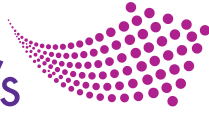




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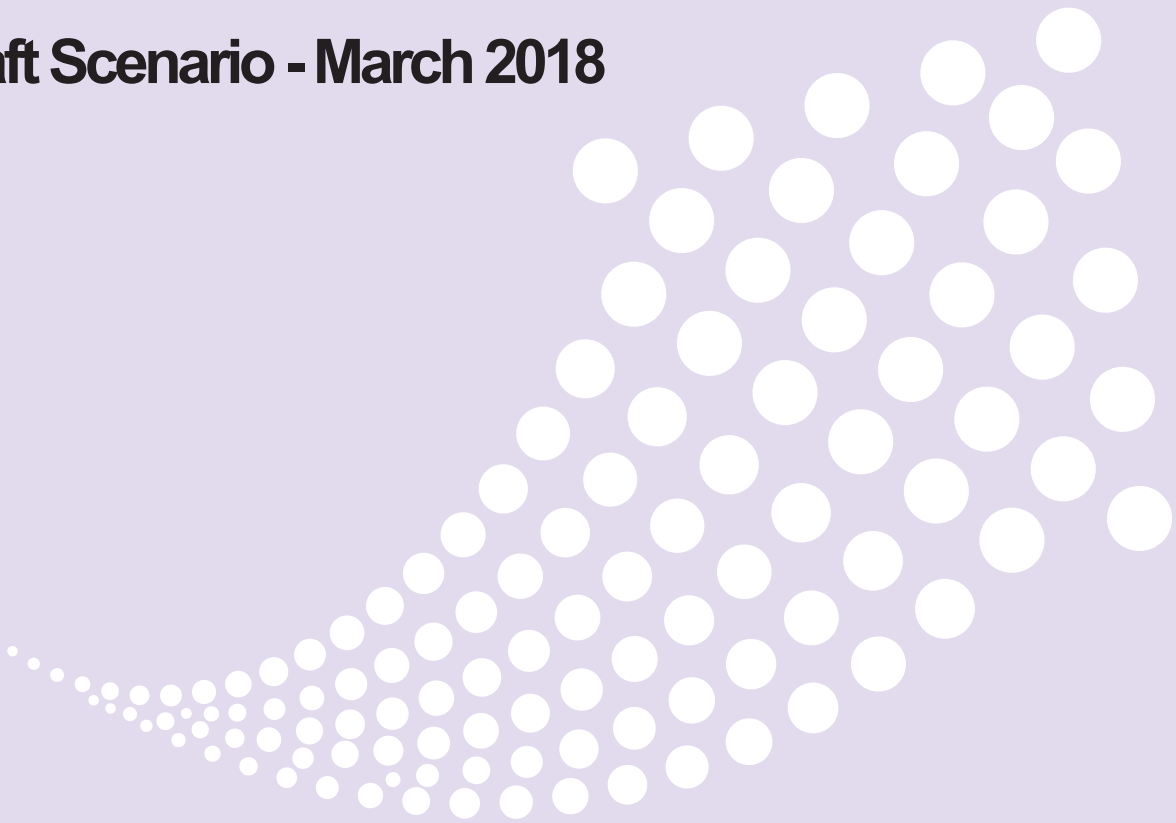


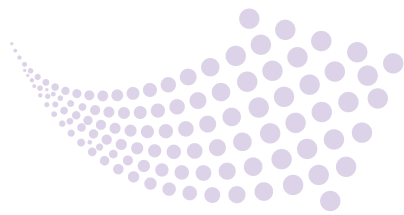
Goodison Group
in Scotland

INFLUENCING LEARNING

Scotland's Futures Forum / Goodison Group in Scotland **The Early Years in 2030**

Draft Scenario - March 2018





The Early Years

School, Education and Learning in 2030

A vision of how education is positively contributing to our culture and society

WHEN

The early years education system

Scotland is a place where childhood is celebrated. An ongoing national conversation on, 'What is school for?' continues to place a focus on young learners in recognition of the fact that education has the greatest impact in the early years.

A kindergarten system of 'hubs' has been established for all children between the ages of 3 or 4 and 7 or 8, which is developing well-rounded individuals who will go on to contribute to a more altruistic society. It is a system that links well to the rest of the education system and lays the foundation for today's children to become encouraging parents for the next generation.

Communities are encouraged to work together to care for their children, through building on and enhancing family life. Care experienced siblings are kept together and additional support is offered for families who need it to give their children the best start in life.

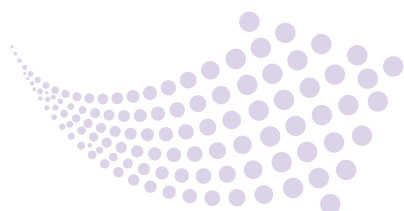
WHAT

The curriculum

Children learn and develop in multi-age and multi-ability teams through mutual support and encouragement. Much of pre-school education involves the outdoors as well as outings in the community in order to foster resilience, to encourage risk-taking and to help children develop relationships with their peers. Children are largely left to their own devices to choose what and how they learn, though they are encouraged to tidy up at the end of the day, an activity which is made fun, through the singing of songs etc.

A one-size-fits-all approach to learning is not applied but developed according to needs. Teachers are encouraged to develop individual responses to each child, based on an understanding of relevant research. For example if a child is showing an interest in books or numbers, this is encouraged. There is no divide between education and care.

Children can leave kindergarten aged 7 or stay on for another year until they are deemed 'ready' for school; testing for this age group, as happened in the past, is now viewed as a form of abuse.



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WHERE

Kindergartens

Kindergartens, or early learning hubs, have great outdoor space with many play areas, where children are encouraged to spend the majority of their day, building dens to imitate homes or to hide away on their own. Inside there is a lot of colour and spaces are clean, though they can be very messy at times. Kindergartens have a 'buzzy' feel and emanate a sense of fun and are at the heart of the community alongside retirement housing, encouraging intergenerational learning.

The kindergartens are open every day including at weekends and operate a flexible timetable, so younger children do not have to spend long periods of time there. There is also support for parents who want to opt their children out of long hours outside the home.

HOW and WHO

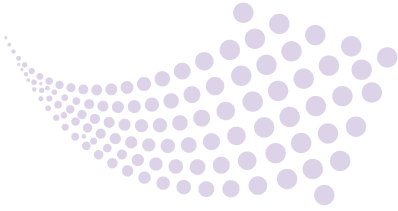
Early years profession

Early years learning is delivered by high-quality staff trained in play-based pedagogy who understand what children need to thrive. Much of their training has been practice-based rather than university led. There is an equal number of male and female staff.

Scotland's economic, social and employability policies and practices are such that intergenerational learning is the norm, and parents, grandparents and carers are able to spend time at the kindergarten hubs. They work alongside staff to read stories, to sing songs and to talk about the games they used to play. The adults also regularly go off and undertake their own activities such as crafts, which children can join in with if they choose.

The focus has shifted away from policy and finance to working with colleagues from health and social work. One member of staff, nominated as the 'safety officer', has a remit to encourage children to take and assess risks.

Staff are viewed as kind and friendly by the children and, when necessary, encourage children to do better rather than labelling behaviour as 'naughty'.



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SUCCESS

Qualifications and competences system

Success is measured in terms of the child's happiness and the developmental stages of self-regulation and resilience. Children are also asked what they believe has made their learning successful.

VALUES and BEHAVIOURS

The UN Convention on the Rights of the Child, as well as children's digital rights, are upheld, and there is a shared understanding that children treated with human dignity will have higher levels of confidence and learning.

Children's views on their learning and their learning environment are routinely sought and acted upon.

Children's instincts and emotions are respected, and there is a collective desire to draw out an individual's potential. The following qualities are particularly encouraged within the early years system: love, creativity, enterprise and connection.

A note on this scenario

This scenario has been developed through a series of debates held by the Goodison Group in Scotland and Scotland's Futures Forum as part of the Scotland 2030 Programme.

Participants from a wide range of backgrounds, including education, academia, government and business, were asked to consider our aspirations for education and learning in 2030 and beyond. What could become a reality? What are the implications for education and learning when the future is uncertain and continues to change rapidly? What capacities will people of all ages need to develop to thrive in this type of environment? How will education and learning help shape our culture and society?

The scenario is designed to provoke thoughts and ideas; it is not a prediction. For more information on the project, visit www.scotlandfutureforum.org.



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