



# LEADERSHIP

## YOUNG PEOPLE AS LEADERS

- Learners have a clear understanding of their leadership skills and abilities
- Learners have the opportunity to regularly use their leadership skills in real life contexts and reflect upon their strengths and next steps
- Learners have the opportunity to use their leadership skills to engage in meaningful learning experiences where they can demonstrate resilience, respond to changes and collaborate with others in the learning process
- Learners have opportunities to apply creativity and diverse thinking through innovative learning experiences
- Learners have opportunities to identify and lead improvements across all aspects of the school exploring their ability to lead, innovate and collaborate

## YOUNG PEOPLE LEADING LEARNING

- Learners have regular opportunities to lead learning including a focus on enquiry and personalisation and choice
- Learners systematically engage in challenging dialogue about their learning with others including adults in school, peers, and family
- Learners are responsible for leading learning by setting clear targets and assessing progress
- Opportunities for reflection and evaluation take place throughout the learning experience to allow learners to adapt, refine and improve
- Opportunities for reflection are essential to lead to a clear understanding of leadership skills, application and academic next steps

## PRACTITIONERS AS LEADERS

- Practitioners will deepen and develop subject, curricular and pedagogical knowledge through enquiry, research and evaluation to be able to lead learners and the learning of colleagues
- Practitioners are responsible for creating an ethos where leadership for learners is at the heart of experiences and learning opportunities
- Opportunities for practitioners to lead throughout our learning community are highly valued and will be supported through the PRD process
- Teachers will demonstrate how engagement with appropriate GTCS Standards has impacted upon practice to advance career long professional learning
- To effect improvement at school and system level, practitioners critically examine data, research and good practice.

## SENIOR AND MIDDLE LEADERS AS LEADERS

- To lead effective teams, senior and middle leaders create a culture of collaborative, professional learning through participatory leadership.
- To effect improvement at school and system level, senior and middle leaders critically examine data, research and good practice.
- To lead systemic improvement, senior and middle leaders participate in and facilitate improvements in all of our schools.