Item 4

25th January 2024

Glasgow City Council

Education, Skills and Early Years Policy City Committee

Report by Executive Director of Education

Contact: Catherine Gallagher

EDUCATION SERVICE DEVELOPMENT ACTIVTIES RELATED TO EQUALITY

Purpose of Report:

To inform the committee of the activities in relation to supporting the development of the equalities agenda across Education Services.

Recommendations:

It is recommended that the committee note the developments planned and the activities in relation to the development of the equality agenda across Education Services.

Ward No(s):	Citywide: ✓
Local member(s) advised: Yes ☐ No ☐	consulted: Yes ☐ No ☐

1 BACKGROUND

1.1 The Education and Skills committee has asked for Equality update reports at every second scheduled meeting of the committee.

1.2 This report will update the committee on the activities of Education Services in developing the equalities agenda as directed by the Education Equalities Working Group (EEWG) and the Education Improvement Service (EdIS). Whilst the headings may relate to individual protected characteristics, the outcome of many of the activities are often intersectional. This paper focuses on equalities work in relation to anti-racism and LGBT Inclusive Education.

2 ANTI – RACISM CHARTER

2.1 A number of city wide strategic events have taken place in recent months to launch our Education Services, Anti Racism Charter and make clear our commitment to tackling racism in all forms. This has included;

- Hillhead High School pupils introduced the Anti-Racism Charter at the Pupil Conference at the Scottish Events Campus in October and shared key messages to around four hundred young people from primary and secondary sectors.
- This was further supported by a 45-minute workshop to pupil representatives and teachers from12 secondary schools.
- St Roch's Primary & Deaf School facilitated two workshops to pupil representatives and teachers from forty primary schools.
- Workshops delivered at Glasgow Pupil Forum meetings.

2.2 The workshop content allowed for open discussion and honest reflections on why racism is harmful, what it means to be anti-racist and how schools can use the charter to develop knowledge and confidence in Anti-Racism in their own settings and wider community.

2.3 In addition, Hillhead High School pupils also facilitated a session at the English as an Additional Language (EAL) Core Professional Learning Session at Emirates Arena to around 140 EAL teachers and champions. In this session, pupils challenged staff to debate the most important points of the charter and to articulate what they would put into action back in school.

3 ANTI -RACISM CONVERSATIONS

3.1 In order to gather the views of young people on our next steps in tackling racism in Glasgow, the first of three 'Anti-Racism Conversation' events took place in the City Chambers in November. The aim is to create safer, braver spaces for conversations about experiences of racism and anti-racism.

3.2 Several schools were invited to create a new affinity group to engage in discussions to bring about meaningful change for our young people. A diverse group of young people of Black and Asian minority backgrounds took part in this first discussion event.

3.3 The first session was facilitated by a group of teachers who have completed Education Scotland's Building Racial Literacy (BRL) training and are part of the wider Glasgow Equalities Team (see appendix 1). The session gathered pupil views from approximately 20 Primary and 12 Secondary Schools. Two further sessions are planned between January and June 2024. It is anticipated that these sessions will be led by young people, supported by staff.

Watch a visual note of Anti-Racism Conversations for Young People session one. https://www.youtube.com/watch?v=YCYiNvGoEwo

3.4 Psychological services recently hosted an event in which seventeen S5/6 young people came together to create a 'PATH' considering what our schools need to do to become anti-racist. The schools involved were St Thomas Aquinas, Hillhead, Holyrood and Whitehill.

3.5 Young people considered:

- where we are now
- what our barriers to being anti-racist are
- who they might need to enlist to help achieve goals.

Key messages included the need for staff to be trained on how to confidently deal with and discuss racism, ensuring young people feel supported and our schools being able to evidence a clear commitment to anti-racism. This session built upon the research conducted by the service in 2021 in which the views of our young people on race and racism were sought. This work will continue to be developed and shared across our schools moving forward and the young people's PATH infographic will be used to support and inspire work across our schools.

4 PRINCIPAL TEACHER (PT) BAME PROGRAMME

4.1 Seven BAME principal teachers continue to link with school-based mentors and their sponsors from the directorate team to support with development and signpost professional learning opportunities.

4.2 Each PT has identified an area of professional development which they are currently leading in their school. Focus areas include Digital Learning, Additional Support Needs (ASN), Nurture and Science Technology Engineering Maths (STEM).

4.3 One PT developed and delivered workshops to 400 pupils at our citywide PARTIE event and will present an Anti-Racism Course with WOSDEC in January at an online CLPL for teachers and wider school staff.

5 PROMOTING ANTI RACISM IN EDUCATION (PARTIE)

5.1 GCC Anti-Racism Charter was successfully launched at this year's PARTIE 23 event at City Chambers on 12 October. At the event, each school was issued with a copy of the charter to display in their schools.

5.2 In response to pupil feedback from last year's event, there was a focus, during PARTIE 23, on pupil led workshops with young people presenting on their anti-racism work to their peers from across the city.

5.3 The event provided an opportunity for schools to showcase their work to over 200 young people and 50 teachers. Visiting schools enjoyed mini workshops and presentations from nine schools at anti-racism learning stations. Attendees were encouraged and supported to learn and discuss ways forward in their own anti – racism journey.

5.4 Anti-racist education learning stations were led by over fifty young presenters sharing their work and approaches with other schools. Stations included:

- Anti-Racism Clubs
- Diverse Author visits
- Senior Anti-Racist Leaders
- Busting Myths about the Roma Community
- Home is Here Migration Project

5.5 In addition to this, Anti-Racism Workshops took place on 30 & 31 October 2023 at City Chambers. Over these two days, over five hundred pupils and eighty teachers attended and all took part in three workshops.

Workshops were led by Glasgow City Council Teachers and Sense Over Sectarianism (SOS) including:

- Our Invisible Backpack of Privilege & Learning about bias and stereotypes
- We are Activists: A workshop focusing on what an activist is and how young people can be empowered to lead change in their community.
- A-Z of Racism: Safe space to find your voice and discuss racism and anti-racism.

As part of the PARTIE23 programme, over one thousand pupils attended film screening For Black Lives Matter Films included Hidden Figures, Belle, and Moonlight.

6 CAREER LONG PROFESSIONAL LEARNING (CLPL)

6.1 Glasgow's Educational Psychology Service (GEPS) and English as an Additional Language (EAL) Service have jointly planned a pilot series of professional learning sessions open to all teaching staff on developing anti racism in our schools**.** These Support and Development sessions provide an opportunity for open and honest discussion and encourage personal reflection and action planning for all participants.

6.2 Two pilot cohorts are currently running for 40 teachers across the city providing an opportunity to learn, share resources, and build networks for future work across communities.

7 CULTURALLY RESPONSIVE CURRICULUM

7.1 We believe our city is a classroom. Glasgow schools work to provide a culturally responsive curriculum within the framework of Curriculum for Excellence and ensure a focus on our communities and local history. As a result of Glasgow's Slavery Audit and the current curriculum reform, there is a renewed focus on children and young people knowing and understanding fully about their city, Glasgow's History and the city's historic connections to the Atlantic Slave Trade and Enslavement.

7.2 This sits within the current context and recent publication of anti-racist curriculum principles by Education Scotland, Glasgow Education Service's Anti-Racism Charter and our work in Glasgow on promoting anti-racist education. We have spent time with Glasgow teachers closely examining our Social Studies Framework and ensuring that there are equalities links throughout and that our curriculum reflects the children and young people and diversity within our playrooms and classrooms.

7.3 Work continues to enhance materials available for our establishments in Glasgow to provide appropriate learning experiences. We work closely with a range of partners and charities such as Glasgow Heritage Trust, Glasgow Building Preservation and Universities to ensure our work is based on research.

7.4 Innovative work is currently underway which has evolved from The Glasgow Slavery Audit (2022), which Dr.Stephen Mullen was commissioned to develop by Glasgow City Council which was undertaken at University of Glasgow between 2019-22. Glasgow Education Services have entered a partnership with the University of Glasgow with the intention to have a city-wide strategy that will deliver high quality learning experiences about Glasgow's History and the city's historic connections to the Atlantic Slave Trade and Enslavement.

We aim to increase teacher subject knowledge with the lectures and learning around eight main themes:

- Early development of Glasgow
- Glasgow, Union of 1707 and the Trafficking of African Enslaved People
- Urban/rural development of Glasgow
- Guided Tour of the Merchant City
- Glasgow Colonial Merchants and Enslavers
- Black People in colonial Glasgow
- Glasgow and the Abolition Movements
- Glasgow: Legacies and Memorialisation of Slavery

In addition to this, colleagues from across the Education Services Team are currently exploring potential work with Brightworks to develop a film to support the launch of our work on the slavery audit and Modern Slavery across our schools. This will be a short informative film led by pupils. Furthermore, close links continue with other services in relation to this aspect of work

7.5 This will support 30-40 teacher in enhancing their own knowledge and understanding thus enabling these teachers to write high quality learning materials and resources in partnership with those involved in this collaboration.

7.6 Social Studies is a crucial aspect of the curriculum from 3-18 years. As our young people grow it is imperative that the knowledge that is gathered is appropriate to their age and stage of learning and that with each stage knowledge is developed and progressive to manage the complex links to our history and how that impacts on the present day. Developing teacher capacity to support young people is a vital strategy in ensuring that accurate, relevant and thought-provoking engagement exists in our schools. Social Subjects is ideally placed within the curriculum to understand where the impact was, the chronology of events and the links to our political, social and economic history and how all of this relates to our position in the world today.

8 LGBT INCLUSIVE EDUCATION

8.1 Glasgow City council remains wholly committed to continuing to strengthen our existing strong links with our partners at Time for Inclusive Education (TIE) to move towards a fully inclusive curriculum and to address the issues around homophobic, biphobic and transphobic prejudice and bullying.

8.2 There are currently 1182 GCC users of the TIE CLPL platform. Currently 63 out of 142 primary schools and 28 out 30 secondary schools have at least one member of core staff who has completed stage one of the TIE CLPL package. There are currently 19 schools with all members of teaching staff completing stage 1 and 2. This equates to 9.6% of our Primary, Secondary and ASL schools.

8.3 Education Services are committed to taking forward GCC's motion to achieve a 100% completion rate for stage one and two of the TIE Journey CLPL. To achieve this and to ensure a cohesive city-wide approach, schools have now been asked to commit to undertaking further, focused CLPL in relation to a number of protected characteristics; LGBT Inclusive Education, Disability and Race. The expectation is that all 3 will be completed within the 3- year timescale. Schools will be asked to report annually on progress across Equalities work. The Education Equalities Working Group will continue to link with partners at TIE to monitor and track the completion of both stages 1 and 2 of the CLPL package by schools across all sectors.

8.4 Further to this, GCC remains committed to hosting our Action and Learning for LGBT Inclusive Education (ALLIES) event which is scheduled for February 2024. This will be the second year of ALLIES, which provides opportunities for young people and teaching staff to engage in workshops and learning around themes such as:

- identifying homophobia, biphobia, and transphobia
- recognising and challenging gender stereotypes
- celebrating diversity and diverse families
- embedding LGBT role models and figures within learning and teaching

9 NEXT STEPS

9.1 Education Services will continue to focus in the coming session on working to support collaboration and empowerment across the city, taking forward our aspirations linked to Equalities.

10 POLICY AND RESOURCE IMPLICATIONS

Resource Implications:

Financial:

Legal:

Personnel:

Procurement:

Council Strategic Plan:	Specify which theme(s) and outcome(s) the proposal supports. Where relevant the specific numbered priority should be listed. **Grand Challenge 1** Reduce Poverty and Inequality in Our Communities

Mission 2 - Meet the learning and care needs of children and their families before and through school
Mission 3 - Improve the health and wellbeing of our local communities
Mission 4 - Support Glasgow to be a city that is active and culturally vibrant

Grand Challenge 2 Increase Opportunity and Prosperity for all our Citizens
Mission 3 Raise attainment amongst Glasgow's children and young people

Grand Challenge 4 Enable staff to deliver essential services in a sustainable innovative and efficient way for our communities
Mission 2 Run an open, well governed council in partnership with all our communities

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.	Outcome 7,8,12,13,14
What are the potential equality impacts as a result of this report?	Positive impact across our LGBT equality work and anti-racism developments.
Please highlight if the policy/proposal will help address socio-economic disadvantage.	

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:	N/A
What are the potential climate impacts as a result of this proposal?	N/A
Will the proposal contribute to Glasgow's net zero carbon target?	N/A
Privacy and Data Protection Impacts:	This report has no impacts upon privacy or data protection.

11 RECOMMENDATIONS

11.1 It is recommended that the committee note the developments planned and the activities in relation to the development of the equality agenda across Education Services.



Appendix 1

Building Racial Literacy

The national Building Racial Literacy programme promotes anti-racism as a baseline professional value, empowering educators to identify and implement anti-racist behaviours and processes in their everyday practice.

The ultimate goal of the Building Racial Literacy programme is to make every educator in Scotland racially literate, effective at dealing with racism and confident in leading anti-racism.

Co-constructed with a wide range of partners, including education practitioners and stakeholders on the Scottish Government Anti-Racism in Education Programme (AREP) over 300 educators and education system leaders across Scotland have taken part in the Building Racial Literacy programme during its three iterations from 2022.