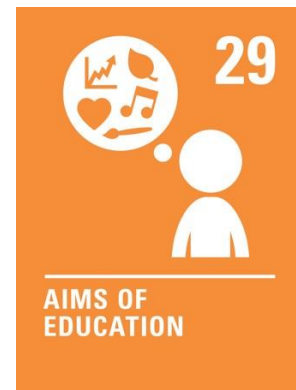


Curriculum Rationale



Feallsanachd agus Dealbhachadh a' Churraicealaim aig Bun-Sgoil agus Sgoil-Àraich Steòrnabhaigh **The Rationale and Design of the Curriculum at Stornoway Primary School and Nursery**

Dè tha sinn a' ciallachadh le Feallsanachd Churraicealaim? **What do we mean by Curriculum Rationale?**

The curriculum rationale is the framework which sets out what we want for our learners and how we will work together to achieve this. It is important to ensure that everyone involved with the school is clear about what they are aiming to achieve through the curriculum.



This curriculum rationale has been updated in consultation with all stakeholders, which includes learners, parents/carers, partners and staff. This works alongside our school's vision, values and aims, as we all work together to ensure our learners succeed and reach their full potential.

An Sgoil agus Sgoil-Àraich againn **Our School and Nursery**

Stornoway Primary School is a non-denominational local authority school in the town of Stornoway, on the island of Lewis, in the Western Isles. The school provides pre-school and primary education through the medium of both Gaelic and English. The school has a current roll of 353 primary pupils and 92 pre-school children. The school is led by an Executive Headteacher and Head of School. The wider leadership team is comprised of a Depute Headteacher and four Principal Teachers.

At Stornoway Primary School and Nursery, we are committed to the benefits of bilingualism and take every opportunity to promote the use of Gaelic throughout. We use the local community as a real-life context for developing oral fluency in the Gaelic language and encourage strong partnerships to support our Gaelic ethos and culture. All staff across the school implement the guidance from the Advice on Gaelic Education, into their practice.

We adopt a play-based approach to learning at Early Level to support the development of the individual skills for learning, ensuring that all pupils are able to successfully engage with learning activities. We make good use of our local outdoor learning environment to enhance teaching and learning experiences. We believe all pupils have the right to experience the unique and special nature of being outdoors and we aim to provide a broad, balanced and exciting curriculum which ensures that pupils have the opportunity to have first-hand experiences outside the classroom. Visits outside of school are built into our curriculum either through planned visits or visits initiated by the pupils' interests. A wide range of experiences are offered through our curriculum which help to develop pupils' self-confidence, self-awareness, skills and knowledge. All pupils experience high quality digital learning and teaching across a range of contexts.

At Stornoway Primary School and Nursery, we use Getting it Right for Every Child (GIRFEC) to promote, improve and ensure the wellbeing of every child. GIRFEC is the framework which ensures all children receive the right help and support they require to grow up feeling loved, respected and included. Children and staff have a shared understanding of the 8 wellbeing indicators; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. GIRFEC is based on children's rights and its principles reflect the United Nations Conventions on the Rights of the Child (UNCRC). Stornoway Primary School has committed towards embedding children's rights into our school policies, practices and ethos and has been awarded the Rights Respecting Schools Silver Award. We ensure that all children have equal opportunities, receive fair, non-discriminatory treatment and the support they need to fulfil their potential. We value the range of diverse languages and cultures in our school community and promote equality, diversity and inclusion across the school and nursery.

A close partnership has been established with the Confucius Institute for Scotland. We have continued to develop our Confucius Classroom which promotes the development of global citizenship through the teaching and learning of Chinese culture and language.



Ar Lèirsinn / Our Vision:

Ann am Bun Sgoil Steòrnabhaigh, tha sinn a' dèanamh cinnteach gu bheil a h-uile sgoilear a' coileanadh na tha comasach dhaibh, gan uidheamachadh le misneachd agus sgilean a shoirbhicheas dhaibh agus a bhios na chuideachadh ag atharrachadh ri saoghal caochlaideach, gan deisealachadh airson beatha agus saoghal obrachanns an àm ri teachd.

Tha sinn ag obair ann an com-pàirteachas leis a' choimhearsnachd a' toirt taic do ar sgoilearan a bhith a tuigse an luach a th' anns a' chultar agus an dualachas aca.

At Stornoway Primary School, we ensure that every learner achieves their full potential, equipping them with the confidence and skills to adapt and thrive in an ever-changing world, preparing them for a future of life and work.

We work in partnership with our community to support our learners to appreciate their culture and heritage.

Ar Luachan/ Our Values:

Coibhneas – Kindness

Urram - Respect

Àraich- Nurture

Uallach - Responsibility

Ar n-Amasan/ Our Aims:

- Feallsanachd adhartach a bhrosnachadh le còraichean chloinne aig cridhe ar coimhearsnachd sgoile, far a bheil àite agus spèis aig guth gach duine agus am beachdan a thoirt a-steach ann an leasachaidhean na sgoile.
- To foster a positive ethos with children's rights at the heart of our school community, where all voices are valued, respected and actively involved in decision making.
- Àrainneachd sàbhailte, àraichte agus in-ghabhalach, far a bheil luchd ionnsachaidh a coileanadh cho math sa ghabhas agus far a bheilear a' comharrachadh soirbheachais.
- To provide a nurturing, inclusive, safe environment, allowing all learners to achieve their full potential, celebrating success and achievement.
- Obrachadh ann an com-pàirteachas le ar coimhearsnachd gus ar cànan Gàidhlig, cultar agus dualchas a thaisbeanadh agus adhartachadh tro dhòighean dà-chànanach.
- To work together in partnership with our community to celebrate and promote our Gaelic language, heritage and culture through bilingual approaches.
- Luchd ionnsachaidh misneachail, àrd-amasach agus cruthachail a leasachadh, aig an aon àm a bhith a' brosnachadh ceartas airson a h-uile duine agus a' chomharrachadh iomadachd.
- To develop resilient, confident, ambitious and creative learners, whilst promoting equity for all and celebrating diversity.
- Ar luchd ionnsachaidh uidheamachadh le sgilean agus tuigse a thoabh foghlam cruinneil agus seasmhachd ann an saoghal caochlaideach.
- To equip our learners with the knowledge and skills for global learning and sustainability in an ever-changing world.
- Co-obrachadh còmhla ri pàrantan/luchd cùram agus an coimhearsnachd ionadail gus an teagasg agus na h-eòlasan foghlaim a leasachadh do luchd ionnsachaidh air fad.
- To work collaboratively with parents/carers and the local community, to enhance teaching and learning experiences for all our learners.

The curriculum at Stornoway Primary School and Nursery ensures all learners are at the centre. The experiences planned allow learners to acquire the four capacities of Curriculum for Excellence, to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. This will help them develop the attributes, knowledge and skills that they require for life, learning and work.

This overview shows how we plan learning across the four contexts (Interdisciplinary learning; Curricular areas and subjects; Ethos and life of the school and Opportunities for personal achievement) and how the Curriculum for Excellence framework (the Experiences & Outcomes and Principles and Practice Papers) is implemented in our school.

The curricular structure is regularly refreshed with the involvement of key stakeholders. Staff planning documents identify the required Experiences and Outcomes to be included/grouped in learning activities. Experiences and Outcomes are a set of clear and concise statements about children's learning and progression in each curriculum area. They are used to help plan learning and to assess progress. Learners, parents, staff and partners are consulted and invited to contribute to planning. The Experiences set expectations for high quality activities that will promote learning and development. The Outcomes set out what the learner will be able to explain, apply or demonstrate.

We consider it important to be an inclusive learning community, with a focus on pursuing high expectations of attainment and achievement for **all** learners and the continuous learning and professional development of staff. To fulfil the aims of Curriculum for Excellence, we support all learners to develop the attributes, knowledge and skills for learning, life and work that they require to be successful in the 21st century. To help develop these skills, there will be a continuous focus on Literacy, Numeracy and Health & Wellbeing.

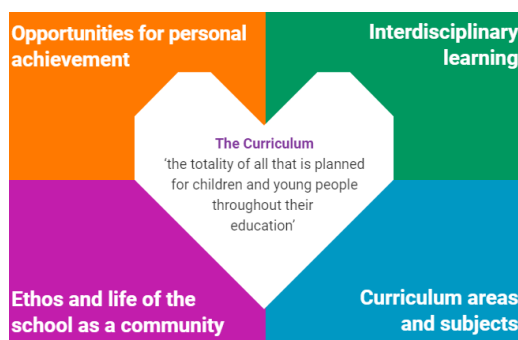
At Stornoway Primary School and Nursery, all children's rights and entitlements are central to our curriculum and every child is entitled to experience:

- a curriculum which is coherent from nursery to Primary 7
- a broad general education, which includes well planned experiences and outcomes across all curriculum areas
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge

It is the responsibility of schools and their partners to bring the experiences and outcomes together and apply the national entitlements, to produce programmes for learning across a broad curriculum, covering Science, Languages, Mathematics, Social Studies (including Scottish and local history and geography), Expressive Arts, Health and Wellbeing, Religious and Moral Education and Technology.

Throughout this broad curriculum, there will be an emphasis on Scottish contexts, Scottish cultures and Scotland's history and place in the world. Planning will demonstrate the principles for curriculum design; challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance. The planning of the curriculum will take place across the four contexts:

- Opportunities for personal achievement
- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning



Raointean Curraicealaim agus cuspairean Curriculum areas and subjects	Ionnsachadh eadar-chuspaireil Interdisciplinary learning
<p>-Curriculum planning is designed around the Experiences & Outcomes, using the 'Principles and Practice' papers from all eight curricular areas and subjects</p> <p>-Collaborative planning with colleagues and partners will be based on The Moderation Cycle</p> <p>- Curriculum areas and subjects can be taught through interdisciplinary learning or discrete lessons, particularly Literacy, Numeracy and Health and Wellbeing</p> <p>-Progression planners are used to plan for the progression of skills across all eight curricular areas</p> <p>-Links will be made with prior learning & skills development and there will be planned opportunities to apply these skills and understandings in a range of contexts, making connections between different areas of learning</p> <p>-Planning will incorporate the contributions of learners, parents/carers, staff and partners</p>	<p>-The curriculum will provide opportunities to enable learners to make connections between different areas of learning, through Interdisciplinary learning (IDL).</p> <p>-Interdisciplinary learning will be stimulating, relevant and challenging. Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners.</p> <p>-Partners will support and enhance learning experiences and opportunities for learners.</p> <p>Effective Interdisciplinary learning:</p> <ul style="list-style-type: none"> • can take place through a main theme project or a mini topic, at any time in the year • IDL will be planned around clear purposes and will ensure progression in the development of skills and in knowledge & understanding, particularly in literacy and numeracy. • is based upon experiences and outcomes drawn from different curriculum areas or subjects within them • IDL will include Es and Os from up to three /four (max) curricular areas • relevant to the needs and interests of learners • responsive planning takes account of pupil voice

Com-Pàirteachas Partnerships		
<p>BASF</p> <p>Stornoway Trust</p> <p>Chaplaincy Team</p> <p>An Lanntair</p> <p>UHI</p> <p>Volunteer Centre</p> <p>Stornoway Port Authority</p> <p>Confucius Institute for Scottish Schools</p> <p>Keep Scotland Beautiful</p> <p>Lewis Castle</p> <p>Point and Sandwick Trust</p> <p>Clean Coast Hebrides</p> <p>Eilean Siar Foodbank</p> <p>Local Councillors</p> <p>Stornoway Library</p> <p>Museum nan Eilean</p> <p>Isles FM</p> <p>Harland and Wolf</p> <p>The Nicolson Institute</p> <p>Stornoway Co-op</p> <p>Stornoway Historical Society</p> <p>Godly Play</p> <p>Fàilte Centre</p> <p>Seaforth House</p>	<p>NHS</p> <p>Active Schools</p> <p>Community Learning Development</p> <p>CnES Outdoor Learning</p> <p>Child Smile</p> <p>The Shed</p> <p>Sports Centre</p> <p>Young Islanders Network</p> <p>Sports Scotland</p> <p>SSERC</p> <p>RAISE</p>	<p>Dileab</p> <p>CnaG</p> <p>BBC Alba</p> <p>Mac TV</p> <p>Multimedia Unit</p> <p>Stòrlann</p> <p>Acair</p> <p>An Comunn Gàidhealach</p> <p>MG Alba</p> <p>Radio nan Gàidheal</p> <p>Fèisean nan Gàidheal</p> <p>e-sgoil</p>

Cothroman airson coileanadh pearsanta Opportunities for personal achievement		Feallsanachd agus beatha na sgoile mar choimhearsnachd Ethos and life of the school as a community
<p>-All learners will have planned opportunities, every term, for personal/wider achievement, developing confidence, self-esteem, resilience and motivation.</p> <p>-Learners will be encouraged, supported and challenged to achieve their full potential through:</p> <ul style="list-style-type: none"> • developing leadership skills, including leadership of learning • taking on responsibilities • demonstrating, using and applying knowledge, understanding and skills in new and real-life contexts • demonstrating learning and achievement in wider contexts, out with school – e.g. at home, in local clubs, in the community • Engaging in new and varied activities <p>-Partners will enhance opportunities for all learners to develop their wider achievements</p> <p>-Wider achievements are recognised and celebrated, through class awards, whole school assemblies, achievement walls, newsletters, Seesaw, prize-giving and local newspapers</p> <ul style="list-style-type: none"> - School and community concert performances - Pupil led assemblies/Pupil led learning - Learner Conversations - Sharing the Learning events - Meta-Skills/Developing the Young Workforce/Enterprise -Young Musician Initiative - P6 Bikeability - P4 swimming lessons - Local and national competitions/Mòd - Young Writers - Sports Festival/Cross Country/Swimming Gala - Sports Day - Termly /annual awards - P7 Mainland Excursion - Young Leaders - Polycrub - School Library - Euroquiz - Christmas Fayre - Four Capacity Wall Displays - House Points System / Celebration Tree - Seesaw - Volunteering – Callanish Award - High Five Award - Snack Time 		<p>- All members of the school community will demonstrate our school values, through implementation of our Positive Relationship Policy, creating a positive ethos based on a climate of trust and respect.</p> <p>-The nurture approach is promoted as a whole school approach to supporting behaviour, wellbeing, attainment and achievement. All staff use trauma informed approaches in their practice. Learners are supported through planned experiences in our Nurture Classroom.</p> <p>-All staff use the restorative approach to respond to behaviour in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself.</p> <p>-Learners will be encouraged to contribute to the life and work of the school and to exercise their responsibilities as members of the school community.</p> <p>-Learners are given opportunities to participate responsibly in decision-making to influence the life and work of the school.</p> <p>-Leadership groups include House Huddles, Junior Leadership Team, Anti-Bullying Ambassadors, Eco-Committee, Sports Committee and RRS Steering Committee.</p> <p>This context for learning will include a wide range of:</p> <ul style="list-style-type: none"> • on-going/continuous contexts available throughout the year • activities and experiences that happen at regular points in the school's planned annual calendar • occasional /topical events and opportunities which arise throughout the year <p>-Gaelic culture and ethos</p> <p>-Supporting local and national charities e.g. Macmillan/Bethesda/Children in Need/ Comic Relief/ UNICEF/Blythswood Shoebox Appeal</p> <p>-Whole School Assemblies / Religious Observance Programme/Remembrance Day</p> <p>- Themes for Reflection</p> <p>- Intergenerational partnerships e.g. Seaforth House</p> <p>- Rights Respecting Schools programme</p> <p>- School and Class Charter/Fun 31</p> <p>- Decider Skills/ Zones of Regulation</p> <p>- Buddies/Buddy Benches</p> <p>- Cupan & Cèilidh</p> <p>- Rise and Shine Club</p> <p>- Learning for Sustainability/ Litter Patrol</p> <p>- Anti-Bullying Ambassadors</p> <p>- Safe and Sound Room/ Nurture Classroom</p>

Litearrachd agus Beurla/Gàidhlig
Literacy and English / Gàidhlig

All teachers use progression pathways to plan for Literacy and English/Gàidhlig. Literacy and English/ Gàidhlig are taught discretely and through interdisciplinary learning. A play-based approach to the teaching of Literacy and English/Gàidhlig is used in the nursery and P1 classes. Play is a vehicle to develop learners' vocabulary. All learners experience an environment which is rich in language and which sets high expectations for literacy and the use of language across English and Gàidhlig.

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Support measures are in place to reduce any barriers to learning and communication. A whole school phonics-based approach is in place to teach reading and writing. Reading for enjoyment is widely encouraged through the use of our newly established school library and class libraries. Links with authors enhance the opportunities for learners to develop their own creative writing. Real life, meaningful and enjoyable contexts are used to motivate children to write. All staff use the guidance from our Writing Policy to ensure a consistent approach to high quality teaching and learning. The National Approach to Writing is used to raise attainment at First and Second level. Learning within the Expressive Arts allows learners to further develop their Literacy skills.

All staff across the school implement the guidance from the Advice on Gaelic Education into their practice. Teachers ensure that Gàidhlig is the language of learning and of communication, and that all areas of the curriculum are taught through the medium of Gàidhlig. In Gàidhlig medium classes, learning and teaching is taught wholly through Gàidhlig during the immersion phase from Nursery to P3. Learners in Gaelic Medium will begin to experience English towards the end of P3. A range of teaching methodologies and real-life contexts stimulate learners to develop their oral fluency. All staff are strongly encouraged to communicate in Gaelic with all learners. Bilingual signs are displayed throughout the school and nursery.

Àireamhachd agus Matamataig
Numeracy and Maths

All teachers use progression pathways to plan for Numeracy and Maths. Numeracy and Maths are taught discretely and through interdisciplinary learning. A play-based approach to the teaching of Numeracy and Maths is in place in the nursery and P1 classes. All learners will participate in active learning, with the support of practical materials and digital technologies, to support the development and application of skills. All teachers follow the 5-part Numeracy and Maths lesson guidance. Experiences are provided to give learners the opportunity to use Numeracy and Maths in real life contexts, through STEM, and make links to the world of work. The SAMSON Maths Programme is used as a whole school resource, to support the progression of mental maths.

Slàinte agus Sunnd
Health and Wellbeing

Health and Wellbeing is taught discretely and permeates across all curricular areas and aspects of school life. There are a range of universal approaches and targeted interventions in place to meet the needs of all learners. All staff use GIRFEC to promote, improve and support the mental, emotional, social and physical health and wellbeing of every child. The school and nursery are committed towards embedding children's rights into our policies, practices and ethos. Our school charter is a visual document which sets out our agreed expectations to achieve a positive learning environment in the classroom, playground and whole school community.

All staff implement our Positive Relationships Policy, ensuring all learners feel safe, happy, confident and ready to learn. The nurture approach is promoted as a whole school approach to supporting behaviour, wellbeing, attainment and achievement. All staff use the restorative approach to respond to behaviour in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself. Staff use trauma informed approaches.

Our Anti-Bullying Ambassadors lead the implementation of our Anti-Bullying policy, ensuring all learners feel valued and included, learning in a culture of trust and respect where bullying is never acceptable.

All learners receive two hours of Physical Education each week. The school has demonstrated its commitment to promote and increase participation in sport and physical activity across all year groups. We are currently working towards the gold award from Sport Scotland.

Stornoway Primary School and Nursery follow the CnES RSHP programme.

<p style="text-align: center;">Saidheans Sciences</p> <p>All teachers use progression pathways to plan for Science. Science is taught discretely and through interdisciplinary learning. A play-based approach to the teaching of Science is in place in the nursery and P1 classes. All learners are involved in the implementation of our Learning for Sustainability Action Plan to ensure the protection and enhancement of our natural environment. Learners engage in a wide range of collaborative, investigative tasks, allowing them to develop an interest in, and understanding of the living, material and physical world. A range of exciting contexts are used to allow learners to develop and apply their scientific skills, such as STEM and Outdoor Learning. The use of local expertise and partnerships enhance the delivery of our Science curriculum and provide opportunities for DYW.</p>
<p style="text-align: center;">Eòlas Sòisealta Social Studies</p> <p>All teachers use progression pathways to plan for Social Studies. Social Studies is taught discretely and through interdisciplinary learning. A play-based approach to the teaching of Social Studies is in place in the nursery and P1 classes. All learners will develop their understanding of the history, heritage and culture of our town, island, Scotland and the wider world. Through cultural activities, learners will develop their understanding of their own values and beliefs. Our partnership with the Confucius Institute for Scottish Schools supports the appreciation of the values, beliefs and cultures of others. Intergenerational partnerships enhance learners' knowledge and understanding of our local area. Participation in events such as the Mòd and Dìleab develops learners' sense of belonging and identity of the Gaelic language, heritage and culture.</p>
<p style="text-align: center;">Ealain Chruthachail Expressive Arts</p> <p>All teachers use progression pathways to plan for Expressive Arts. Expressive Arts are taught discretely and through interdisciplinary learning. All learners participate in a range of well-planned, enjoyable learning activities to enhance their creative talent and develop their artistic skills, shaping their personal, social and cultural identity. All teachers will nurture and take account of the interests and skills of all learners, giving learners the confidence to express themselves through creative performances and presentations. Opportunities for personal achievement across the Expressive Arts are encouraged through a range of activities both in school and in the local community.</p>
<p style="text-align: center;">Foghlam Creideimh agus Moralta Religious and Moral Education</p> <p>All teachers use progression pathways to plan for RME. RME is taught discretely and through interdisciplinary learning. A play-based approach to the teaching of RME is in place in the nursery and P1 classes. All learners are taught to appreciate and value the religious and cultural diversity within our school and local community. Our Chaplaincy Team are actively involved in the delivery of our RME programme, through school-based activities and visits to places of worship in the local community. We cover a range of themes through our Reflection Time and Assembly programme, which promote an ethos of inclusion and respect for all individuals. Learners at the earlier stages, develop an understanding of Christianity through Godly Play. Learners have the opportunity to explore Christianity through extra-curricular activities.</p>
<p style="text-align: center;">Teicneòlasan Technologies</p> <p>All teachers use progression pathways to plan for Technologies. Technologies is taught discretely and through interdisciplinary learning. A play-based approach to the teaching of Technologies is used in the nursery and P1 classes. All learners will have access to a range of digital learning contexts to develop their skills and confidence to embrace and use technology now and in the future, establishing firm foundations for life-long learning. Learners will participate in STEM activities, and will be encouraged to use their creativity skills, to become innovative and critical designers in a rapidly changing world.</p>
<p style="text-align: center;">Cànain Languages</p> <p>All teachers use progression pathways to plan for Gaelic Learners. Gaelic is taught discretely and through every day conversation. A play-based approach to the teaching of Gaelic is in place in the nursery and P1 classes. All staff use the Scottish Government guidance within Language Learning in Scotland, A 1+2 Approach when implementing the teaching of the Gaelic language. The study of Gaelic supports learners to gain a deeper understanding of Gaelic language, culture and heritage. A wide range of real-life contexts are used to promote the Gaelic language, through strong, local community links and intergenerational opportunities. Learners develop their awareness of other cultures by learning additional languages. French is introduced to all learners at Primary 5 and Mandarin is introduced through our Confucius Classroom activities. The diverse range of languages spoken are valued and celebrated.</p>

A Curriculum for Excellence – the Four Capacities to enable all young people to become:

<p>Luchd ionnsachaidh Soirbheachail / Successful learners</p> <p><i>with these attributes:</i></p> <ul style="list-style-type: none"> • enthusiasm & motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p><i>and these capabilities:</i></p> <ul style="list-style-type: none"> • use literacy, communication & numeracy skills • use technology for learning • think creatively & independently • learn independently and as part of a group • make reasoned evaluations • link & apply different kinds of learning in new situations 	<p>Daoine Misneachail / Confident individuals</p> <p><i>with these attributes:</i></p> <ul style="list-style-type: none"> • self-respect • a sense of physical, mental and emotional wellbeing • secure values and beliefs • ambition <p><i>and these capabilities:</i></p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self-aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and take informed decisions • achieve success in different areas of activity
<p>Saoranaich Earbsach / Responsible citizens</p> <p><i>with these attributes:</i></p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p><i>and these capabilities:</i></p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues 	<p>Com-pàirtichean Buadhach / Effective contributors</p> <p><i>with these attributes:</i></p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p><i>and these capabilities:</i></p> <ul style="list-style-type: none"> • communicate in different ways and in different settings • work in partnership and in teams • take the initiative and lead • apply critical thinking in new contexts • create and develop • solve problems