

How Good is Our Creative Learning? was developed by Edinburgh's Arts and Creative Learning Team and the Lead Officer for Self Evaluation.

How good is our Creative Learning?

2.1 Learners' Experience (2.1 Impact on Participants)

How Good is our Creative Learning?		How Good is our School?	
Theme	Key Features	Theme	Key Features
The extent to which learners are motivated and actively involved in their own creative learning and development	This indicator relates to the quality of learners' experiences. Learners are aware of their strengths and needs as creative learners and are satisfied that their views are taken into account.	The extent to which learners are motivated and actively involved in their own learning and development	This indicator relates to the quality of learners' experiences. Learners are aware of their strengths and needs as learners and are satisfied that their views are taken into account.
<p>Level 5 Illustration</p> <ul style="list-style-type: none"> ☛ Our learners are motivated and eager participants in their learning. Learners are inquisitive, open-minded, able to harness imagination and to identify and solve problems. They are open to new ideas and actively seek them out. They find source material in a wide range of media, people and events. ☛ Learners continually work to learn new things, organising and reorganising ideas into different categories and combinations and then evaluating the results. ☛ Learners are helped to understand what creativity is and engaged in discussion to develop that understanding. High-quality feedback makes them aware of their progress and strengths as learners. ☛ Learners are increasingly confident in the validity of their own viewpoints and ambitious for change. They are able to apply a creative process to a range of situations. They lead, and work well with others. ☛ Creative learners feel increased empowerment and empathy, resilience, self-discipline and increased involvement in society. 		<p>Level 5 Illustration</p> <ul style="list-style-type: none"> ☛ Our learners are motivated and eager participants in their learning. They are actively involved in their own learning and development and show increasing skills as learners. High-quality feedback makes them aware of their progress and strengths as learners. They are responsible and contribute actively to the life of the school and the wider community. In our school, learners are treated with equality, fairness and respect. Almost all, including those at risk of missing out and those who are vulnerable, have progressed well and make very good progress from their prior levels of attainment and wider achievement. Our learners know that their views are sought and acted on. They tell us that they are very satisfied with the school's provision, feel that they are valued, and have appropriate opportunities to express their views which are taken into account in decision making. Our learners feel successful, confident and responsible, and they contribute effectively to the school and its community, and to society more generally. Learners feel safe, nurtured, healthy, achieving, active, included, respected and responsible and help to develop these qualities in others. 	
<p>Level 2 Illustration</p> <ul style="list-style-type: none"> ☛ Learners are not sufficiently eager participants in their own learning. Learners are lacking in interest, not receptive to new ideas, and show limited flexibility in using imagination and in identifying and solving problems. They are reluctant to engage with new ideas and do not actively seek them out. They draw on a limited set of sources, media, people and 		<p>Level 2 Illustration</p> <ul style="list-style-type: none"> ☛ Learners are not sufficiently eager participants in their own learning, and have only a general awareness of their progress and strengths as learners. They do not take responsibility for their own learning or contribute well to the life of the school. Not all learners are treated with equality, fairness and respect in our school. 	

<p>events.</p> <ul style="list-style-type: none"> ☛ Learners combine their ideas in ways that are copied from the thinking of others. They are reluctant to engage with new learning or to evaluate the results. ☛ Learners have limited help to understand what creativity is and rarely have access to discussion to develop their understanding. Poor quality feedback hampers their awareness of their progress and strengths as learners. ☛ Learners have low expectations and lack confidence in the validity of their own viewpoints. They are reluctant to take the lead and unsure to apply a creative process to a range of situations. They lead, and work well with others. ☛ Creative learners feel increased empowerment and empathy, resilience, self-discipline and increased involvement in society. 	<p>Learners feel that the school does not actively seek out their views, or that the views which they do express have little influence on the life of our school. Responses from direct observation of learners and discussions, surveys and questionnaires indicate that many of our learners lack ambition and are not actively enough involved in their own learning. A significant number of learners report that they do not feel safe, secure or valued.</p>
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3.1 The Engagement of staff in the creative life and work of the school/team establishment

How Good is our Creative Learning?		How Good is our School?	
<p>Theme</p> <ul style="list-style-type: none"> ☛ The extent to which staff are committed to, and actively involved in, the creative life of the school 	<p>Key Features</p> <p>This indicator relates to the professional involvement and commitment of staff. It also focuses on the views of staff about their involvement in ensuring that learners receive a high-quality creative learning experience.</p>	<p>Theme</p> <ul style="list-style-type: none"> ☛ The extent to which staff are committed to, and actively involved in, the life of the school 	<p>Key Features</p> <p>This indicator relates to the professional involvement and commitment of staff. It also focuses on the views of staff about their involvement in ensuring that learners receive a high-quality educational experience.</p>
<p>Level 5 Illustration</p> <ul style="list-style-type: none"> ☛ We have a clear and shared understanding of what is involved in providing high-quality creative learning for learners. We are guided by the principle that creativity shapes learners and teachers in their schools and their futures. We encourage reflective practice. We recognise and value the social and collaborative nature of creativity. We are motivated, and meaningfully involved in improving the quality of the school. We readily engage in continuing professional development which supports learners' creativity. We recognise the impact of creative partnerships in inspiring young people and helping them learn and we work together well in teams within our school and with partner agencies. We recognise our personal and professional responsibility for the personal and social development and creative learning of all children and young people. ☛ In our school we perceive that we are valued, consulted and supported, and that our views and skills, individually and as teams, influence how the 	<p>Level 5 Illustration</p> <ul style="list-style-type: none"> ☛ We have a clear and shared understanding of what is involved in providing high-quality education for learners. We are motivated, and meaningfully involved in improving the quality of the school. We readily engage in continuing professional development which improves learners' achievements and attainment. We make very effective contributions to the life of the school and work together well in teams within our school and with partner agencies. We recognise our personal and professional responsibility for the personal and social development and health education of all children and young people. ☛ In our school, we perceive that we are valued, consulted and supported, and that our views and skills, individually and as teams, influence how the school improves the quality of its work and its impact on learners. We have very positive views on conditions of work, facilities and services, career review and professional development opportunities. We feel supported and enabled to provide high- 		

<p>school improves the quality of its work and its impact on learners. We are supported to value and use creativity in our own thinking, in our management, in our teaching and learning and in the curriculum We have very positive views on conditions of work, facilities and services, career review and professional development opportunities. We feel supported and enabled to provide high-quality creative learning.</p>	<p>quality education.</p>
<p>Level 2 Illustration</p> <p>✳ In our school, we lack an agreed view of what is involved in delivering high-quality creative learning. A significant group of staff has low morale. While many seek involvement in development work, some do not reflect critically, challenge assumptions, evaluate impact or perform to their potential. There are weaknesses in teamwork, with some staff resistant to giving and receiving feedback; some staff see learners' personal and social development and creative learning as the responsibility of particular teachers or departments in our school.</p> <p>✳ A significant number of staff feel undervalued. We feel that peer and line management in our school could do more to both challenge and support the development of creative learning, and that there are too few opportunities for collaboration and team work. We would welcome more involvement with partners to suggest ways of improving creative learning, and staff development.</p>	<p>Level 2 Illustration</p> <p>✳ In our school, we lack an agreed view of what is involved in delivering high-quality education. A significant group of staff has low morale. While many seek involvement in development work, some do not respond to consultation exercises, take part in career review or perform to their potential. There are weaknesses in teamwork; some staff see learners' personal and social development as the responsibility of particular teachers or departments in our school.</p> <p>✳ A significant number of us feel undervalued. We feel that peer and line management arrangements in our school could be more challenging or supportive, and that there are too few opportunities for teamwork. We would welcome more involvement in school forums to suggest ways of improving learning, and aspects such as career review, conditions of work and staff development.</p>

5.3 Meeting Creative Learning Needs (5.3 Planning for Learning/Development./5.4 Facilitating Learning/Development)

How Good is our Creative Learning?		How Good is our School?	
Theme	Key Features	Theme	Key Features
<ul style="list-style-type: none"> ✳ Tasks, activities and resources ✳ Identification of learning needs ✳ The roles of teachers and specialist staff 	<p>This indicator relates to the school's arrangements for meeting the needs of all creative learners, including potentially vulnerable groups, and addressing barriers to creative learning. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs; or social and emotional factors.</p>	<ul style="list-style-type: none"> ✳ Tasks, activities and resources ✳ Identification of learning needs ✳ The roles of teachers and specialist staff ✳ Meeting and implementing the requirements of legislation 	<p>This indicator relates to the school's arrangements for meeting the needs of all learners, including potentially vulnerable groups, and addressing barriers to learning. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs; or social and emotional factors.</p>

LEVEL 5 ILLUSTRATION

- ✦ Our courses and programmes actively support learners to interpret, anticipate and respond to developments and trends including those in technology, the economy, politics and social interaction. We provide appropriate support and challenge to enable learners to challenge the status quo constructively, including in the workplace or through enterprise.
- ✦ Our tasks, activities and resources support the need for knowledge and craft in shaping the task, and in developing expertise, to enable all learners to maximise their creativity.
- ✦ Individualised educational programmes and coordinated support plans contain appropriate learning targets for our learners ensuring they have a sense of control over their lives and that they make a positive contribution to society
- ✦ Creative learners reflect systematically on their own learning, identify progress and make decisions on next steps. Learners engage in giving and receiving feedback, contributing to the ideas of others, and hearing how their ideas might be improved.

LEVEL 5 ILLUSTRATION

- ✦ We match learning activities to the needs of individual learners and groups with differing abilities or aptitudes. Our tasks, activities and resources provide appropriate support and challenge to enable all learners to maximise their progress. Our courses and programmes meet the varying needs of learners. The pace of learning is appropriate for individuals.
- ✦ We identify, review and evaluate learners' needs including those whose needs are significantly different from those of their peers. We do this through working closely with our learners, their parents and partner services.
- ✦ We take positive and proactive steps to ensure that factors such as the learning environment, family circumstances, health needs or disability, or social or emotional factors which may hinder learning are promptly identified and addressed effectively. Learning support staff and partner agencies in our school provide valuable support and advice to staff and individual learners and contribute towards meeting learning needs.
- ✦ Individualised educational programmes and coordinated support plans contain appropriate learning targets for our learners. We involve parents and learners well in reviewing learners' needs and learning plans.

LEVEL 2 ILLUSTRATION

- ✦ Our courses and programmes support creative learners but do not give sufficient attention to the varying needs of learners or those who require additional support or challenge. There are weaknesses in our arrangements to work with learners, their parents and appropriate partners to maximise their progress
- ✦ There are limited opportunities for creative learners to reflect systematically on their own learning, to identify progress or make decisions on next steps. Learners engage to a limited degree in giving and receiving feedback, contributing to the ideas of others, and hearing how their ideas might be improved.
- ✦ When we plan creative learning activities and additional support, factors which may hinder learning are not given sufficient attention. As a result learners do not always feel that they have a sense of control over their lives or that they make a positive contribution to society

LEVEL 2 ILLUSTRATION

- ✦ We take steps to identify learning needs but do not give sufficient attention to those who require additional support or challenge. There are weaknesses in our arrangements to work with learners, their parents and appropriate agencies to identify their needs.
- ✦ When we plan learning activities and additional support, factors which may hinder learning are not given sufficient attention. Learning support staff and partner agencies provide limited advice, support and training to senior managers, staff and learners about how to meet learning needs.
- ✦ We do not make good use of current legislation to help us meet learners' needs. There are gaps in our record keeping and arrangements to review the needs of individual learners.