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# Edinburgh Learns for Life

## Strategy for Education in the City of Edinburgh



# Edinburgh **Learns** for Life

## ***Our Vision***

*A fairer, healthier, greener future for everyone, where learning for life happens at school, in the wider community, at home, and in in the workplace.*

## **Our Mission**

To create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued. To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

## **Our Goals**



We will provide inclusive, equitable, valuable learning opportunities for everyone.



We will use a place based approach to build collaborative and sustainable learning communities and networks.



We will co-create the environments where learners can lead and shape their own learning.

# Introduction

Education is for life. It is every citizen's right, young and old, to ensure prosperity and personal fulfilment. Over the next few pages, you can see how the City of Edinburgh strategy for education is envisaged to be delivered up to 2030. It is shown as a series of outcomes that have been agreed by each of our Edinburgh Learns for Life Boards to ensure that All Edinburgh's Children thrive and succeed. Each Board oversees the delivery of the following themes:



# Equity

- All children attend school every day, with a full, purposeful timetable that develops their abilities, skills and talents
- All school staff use baseline attainment data to write outcome focussed plans to close the poverty related attainment gap
- School leaders track and monitor the progress of learners in Equity Cohorts, and use their budgets to narrow any gaps in progress
- School leaders have meaningful processes to include parents (and learners) in Pupil Equity Fund planning
- There are no financial barriers to prevent access to any area of the curriculum
- All staff have been trained in Leadership for Equity
- The culture of all schools promotes success, regardless of equity, for All Edinburgh's Children



# Learning Together

- We do not view or judge families and are aware and sensitive to all of the protected characteristics which they may possess
- All schools provide clear, helpful advice and processes for parenting, communicating, volunteering, learning at home, collaborating in the community and getting involved in school decision making. All of our parents and carers take part in some or more of these
- Our parents and carers join in the design, delivery and evaluation of the services and facilities for their children
- All schools offer family learning activities for all families to support their child's learning at home, outdoors and in the community which leads to improvement in literacy, language and communication skills.

# Sustainability

- Every school has both a pupil and Staff Sustainability Coordinator to drive forward improvement
- Every educator promotes sustainable ways of learning, as per GTCS Standards
- Educators encourage learners to be Social Creatives and activists
- Educators refresh the curriculum to ensure sustainability and ensure learners have the opportunity to realise the legacy of the international COP conferences
- Learners track their carbon footprints, support healthy food choices and audit their energy and waste consumption
- Schools take part in Climate Summits and share good practice

# Children's Rights

- The UNCRC is at the heart of every schools' Vision Values and Aims
- The curriculum is refreshed regularly through meaningful learner led consultation across the whole Learning Community,
- Wider Achievement is tracked and monitored using Rights Based Tools
- School and Youth Group staff are trained in Learner Participation, Leading the Learning and Children's Rights to support culture change
- All Staff, parents and partners have an understanding how to uphold all the goals of the UNCRC
- All schools have achieved the Rights Respecting Schools Awards or similar

# Inclusion

- Every school has an inclusive curriculum which is co-created to be flexible and tailored, to promote independence and skills, and to be accredited
- Every school culture promotes Relationships, Rights, Restorative approaches, and Resilience
- All Edinburgh's children have the right help at the right time from the right people to support their wellbeing in the right place, to make progress in line with their own personal learning targets
- Every learner who needs it has an effective transition at all stages of their learner journey
- Learning communities actively promote inclusion with all families, learners and staff
- All Edinburgh's children are present; participating, achieving and supported



# Teaching, Learning and Assessment

- All learners make progress in learning in every lesson, every day
- All of our educators have achieved or are working towards the Edinburgh Teachers' Charter
- All schools have an ethos and culture where learning transforms lives; develops healthy bodies, minds and attitudes
- Our learners engage in activities to save our planet as they learn
- We learn outdoors, indoors and using digital devices
- We give additional support to our learners who have learning needs related to Equity or Equalities
- We always consider the impact of our decisions on learners who are care experienced, or from BAME communities

# Health and Wellbeing

- All schools use the Getting It Right for Every Child approach to work together with learners and their families
- All learners feel listened to and valued
- Children's rights are core to the ethos and values of all our schools
- Restorative and nurturing approaches promote positive relationships across all our learning communities
- All staff are highly skilled and feel confident to deliver a HWB curriculum, which is relevant to their context, responsive to the needs of learners and valued by all
- All schools prioritise time for 1:1 dialogue with learners and ensure everyone has at least one trusted adult
- All schools track and monitor progress and target learners at risk
- There is a strong culture of partnership working and joint planning across learning communities

# Curriculum Pathways

- Our curriculum pathways 3-18 are developed locally by schools and their partners to ensure that the totality of learners' experiences meets their needs and ambitions
- The partnership work in our learning communities co-creates the pathways and environments where learners can lead and shape their own learning and future careers
- The learning experiences throughout our curriculum are designed to offer opportunities for learners to find their passion, promote parity of esteem, share and develop, value diversity and secure all learner entitlements
- The curriculum pathways in our schools and learning communities develops radical learning dispositions such as, enquiry, entrepreneurial approaches, enterprising attitudes to learning, adaptability, negotiating and communication, teamwork and resilience. This provision is supported by an assessment and qualifications system that captures the totality of all learners' education

# Leadership

- All educators have a strong focus on continued self improvement based upon a shared vision and values aligned with sustainability, equity and rights
- All leaders have strong operational and strategic management skills
- Our schools, leaders, officers and partners lead collaboratively, reflecting the aspirations of their local context and communities.
- All staff value the importance of professional learning as a means to improving the outcomes for all learners
- All leadership activity articulates with the relevant professional frameworks including the SCEL framework, SSSC and GTCS
- CLPL and leadership opportunities are personalised and ensure clear succession planning
- Every teacher works within a culture of collective responsibility and collaborative professionalism, underpinned by mutual trust, respect, openness and commitment to student achievement
- Staff from BAME communities are well represented and supported in their leadership journey