

Political Literacy and the Professional Standards

Standards for Career Long Professional Learning

Educational contexts and current debates in policy, education and practice

*“develop and apply **political literacy** and **political insight** in relation to professional practice, educational change and policy development. ”*

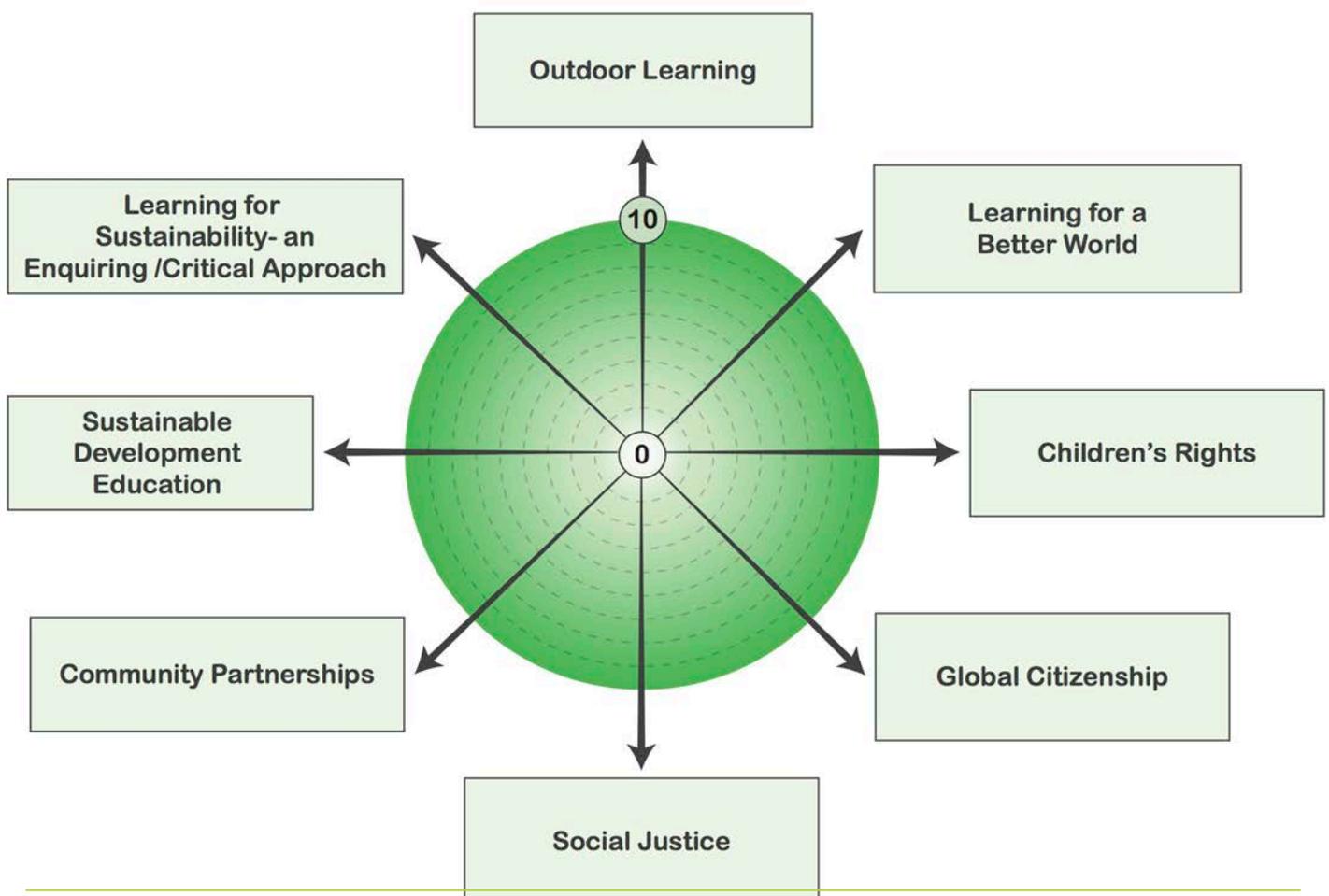
Self-evaluation Wheel: Learning for Sustainability

Political literacy skills are vital for developing and exploring the cross-cutting theme of Learning for Sustainability

Using the wheel

- Consider each point on the wheel in turn
- Use the questions and guidance below
- Think about where you might gauge yourself on the wheel: 0 = really not confident/lots of areas to develop or work on; 10 = feel very confident/accomplished in this area. Think about ‘why’ you place yourself on that point

Looking at areas you have identified, what should/could be your next steps to help take Professional Update forward?



Learning for Sustainability

Reflective Questions

- What opportunities for **outdoor learning** in political literacy exist in my establishment and beyond? E.g. community improvement partnerships, volunteering, social surveys and campaigns. What do these opportunities look like? How are the young people responding? In what ways could these be further developed? What learning would I need to engage in and/or what would I need to do to achieve this?
- What does **Social Justice** mean to me as an individual? What does a socially just class/school look like? How well does this sit with the current position in my class/department/school? What key action could I take to move more towards this vision? What would success look like?
- How I am presently engaging with the local **community**? Who are the key partners? Who would I wish to add to these partnerships and why? What would be the benefits of working collaboratively for me, the students and/or the school?
- How am I using the core political literacy skills of **research**, **debate** and **participation** to explore the concept of **Global Citizenship**? What impact is this having on the young people I work with? How do I know? What is my next step?
- In what ways are the children and young people in my establishment involved in real and meaningful **participation**? How do I demonstrate my understanding of the rights of children and ensure that learner voice and participation in learning is constantly being monitored?
- In what ways do I use the political literacy skills of **research** (through enquiry and critical thinking) and **debate** to explore deep connections with Learning for Sustainability; to my professional practice and development and engage in systematic professional dialogue with colleagues? What is the present focus of my critical reflections? How could I work more collegiately to secure the best outcome for my students? What aspects of Learning for Sustainability and **political literacy** interest me most and why? How am I sharing my professional knowledge and skills in terms of political literacy?

In what ways do I demonstrate my commitment to the Learning for Sustainability through the **development of political literacy**? What else could I do and why?

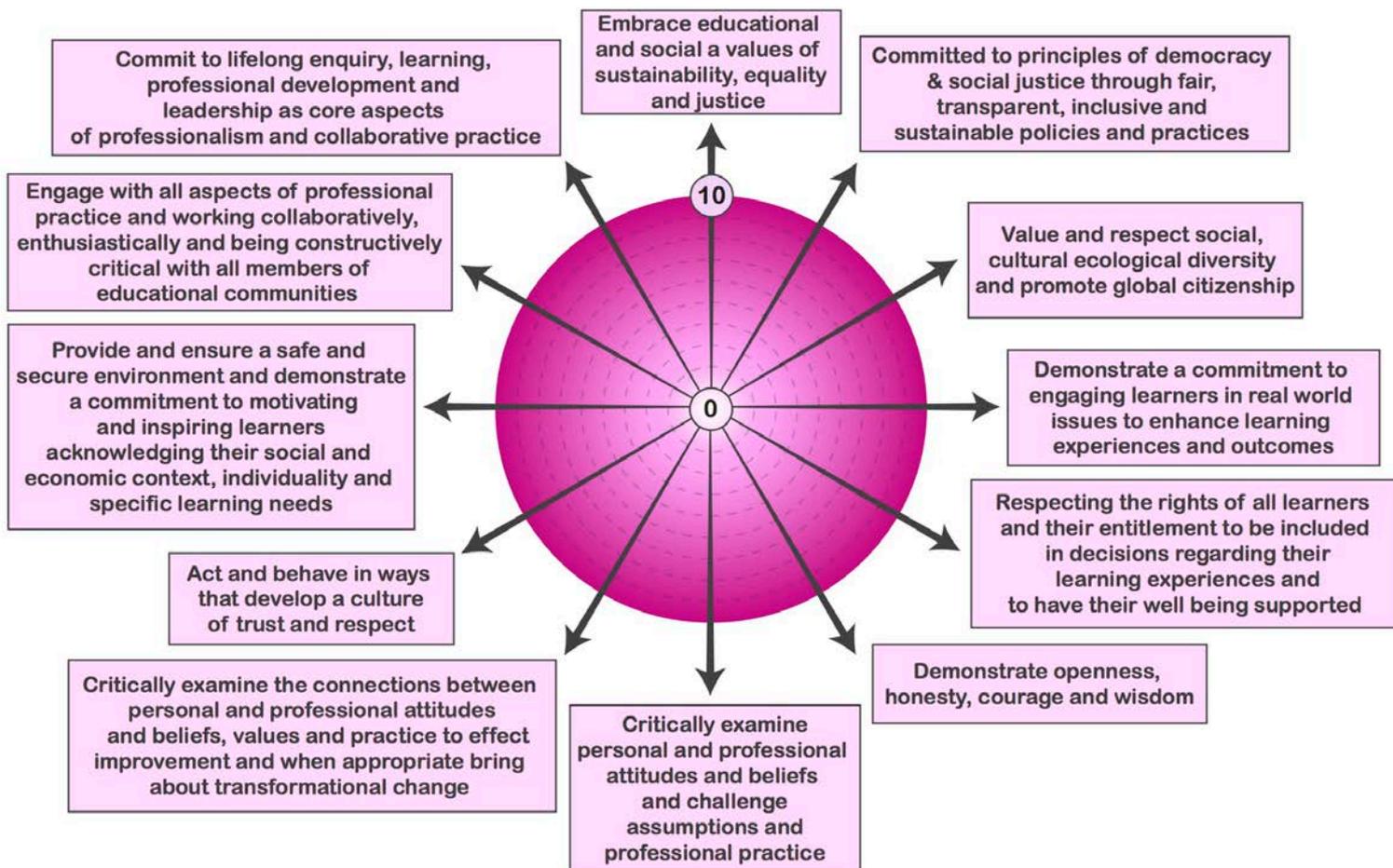
Self-evaluation Wheel: Values

The values are embedded across the suite of Professional Standards. Use the wheel to reflect on how political literacy skills can help develop and enrich these values further.

Using the wheel

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- Use the questions and guidance below
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Looking at areas you have identified, what should/could be your next steps to help take Professional Update forward?



Values

The coaching wheel outlines the values as embedded across the suite of Standards:

- Social Justice
- Integrity
- Trust and Respect
- Professional Commitment

Reflective Questions on Values

- What area of the values do I find most challenging and why?
- Which values are most directly related to **political literacy skills**, citizenship and democracy?
- Are my values reflected in my Professional Actions on a regular basis? How could I gain support in embedding these further?
- How do I **critically reflect** on my practice in this area? What first step could I take to make further progress in this area?
- Is my establishment based on the principles of fairness and equality? Are there opportunities for staff and learners to discuss and **debate** these values?
- In what ways are my present practices inclusive and in what ways could these be improved?
- How do I demonstrate my respect for my learners' **participation** and rights and how do I include them in making decisions about their learning and their needs?
- When and how do I create opportunities to work collaboratively with colleagues and **engage critically**? Are there other partners in learning I could work with? Who might these be?
- Do I encourage the young people I engage with to **participate** and think beyond the class and the school? What does this look like?

What key actions and key learning could I engage in over the next 3-6 months to develop values using **political literacy skills**? What would I hope to achieve in this area in the next year? What would success look like?