

# OUR CHILDREN, THEIR FUTURE

THRIVING TOGETHER



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AMBITION, RESILIENCE, EQUITY.

**This document marks the next phase of our strategy and our aspirations for education in Argyll and Bute.**

‘Thriving Together’ is a vision for how we want our young people to learn, develop and grow, both now and in the future. A vision for how we will deliver for them, support them, protect them, challenge them, build their confidence and shape their skills. With a focus on five key priority areas, this document outlines the next steps that we must take to achieve this. And it has to be a collective effort – establishments, teachers and parents/carers all aligned to one unified and cohesive approach, for the betterment of our children and their futures.

This next phase of our strategy has been developed in line with the Scottish Government’s framework for promoting, supporting and safeguarding children (**GIRFEC**); Scotland’s Curriculum for Excellence (**CfE**) which places learners at the heart of education and the UN Convention on the Rights of the Child (**UNCRC**) which outlines the fundamental rights of every child across the world; and it has been shaped by the experiences and sentiments of local children from across Argyll and Bute.



# 5 KEY PRIORITY AREAS



## BEST START FOR LEARNERS

Every learner has inspiring learning environments that build curiosity, confidence and the love of learning.



## AMBITIOUS LEARNERS

Every learner is supported and challenged to aim for their best.



## NURTURED LEARNERS

Every learner has the opportunity to thrive in a safe, happy and supportive space.



## CONNECTED LEARNERS

Every learner is active in their local and global community.



## LIFELONG LEARNERS

Every learner benefits from opportunities to seek knowledge, value challenge, welcome change and keep learning throughout life.



# BEST START FOR LEARNERS

Every learner has inspiring learning environments that build curiosity, confidence and the love of learning.



'I belong and feel safe, valued, respected and confident.'

'I have adults who help me and are kind to me.'

'Those around me work together to help me find joy and interest in learning.'

'Adults around me know me well so I have the best support when I need it.'

'There are no pauses in my learning whenever and wherever I move.'

'My learning space is inspiring, motivating, interactive and inclusive.'



# AMBITIOUS LEARNERS

Every learner is supported and challenged to aim for their best.

'I am encouraged by everyone to be the best learner I can be.'

'My learning environment inspires me to learn, be curious and participate meaningfully.'

'My learning is varied, relevant, challenging, motivating and engaging for me.'



'I am a confident learner and have high expectations about what I can achieve.'

'I am involved in planning and assessing my learning and know how to set my own goals.'

'The adults around me use information about my learning and help me understand where I am in my learning and what I need next.'

'My commitment to learning is recognised, I feel successful in my learning and my achievements are celebrated.'

'I feel safe and brave within my learning environment and am confident to try new things.'



# NURTURED LEARNERS

Every learner has the opportunity to thrive in a safe, happy and supportive space.



'I believe in myself and I know that others do too.'

'Everyone works together to build positive relationships and I have someone I choose to talk to when I need to.'

'My learning community understands that people need different types of support at different times.'

'The people who care for me and my school community join together to meet my needs, helping me grow and develop.'

'I am supported to look after my physical and mental wellbeing, to develop resilience and enjoy a healthy life.'

'I am encouraged to be me: I am unique and I value other people's uniqueness.'



# CONNECTED LEARNERS

Every learner is active  
in their local and global  
community.



'I can safely use technology  
to make my learning better.'

'I am asked for my thoughts and  
ideas in decisions that affect me  
and adults listen and respond to  
what I have to say.'

'I am encouraged to be  
creative and enterprising.'

'I feel included as part of my community  
and I am aware of how the skills I have  
learned can contribute to my local  
community/economy.'

'I can learn independently as part of a  
team and as a member of my community.'

'I develop as a local and global  
citizen through learning for  
sustainability which inspires a love  
and respect for my community and  
the wider environment.'

'There is a community understanding  
of my rights which are respected by  
all, this makes me feel included and  
respected.'



# LIFELONG LEARNERS

Every learner benefits from opportunities to seek knowledge, value challenge, welcome change and keep learning throughout life.

'I have opportunities to develop my leadership skills and can help and support others to learn along the way.'

'I understand that learning is not limited to school subjects only and I have a variety of experiences to develop skills for learning, life and work.'



'I have a wide choice of opportunities which support me to achieve and attain in order to enjoy success.'

'I am learning that success and positive destinations looks different for everyone.'

'I am an independent, responsible learner who is able to persevere and problem solve inside and outside of school.'

'Adults will support me to see connections in my learning in and out of school, helping me to improve my skills now and for the future.'

'I am supported to take steps to create a happy and confident future.'

## QUESTIONS AND IDEAS

If you have any queries about our new strategy or if you have any suggestions for how we can help bring this vision to life, please get in touch.

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Thank you to Argyll and Bute pupils, staff, parents/carers and wider partners whose views, thoughts and ideas helped to shape **Our Children, Their Future - Thriving Together**. All images are our Argyll and Bute children and young people.