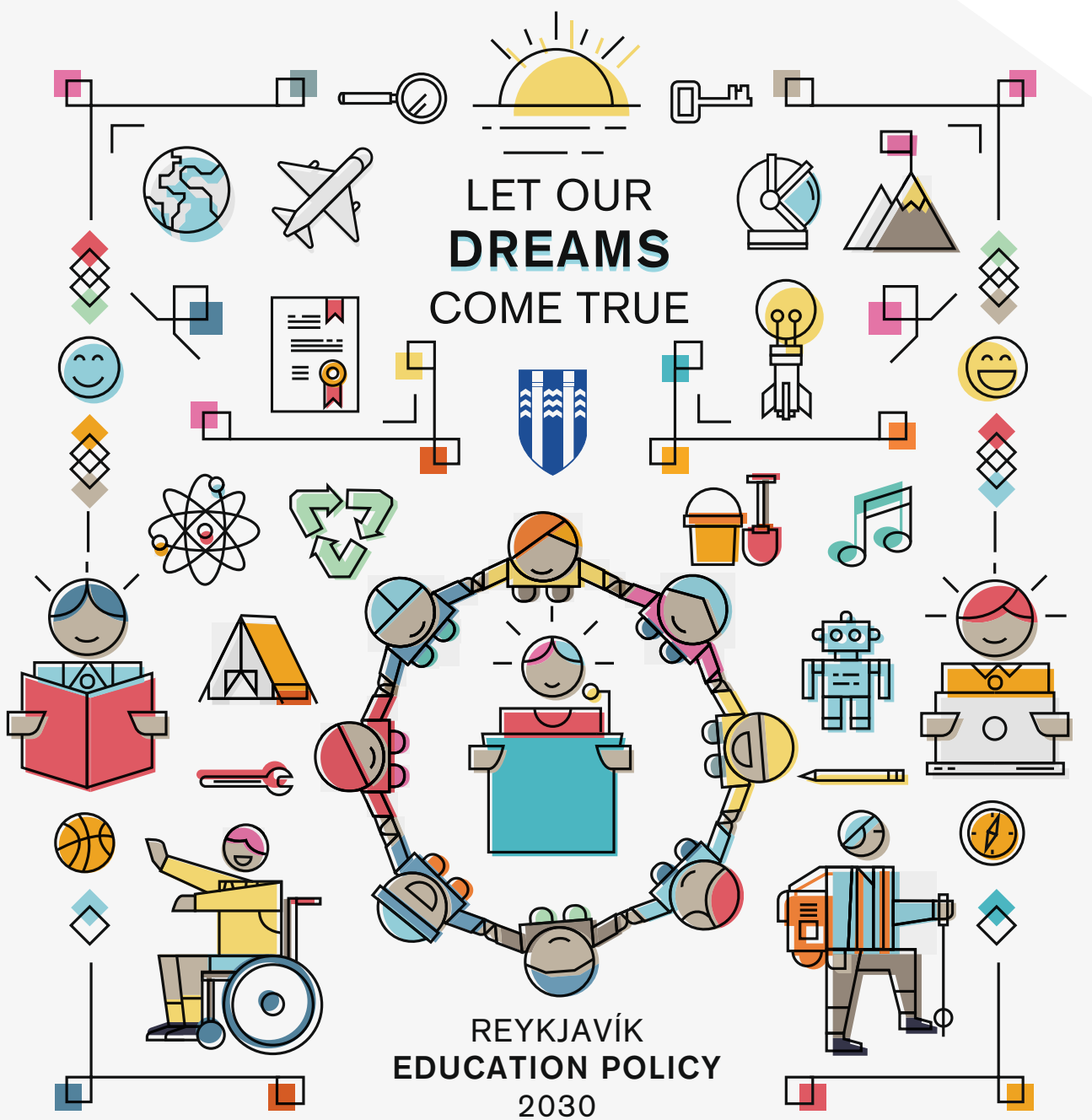
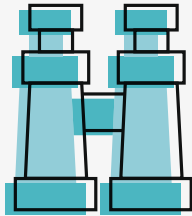


LET OUR
DREAMS
COME TRUE



REYKJAVÍK
EDUCATION POLICY
2030





OUR VISION

Children and adolescents engage in dynamic educational experiences in the city's schools and leisure centres that allow them to realise their dreams and have a positive impact on society and the environment.

Purpose and Challenges

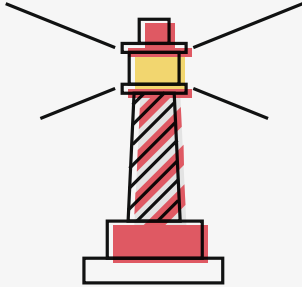
Reykjavík Education Policy lays the foundations for progressive work in schools and leisure centres, anchored in the strengths of Icelandic society. At the same time, the policy seeks to meet the challenges of a world characterised by rapid societal and technological changes that transform children's educational upbringing as well as traditional ideas of learning.

Reykjavík Education Policy is shaped in collaboration with thousands of the city's residents: children in preschools, compulsory schools, leisure and youth centres, parents, staff of the Department of Education and Youth, elected representatives, Icelandic and international advisors, and the public.

The purpose of the Reykjavík Education Policy is to establish a broad consensus regarding future objectives of schools and leisure centres in the city and prioritise imperative reform projects.

The Reykjavík Education Policy encourages us to develop school and leisure centre activities into creative learning communities that meet the demands of the 21st century. The policy revolves around children's needs and wellbeing in the present and future, while simultaneously empowering staff and facilitating professionalism in schools and leisure centres.

It is an important task to ensure that children have equal opportunities and access to diverse learning and leisure activities based on their abilities and interests. At the same time, education must increase children's fundamental knowledge of society and nature, and bring to bear findings on educational quality from both Icelandic and international studies.



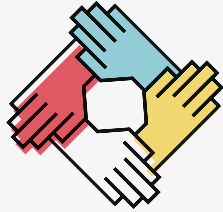
MISSION

Children as active participants.

Reykjavík Education Policy is based on the principles of the UN Convention on the Rights of the Child, which states that children's education should aim to develop their character, skills, and physical and mental abilities. The purpose is to prepare children to lead responsible lives in a free society in the spirit of understanding, peace, mutual respect, human rights, and friendship. To a large extent, the policy echoes the national curriculum and Reykjavík's current policies concerning schools and leisure and youth work.

The education of children and adolescents is a societal project that takes place both formally and informally.

The country's cultural heritage, along with achievements in the diverse fields of science, culture, arts, sports, equality and prevention programs, plants the seeds for the dynamic and flourishing education offered in the city's schools and leisure centres. It is important to encourage children's active and democratic participation in school and leisure activities, likewise offering them appropriate support relative to their personal strengths and background so that they readily impact their own learning, wellbeing, and community. Digital technology is used in schools and leisure activities to enrich learning and offer children diverse opportunities for creativity and expression. The Reykjavík Education Policy builds on previous successes of the city's school and leisure activities, while also welcoming the future with open arms by paving the way for new technology, knowledge, ideas, and diversity.



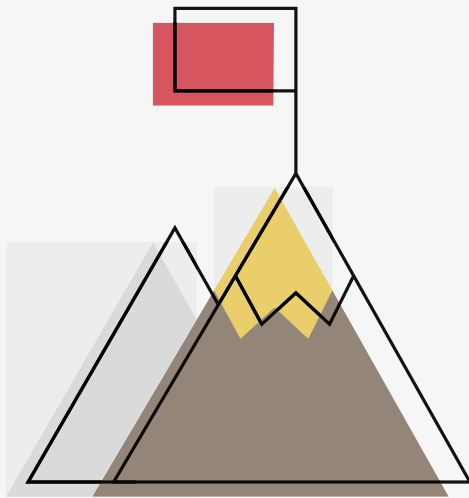
MISSION

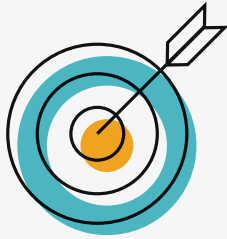
Professionalism and cooperation at the forefront.

The city's schools and leisure work is led by progressive employees who reflect on their practices, work together towards shared goals, and who strive to integrate new methods and work practices. The staff's role is to meet children's needs and facilitate their overall development, preparing them for participation in a multicultural democratic society that is constantly changing. In this context, it is imperative to encourage the interests and passion of all children and adolescents, directly influencing their successes. To achieve this, it is important to support the staff's professional initiative, offer ample opportunities for professional development, and provide consistent guidance in their work. We must ensure that the facilities and housing where learning and leisure activities take place form an appropriate framework for ambitious work that facilitates health and wellbeing of both children and staff.

Families of children in schools and leisure and youth centres are key collaborators and share responsibility for children's learning and upbringing.

The staff initiates cooperation with parents and works toward developing inclusive methods that account for differing needs, cultural backgrounds and experiences of children and parents. The development of education is strengthened through diverse and interdisciplinary cooperation within and between workplaces, and in collaboration with institutions, businesses, and the public.



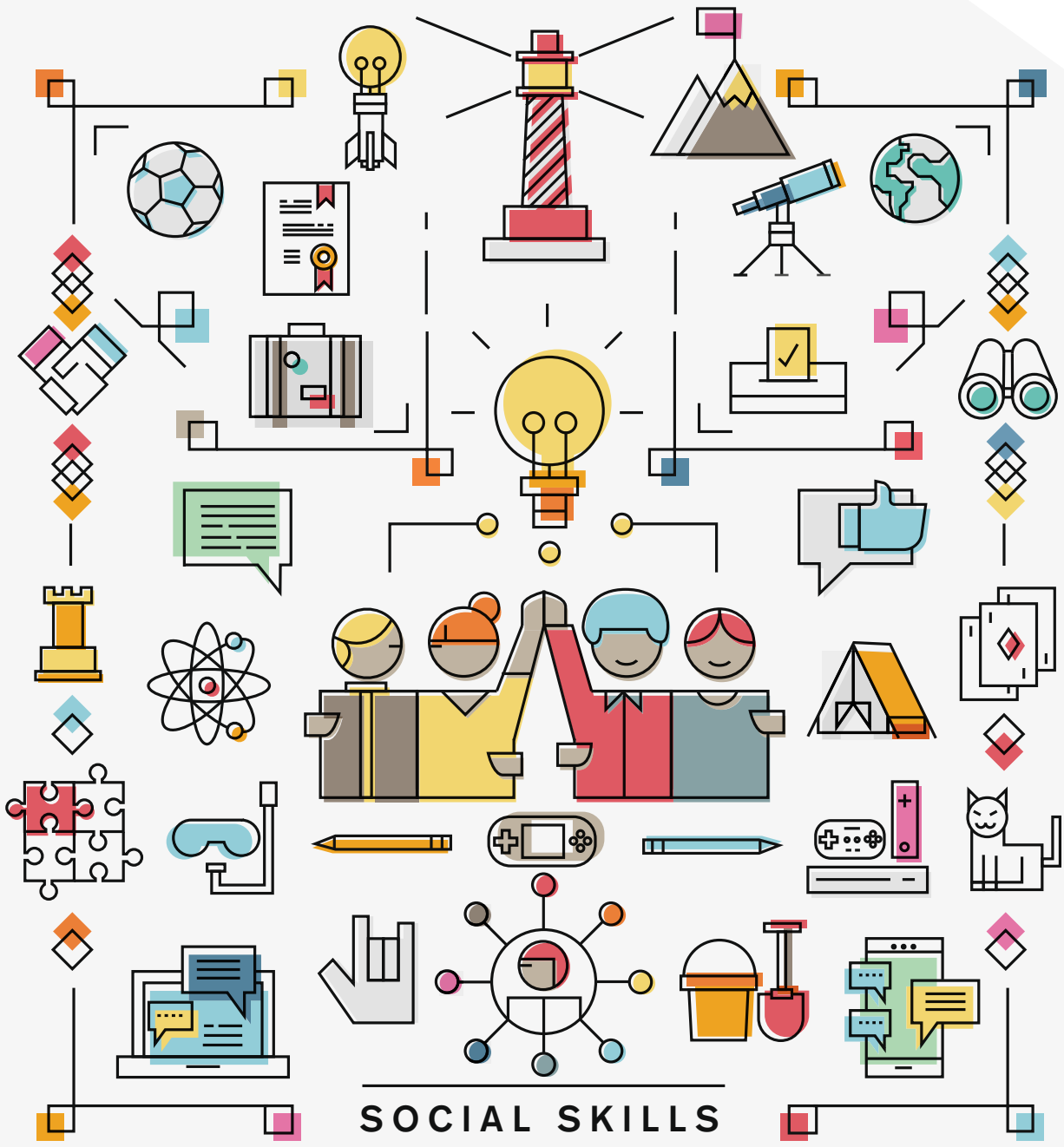


OUR GOAL

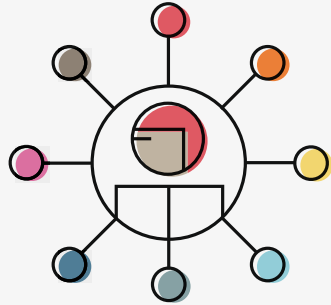
The central goal is that all children develop, thrive, and belong in a democratic society characterised by human rights and respect for the diversity of human life.

Reykjavík Education Policy strives to ensure that all children develop a strong self-image, learn to have faith in their abilities, and succeed in their endeavours. Children should read for purpose and pleasure, seek knowledge, and acquire an understanding of society and nature. They learn to show initiative, apply creative and critical thinking, and develop a healthy lifestyle.

Reykjavík Education Policy is based on five fundamental competencies: **Social skills, self-empowerment, literacy, creativity, and health.**



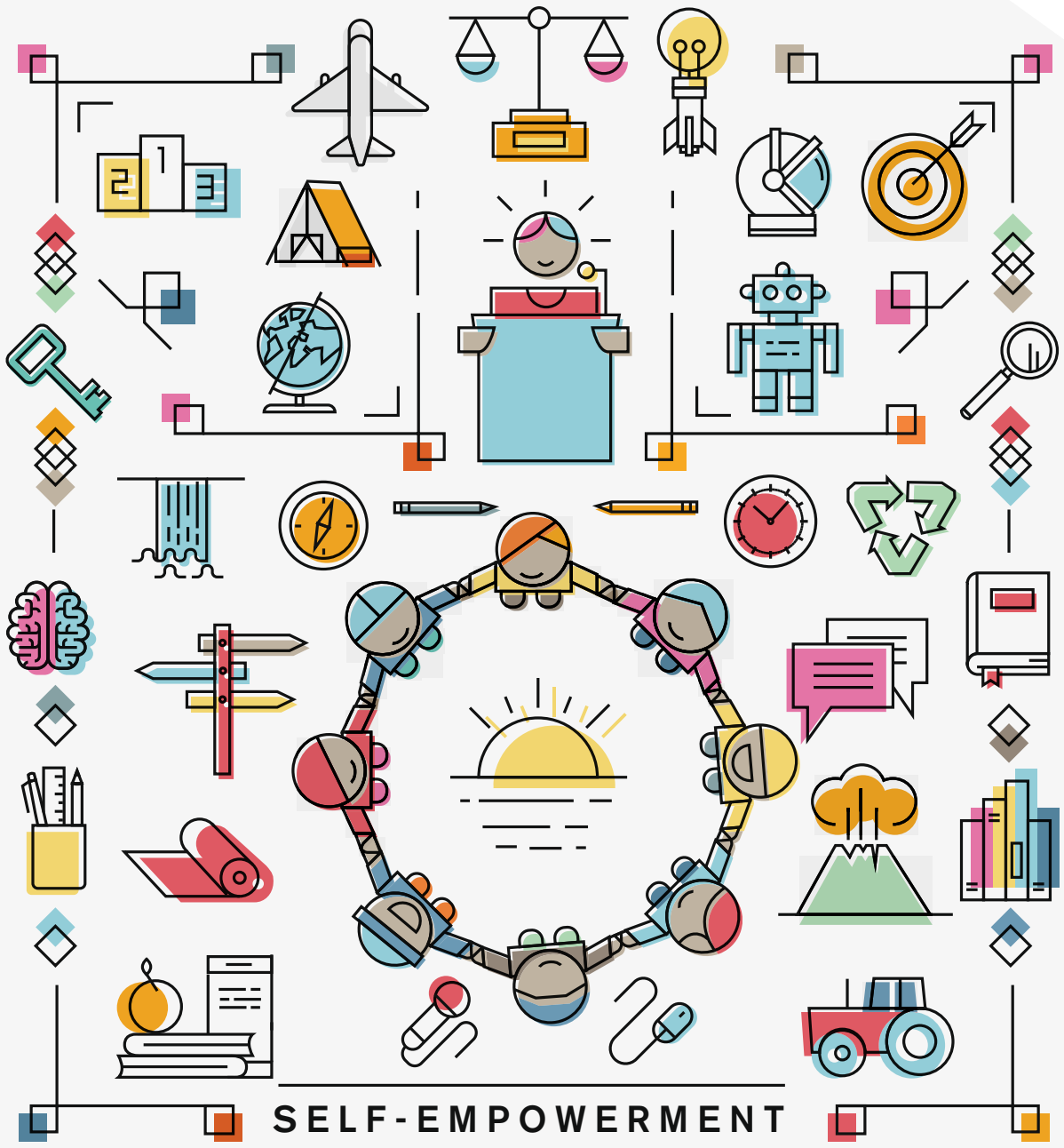
SOCIAL SKILLS



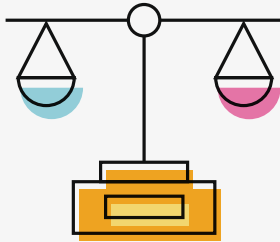
SOCIAL SKILLS

Societal responsibility and agency.

Social skills refer to the ability to engage in fruitful social relations with others and to positively impact the community and environment. Strong emphasis is placed on children's ability to cooperate, put themselves in other's shoes, and treat others with kindness and respect. Social skills are e.g. associated with emotional literacy, a strong sense of justice, and leadership skills. First and foremost, social skills develop through active participation in democratic cooperation when children are offered the opportunity to express their ideas and put them into practice. In this way, children can actively participate in shaping the society to which they belong.



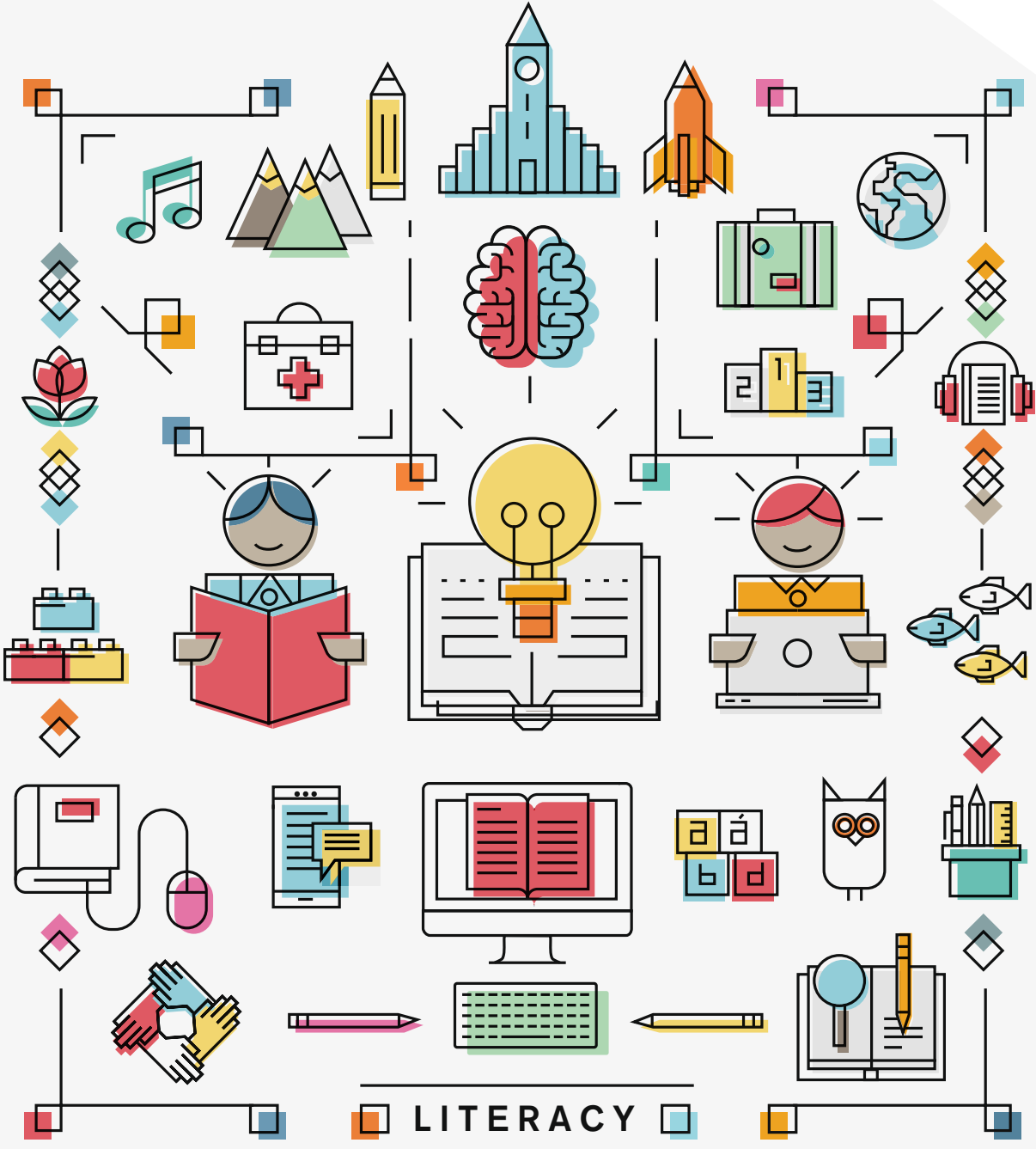
SELF-EMPOWERMENT

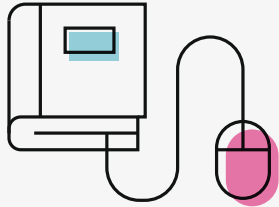


SELF- EMPOWERMENT

**Strong self-image
and belief in one's
own abilities.**

Self-empowerment refers to the process of gaining belief in one's own abilities. Children learn to recognise their strengths and weaknesses as well as to set goals and follow through with them. Self-empowerment is based on self-discipline and determination. A strong self-image helps children make independent and responsible decisions, face adversity, and peacefully coexist with others. Self-discipline and social skills are closely related and both impact children's self-confidence, learning outcomes, and overall success in life.

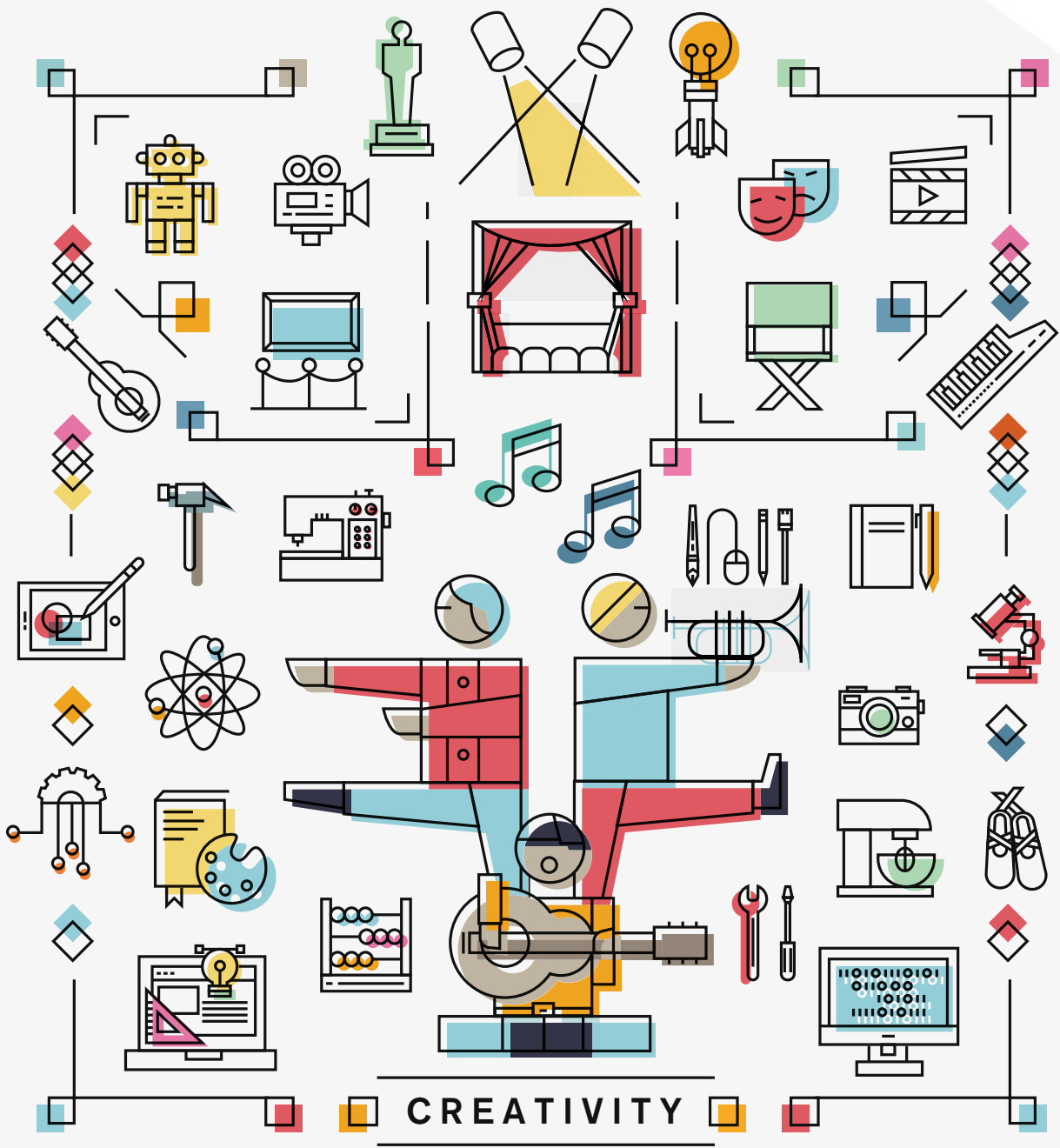




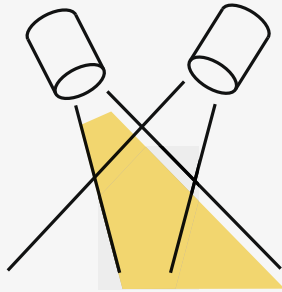
LITERACY

Knowledge and understanding of society and the environment.

Literacy refers to the ability to read, comprehend, interpret, and actively engage with written language, words, numbers, images and symbols. Taken broadly, the term refers to literacy regarding varying forms of media, the environment, social behaviour, and situations. Literacy is by nature a social phenomenon and language education begins at birth. Good reading skills in Icelandic are the key to acquiring knowledge and comprehension of the community and the environment.



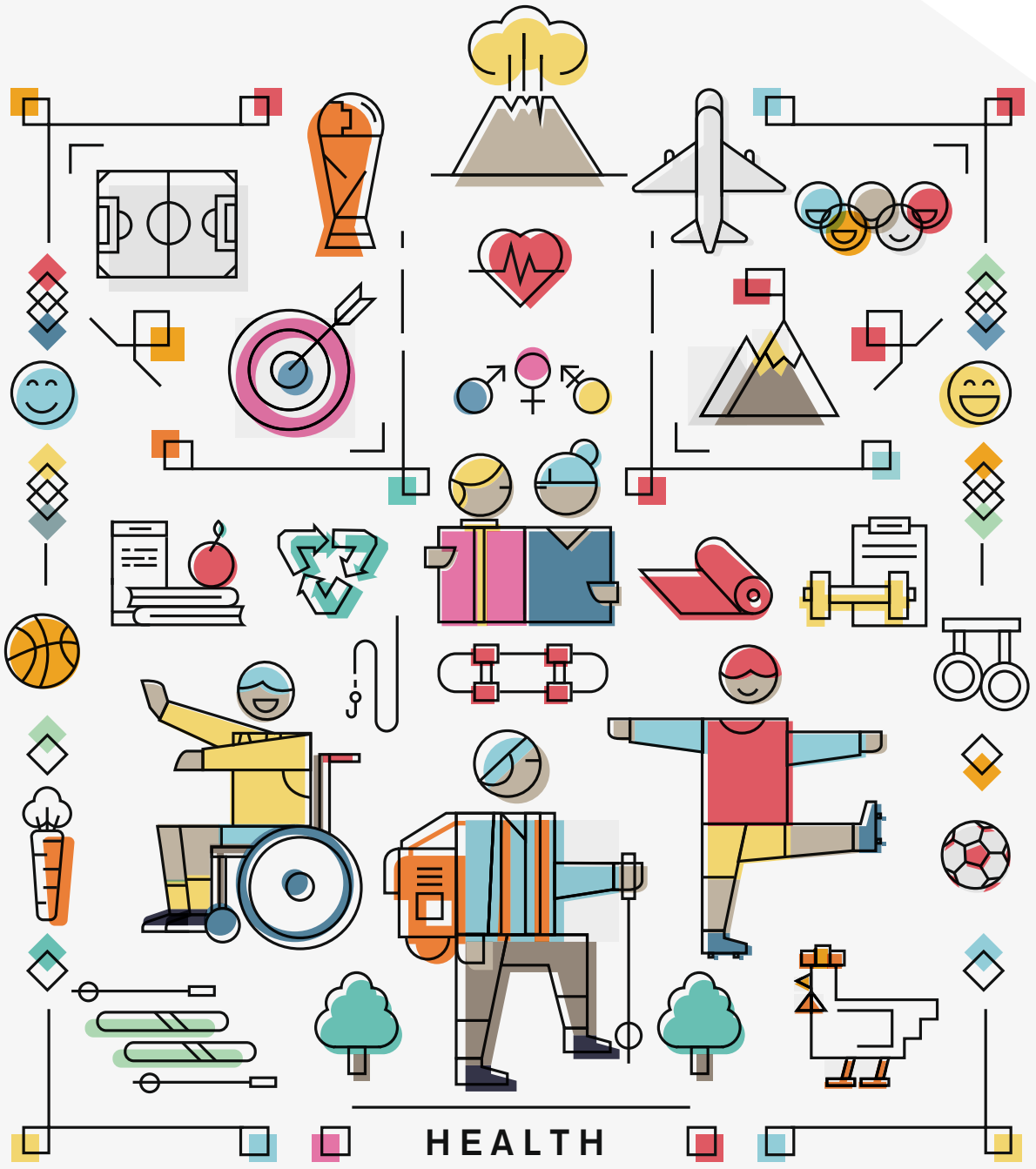
CREATIVITY



CREATIVITY

Applying creative thinking

Creativity is a multifaceted process that is essentially based on curiosity, creative and critical thinking, but which also relies on knowledge, initiative, and skill. Creativity flourishes when it meets diverse challenges, questions, and solutions, and where an emphasis is placed on the creative process itself and its visibility. Children's creativity produces something of value in and of itself, as well as for society and/or the local community.



HEALTH



HEALTH

Healthy lifestyle and wellbeing.

Health refers to e.g. lifestyle choices, consumer behaviour, physical ability, reproductive health, and physical and mental wellbeing. Ideas about health have developed through increased knowledge of the interplay between mind and body, the natural and social environment, and the effects of chemicals and nutrition. A healthy individual is someone who maintains a healthy lifestyle and has the ability to safeguard his or her own health. Children's day-to-day wellbeing is the foundation for active participation, increased abilities, and success in school and leisure activities.



Reykjavíkurborg
Skóla- og frístundasvið

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Approved by Reykjavik City Council 20 November 2018.
1st edition, April 2019.