

Secondary Strategic Brief High-Level Principles

This document should be read in conjunction with the City of Edinburgh Council CEC Learning Estate Strategy 2021, which sets out the vision and ambition for the Learning Estate in relation to its five core themes of Teaching and Learning, Community Access, Inclusion, Sustainability and Digital Learning.

THE SECONDARY STRATEGIC BRIEF AND THE 5 CORE THEMES OF EDINBURGH'S LEARNING ESTATE STRATEGY

The following high-level principles for the CEC Secondary School estate set out a vision for the design of new buildings and any refurbishment of existing schools. These principles form the basis from which more detailed design (as set out in the CEC Generic Strategic Brief for Secondary Schools) is developed with communities.

Teaching and Learning

Teaching and learning space adjacencies will be created based on a shared approach to faculty and interdisciplinary working. A range of flexible and inclusive learning spaces will be provided to encourage a variety of educational activities and experiences, while providing personalisation and choice for learners.

A flexible approach to Timetabling is required to ensure the curriculum can be delivered through efficient use of space, benefitting from the variety of learning environments that are available. The traditional 'one classroom one teacher' approach is not sustainable and a range of environments for learning should be featured to enable collaboration within and across disciplines. Settings should provide opportunities for groups of two or more classes to work together with team teaching approaches. The learning environment should also provide opportunities for smaller group work and discussion. Teaching and Learning in this context will be shared, open, visible and connected for the whole community.

Community

All learning estate investment is based on the place-based approach to create community lifelong learning and sports hubs, delivering a range of integrated public services. Consultation and engagement activity will be fully aligned with other CEC services and strategic partners, embracing the CEC vision for 20 Minute Neighbourhoods. Where appropriate, local community facilities will be integrated within the learning estate and available during the school day. Strategic planning with partners for all projects is essential.

The Community Hub should enhance collegiality and promote positive interactions between all building users, creating a welcoming and safe space that provides a strong sense of shared ownership and responsibility.

Inclusion

Every learner has the right to be educated in their community and, where possible, in their local school. The learning estate will be designed to ensure that this fundamental principle can be supported through effective planning to meet increasingly complex and diverse learning needs.

Extra area, if necessary, can be provided to create a more inclusive environment for all catchment pupils.

Creating a variety of contexts and environments for learning is crucial in supporting the design of inclusive schools.

Sustainability

Through the place-based approach to learning and community infrastructure investment, lifelong learning and community hubs are required to provide the social focal point of their neighbourhood and encourage local economic growth opportunities.

All investment in the learning estate should be an integral part towards the achievement of Edinburgh's Net-Zero Carbon ambitions. New buildings should be designed and constructed to minimise energy use as much as possible once operational.

Investment projects should assess opportunity for improving links to strategic transport corridors, active travel routes and green infrastructure.

The provision of Outdoor Learning spaces is a fundamental delivery requirement for investment projects and these spaces should be used for learning activities.

A range of catering options should be considered as part of any investment and there should be a focus on sustainable food production, closely aligned to the Health and Wellbeing and Enterprise aspects of the curriculum.

Digital

Learning spaces should be designed to support the type of flexible, adaptable and learner-led activity that digital mobile technology can provide.

Technology can support and facilitate the way in which we want teaching and learning to take place; being flexible, adaptable and inclusive, to inspire visionary, innovative and inspirational learning experiences.

Technology should be fully enabled and ubiquitous, encouraging and developing shared collaborative resources to empower the whole community.