



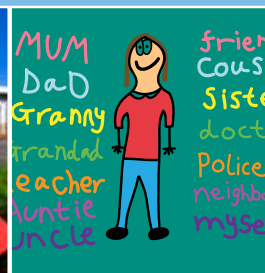
2011

Learning: Realising Potential Policy Statement



PERTH &
KINROSS
COUNCIL

Education &
Children's Services



Learning: Realising Potential

Part A – Rationale

Participation in learning throughout life is important. Education transforms lives by improving skills, knowledge and confidence, by improving chances of employment and earnings, and by increasing individual ability to participate in, contribute to, and influence wider society. It can also bring pleasure and personal fulfilment, and contributes to better physical and mental wellbeing.

Developing and delivering learning opportunities is core to the functions of Education & Children's Services, and its key purpose of improving learning and achievement.

We are committed to:

- ❑ *establishing learning communities;*
- ❑ *developing the curriculum for pre-school, school and post-school learning;*
- ❑ *delivering effective learning experiences;*
- ❑ *supporting effective teaching;*
- ❑ *providing easy access to learning opportunities;*
- ❑ *engaging in partnerships to improve learning.*

We recognise that these commitments are inter-related and inter-dependent.

In taking the policy forward we will:

- ❑ ***work with a range of services and agencies to build confidence, aspiration and a sense of the value of learning across communities***
because learning is influenced by a range of factors: families, communities and their culture, peers, schools, local economy and employers.
- ❑ ***work to ensure that learning opportunities reflect individual needs and circumstances, are flexible, and allow for progression in learning throughout life***
because we know that people have different talents and abilities, and different goals and interests; that reasons for learning and motivation to learn varies at different life stages; and that people learn in a variety of contexts:
 - *for qualifications, for fun, to increase skills for work, to support family; and in a variety of settings;*
 - *schools, nurseries, playgroups, libraries, museums, village halls, community centres, the workplace and at home.*
- ❑ ***reduce barriers to learning and ensure that the organisation, delivery and management of learning opportunities promotes equality, inclusion and diversity***
because we believe that all have a right to access and benefit from learning opportunities.

- ❑ **provide universal services but also target additional resources to supporting individuals and groups most in need**

because we recognise that some in our society will need additional support and guidance to maximise learning opportunities.

- ❑ **work closely with parents and carers to support them in their role as prime educators of children and young people**

because we acknowledge them in that role.

- ❑ **provide learning opportunities which have clear outcomes for learners and for communities**

because our work is influenced by National and local priorities and targets for economic inclusion and social justice.

Part B – Policy Principles

The Key Principles upon which this policy statement is based are as follows:

Learning Communities

We are all learners and learning takes place throughout life and within a variety of contexts.

To support learners at different stages, we will work to establish learning communities where:

- ❑ *all are recognised as learners;*
- ❑ *people of all ages can learn together and from each other;*
- ❑ *links are made between formal and informal learning, between schools, colleges, universities and employers, and between a range of partner agencies;*
- ❑ *learners are supported at crucial transition stages.*

The Curriculum

“The curriculum reflects what we value as a nation and what we seek for our young people. It is designed to convey knowledge which is considered to be important and to promote the development of values, understanding and capabilities. It is concerned both with what is to be learned and how it is taught.”

(Curriculum for Excellence, Scottish Executive 2004)

In Perth and Kinross, the curriculum will comprise all the learning experiences and opportunities planned by schools to promote and facilitate learning. It will be challenging, flexible, appropriate to learner needs, progressive and coherent. It will be inclusive, broad and balanced and aim to:

- ❑ *lay the foundations for lifelong learning;*
- ❑ *improve the health and wellbeing of our citizens;*
- ❑ *promote confidence and a desire for success in our learners;*
- ❑ *develop learners as active, responsible citizens;*
- ❑ *reflect the diverse nature of our society;*
- ❑ *promote environmental sustainability;*
- ❑ *prepare learners for changing patterns and demands of employment, optimising economic performance.*

The broad purposes of education are defined in *Curriculum for Excellence*; these are to develop the attributes and capabilities in all children and young people enabling them to become:

- ❑ *successful learners;*
- ❑ *confident individuals;*
- ❑ *responsible citizens;*
- ❑ *effective contributors.*

These are known as the four capacities. Learning across the range of curricular areas - expressive arts, health and wellbeing, languages, mathematics, religious and moral education (religious education in denominational schools), science, social studies and technologies - will support the development of the skills and attributes of the four capacities.

In order to deliver the aims, outcomes and experiences, certain principles underpin the design and delivery of the curriculum. These are:

- ❑ *personalisation and choice;*
- ❑ *challenge and enjoyment;*
- ❑ *breadth;*
- ❑ *depth;*
- ❑ *progression;*
- ❑ *coherence;*
- ❑ *relevance.*

Effective Learning Experiences

High quality learning experiences are crucial in providing motivation to learn and achieve.

Research will inform approaches to learning and teaching and the planning and delivery of learning experiences will take into account the range of learning styles, dispositions and intelligences which impact on an individual's learning.

We will emphasise the importance of 'learning to learn' and individual responsibility for learning.

We will provide high quality services which support an individual's personal informal learning, through community-based learning, libraries, museums, cultural and sporting activity. We will provide access to a range of experiences, resources and information, including opportunities for e-learning.

We will provide experiences for learners which are:

- meaningful and relevant;*
- motivating;*
- engaging.*

and which take place within an environment where:

- there is mutual trust and respect;*
- learners have a voice;*
- active experiential learning is valued;*
- there are clear learning goals and feedback informs next steps in learning.*

Effective Teaching

We will support teachers and tutors in developing teaching approaches to support effective learning. This will enable them to develop professional knowledge and understanding and to update skills. We will encourage employees to engage in critical self-evaluation and reflection, and to pursue innovative thinking and practice within the changing social and cultural context of education.

Through training, development and personal support we will help teachers to:

- foster the active engagement of learners;*
- enhance the motivation of learners;*
- ensure meaningful contexts for learning;*
- make cross-curricular links explicit;*
- harness the potential of co-operative and collaborative learning;*
- organise learning effectively;*
- work with greater freedom and greater responsibility in meeting the needs of learners;*
- work in an inter-disciplinary way.*

Access to Learning Opportunities

We will work to provide individual access to learning through a range of options - face to face, individual and group work, and increasingly through e-learning opportunities.

IT helps people to access information and services, to develop personal interests, and to learn through virtual learning environments. Digital media increasingly replaces printed media in the lives of very many young people, and the increasing use for political, personal, business and social purposes disadvantages those who lack the skills or opportunities to access IT.

We will therefore give a high priority to the use of IT in learning at all stages and will continue to provide free access to IT through schools, libraries and learning centres.

Partnerships for Learning

To raise attainment and achievement, and to support all our learners in securing success, we recognise the need to work with a range of partner organisations and agencies.

Partnerships offer better opportunities to fulfil the needs of learners, not only through drawing on wider resources and more expertise, but also by providing varied experiences and recognising the holistic nature of learning.

Part C – Policy Outcomes

In implementing the policy statement, we expect the following outcomes to be achieved:

Learning Communities

- Learners in Perth and Kinross will have the opportunity to access learning throughout life within a positive, coherent and progressive and supportive framework which allows for a variety of learning pathways and directions.*
- Learning is valued and the impact of learning evidenced in greater achievement for individuals and communities.*

The Curriculum

- Learners will be active in their learning, and through an appropriate curriculum develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.*

Effective Learning Experiences

- Learners will have learning experiences which foster positive attitudes to lifelong learning, secure improved attainment and achievement and which contribute to personal wellbeing.*

Effective Teaching

- ❑ *Teaching will provide learners with positive experiences and secure high attainment for individuals.*

Access to Learning Opportunities

- ❑ *Learners will have the opportunity to access learning through a range of channels, including IT. Information literacy will be an important element of literacy and core skills work, and learners will be supported in developing the responsible use of IT resources.*
- ❑ *Access to learning through relevant approaches and relevant skills development will support greater social inclusion, improve employability and promote active and informed citizenship.*

Partnerships for Learning

- ❑ *Partnership working will lead to more effective learning experiences by:*
 - *Widening opportunities for learning*
 - *Easing transition stages and progression*
 - *Broadening curriculum choices*
 - *Enriching learning experiences*
 - *Helping to promote the value of lifelong learning*
- ❑ *Partnership working will help us to raise individual achievement, deliver lifelong learning and build sustainable communities.*

Part D – Responsibilities

Employees will:

- ❑ *promote an ethos and culture of learning and achievement;*
- ❑ *promote lifelong learning;*
- ❑ *give particular support to learners at transition stages;*
- ❑ *work with relevant partners and agencies to support learners;*
- ❑ *provide effective information, guidance and advice to learners on learning pathways and options available to them;*
- ❑ *accept responsibility to undertake relevant training and development in curriculum areas considered to be a priority;*
- ❑ *plan for and deliver all curricular and out of hours learning in schools and across services;*

- ❑ *monitor the quality of curricular provision and its impact on attainment and achievement;*
- ❑ *provide high quality learning experiences including the creative use of IT;*
- ❑ *ensure effective planning for learners to acquire a cohesive skills set;*
- ❑ *work with and support parents and carers in their role as educators;*
- ❑ *employ a range of effective teaching strategies;*
- ❑ *maintain awareness of new developments and update personal skills to fully support and engage learners;*
- ❑ *use assessment information to monitor provision and plan for improvement;*
- ❑ *involve learners in identifying and setting next steps in their learning;*
- ❑ *continue to develop their professional knowledge and update skills;*
- ❑ *take responsibility for teaching to meet the needs of learners;*
- ❑ *monitor the impact of teaching approaches on learner attainment and achievement;*
- ❑ *maximise opportunities for innovative approaches to learning through virtual learning environments and on-line communities;*
- ❑ *ensure learners are equipped with the appropriate skills to benefit from new opportunities;*
- ❑ *enter into joint planning, delivery and monitoring arrangements with partners as appropriate to meet local targets and learner needs.*

Leaders and Managers will:

- ❑ *recognise all as learners;*
- ❑ *promote an ethos and culture which supports the learning community;*
- ❑ *ensure learning pathways are clearly articulated and publicised;*
- ❑ *establish effective transition arrangements;*
- ❑ *ensure necessary arrangements are in place to manage inter-agency links effectively;*
- ❑ *provide guidance on an appropriate range of curricular and out of hours learning opportunities;*
- ❑ *consult with employees, learners, parents/carers and appropriate partners on the structure and range of curricular opportunities to be offered;*
- ❑ *provide an appropriate level of staffing and resources to ensure the delivery of the agreed curriculum;*
- ❑ *monitor the quality of curricular provision and its impact on learners;*
- ❑ *establish guidance on and strategies for effective learning and teaching in early years and pre-school Services; schools; youth services; adult learning services; wider learning through a range of cultural and sporting activity;*

- ❑ *establish and share standards across schools and learning centres;*
- ❑ *identify priorities for targeting resources;*
- ❑ *support employees through employee development and training;*
- ❑ *ensure quality assurance procedures monitor the effectiveness of experiences for learners;*
- ❑ *ensure appropriate resources are in place to effectively support teacher development;*
- ❑ *promote an ethos and culture which encourages professional reflection, debate and innovative thinking;*
- ❑ *provide guidance and strategic direction in relation to effective teaching approaches;*
- ❑ *ensure a strategy is in place to support long-term development and allow for innovation in access to learning;*
- ❑ *agree standards for the ongoing introduction and replacement of IT infrastructure and technical support for schools and learning centres to support innovation;*
- ❑ *ensure a strategic framework is in place for engaging and communicating with a range of partners to secure effective learning opportunities and progression for learners;*
- ❑ *work with partners to agree protocols and practices for working together, and maximise the benefits of partnership working through collaborative working, joint training and effective use of resources;*
- ❑ *monitor and evaluate the effectiveness of partnership working in providing opportunities for lifelong learning.*