

**EDUCATION VISION AND STRATEGY - OUR CHILDREN, THEIR FUTURE –
THRIVING TOGETHER**

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of the paper is for consideration and approval by Elected Members of the refreshed Education vision and strategy document *Our Children, Their Future – Thriving Together*. A programme of engagement with staff, pupils, parents/carers and wider partners has informed the development of the refreshed strategy. This document has been prepared by the Education Service to present the refreshed Education vision and strategy document *Our Children, Their Future – Thriving Together*.

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2.0 INTRODUCTION

- 2.1 The purpose of the paper is for consideration and approval by Elected Members of the refreshed Education vision and strategy document *Our Children, Their Future – Thriving Together*. A programme of engagement with staff, pupils, parents/carers and wider partners has informed the refreshed strategy. This document has been prepared by the Education Service to present the refreshed Education vision and strategy document *Our Children, Their Future – Thriving Together* as per the decision of the [Community Services Committee on 6th June 2024](#) which detailed:

Following the development work a final draft version of the Education Vision and Strategy document, informed by the consultation process, will be presented to the Community Services Committee in March 2025 for consideration and approval.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Community Services Committee:
- Considers and approves the refreshed Education Service vision and strategy: *Our Children, Their Future – Thriving Together* as informed by consultation and engagement with staff, parents/carers, pupils and wider partners.

4.0 DETAIL

4.1 The Education Service strives to ensure the best possible outcomes for all of our children and young people across Argyll and Bute and the Education vision and strategy document provides a framework for this. The current Education vision and strategy, *Our Children, Their Future*, was developed in 2016 and remains a robust and meaningful document, but with the impacts of a global pandemic and a changing national landscape in regard to Education, a planned and informed refresh has been progressing with these considerations.

4.2 During the period of 1st December 2023 to 23rd February 2024, the Education Service held a consultation with a wide range of partners on the Education vision and strategy. The definition of 'partners' includes pupils, parents/carers, staff members and wider partners (Psychological Services, Live Argyll, Health and Social Care Partnership, Early Years, Fire Service Scotland, Police Scotland, Elected Members and local partners identified by individual schools).

The aim of the consultation exercise was to gather views from partners on their thoughts on the current Education vision and strategy, *Our Children, Their Future* as well as to define what was important to them for education in Argyll and Bute. The data from the consultation was shared with partners through a simple, interactive, accessible report which can be viewed using the following links:

[English Version](#)

[Gaelic Version](#)

4.3 Following the collation and sharing of consultation findings, the Central Education Team examined the data from and responses to the consultation, and work was undertaken to plan for how this information would be used to inform the refreshed vision and strategy document.

4.4 A development group of members from the Central Education Team was formed and met over a number of weeks to bring together draft content based on the feedback gathered through the consultation.

4.5 Strong themes emerging from the consultation were; our children and young people should be central to the refreshed vision and the strategy, the document should support future aspirations of our children and young people and the document should be easily understood for parents/carers, pupils, staff and wider partners.

4.6 During the continued drafting and development of the refreshed vision and strategy document the Education Service sought to engage with pupils, staff, parents/carers and wider partners to inform the format and content of the refreshed vision and strategy.

- 4.6 Primary pupils, secondary pupils, parents/carers, staff and wider partners were offered engagement sessions to feed back their views, thoughts and opinions on what was important to them for the format of the refreshed vision and strategy document. Secondary pupils, parents/carers and staff were offered two online sessions, primary pupils were offered two in person sessions and wider partners were offered one online session.
- 4.7 Engagement groups were also sought for input on drafted strategy content. This was facilitated through a selection of schools, representing the variety of our school contexts (English Medium, Gaelic Medium, small, large, primary, secondary, urban and rural settings). Participating schools organised engagement sessions for pupils, parents/carers and staff with resources for engagements provided.
- 4.8 Headteachers provided feedback on the content and format of the refreshed vision and strategy document through engagement sessions as part of their online area Headteacher meetings.
- 4.9 The information gathered through the engagement sessions on the content and format of the document, and how this feedback informed the refreshed vision and strategy document can be viewed using this link:
- [Partner voices in the creation of *Our Children, Their Future – Thriving Together*](#)
- 4.10 The refreshed vision and strategy document *Our Children, Their Future – Thriving Together* has five key central priorities:
- Best Start for Learners
 - Ambitious Learners
 - Nurtured Learners
 - Connected Learners
 - Lifelong Learners
- 4.11 Each key priority area has a description and a concise number of statements (6-8) that illustrate what this priority area would look like for learners from the perspective of a child/young person.
- 4.12 Integrated throughout the document are the principles of Getting it Right for Every Child (GIRFEC), United Nations Convention on the Rights of the Child (UNCRC) and Scotland’s Curriculum (Curriculum for Excellence).
- 4.13 The document has been constructed with a mix of visual representations and written content. Our Argyll and Bute children and young people are clearly at the centre of the refreshed document, with the pupil focused statements and all images are children and young people from Argyll and Bute establishments.

Both English and Gaelic versions are available and can be viewed using the links below or at **Appendix 1** (English) and **Appendix 2** (Gaelic).

[English Version](#)

5.0 CONCLUSION

- 5.1 *Our Children, Their Future – Thriving Together* represents a refreshed Education vision and strategy document, which clearly places our children and young people at the centre. The refreshed vision and strategy has incorporated the views of staff, pupils, parents/carers and wider partners, while simultaneously responding to the changing national and local policy contexts. *Our Children, Their Future – Thriving Together* will be integral to help shape the delivery of the best possible outcomes for the children and young people of Argyll and Bute both now and in the future.

6.0 IMPLICATIONS

- 6.1 Policy - The refreshed vision and strategy makes an effective contribution to the Council's key principle of Children and Young People - to give young people the best start in life, and ensuring we have the right skills for a prosperous future.
- 6.2 Financial - none
- 6.3 Legal - none
- 6.4 HR - none
- 6.5 Fairer Scotland Duty:
- 6.5.1 Equalities - protected characteristics - none
 - 6.5.2 Socio-economic Duty - none
 - 6.5.3 Islands - none
- 6.6 Climate Change - none
- 6.7 Risk - none
- 6.8 Customer Service - none
- 6.9 The Rights of the Child (UNCRC)- Children and young people are central to the refreshed strategy:
Article 12 (I have the right to be listened to and taken seriously), pupils views have been clearly sought and represented in the consultation findings.
Article 29 – I have the right to an education which develops my personality, talents and abilities

Douglas Hendry - Executive Director with responsibility for Education

Councillor Audrey Forrest – Policy Lead for Education

24th February 2025

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APPENDICES

Appendix 1 – Our Children, Their Future – Thriving Together (English)

Appendix 2 – Our Children, Their Future – Thriving Together (Gaelic)

Appendix 1 - Our Children, Their Future – Thriving Together (English)

Argyll Bute COUNCIL

AMBITION
THRIVING TOGETHER
EQUITY
RESILIENCE

OUR CHILDREN,
THEIR
FUTURE

THRIVING TOGETHER

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THRIVING TOGETHER

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.

Appendix 2 – Our Children, Their Future – Thriving Together (Gaelic)



AR CLANN, AN ÀM TEACHDAIL

A' SOIRBHEACHADH
CÒMHLA



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A' SOIRBHEACHADH CÒMHLA

MIANN-ADHARTAIS, ATH-LEUMACHD, COTHROMAS.

Tha an sgrìobhainn seo a' comharrachadh na h-ath ìre de ar ro-innleachd agus de ar rùintean a thaobh foghlam ann an Earra-Ghàidheal is Bòd.



‘Tha an iomairt “A’ Soirbheachadh Còmhla” na lèirsinn a thaobh mar a tha sinn airson ar cuid chloinne a bhith ag ionnsachadh, a’ leasachadh agus a’ fàs, a-nis agus san àm ri teachd. Lèirsinn a thaobh ar dòigh air libhrigidh dhaibh, taic a thoirt dhaibh, an dìon, an dùbhlachadh, am misneachd a thogail agus an sgilean a chumadh.

Le cuimse air còig raointean prìomhachais, tha an sgrìobhainn a’ mìneachadh na h-ath cheumannan a dh’fheumas sinn a ghabhail gus seo a choileanadh. Agus ’s e oidhirp choitcheann a tha riatanach – stèidheachdan, tidsearan agus pàrantan/ luchd-cùraim uile co-thaobhaichte a dh’ionnsaigh modh-obrach aonaichte agus co-cheangailte, airson feabhas a thoirt air ar cuid chloinne agus air am beatha ri teachd.

Tha an ath ìre de ar ro-innleachd air a leasachadh ann an co-rèir ri frèam-obrach Rìaghaltais na h-Alba airson clann adhartachadh, a thaic agus a dhion (**GIRFEC**); an Curraicealam airson Sàr-mhathais ann an Alba (**CfE**) a tha a’ càradh luchd-ionnsachaidh aig teis-meadhan foghlaim; Cunnradh nan NA air Còraichean Chloinne (**UNCRC**) a tha a’ mìneachadh chòraichean bunaiteach gach pàiste air feadh an t-saoghail; agus a tha air a chumadh tro eòlasan agus faireachdainnean chloinne sa choimhearsnachd air feadh Earra-Ghàidheal is Bhòid.

5 PRÌOMH RAOINTEAN PRÌOMHACHAIS



AN TOISEACH AS FHEÀRR DO LUCHD-IONNSACHAIDH



Tha àrainneachdan ionnsachaidh brosnachail aig gach neach-ionnsachaidh, a tha a' togail feòrachas, misneachd agus gràdh air ionnsachadh.

LUCHD-IONNSACHADH ÀRD-AMASAIL



Tha taic aig gach neach-ionnsachaidh agus iad dùbhланаichte gu amas air an uile-dhicheall a dhèanamh.

LUCHD-IONNSACHAIDH OILEANAICHTE



Tha cothrom aig gach neach-ionnsachaidh air soirbheachadh ann an àite sàbhailte, toilichte agus taiceil.

LUCHD-IONNSACHAIDH CO-CHEANGAILTE



Tha gach neach-ionnsachaidh gnìomhach nan coimhearsnachd ionadail is chruinneil.

LUCHD-IONNSACHAIDH FAD-BEATHA



Tha gach neach-ionnsachaidh a' faotainn buannachd bho chothroman air eòlas a shireadh, luach a chur air dùbhlán, falte air atharrachadh, agus cumail ag ionnsachadh fad na beatha.

AN TOISEACH AS FHEÀRR DO LUCHD- IONNSACHAIDH



Tha àrainneachdan ionnsachaidh brosnachail aig gach neach-ionnsachaidh, a tha a' togail feòrachas, misneachd agus gràdh air ionnsachadh.



'Tha m' àite ionnsachaidh brosnachail, spreagail, eadar-obrachail agus in-ghabhalach.'

'Tha mi a' buntainn agus a' faireachdainn sàbhailte, luachaichte, urramaichte agus misneachail.'

'Tha iadsan mun cuairt orm ag obair còmhla gus mo chuideachadh le toileachas agus ùidh ann an ionnsachadh a lorg.'

'Tha na h-inbhich mun cuairt orm glè eòlach orm, mar sin tha an taic as fheàrr agam nuair a tha feum air.'

'Chan eil stad an sam bith nam ionnsachadh ge 'r bith cuin no càite a ghluais mi.'

'Tha inbhich agam a tha gam chuideachadh agus coibhneil rium.'

LUCHD-IONNSACHADH ÀRD-AMASAIL



Tha taic aig gach neach-ionnsachaidh agus iad dùbhlanaichte gu amas air an uile-dhìcheall a dhèanamh.

‘Tha mi a’ faireachdainn sàbhailte taobh a-staigh m’ àrainneachd ionnsachaidh agus tha mi misneachail mu nithean ùra fheuchainn.’

‘Tha mo dhealas a thaobh ionnsachadh aithnichte, tha mi a’ faireachdainn soirbheachail nam ionnsachadh agus tha m’ euchdan comharraichte.’

‘Tha m’ àrainneachd ionnsachaidh gam bhrosnachadh gu ionnsachadh, a bhith feòrachail agus com-pàirt brìgheil a ghabhail.’



‘Is e neach-ionnsachaidh misneachail a th’ annam le dòchasan àrd mu nas urrainn dhomh a choileanadh.’

‘Tha mi an sàs ann am planadh agus measadh air m’ ionnsachadh agus tha fios agam mar a shuidhicheas mi mo chinn-uidhe fhìn.’

‘Tha na h-inbhich timcheall orm a’ cleachdadh fiosrachadh mu m’ ionnsachadh agus gam chuideachadh gu tuigsinn far a bheil mi nam ionnsachadh agus na dh’fheumas mi a dhèanamh.’

‘Tha m’ ionnsachadh eadar-dhealaichte, buntainneach, dùbhlanaich, spreagail agus com-pàirteachail dhomh.’

‘Tha mi air mo mhisneachadh leis gach neach gu bhith nam neach-ionnsachaidh as fheàrr dhomh a bhith.’

LUCHD- IONNSACHAIDH OILEANAICHTE

Tha cothrom aig gach neach-ionnsachaidh air soirbheachadh ann an àite sàbhailte, toilichte agus taiceil.



“Tha mi air mo bhrosnachadh gu bhith mi fhìn: tha mi gun choimeas agus tha mi a’ cur luach air air-letheachd dhaoine eile.”

“Tha gach neach ag obair còmhla gus dàimhean dearbhach a thogail agus tha cuideigin agam ris an ròghnaich mi bruidhinn nuair a bhios feum agam air.”

“Tha taic agam airson coimhead às dèidh mo shunnd chorporra agus inntinn, gus fulangas a leasachadh agus tlachd fhaighinn à beatha fhallain.”

“Tha mo choimhearsnachd ionnsachaidh a’ tuigsinn gu bheil feum aig daoine air diofar sheòrsaichean de thaic aig diofar amannan.”

“Tha na daoine aig a bheil cùram dhomh agus do mo choimhearsnachd sgoile, a’ tighinn còmhla gus m’ fheumalachdan a choileanadh, gam chuideachadh gu fàs agus leasachadh.”

“Tha mi a’ creidsinn annam fhìn agus tha fios agam gu bheil càch cuideachd.”



LUCHD- IONNSACHAIDH CO-CHEANGAILTE

Tha gach neach-
ionnsachaidh gnìomhach
nan coimhearsnachd
ionadail is chruinneil.

‘Tha mi air mo bhrosnachadh gu
bhith cruthachail is iomairteach.’

‘Is urrainn dhomh ionnsachadh
gu neo-eisimeileach mar phàirt
de sgioba agus mar bhall dem
choimhearsnachd.’



‘Is urrainn dhomh teicneòlas a
chleachdadh gu sàbhailte gus m’
ionnsachadh a dhèanamh nas fheàrr.’

‘Tha mi a’ faireachdainn nam phàirt
dem choimhearsnachd agus tha mi
mothachail do mar as urrainn do na sgilean a
dh’ionnsaich mi, cur ri mo choimhearsnachd/
eaconamaidh ionadail.’

‘Tha tuigse aig a’ choimhearsnachd do mo chòraichean
do bheil spèis aig na h-uile, tha seo gam dhèanamh a’
faireachdainn in-ghabhailte agus urramaichte.’

‘Tha mi a’ leasachadh mar shaoranach
ionadail agus cruinneil tro ionnsachadh
airson seasmhachd, a tha a’ brosnachadh
gràdh agus spèis dom choimhearsnachd
agus don àrainneachd fharsaing.’

‘Thathar ag iarraidh mo smaointean agus mo
bheachdan ann an co-dhùnaidhean aig a bheil
buidh orm, agus tha inbhich ag èisteachd
agus a’ freagairt do na tha agam ri ràdh.’



LUCHD- IONNSACHAIDH FAD-BEATHA

Tha gach neach-ionnsachaidh a' faotainn buannachd bho chothroman air eòlas a shireadh, luach a chur air dùbhlán, falte air atharrachadh, agus cumail ag ionnsachadh fad na beatha.

'Tha taghadh farsaing agam de chothroman a tha a' cur taic rium gu coileanadh agus buannachadh, gus tlachd a ghabhail à soirbheachadh.'

'Tha cothroman agam mo sgilean ceannardais a leasachadh agus is urrainn dhomh cuideachadh is taic a thoirt do chàch gu ionnsachadh air an slighe.'



'Tha mi a' tuigsinn nach eil ionnsachadh cuibhrichte do chuspairean sgoile a-mhàin, agus tha measgachadh de eòlasan agam gus sgilean a thogail airson ionnsachadh, beatha agus obair.'

'Tha mi ag ionnsachadh gu bheil soirbheachadh agus cinn-uidhe dhearbhadh a' coimhead diofraichte do gach neach.'

'Tha mi nam neach-ionnsachaidh neo-eisimeileach, cùramach a tha comasach air cumail a' dol agus ceistean fhuasgladh taobh a-staigh agus taobh a-muigh na sgoile.'

'Cuiridh inbhich taic rium gus ceanglaichean fhaicinn nam ionnsachadh anns an sgoil agus taobh a-muigh na sgoile, gam chuideachadh gu mo sgilean a leasachadh a-nis agus don àm ri teachd.'

'Tha mi a' faotainn taic gu ceumannan a ghabhail airson àm teachdail toilichte agus misneachail a chruthachadh.'

CEISTEAN AGUS BEACHDAN

Ma tha ceistean agaibh mun an ro-innleachd ùr againn no ma tha molaidhean agaibh air mar is urrainn dhuinn an lèirsinn seo a thoirt beò, nach cuir sibh fios thugainn.

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Taing do sgoilearan, luchd-obrach, pàrantan/luchd-cùraim agus com-pàirtichean nas fharsainghe, aig an robh molaidhean, smuaintean agus beachdan a chuidich le **Ar Clann, An Àm ri Teachd - A' Soirbheachadh Còmhla**. Tha na h-ìomhaighean uile de chlànn agus de dhaoine òga Earra-Ghàidheal is Bhòid.