Learner Participation in Educational Settings
Framework for Implementation

Stage	Key question	Key Activities	What will we do?
Getting started – laying the groundwork	**Where are we now?**	**Establishing needs** – gathering baseline information, e.g. attendance, exclusions, attainment, wider achievement, activities that involve participation **Consider doing a baseline questionnaire to gather staff/children's views** **Questionnaires/interviews** to explore staff/parent/children's views on participation/involvement/engagement in the school/early years setting **Readiness for change** – staff buy in (use 'Readiness questionnaire') **Establishing links -** How does it link with other priority areas for the school/early years setting? National priorities? **Exploring fit** - using research/other examples of practice to explore what aspects of participation are 'best fit' **Developing a vision** – SLT exploring how resource will fit with school/early years setting and what they want to achieve, e.g. improved attainment, improved relationships, a more rights based agenda, better learning and	

		teaching, supporting learners to contribute to school improvement	
Establishing our priorities	**Where do we want to go?**	**Using data/information** above to clarify needs **What are areas of need in the school that could be supported by learner participation?**, e.g. is attainment in numeracy lower than other areas; is pupil wellbeing an area of need; how well are children and young people involved in the Scottish Attainment Challenge **Where are we in terms of current participation activity** - use Participation Mapping Tool, How good is OUR school **What arena of participation do we want to focus on** – learning teaching and assessment; opportunities for personal achievement; decision making groups; wider community (see participation resource and planning tool) What **Levels of participation** are we looking for, what would be best suited to the participation activities we are planning (see Tresseder levels of participation) **Consultation** with all stakeholders	
Taking it forward - winning hearts and minds	**How will we get there?**	**Awareness raising** – staff, children, parents **Training with staff/children/parents** – using Introductory 'Learner Participation' power point or linking with 'Recognising and realising children's rights' **Identifying staff/children** to take participation forward **Identifying other supports** – external, schools to	

		link with, other agencies **Resources** – what do we need to take participation forward – space, staff time, etc. Making use of websites and resources that accompany the guidance. Making use of How good is OUR school **Small tests of change** - trying it out in a specific area and reviewing the impact of this, e.g. Learners reviewing a lesson; adapting the pupil council, learners making decisions about school events (see guidance for suggestions) **Methods of participation**, e.g. using the principles of participation to guide how participation takes place (see Learner participation guidance; 7 Golden Rules)	
Establishing it as an approach	**How do we build this into wider school systems?**	**Discussion at key meetings** within the school, particularly around school improvement **Set up structures** to allow participation to happen , e.g. time built into lessons for pupils views to be expressed, opportunities for pupil groups to take place **Monitor and record progress** **Identify barriers** and look at how we overcome challenges (make time to listen to concerns – staff and pupils) **Review policies and planning** to ensure that participation is built in	
Evaluation and sharing of practice	**What has the impact been?**	**Carry out same baselines/readiness questionnaires** at end to establish whether change has taken place	

	What can we share with others?	**Explore data** to see whether there has been a change, e.g. increase in attainment where participation was a key part **Identify** what has gone well/what we could have done differently **Organise a sharing session** with staff/other schools/parents/partners **Extend practice** across the school/into other areas of school life	