

How good is our school? 4th EDITION

Document Summary – links with the John Muir Award through
Outdoor Learning & Learning for Sustainability

[How Good is Our School 4 \(HGIOS4\)](#) is designed to promote effective self-evaluation and improvements. The new edition (September 2015) includes Quality Indicators within three categories: Leadership and Management, Learning Provision, Success and Achievements. For each indicator there are themes and features of highly-effective practice and a series of Challenge Questions for schools to respond to as part of a self-assessment.

Here is a summary of the Quality Indicators and Challenge Questions in HGIOS4 that link with the John Muir Award, primarily through learning for sustainability, outdoor learning, learners' achievements and active citizenship. Colour of headings relate to HGIOS4 sections.

Full document available [here](#).

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*

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*

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*

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*

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*

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

Challenge questions:

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

2.3 LEARNING, TEACHING AND ASSESSMENT

Features of Highly effective practice:

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. *Page 37*

Challenge questions:

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

2.5 FAMILY LEARNING

Features of Highly effective practice:

Creative approaches are used to engage **families** page 41

2.7 PARTNERSHIPS

Features of highly-effective practice:

Staff support parents/ carers to actively engage in their children' learning, attainment and **achievement**. *Page 45*

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

Challenge questions:

How effectively do we communicate about progress, attainment and achievement?

What opportunity do our learners and staff have to work with others to contribute effectively to their communities as **active citizens**?

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

Features of highly-effective practice:

There is evidence that children and young people are applying and increasing their **achievements through active participation in their local community** page 51

Challenge questions:

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

[Appendix 2](#): Glossary of Terms includes outdoor learning and Learning for Sustainability Page 59 & 60

Adapted with thanks from original compilation of links from Willie White, East Ayrshire Council Education Officer (November 2015).