

Red Light

What are the *red lights* here? That is, what things stop you in your tracks as a reader/listener/observer because you doubt their truth or accuracy.

- Embed vision and values into all we do.

Yellow Light

What are the *yellow lights* here? That is, what things slow you down a bit, give you pause and make you wonder if they are true and accurate or not?

- Centred around shared vision - refresh of vision and values was beneficial. Need to reinvigorate, get it out in local community.
- Integrating those in the margins of society
- Prominently displayed alongside Class Charter
- Language of the vision we need to get across

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- Mentoring idea and support - work collegiality but we could build knowledge and capacity across the school. Masters through each other.
- Sharing our learning to widen knowledge
- Is Professional Enquiry an added stress? If we did it as a community would it be more robust?

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- Growing body of evidence shows that teachers' professional development can have a positive impact on student performance and teachers' practice.
- I spy good practice wall in staffroom
- Aiming Professional Learning at our pupils individuals needs

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- Composite class structure makes collaborating very difficult
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- Opening CLPL from other schools
- Staff feel comfortable turning to each other for comfort and advice

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- Open mind to do things differently
- This is what we teach our pupils everyday in class - do we do this ourselves?
- Deep understanding and informed - making the time to read professionally, you can't be superficial in this job. Not just knowledgeable but wise.
- Where is the innovation when Education Scotland come to inspect schools? Not set up in a supportive way. Where is the institutional back up for taking risks?
- Not enough space in the curriculum to consider risk taking especially after COVID-19.

Yellow Light

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- Looking at problems and mistakes as an opportunity for learning
- Supporting each other through mistakes offering constructive feedback to move forward
- Deep understanding and informed - making the time to read professionally, you can't be superficial in this job. Not just knowledgeable but wise.
- To benefit from this spirit of inquiry professionals need to be able to tolerate ambiguity avoid snap judgements consider different perspectives and pose increasingly focused questions.
- Risk is healthy - put yourself in the spotlight
- Supported in school to take risks but it is scary in general to do
- Dare to innovate
- Keep an open mind

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- Effective use of data by teachers. School leaders and support staff.
- Formalise it in our staff meetings - Professional Learning catch up? This would allow deeper learning and staff may want to find out more.

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- Knowledge rich schools
- STINT evaluations happening regularly
- Staff are good at looking beyond the data and see the whole pupil
- Sharing across school

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- DYW
- School to school collaboration

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- Our school is open, visitors, helpers, partner agencies, sheltered housing, harbour
- Co-operation between families and schools, it is unlikely that all students will meet high expectations set by a demanding society.
- Parents as partners
- ICT used to facilitate communication

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- Engaging in Professional Learning as "lead learners"
- School leaders need to develop the capacity to challenge their own habits and current ways of thinking and operating.
- The support of policy makers etc is crucial
- Government support for collaboration
- Include students in learning leaders - build this back up

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- Leaders of the most successful schools in challenging circumstances are highly engaged with and trusted with the wider community - moving towards this
- Staff encouraged to develop thinking in decision making - small school