are applying and increasing their achievements through active participation in their local community | How well are we capturing the impact of children and young people’s achievements on our community? |
| **3.3 Increasing Creativity & Employability** |  |
| Creativity skills are recognised, articulated and valued by practitioners and learners.  4 Creativity is practically applied as a higher-order  thinking skill.  4 Partnerships are used effectively to deliver highly engaging creative learning.  4 Learners are able to demonstrate their ability to transfer creativity skills to new contexts.   * *All, or most of the remaining key statements are relevant.* | Do learners and practitioners engage in dialogue about the development of creativity skills?  4 Are opportunities to develop creativity skills evident across all areas of the curriculum?  4 Are learners transferring their creativity skills to new contexts?  4 How well do we support learners to demonstrate and apply their creativity in international contexts?  4 How well are learners’ creative endeavours at home and in the community acknowledged and celebrated? |