1.2 Leadership of Learning

Themes:

* Professional engagement and collegiate working
* Impact of career-long professional learning (CLPL)
* Children leading learning / Children and young people leading learning

Level 5 Summary:

* Leadership of improvements in learning and teaching.
* The importance of professional commitment to improving pedagogy through a range of approaches to career-long professional learning including collegiate working.
* It focuses on leadership which improves outcomes for children and families / learners through enabling them to lead their own learning

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| **Highly effective practice** | **What’s working well?** | **How do you know?** |
| Practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families. For example, shared understanding of early years pedagogy and assessment.  (HGIOELC) |  |  |
| Staff , individually and collectively, engage regularly in professional dialogue to develop collective understanding. ie pedagogy, assessment and strategies for raising attainment |  |  |
| Professional learning opportunities are well planned and matched to identified needs and draw on local, national and international evidence and research. Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning activities.  (HGIOELC) |  |  |
| There is evidence of clear and measureable impact of professional learning on outcomes for learners |  |  |
| There is clear evidence of a wide range of strategies in use to support children to take responsibility for their own learning and progress  (HGIOELC) |  |  |
| There is a range of strategies to support children and young people to take responsibility for their own learning and progress. They are able to have greater confidence and skills in learning theirs and others learning |  |  |
| **How would you evaluate this QI using the HGIOS4 six‑point scale?**  **How would you evaluate this QI using the HGIOELC six‑point scale?** | |  |