**Strategic Priority #3: Participation, Empowerment & Leadership**

**Horizon One – benchmarking/creating readiness conditions/developing current practice**

* Benchmarking tool devised and utilised to chart progress of culture change towards realising the recently revised Values, Vision and Aims
* Improve key stakeholders’ knowledge and understanding of participation (within context of realising the 5-year VVA plan):
	+ SLT briefings and discussions
	+ All staff
		- Inservice input (rationale)
		- Whole staff meetings
	+ Working groups
		- Participation Working Group
		- Learning and Teaching Working Group
	+ RRSA Committee
	+ Pupil Council Lead
	+ Partners
		- PEEK – emerging leaders; Breakthrough
		- Legacy Hub
	+ Pupils
		- Leadership groups: evaluation; induction
		- Use of HGIOS – whole school indicators
* Support staff to engage parents in new ways to allow for future exploration of practice and principles of participation
	+ Collaborative/emergent planning
	+ Focus groups
	+ Surveys
* Engage staff to align current/ongoing activities to rights-based participatory practices and principles (CLPL/professional dialogue may be required); for example:
	+ Departmental self-evaluation activities (e.g. focus groups)
	+ Pupils’ leadership of learning
	+ Emerging improvements in learning and teaching
	+ Management of relationships and behaviour (e.g. nurture or restorative approaches)
* Examples of participatory approaches modelled and evaluated
	+ Partners
	+ Pupil councils
	+ Pupil improvement initiatives

**Horizon Two – capacity building**

* School improvement is informed by and supports increased pupil participation
	+ Curriculum improvements
	+ Skill development
	+ Leadership development
	+ Nurturing approaches experienced more consistently
* Increased opportunities for staff/pupil/parent collaboration and participation
	+ Action plans informed by evaluation of practice from horizon one to extend participatory practice (e.g. self-evaluation; pupil leadership roles/programmes; learning and teaching)
	+ Opportunities for collaborative learning about children’s rights and participation (with key partners)
	+ Further practitioner enquiry
* More evidence of impact of pupil participation in improvement dialogue/planning
	+ Actions plans from benchmarking questionnaire and VVA
	+ Improvements in key areas of focus (increased evidence of collaborative leadership)
* Accreditation of leadership programmes through participatory activities

**Horizon Three - mainstreaming and forward planning**

* RRSA accreditation renewed/extended
* Stakeholders positively report a sense of shared ownership of school improvement and learning (benchmark questionnaire)
* Increased numbers of stakeholders actively involved in participatory activity
* Positive evaluation of realisation of VVA in readiness for refresh (culture change)

**Start action:**

1. Engage with Strathclyde Uni colleagues to explore leadership/philosophy with children/participation
2. Explore accredited programmes for leadership and participatory programmes as part of curriculum review
3. Engage the pupil council in HGIOS and develop appropriate approach
4. Thereafter explore approaches to pupil improvement plans with pupil council lead
5. Begin SLT dialogue with regard to parental engagement
6. Engage with GCC to review website
* Stakeholder groups have developed plans for improvement which include measures of success
* Improvement trend visible in benchmarking questionnaire
* Evidence of feedback informing improvement shared
* Collated and shared evidence of participation captured from lesson observations, leadership programmes , self-evaluation and improvement activities across the school indicates increasing participation
* Increased numbers of young people engaging in/completing leadership/participation programmes
* Increased parental engagement

**Best outcomes:**

1. Improvement plans, curricula, and evaluations indicate that staff know, understand and implement the principles and practice of children’s rights and participation and link these to our VVA
2. Stakeholder views inform what and how we undertake our activities
3. Stakeholders report a sense of shared ownership in the life and improvement of the school
4. Evidence of impact of participation is shared and celebrated
5. Pupils lead learning
6. Participation and collaborative dialogue/planning underpin planning, improvement and self-evaluation activities
7. There are numerous opportunities and programmes to support stakeholder participation and leadership
8. Stakeholders support community engagement through participatory activities

**Act to enhance:**

1. Capture and share
practice and evidence of impact beyond the school (website; social media; LIG; LC; GCC; SLF)
2. Extend leadership qualifications/accreditation
3. Extend business partner links to support activism/ leadership/participation in the workplace
4. Engage with wider stakeholder forums (e.g. National Parent Forum)

Implemento



**Action for change**

Build the capacity of school stakeholders to improve the agency and outcomes of our young people through authentic participation.

**Act to recover:**

1. ‘Outward look’ to other RRSA schools where rights and participation are embedded
2. Targeted invitation/support of faculties to embed children’s rights and participation across the curriculum
3. SLT/ELT to review stakeholder feedback with return expected to demonstrate consideration
4. CLPL opportunities promoted among all stakeholders for pro-social approaches and empathy with young people
5. Review effectiveness of benchmarking questionnaire and associated action plans; identify barriers to improvement
6. More PEF/SAC funding to support community and stakeholder engagement

**Must do:**

1. Engage with SLT/ELT to invite/involve colleagues in collaborative/emergent planning
2. Collaboratively develop and implement benchmarking questionnaire
3. Collate, analyse and summarise benchmark questionnaires for reporting to stakeholders
4. Support planning process of targeted groups of young people, parents and partners (e.g. Implementos)
5. Extend practitioner enquiry through improvement group to support participation in practice
6. Evaluate and extend partnership working

**Worst outcomes:**

1. No recognition of rights nor participation in learning, teaching, curricula, improvement plans nor self-evaluation activities
2. Stakeholders views/experiences have little bearing on improvement activities
3. Stakeholders generally do not view young people as having agency for improvement
4. Generational or ‘power’ divide between stakeholders
5. Teachers lead learning
6. Tokenistic approach to participation
7. No or little indication of culture change
8. Poor engagement of stakeholders in the life and improvement of the school life
9. Poor engagement with wider community
* No measurable improvement from benchmarking questionnaire
* No measurable actions from benchmarking questionnaire
* No improvement or decline in pupil leadership/ownership of learning
* No evidence of participation in improvement planning, curricula, nor self-evaluation activities
* No change or decline in parental engagement

**Resource implications:**

* Time to engage stakeholders collaboratively from the outset
* PEF/SAC funding to extend partnership working
* Cover for RRSA activities
* Finance to cater for hosting stakeholder events

|  |  |  |  |
| --- | --- | --- | --- |
| **Must Do Tasks** | **Timescale** | **Person responsible** | **Resources including staff development** |
| 1. Engage with SLT/ELT to invite/involve colleagues in collaborative/emergent planning
	1. SLT input to review principles of participation in light of strategic remits and identify any CLPL requirements
	2. ELT input to inform learning and teaching, improvement activities, curriculum development and self-evaluation; CLPL requirements to be outlined
 | 1. Termly
2. At each ELT meeting
 | 1. PMcW to lead discussion with all SLT
2. PMcW (or member of improvement group) to lead discussion with all ELT
 | 1. SLT Meeting time; potential CLPL time
2. ELT meeting time; potential CLPL time
 |
| 1. Implement benchmarking questionnaire
 | Inservice days (Aug 18) | PMcW to lead; all staff invited to complete | Inservice time |
| 1. Collate, analyse and summarise benchmark questionnaires for reporting to stakeholders
 | Aug 18 – findings presented to SLTEarly Sept 18 – report to stakeholders | PMcW to lead | CLPL time (PMcW) |
| 1. Improvement plans of targeted groups of young people, parents and partners prepared for sharing (e.g. Implementos; ensuring plans and evaluation measures identified)
	1. S6 Columba 1400
	2. S5 Columba 1400
	3. Pupil Councils
	4. Partners: PEF; DYW; DofE
	5. Parents
 | Sept 18 | 1. JGilchrist/JHeuston
2. TBC
3. MSmith/DHTs/Staff volunteers (tbc)
4. PEF – PMcW

DYW – GBurnsDofE – LMullan1. PMcW (parent group)
 | CLPL timeCLPL timeCore time allocationMeeting timeMeeting time |
| 1. Extend practitioner enquiry through improvement group to support participation in practice (key adult; house council)
 | Aug 18 | PMcW/MSmith/Staff Volunteer | Key adult focus (time)CLPL time |
| 1. Evaluate and extend partnership working
	1. Review and evaluation
	2. Improved plans outlined
 | 1. Aug 18
2. Sept 18
 | PMcW / Key partner leads | N/a |