



## The Development Education Centres (DECs) in Scotland

### Activity Plan relating to Grant Funding 2017-18 Education Scotland (Scottish Government)

#### Purpose and expected benefits

Scotland, through its commitment to the UN’s new Global Goals (SDGs), aims to provide international leadership on reducing inequality across the globe. The work of the DECs contributes to this aim by supporting Global Citizenship Education as part of Learning for Sustainability across schools throughout Scotland.

The purpose of this funded activity is that teachers across all sectors will be able and motivated to incorporate Global Citizenship in their practice with increased knowledge, confidence and understanding of Global Citizenship as part of Learning for Sustainability.

Outcome	Outputs	Specific Activities
<p><b>Outcome 1</b>  <b>Teachers across all sectors incorporate GC in their practice with confidence, knowledge and understanding of Global Citizenship as part of Learning for Sustainability</b></p>	<p><b>1.1 Provide Professional learning that supports coherence across relevant initiatives and agendas for teachers and schools across Scotland.</b></p>	<p><i><b>LOCALLY TAILORED PROFESSIONAL LEARNING OPPORTUNITIES DEMONSTRATING COHERENCE ACROSS A RANGE OF INITIATIVES.</b></i></p> <p><b>Local Authority Engagement</b></p> <p>For the reporting period, DECs have had a wide range of engagement with local authorities across Scotland. This engagement has taken the form of supporting local authorities at strategic level with the development of Learning for Sustainability (LfS) and Global Citizenship (GC), and in planning for Professional Learning to support teachers and schools, in addressing both the key grant outcomes, as well as local priorities. Examples of this engagement include:</p> <ul style="list-style-type: none"> <li>• Highland One World’s (HOW) ongoing partnership with authority leads in Highland to ensure provision meets local priorities, and to plan for support in the new session. HOW continues to be a member of both Highland Council’s LfS and Equality and Diversity steering groups, which meet regularly to work on strategies for implementing GC and LfS across Highland and offer a programme of support to schools.</li> <li>• MDEC have worked closely with Aberdeenshire’s Probationer Co-ordinator to ensure that probationers in Aberdeenshire have access to support on Global Citizenship and</li> </ul>

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		<p>Learning for Sustainability.</p> <ul style="list-style-type: none"> <li>• Conforti have worked in partnership with North Lanarkshire Council, in shaping and supporting delivery of events such as ‘A Rights Based Learning’ Conference and in developing a programme of support for probationers.</li> <li>• Dundee One World Centre (OWC) continues to liaise with Education Officers in Dundee, Fife, Perth and Angus, in order to establish CLPL opportunities in all four authorities.</li> <li>• Scotdec have been part of Edinburgh’s working party to organise and deliver an LfS conference in Edinburgh, attended by approximately 150 teachers and educators. They have also been working with Edinburgh’s numeracy development officer with a view to partnership working, and are planning to meet with the literacy development officer to work on development in this area.</li> <li>• WOSDEC have been involved in the shaping and re-launch of Glasgow’s Growing Good Citizens Reflection toolkit, and are contributing to the authority’s 2017-2020 LfS strategy.</li> </ul> <p>Thanks to continued work on establishing and maintaining local authority contacts, DECs have a programme of CLPL planned for teachers in Aberdeen, Aberdeenshire, East Ayrshire, East Renfrewshire, Edinburgh, Falkirk, Glasgow, Moray, North Lanarkshire, Scottish Borders, South Lanarkshire, Stirling, West Dunbartonshire and West Lothian.</p> <p><b>Career Long Professional Learning</b></p> <p>DECs have provided a wide range of teacher CLPL over the reporting period. This has included both traditional two-part twilight sessions and more tailored events to raise awareness of the key aims of the grant, and provide creative solutions to the need for support. For the reporting period, CLPL input also includes a significant number of reflection sessions, as these are generally timetabled to take place towards the end of the school year. <i>Please see Output 1.2 for more detail on reflection session for the reporting period.</i></p> <p>Broadly, the CLPL delivered by DECs in the reporting period is as follows:</p> <ul style="list-style-type: none"> <li>• Professional Learning opportunities across Scotland in <i>Introducing and Moving Forward with Global Citizenship, Learning for Sustainability, Refugees Welcome, the Sustainable Development Goals, Political Literacy, Food for Thought, Scotland and Slavery - Past and</i></li> </ul>

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		<p><i>Present and Outdoor Learning. Please see Appendix 1 for numbers of teachers attending CLPL for the reporting period.</i></p> <ul style="list-style-type: none"> <li>• Tailored professional learning to support schools, including: <ul style="list-style-type: none"> <li>○ Conforti Institute’s work in developing and piloting a Peer Education Programme, suitable for upper primary/lower secondary pupils. The P6/P7 pupils involved in the pilot will be fully involved in the organisation and delivery of a Global Learning Day for the whole school.</li> <li>○ HOW’s input to all staff at Nairn Academy on Learning for Sustainability, with a view to supporting development of a whole school approach.</li> </ul> </li> <li>• A series of one-off Professional Learning opportunities to support teachers and young people in engaging with GC and LfS. For the reporting period, these include: <ul style="list-style-type: none"> <li>○ Conforti Institute’s Modern Studies Conference in Airdrie for senior pupils and Modern Studies teachers, as well as a three day residential programme for Senior Students and teachers under the banner of “Young Citizen Advocates”.</li> <li>○ HOW working in partnership with Highland Council, Crofting Connections and Highlife Highland to plan and deliver the Highland Learning for Sustainability Festival.</li> <li>○ MDEC worked in collaboration with Aberdeen Science Centre to host a STEM event for late secondary and post-16 stages, from secondary schools in Aberdeenshire, providing opportunities for teachers and learners to explore the Global Goals within STEM subjects.</li> <li>○ One World Centre hosting a ‘Young Citizen Advocates’ conference in Dunfermline in June, designed to support both young people and teachers to engage with the SDGs and prepare for Scotland’s Year of Young People 2018.</li> <li>○ WOSDEC’s ACT conference for secondary teachers, held in September. The event, shaped in collaboration with partners from secondary schools in the west of Scotland, Scotland Malawi Partnership and local authority Outdoor Learning leads</li> </ul> </li> </ul>

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		<p>amongst others, provided workshops and keynotes on: Rights-based Learning, Outdoor Learning, Pupil Voice, School Partnerships, Global Goals and Media Literacy, as well as networking opportunities for teachers to strengthen support for GC and LfS in the secondary context.</p> <p>Taken together, these events were attended by teachers and young people from over 50 secondary schools from 15 local authorities across Scotland.</p> <p><b>School Partnerships</b></p> <p>DECs are currently developing approaches to support teachers and schools explore school partnering from a more critical perspective, in order to move on from a charitable model to one of genuine partnership and reciprocal learning. Professional Learning to support this will be offered by a number of DECs this session.</p> <p>Further, Highland One World have collaborated with Scotland Malawi Partnership to deliver a joint schools forum event with Scotland-Malawi Partnership, attended by 40 teachers, with a focus on a critical approach to school partnerships.</p> <p><b>Probationers</b></p> <p>For the reporting period, DECs probationer support has comprised in large part of follow-up reflection sessions. These sessions are designed to measure impact, provide networking opportunities and support probationers' next steps. Probationer reflection sessions have taken place in: Argyll and Bute, East Ayrshire, Glasgow, Highland, North Ayrshire, Renfrewshire, South Ayrshire, Stirling and West Dunbartonshire. In most cases, these reflection sessions, in addition to the initial input, are a requirement of the probationary period in the local authorities in question and form a key part of probationer development for the year. Numbers of probationers attending reflection sessions can be provided separately on request.</p> <p>Building on this input for the reporting period, DECs have planned probationer support for the coming session in those authorities listed above, as well as in North Lanarkshire and Scottish Borders. Dundee OWC are also in conversation with local authority leads in Dundee and Fife to contribute to probationer programme for this coming academic year.</p>

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		<p><b>On-line Course</b></p> <p>HOW has lead on the development and pilot of the new online course. This was completed in June and revisions have been made based on feedback from teachers. Feedback on this has been positive but some issues around functionality remain. DECs are now exploring ways to roll out the online programme out, to widen accessibility to teachers in other remote locations.</p> <p><b><i>SPECIFIC TARGETED GLOBAL CITIZENSHIP SUPPORT FOR EARLY YEARS AND POST-16 STAGES</i></b></p> <p>A number of DECS have delivered specific Early Years support for the reporting period. This includes:</p> <ul style="list-style-type: none"> <li>• HOW and OWC have provided input to Early Years practitioners in Highland and Dundee.</li> <li>• WOSDEC has been in conversation with Glasgow’s Early Level Strategy group to discuss developing a new approach to training/networking for Early level practitioners, with a foundation in play, LfS and Rights-based learning.</li> </ul> <p>For the post-16 stage, DEC activity includes:</p> <ul style="list-style-type: none"> <li>• The events listed above under CLPL, all of which were designed to support senior school students’ engagement with GC, LfS and the SDGs;</li> <li>• HOW’s development of a new EU project, focusing on SDGs and migration and specifically aimed at the post-16 level.</li> </ul> <p><b><i>PROMOTION OF AND AWARENESS RAISING OF SDGs</i></b></p> <p>In addition to offering an exploration of the Sustainable Development Goals as part of our regular CLPL suite, DECs have undertaken a range of activity to promote and raise awareness of the SDGs. This includes:</p> <ul style="list-style-type: none"> <li>• Dundee’s focus on the SDGs for their Young Citizen Advocates Conference;</li> <li>• Conforti’s partnership with Trinity High School to work with S3 pupils focusing on the Sustainable Development Goals, with a view to embedding those lessons into the</li> </ul>

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		<p>Personal &amp; Social Education Programmes for future year groups</p> <ul style="list-style-type: none"> <li>• Scotdec’s continued SDG seminar series. For the reporting period, this included teachers showcasing work, as well as input from Oxfam and Scotland Malawi Partnership on support to improve schools’ engagement with the SDGs</li> <li>• WOSDEC facilitated teacher workshops to 25 teachers on the SDGs at Dumfries and Galloway’s LFS conference in June.</li> </ul> <p><i>See Output 2.2 for information on resources DECs have been developing to promote and raise awareness of the SDGs.</i></p> <p><b>RESPONSIVE SUPPORT IN RELATION TO CURRENT ISSUES AS THEY ARISE.</b></p> <p>Activity supporting this outcome in the reporting period includes:</p> <ul style="list-style-type: none"> <li>• MDEC responding to local authority in Aberdeen and Aberdeenshire to support schools and teachers embedding the Right Respecting Schools Award</li> <li>• OWC presenting to the Cross-Party Group on Fair Trade in Scottish Parliament on 17<sup>th</sup> May on the opportunities fair trade gives for developing values and skills in young people, and its relevance to CfE. Further, OWC have collaborated with the Multi-Agency Charity in Angus on their Refugee Project work with schools to develop an Angus version of the Global Trail for individual towns.</li> <li>• WOSDEC working with Refuweege to explore ways of deepening content and engagement of the DECs Refugees Welcome course. They have also worked with the Scottish Parliament’s Education Outreach Service, to co-create a new CLPL on political literacy and exploring controversial issues with young people.</li> </ul>
	<p><b>1.2 Provide Professional Learning that supports teachers and schools to enhance, deepen and share good practice in Global Citizenship and Learning For</b></p>	<p><b>REFLECTIVE ELEMENT EMBEDDED IN ALL PROFESSIONAL LEARNING COURSES.</b></p> <p>Reflective elements are a key component of all teacher CLPL offered by Scotland’s DECs. For the reporting period, these were held for both probationer and fully qualified teachers in: Aberdeen, Argyle and Bute, East Ayrshire, East Dunbartonshire, East Renfrewshire, Glasgow, Highland, Renfrewshire, South Ayrshire and West Dunbartonshire.</p>

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	<p><b>Sustainability</b></p>	<p><b><i>CONTINUE TO SUPPORT AND DEVELOP TEACHER NETWORKS ON THEMATIC AND/OR GEOGRAPHIC BASIS.</i></b></p> <p>The DECs continue to support teacher networks in response to local appetite and need. These are generally driven by support needs identified by network attendees and tend to incorporate teacher input. For the reporting period network meetings have taken place in Highland, Aberdeen and Aberdeenshire, Dundee and Fife, Edinburgh and in Glasgow, with a cross-authority network meeting hosted by WOSDEC. Building on this, Scotdec are exploring the potential of setting up networks in Stirling and West Lothian, and WOSDEC have begun the process of establishing a specific secondary teacher network for this session, as a legacy from their ACT conference.</p> <p><b><i>PROVIDE, MONITOR AND EVALUATE GTCS PROFESSIONALLY RECOGNISED COURSE IN GLOBAL CITIZENSHIP.</i></b></p> <p>The DECs year-long course leading to GTCS Professional Recognition was launched in September, with a cohort of 15 colleagues from both the Primary and Secondary sectors, and from local authorities across Scotland. Provision and progress on this course will be monitored closely over the course of the year, with a view to using it as a model for more widespread deeper engagement in GC and LfS. Both this course and WOSDEC’s Global Storylines course, received awards at the GTCS’s recent inaugural Excellence in Professional Learning event.</p> <p><b><i>SUPPORT FOR LEADERSHIP ACROSS SCHOOLS</i></b></p> <p>There has been no specific activity in support of this outcome for the reporting period. However, support for Senior Leadership Teams will form part of DEC activity for the coming two quarters, including input into strategic planning for this in key local authority areas.</p>
	<p><b>1.3 Provide professional learning which supports wider attainment</b></p>	<p><b><i>SPECIFIC PROFESSIONAL LEARNING OPPORTUNITIES TO DEVELOP LITERACY, NUMERACY AND HEALTH AND WELLBEING THROUGH GLOBAL CITIZENSHIP</i></b></p> <p>DECs have been working with a number of local authority leads to provide support in Literacy and Numeracy. As a result of these conversations, courses are now planned in Galashiels cluster for a course incorporating GC and literacy and numeracy, Highland are offering a two-part Developing Numeracy through Global Citizenship course, as are Aberdeen, Glasgow and Perth and Kinross.</p>

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		<p>In addition to foregrounding GIRFEC and the wellbeing indicators in Rights CLPL, DECs have also been developing ways to support teachers and schools to make the links between Global Citizenship, Learning for Sustainability and Health and Wellbeing. For example, Conforti Institute have been working with Mount Cameron Primary School in South Lanarkshire in order to support the creation of a strategic approach to Health and Wellbeing, focusing in particular on Children’s Rights, and providing whole-school support on how Rights-based Learning can promote the Global Goals. Staff and pupils have now begun the process of reviewing their Health and Wellbeing programmes in line with this.</p>
<p><b>Outcome 2</b></p> <p><b>Teachers across Scotland have access to quality resources to support their confidence, knowledge and understanding of Learning for Sustainability.</b></p>	<p><b>2.1 Promote and provide access to quality resources to support teachers with Global Citizenship</b></p>	<p><i>DEVELOPMENT AND PROMOTION OF SIGNPOSTS</i></p> <p><i>PROMOTION OF RESOURCES ON SOCIAL MEDIA PLATFORMS</i></p> <p><i>PROMOTE AND PROVIDE HARD COPY RESOURCES WHICH CAN BE ACCESSED FROM INDIVIDUAL DECS.</i></p> <p>DECs continue to provide access to quality resources to foster understanding of and confidence in teaching Global Citizenship and Learning for Sustainability. This is done through Signposts and centres’ own lending libraries. All centres promote these at all CLPL sessions, as well as at conferences and events, and through local authority channels where possible. Further, DECs continue to provide a one-to-one mentoring service for teachers where requested.</p> <p>During the reporting period, DECs have undertaken development work on Signposts, in order to link resources more explicitly to CfE curriculum levels and to relevant Sustainable Development Goals. DECs have also been looking at ways to raise the profile of and increase traffic to Signposts. One strategy has been September’s #books4abetterworld twitter campaign to raise awareness of Global Citizenship and to share key resources across Scotland and beyond. Initial assessment is that teachers have found this an engaging and accessible way to share resources. DECs will assess the progress and impact of this more fully at the end of the campaign</p>
	<p><b>2.2 Create and raise awareness of quality resources to support teachers</b></p>	<p><i>CONTINUING TO PUBLISH STRIDE ONLINE MAGAZINE; MAINTAINING CURRENT RESOURCES AND CASE STUDIES OF GOOD PRACTICE ACROSS SCOTTISH SCHOOLS</i></p> <p>New issues and refreshes of STRIDE happen four times a year, and DECs work to ensure there</p>



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	<p><b>with Global Citizenship</b></p>	<p>is a spread of coverage from teachers and schools across Scotland. The August refresh issue focuses on School Partnerships and includes views from young people and SMT, as well as activities for staff and pupils engaging in partnerships, and case studies are from Inverness and Aberdeen.</p> <p><i><b>DEVELOP NEW RESOURCES IN ORDER TO SUPPORT TEACHER CONFIDENCE AND SKILLS IN GLOBAL CITIZENSHIP EDUCATION.</b></i></p> <p>MDEC has produced a resource to tie in with their Miniature Earth Learning Project which functions as an introduction resource to Global Citizenship, exemplifying how it can be addressed in both primary and secondary schools and linking school activities with Children’s Rights and the SDGs.</p> <p>Scotdec are working on the development of their SDG postcard resource pack for primary schools, being trialled by a group of teachers. There are also plans for a secondary version. Scotdec are working with teachers from Williamston PS in Livingston and Smalls for All to create a resource to explore the work of the charity. The resource includes focus the SDGs and UNCRC.</p> <p>WOSDEC have collaborated with Just Trading Scotland to develop a sequence of activities to support schools and teaches in exploring their 90kg Rice Challenge using Global Citizenship methodologies, and OWC have held initial talks regarding developing a new resource based around two new story books for young children by <b>[redacted]</b>.</p>