

# Hope Learning Community

## Strategic Vision

The strategic priorities for Hope Learning community can be seen in 5 interwoven strands

### **1. *A focus on happiness and well-being which ensures high quality education for all***

Special schools are by their very nature different places, different settings. They are inclusion by entitlement not by geography. To us high quality education stems from the ethos and ambience of each of our settings. At the heart of each setting is the happiness and well-being of the child. High quality education implies that each child is nurtured, challenged and cared for allowing them to access a curriculum designed to enable them to develop the knowledge and skills they need for their future.. Each day there will be a balance to hold that will be delivered by skill, empathy, understanding and compassion. The determination of each member of staff to do their utmost to provide this quality of education is paramount to our goal. Our partnership working with parents will be vital to our success.

In effect we are following a very “Finnish” model where we believe that if a child is happy they will learn.

### **2. *Changing lives by preparing young people for adulthood***

If we achieve our first priority it links directly into preparation for adulthood. It is reasonable enough to expect that happy, well-rounded individuals who are always willing to do their best can go on to achieve the normal hopes and dreams we all hold. We know however, that this is not the case. Changing lives is a major ambition for our learning community. We have always endeavoured to provide work experience and links with local employers but sadly must acknowledge this is simply not enough. We will think and act outside the box. We will work to secure real life opportunities for young people to develop the skills they need so they can participate in their communities. We are developing our own farm which will be a direct and purposeful model to either provide a link to or direct employment. We will work with other Special School Trusts to share and develop our models and,when successful, roll this out as a national model. The Trust will continue to explore and use any opportunity as and when it arises.

If employment is not a reasonable option then our pupils will prepare for their next steps in a sensitive and purposeful manner given each unique and personal set of circumstances.

### 3. ***Ambitious and outward facing governance which challenges all to change lives***

It goes without saying, that in order to achieve our priorities we will need sound, secure, ambitious and dynamic governance.

Our governance procedures will challenge where challenge is needed, locally, nationally and internationally. The aim of effective governance is a given but simply being “effective” is not ambitious enough if we are to change life chances and influence perceptions such that there is a national shift in attitude. Through the governance process we will engage with a wide range of stakeholders including parents, local employers and businesses, members of the school community, .....

Our governance will be updated by reality and use networking and experience to drive change.

### 4. ***Developing Leaders of the future***

*“A leader is a dealer in Hope”.*

***Bonaparte***

Put this alongside

*“Start with the premise that the function of leadership is to produce more leaders, not more followers”.*

***Ralph Nader***

And we come out with many more dealers in hope.

This is another major driver for our evolving organisation. Succession planning must be a core function of any successful organisation. Our community sets out to provide the opportunity to shine. It does this by encouraging and supporting personal development by responding to the drive and determination of the individual. We will, at times, think outside the box and take risks. It is our view that in order to achieve you must be prepared to fail. Our systems are by nature “soft” but our core is centred around what is right for each child. We evolve a leadership process that can validate decisions by this very question. ***“What is best for the child”?*** If this question is answered each time then a leader is born.

## **5. *A dynamic and responsive learning community***

Our priorities are interwoven to reflect our values of Respect, Excellence and Friendship culminating in the ultimate goal of a true learning community.

A learning community is not a static model but an organic process. Within our organisation we have to consider the learning needs of each individual member of the community and set our priorities in line with our overall aspirations. We will have to be flexible in our approach as our immediate opportunities will have to be prioritised according to need and circumstance. We will ensure we use research to inform our practice and that there are mechanisms and opportunities in place to share practice between all of the Trust schools.

Our learning community will be dynamic and responsive and game changing.