Item 1

28th September 2023

Glasgow City Council

Education, Skills and Early Years Policy City Committee

Report by Executive Director of Education

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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 work and Deaf Education in Glasgow.

2 RACE

2.1 Anti -Racism Charter

The Scottish Government's Anti-Racism in Education Programme (AREP) governance consists of a small Programme Board with representation from a range of education and anti-racism stakeholders as well as local authorities, other Scottish Government departments and executive agencies.

The Anti-Racism in Education Programme was established with the central aims of:

- Identifying measures which will address race inequality in schools.
- Working with marginalised groups and individuals to ensure that young people from all minority ethnic backgrounds who experience race inequality, have their voices heard and can feed into the decision making and implementation of this group's objectives.
- Advising on potential changes in practice and on short, medium and long-term actions will result in an anti-racist approach and a culture of racial literacy amongst all school staff and pupils. As a result, it is hoped that incidences of race inequality will be reduced for all children, young people, teachers and members of staff in our school settings.
- Examining the key drivers of systemic race inequality in schools, how barriers which still exist can be removed and how good practice can be built upon.

2.2 National subgroups were created and EdIS officers attend and support the development of actions which address race inequality in schools across curriculum reform, racism and racist incidents, diversity in the teaching profession and education workforce, education leadership and professional learning.

2.3 Breaking the Mould: Anti-Racist Curriculum Principles: have been developed by Education Scotland to support learners, educators and leaders understand what an anti-racist curriculum can mean in practice: Breaking the mould: Principles for an anti-racist curriculum | Resources | Education Scotland. Within Glasgow, the equalities team are developing a series of professional learning sessions to build staff knowledge and confidence based on these principles. EdIS will continue to develop to develop the Curriculum Frameworks with teachers to ensure that the principles are embedded within the curriculum.

2.4 Glasgow will continue to work very closely with the Education Scotland BRL Team to encourage participation of staff at all levels. Cohort 4 will begin in November 2023. An in-person option will be considered for headteachers.

2.5 Glasgow has worked alongside a range of colleagues and partners including the University of Glasgow, The ***Coalition for Racial Equality and Rights (***CRER) and the Centre for School Leadership Ireland (CSL) to deepen race cognisant leadership at senior level.

Sessions with 40 GCC Head Teachers who are mentors to new Heads were led by Dr Khadija Mohammed, who is Chair of AREP during Session 22/23 on race cognisant leadership. This was followed up with a one day session with Education Services Directorate, EdIS Officers, HR personnel and Head Teacher who lead workstreams within our leadership strategy group. During the course of this event engagement was undertaken of developing an Anti-Racism Charter built upon the curriculum principles in a Glasgow context.

Glasgow Education Services Anti-Racism Charter (Appendix1) will be launched at PARTIE23. The charter provides a series of commitments which we will in Education Services hold ourselves to. This will enable conversations around the actions that each of us can take to address racism and race equalities.
https://www.youtube.com/watch?v=SaKDzcyWCds&t=25s

3 BAME PT

3.1 From 2022/2023 cohort there were 5 candidates in the BAME PT programme. From these 5 candidates, 1 is currently on Maternity leave and 1 secured a senior appointment as head of department in an Independent school .

3.2 In the current year (2023/24) we have increased the number of candidates from 5 to 7. The current cohort consists of 2 candidates in year 2 and 4 candidates in year 1. We have recently been informed that a current year 2 candidate has secured a lecturing position (secondment). Therefore, we will appoint a further candidate shortly.

3.3 All candidates are mentored and supported by a member of SLT within their establishments. All candidates also link directly with QIO for equalities as out of establishment and strategic link.

3.4 This year we have also introduced sponsorships for all candidates. Each candidate has been aligned member of education directorate who will act as their sponsor (appendix 2). The sponsoring group consists of members of the directorate.

4 RACE AND RACISM IN OUR SCHOOLS SURVEY (PSYCHOLOGICAL SERVICES)

4.1 Infographic and video resource outlining initial findings from research exploring race and racism in our schools to be available from Sept 2023. Findings have been taken from research in 2021 from young people in 5 Glasgow schools.

4.2 As a follow up activity, S5 &S6 young people from the participating schools are being given the opportunity to take part in a session, led by psychological services that will consider 'What would an Antiracist school look like?' The young people will also create a presentation of their vision for the city that will be shared with all schools and will hopefully create a blueprint for Antiracist practice for our schools.

5 PARTIE – PROMOTING ANTI RACISM TOGETHER IN EDUCATION

5.1 Anti-Racist work from Glasgow schools from across Glasgow schools will be showcased and highlighted at our annual celebratory event of PARTIE 23. This will take place in October 2023 in line with Black History Month and National Hate Crime Awareness week. This event will be open to all schools across the city aimed at P5 – S6

5.2 Throughout PARTIE 23, we will be delivering and facilitating a range of events citywide that will aim to capture, build on our learning, celebrate, and acknowledge the strong work of schools and Glasgow Education Services.

5.3 This event will showcase the work of 9 schools who will share their anti- racist learning and will be facilitated by anti-racist workshops from teachers who have undertaken the Education Scotland Building Racial Literacy Programme.

5.4 In addition, our partners at the Glasgow Film Theatre will be screening several films free to GCC schools during October for Black History Month.

5.5 As indicated, Glasgow Education Services Anti-Racism Charter will be launched during PARTIE23.

6 RACE COGNISANT LEADERSHIP

6.1 Following the launch of the Anti-racist Charter during PARTIE 23, all Headteachers will attend a CLPL on Race Cognisant Leadership led by Khadija Mohammed, Associate Dean, Equality, Inclusion and Diversity at the University of the West of Scotland.

6.2 This session will include alerting headteachers to issues around systemic inequality, and provide a forum to discuss culturally relevant practice in their schools.

6.3 Following this session, Headteachers will be asked to commit to attending the Anti Racist Support and Development CLPL sessions with a member of staff from their establishment

7 ANTI-RACIST SUPPORT AND DEVELOPMENT GROUP

7.1 Anti-Racism support and Development group CLPL pilot will be created by Glasgow Education Psychological Services(GEPS) alongside Glasgow English as an Additional Language(EAL) Leaders of LearningTeam.

7.2 The aim of the Support and Development Group will be to assist key members of staff in schools to consider how they might address racism and bias in their school and how to work toward becoming more antiracist and race/ culturally aware.

7.3 There are three sessions planned for this academic session including 2 pilot sessions and one Headteacher session. Feedback from those taking part will be used to shape the model of delivery of future sessions.

7.4 In addition, staff members who have completed the BRL course are working closely together to develop and deliver wider, openly available CLPL

8 EXAMPLES OF SCHOOL ACTIVITIES

8.1 There are examples of effective practice in promoting anti-racism evident across many of our primary and secondary establishments. The Anti- Racism Society created by pupils in Drumchapel High School has provided a very effective platform for pupils to discuss their own experiences and take ownership of the anti-racism journey in their establishment. The club's president has participated in Education Scotland's webinars on Building Racial Literacy (BRL) and leads schools meetings and organises society events. This has included presenting an anti-racism CLPL session to school staff. One young person reported: "*our school values us and acts on racial incidents."*

8.2 In Smithycroft Secondary, their anti – racist club has taken a different approach and is focused mainly on decolonizing the curriculum and activism. This club is coordinated by two principal teachers, who can share with pupils their own lived experiences as people of colour. The club is attended by pupils of colour and white pupils and has resulted in club members writing blogs, podcasting, working on longer term projects in their school.

8.3 There are a wide variety of projects and activism in primary schools with most schools currently working to diversify their library, discussing anti-racism at assemblies, engaging in Hate Crime Awareness projects and increasingly looking at the curriculum through an anti-racist lens. Writing projects led by pupils often produce work that is representative of many cultures. The popular theme of “windows and mirrors” is used to inform resource choices in many primary schools.

8.5 Education Services is also linked and promoting the current Show Racism the Red Card initiative, which is being supported on partnership with the EIS. All Glasgow schools are invited to take part in this Anti Racism Initiative.

9 DEAF EDUCATION

Context

9.1 In response to concerns raised in relation to a crisis in Deaf education nationally, Glasgow Education Services are pleased to provide a very positive report on provision and developments in Deaf education in Glasgow.

9.2 Glasgow provides education for approximately 350 deaf children and young people. The provision for deaf learners in Glasgow is delivered by 3 mutually supportive services. Primary aged deaf learners who use British Sign Language (BSL) or who have significant additional barriers to learning are supported in specialist bases in St Roch’s Primary and Deaf School. Secondary aged deaf learners who use BSL or who have significant additional barriers to learning are supported in St Roch’s Secondary Department of Deaf Education. Deaf learners accessing mainstream early years, primary and secondary education are supported by the Sensory Support Service.

9.3 Deaf education in Glasgow is held in high regard by parents and families, the deaf community, third sector deaf organisations and other local authorities as is evidenced by the large number of current inter-authority placements. Glasgow provides a high-quality inclusive learning environment with positive experiences for deaf learners.

9.4 Within our specialist bases and in mainstream establishments, we aim for all children and young people to be educated together. Glasgow views the diverse needs of children and students as a rich opportunity to achieve excellence for all and we ensure our deaf children and young people belong to a community.

9.5 Our staff are committed to improving outcomes for deaf learners and we have been successful in recruiting where there have been vacancies within the service and in our specialist bases. This reflects Glasgow’s positive reputation for supporting deaf learners with people choosing to work in this sector. Our staff

demonstrate their commitment to learning and improving their knowledge and skills by investing a significant amount of personal time pursuing additional qualifications. All staff undertake the specialist training required to become a teacher of the deaf within the mandatory timescale of 2 years from taking up post.

9.6 Staff across the service work in close partnership with Health (speech and language therapy and audiology) and third sector to ensure a multi-agency response as soon as children are diagnosed. Staff support families to come to terms with diagnosis and with next steps and signposting. Staff continue to provide support to families as children move to nursery and beyond.

10 PRIMARY PROVISION

10.1 24 children and young people attend our specialist provision in St Roch's Primary and Deaf School. Staff working in the primary support base are highly skilled with 3 fully qualified Teachers of Deaf Children and Young People (TODCYP) and 3 undertaking the training, currently. 3 staff are deaf with BSL as their first language and 10 staff are working towards BSL qualifications with 1 member of staff working towards Level 6.

11 SECONDARY PROVISION

11.1 The number of young people attending St Roch's Secondary Department of Deaf Education has grown significantly over recent years and the current pupil roll is 38 with a further placement pending. While the provision is Glasgow's service, it has grown to be the largest centre for secondary-aged deaf education in Scotland. Young people travel into Glasgow in purchased placements from several authorities including North Lanarkshire, South Lanarkshire, Renfrewshire, West Lothian and Midlothian. In addition to this, two young people travel into St Roch's Secondary from Dundee.

11.2 Glasgow City Council Education Services has an effective staffing model which ensures that deaf learners can access all areas of the curriculum available to their mainstream peers and an enhanced curricular offer tailored to the needs of deaf learners. The current teaching staff complement is 13.0 fte. There are 3.8 fte Support for Learning Workers, a Communication Support Worker, and a Child Development Officer. The Communication Worker and Child Development Officer are deployed flexibly across all of our provision, as required.

11.3 There is a highly skilled staff base with 7 fully qualified Teachers of Deaf Children and Young People (TODCYP) and another 1 currently undertaking training. All staff are either deaf or working towards BSL qualifications with some staff attaining Level 6. The rapid expansion of the Department of Deaf Education and the significant personal time commitment demanded of staff to undertake training

means that more recently appointed members of staff are currently in training for either BSL or the TODCYP qualifications.

11.4 There are currently 4 deaf members of staff employed in St Roch's Secondary Department of Deaf Education. All use BSL as their first language.

12 SENSORY SUPPORT SERVICE

12.1 Glasgow's specialist service supports Glasgow learners who are deaf to access learning in mainstream establishments. The service employs 4.6 teachers of the deaf, 4 of these teachers are fully qualified teachers of the deaf with 1 in training. 1 member of staff is trained in BSL to level 3 with 1 member of staff trained to level 6. In addition, the service provides bespoke support to children in early years establishments, as required. Staff in the service work in close partnership with families, forming a close relationship from birth until they leave school. At diagnosis, staff provide families with a full range of information and support to make the choices they feel are most appropriate for their child.

12.2 Staff from our Sensory Support Service work in partnership with the staff in schools and early years establishment to provide the relevant support based on the child's needs. Staff ensure children and young people are included and can participate fully in the life and ethos of the school Staff take account of the context and skills of the staff in the establishment when deciding on the most appropriate support. Support can range from direct support to the child, training and development, support to the class/playroom staff and modelling of strategies etc. In addition, staff from the service will teach support staff how to clean and maintain equipment and to support children and young people to become independent with this. Staff provide deaf awareness training to all establishments and bespoke training and development to individual schools, as needed. In addition, the service runs a few days throughout the year when deaf children and young people come together to share and support positive deaf identity. This opportunity has proved very popular with families.

12.3 Almost all deaf learners in mainstream will have aids to support with hearing. Our sensory support service works in partnership with Health's Paediatric Audiology department and staff in schools to ensure we provide and maintain equipment that is appropriate for their needs. Regularly, we review and update equipment as technology advances based on the young person's individual needs and preferences. Glasgow Educations Services has invested significantly in ensuring equipment is up to date and compatible with everyday devices e.g. mobile phones/tablets etc.

13 CAREER LONG PROFESSIONAL LEARNING FOR STAFF

13.1 Glasgow City Council Education Services takes a proactive approach to ensuring training is overtaken and provides funding for mandatory qualifications accordingly. We invest significantly in training and development to ensure our staff offer the best opportunities and life chances for children and young people in Glasgow. Where deaf children's chosen communication mode is British Sign Language, we ensure staff acquire competence in signed communication. Over the past 3 years, we have continued to commit to staff training and development.

14 BSL

14.1 Currently, Glasgow Education Services contributes to British Sign Language (Scotland) Act 2015 and the British Sign Language National Plan 2017 – 2023 with an agreed joint BSL Action Plan which is shared by St Roch's Primary and Deaf School and St Roch's Secondary Department of Deaf Education to promote the use of BSL in both establishments and in the wider community. The Sensory Support Service incorporates priorities linked to the BSL National Plan as part of their service improvement plan.

14.2 Glasgow provides a rich learning environment for BSL users with the quality of staff and with opportunities for fully funded training to enhance their competency. Access to deaf role models and fluent signers ensures that deaf learners are supported to access the curriculum.

14.3 St Roch's Secondary Department of Deaf Education has had influence at a national level on the Scottish Qualification Authority to improve outcomes and access for deaf learners. Firstly, several staff were involved in the qualification design stage of the new BSL SQA qualifications. A second example involves the amendment of SQA National 5 and Higher Performance criteria to ensure that there was an agreed approach for deaf learners across Scotland relating to the use of BSL for the voice component. This was raised by St Roch's Secondary Department of Deaf Education who worked in consultation with the SQA to produce an accessible format for BSL users.

14.4 Young people at St Roch's Secondary Department of Deaf Education contribute to the wider deaf community and hold termly events for elderly members of the deaf community who use BSL to provide opportunities for cross-generational socialisation.

15 PEDAGOGY AND INCLUSION OF DEAF LEARNERS

15.1 We have high expectations for deaf learners in Glasgow and provide every opportunity for our learners to participate in learning with their mainstream peers whilst recognising the importance of establishing strong deaf identify and positive role models.

15.2 Staff use a Total Communication approach, combining the use of language-based communication including speech, lip reading, and SSE with BSL. Non-verbal body language, facial expressions and gestures are also used alongside symbol-based systems, photographs and objects of reference to enhance children's understanding and set the context for learning.

15.3 Young people at St Roch's Department of Deaf Education achieve qualifications at an appropriate level to their needs. There are robust systems in place to track the learning journey of young people as they progress through the school. There are notable achievements in re-engaging young people who were not attending school prior to enrolment at St Roch's. One young person, who attended St Roch's Primary and Secondary deaf provisions, is currently entering the 4th year of her Pharmacy degree programme. A second young person who attended our specialist provisions left school at the end of S4 to access a degree programme relating to Drama at the prestigious Royal Conservatoire of Scotland.

15.4 Within St. Roch's Primary, BSL vocabulary is taught through context specific learning situations. Personalised support is provided for deaf pupils to develop conversational and receptive BSL skills through 1:1 BSL conversation experiences with Deaf members of staff. Pupils benefit from the presence of British Sign Language Interpreters in the classroom and playground to support deaf SfLW. This supports access to clear communication for all deaf pupils and staff throughout the school environment.

15.5 St Roch's Department of Deaf Education has a structured approach to recording the achievement of deaf learners. There is a progressive programme from S1 to S6 which includes the John Muir Award, Duke of Edinburgh Awards and SQA accreditation. Young people have been supported in their personal ambitions and a recent pupil was a member of the Scottish Youth Parliament.

15.6 All deaf young people have moved into a positive post-school destination in recent years and receive significant individualised transition support. This statistic represents a significant achievement and demonstrates how Glasgow is leading nationally with our provision for deaf learners.

16 Quality Assurance

16.1 St Roch's Secondary Department of Deaf Education and St Roch's Primary and HI base produce a Standards and Quality Report each session which outlines their success and achievements for deaf children and young people and identifies priorities for the next session. All staff in specialist bases and in the service use the Quality Standards and How Good is our Sensory Service/How Good is our School to evaluate their school/service. Staff use NATSIP/NDCS Quality Standards in designing and running their provision.17

17 Next Steps

17.1 The Education Services Equalities team 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.

18 Policy and Resource Implications

Resource Implications:

Financial:	Using existing core funding.
Legal:	None.
Personnel:	None.
Procurement:	None.
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 **Grand Challenge 2** Increase Opportunity and Prosperity for all our Citizens **Mission 3** Raise attainment amongst Glasgow's children and young people

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 disability 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:	No
What are the potential climate impacts as a result of this proposal?	None
Will the proposal contribute to Glasgow's net zero carbon target?	No

Privacy and Data Protection Impacts:	This report has no impacts upon privacy or data protection.

18 Recommendations

18.1 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.