



Glasgow City Council

Education, Skills and Early Years Policy City Committee

Report by Executive Director of Education

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**EDUCATION SERVICE DEVELOPMENT ACTIVITIES
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 and equalities work undertaken by PE, Physical Activity and School Sport (PEPASS) Team.

2 ANTI – RACISM

2.1 PRINCIPAL TEACHER (PT) BAME PROGRAMME

We currently have 5 principal teachers now entering their second year within the BAME PT Programme. All five participants, from across the primary and secondary sector, will continue in their journey through the programme in the coming session completing their 23month secondment by June 2025.

- 2.2 We are pleased share that one of our previous BAME PT candidates who secured a Principal teacher post two years ago has now secured an acting Depute Head Teacher (DHT) post in the city. This means that we now have four black DHTs within our schools. We will continue our drive towards ensuring our BAME workforce is supported and encouraged to be represented at senior levels across our service.

3 CAREER LONG PROFESSIONAL LEARNING (CLPL)

- 3.1 GCC Education Services are currently partnered with Glasgow University and have launched the '**Leading Anti-Racism Programme**' which aims to deepen personal and professional understanding of race, racism and the concept and practice of leading (for) anti-racism.
- 3.2 A key intention of the programme is to open up race and racism as a topic for discussion and reflection rather than rendering it taboo and silent, due to lack of knowledge and understanding, or fear of getting it wrong.
- 3.3 With a focus on experience, research, personal development, identity and professional leadership praxis, it will develop and extend participants' racial literacy and their confidence in leading anti-racist practices, raising social awareness and change processes in their site of practice, be that the University of Glasgow, a school environment or Glasgow City Council Local Authority.

- 3.4 The learning through the programme is underpinned by principles of democratic participation, where the course tutors will model decolonial practices in their curricular and pedagogical approaches to the learning process.
- 3.5 The programme is aimed at all educational leaders, from teacher leaders to Headteachers and Quality Improvement Officers((QIOs).Enrolment for Session 2024 -2025 training programme, commencing in September 2024, has secured commitment from leaders from across all sectors as well as representation from the wider the Education Improvement Service (EdIS) and University of Glasgow colleagues.

Sector/ Service	Number of participants
Additional Support for Learning Schools	2
Primary Sector	32
Secondary Sector	13
University of Glasgow School of Education	7
EAL Service	4

4 ANTI-RACIST SCHOOLS

- 4.1 Glasgow Educational Psychology Service (GEPS) have been working with a group of young people since October 2023 on their vision for antiracist schools. The young people, from 5 schools across the city, came together and took part in a PATH activity exploring the key themes of what an antiracist school might look like and what we all need to do to get there. A video outlining this has been created and can be viewed here ([Animoto PATH activity](#)).
- 4.2 Four of the young people involved from the group then came along to Scottish Division of Educational Psychology (SDEP) National Conference to share their work as well as their reflection on the process with Educational Psychologist from across Scotland. Two Educational Psychologists from Glasgow also presented this work at a DECP UK National conference in Brighton.
- 4.3 Alongside colleagues in the EAL team, GEPS have also supported school staff to explore anti racist practice in our schools through Support and Development group twilight sessions, with cohorts running in two areas of the city. The feedback and learning from these session is currently being used to develop a package for delivery within schools alongside school staff. The EAL Leaders of Learning Team will offer this to schools this session and encourage learning community discussions to take this forward at local level. Initial roll out of the new package will be lead by members of the EAL team who have completed the Building Racial Literacy Programme with Education Scotland. All delivery will be tailored and adapted to suit the needs of individual schools and learning communities. It is hoped that this in school delivery will further strengthen the pupil voice in supporting anti racism and will enhance teacher confidence in this area.

- 4.4 In collaboration with the Health Improvement Team, training has been Rolled out to third sector partners offering counselling services within our schools, focusing on anti-racist practice and bias within therapeutic intervention.

5 CULTURALLY RESPONSIVE CURRICULUM

- 5.1 As previously outlined in Education Service Development Activities related to [Equalities Committee Paper \(25th January 2024\)](#), we continue to work in partnership with the University of Glasgow Historians and Glasgow schools to develop a culturally responsive curriculum within the framework of Curriculum for Excellence through the Glasgow's Slavery Past Project.
- 5.2 The project which is now well underway, involves 30 primary and secondary teachers in a systems led approach to Curriculum Making focused on enhancing Teacher Subject Knowledge & Resource Creation. Thematic workshops around aspects of Glasgow's history of Atlantic Slavery, and how colonial processes facilitated economic, societal and urban transformations will continue until November 2024.

Teachers will begin to develop high-quality materials for Glasgow's primary and secondary schools, enhancing their professional practice and producing a model for replication elsewhere. Overall, this initiative will facilitate a significant change to the city of Glasgow's existing school curriculum around the history of Atlantic Slavery. A Citywide launch to celebrate this work is proposed for June 2025.

5. LGBT INCLUSIVE EDUCATION

Action and Learning for LGBT Inclusive Education (ALLIES)

- 5.1 Again this year, GCC Education Equalities Team have worked in partnership with Time for Inclusive Education (TIE) to host the very successful ALLIES schools event during February 2024. The school's event, held in City Chambers, was attended by over 320 pupils and 60 staff from 36 schools .
- 5.2 Children, young people and staff engaged in series of workshops delivered throughout the day including:
- **Councillors for the Day**
This workshop engaged learners in identifying solutions to a common issue in schools across Scotland: the use of homophobic prejudice- based language.
 - **Anti-Prejudice Superheroes**
Activities included movie clips and discussions about values displayed by well-known characters. Young people then created their own Anti-Prejudice Superheroes, identifying values they would embody to stand up to prejudice. Learners then reflected on how they could address prejudice. "Not all superheroes wear capes!"

Secondary Workshop

Secondary pupils were involved in reviewing research summaries relating to online activity. This included 'Safer Scrolling', 'Online in Lockdown' and 'Hatescape'. Young people also learned more about algorithms and how to think critically about what we see online.

Feedback on the day from both pupils and staff was very positive and there was evidence of immediate impact with schools taking their learning back to peers and sharing with Equalities Action Groups.

In addition to this, our partners in Glasgow Film Theatre offered a screening of the film 'Pride' for young people.

- 5.3 As part of Allies 24, a successful Inclusive Education professional learning event was hosted by EdIS in City Chambers in February '24. Partners from TIE Scotland supported and facilitated this learning event which was attended by 75 teachers and senior leaders from across all school sectors.
- 5.4 In advance of the day, all participating staff completed the TIE Stage 1 E-Learning Module. This module focusses on creating an LGBT Inclusive curriculum while exploring the principles and practices that develop inclusive practice. The module covers national expectations and practical support around ethos, values and action planning.

6 PRIDE LITE

- 6.1 Pride -Lite, 2024, was enjoyed by 134 young people and over 60 adults from across 8 Glasgow secondary schools during the month of June. Building on last year's successes and pupil evaluations, this year's event held in City Chambers ensured more opportunities for young people to interact with peers and build connections with schools from across the city in a relaxed and celebratory environment.
- 6.2 The event began with input from two Keynote Speakers, Susie McCabe and Sanjay Lago. Susie McCabe is a well-known Comedian from Glasgow and offered a light-hearted but heart felt account of her experiences as a young gay woman in Glasgow. Sanjay Lago, who is a Scottish Indian Actor, Comedian and Writer shared his own experiences as a young gay man in a Glasgow school and his approaches to the challenges that he faced. Both speakers used humour and personal experience in an appropriate, supportive and sensitive way to further discussion with our young people.
- 6.3 As well as sharing challenges in relation to lack of acceptance, both speakers gave out a strong positive balance in relation to their experiences of allyship that had helped them in their journeys. Both speakers were relatable, and the young audience connected very well to their inputs.

- 6.4 During the afternoon, as requested by the young people, a series of creative workshops were offered to attendees. Workshops included Ukulele Orchestra & Bongos, Pride Poetry and Imagery, Pride Pillar Art, Badge Making, Calming Crochet & Keith Haring Community Art Banner. These experiences were positively evaluated by the young people and staff.

7 TIME FOR INCLUSIVE EDUCATION – COMPLETION OF STAGES 1 & 2 LEARNING MODULES

- 7.1 Glasgow City Council (GCC) Education Services and EEWG continue to build positive relationship and work closely with our partners in TIE Scotland, in line with the expectations set within the Council Motion.
- 7.2 EEWG are now working closely with partners from TIE to monitor and track completion of stage one and two of the TIE Journey CLPL package by school across the city. Data gathered in June 2024 demonstrates an increase in the number of teachers and schools completing both Stage 1 E- learning Module and Stage 2 CPD.

Recent figures are detailed in the table below.

Completed Stage 1 and Stage 2 Learning Modules

Module	No of Glasgow Teachers	No of Glasgow Schools
Stage 1	599 (Feb 2023)	63
	1171 (June 2024)	82
Stage2	302 (Feb 2023)	13
	757 (June 2024)	22

- 7.3 Moving forward, uptake of Stage 1 and Stage 2 modules will continue to be supported and promoted with schools across all sectors by EdiS Officers and the EEWG in partnership with TIE Scotland.
- 7.4 In August 2024, three further Learning Communities, Whitehill, Bellahouston and Holyrood will come together to collectively complete the Stage 2 Learning Module supported by TIE colleagues. This Learning Community approach to professional learning will continue to be developed during session 2024-2025.
- 7.5 Education Services remains committed to ensuring LGBT Inclusive Education remains a key priority of the EEWG. In line with this commitment, dates for ALLIES and Pride Lite events have been set for the coming session as below.
- ALLIES 6th and 13th February 2025
 - Pride Lite 4th June 2025

These events will continue to aim to:

- identify homophobia, biphobia, and transphobia
- recognise and challenge gender stereotypes
- celebrate diversity and diverse families
- embed LGBT role models and figures within learning and teaching

8 EQUALITIES IN SPORT

8.1 GCC Education Services Physical Education, Physical Activity and School Sport (PEPASS) Team continue to promote the health and wellbeing of all children and young people across all sectors, striving to ensure equality of access for all.

8.2 Working closely with schools, and linking with colleagues across Education Services, the Team are skilled and alert to identifying and addressing barriers to participation which may affect some children and young people due to a number of protected characteristics.

Some examples of this work include the following targeted programmes:

8.3 Adapted and Inclusive Events

To ensure that all children and all young people have the opportunity to take part in a range of sporting experiences and school events, adaptations have been made to many city-wide sporting events to ensure that children and young people within our Additional Support for Learning (ASL) schools can take part in the event or a parallel event. Some examples of these include;

- ASL Swim Programme
- ASL Football
- City of Dance
- Gymfest
- Super 7's
- Learn to Ski
- Athletics and Triathlon

Further to this, PEPASS also runs ASL specific events including 'Sport Star Challenges', which allow pupils to focus on their own personal best.

8.4 South Side Asylum Seeker and Refugee Football Programme

The South Side Football Programme has grown in numbers and is currently supporting 60 young people from across south side schools, through weekly football sessions. The programme has taken a holistic approach to supporting young people in the Asylum process through ensuring access to sporting activities with peers while providing further educational opportunities such as homework support and access to ESOL. The sessions provide a welcoming and supportive environment where young people can develop their team building, coaching and leadership skills while developing language skills in English and home languages.

8.5 ESOL Sports Leadership Programme

A number of pupils from St Paul's Secondary who attend the club are currently training in sports leadership. The active school's coordinator within the pepass team has encouraged these pupils to link directly with local primary schools to offer coaching to younger children who are speakers of the same language. This provides an opportunity to develop the skills of our young sports leaders while providing role models from diverse backgrounds to our younger pupils. In addition, both the young sports leaders and primary pupils have an opportunity to use home languages within sessions.

8.6 Inclusive Holiday Camp –

During the school holiday periods, PEPASS deliver a sport and activity programme supported by partners. This is a much-valued programme provides a lifeline to many parents and pupils during the holiday period as there are limited holiday programmes and opportunities which are accessible to them.

- 8.7 PEPASS have a number of ASL volunteers and sports clubs who support this work helping children and young people to participate new and exciting experiences which have not been previously open to them. These opportunities have had a positive impact on the lives and parents and young people, who report the difference these opportunities make to their self-esteem and wellbeing.

Feedback from parents below, captures the importance of this work.

“The first time he got into one of the specially adapted rugby chair was the beginning of a whole new life for Mohammad. He took to it immediately, especially the ‘crashing’. Crashing and scoring goals remain his favourites.”

“On a much more profound level the sport has given him his first taste of inclusion, equality and respect. For the first time in his life he was able to fully engage with others of similar capacity, to develop a whole new skill set, which he did very quickly, and learn what it is to be part of a team, perhaps the hardest thing of all. The physical effort required to play as well as he now does has improved his core and upper body strength, as well as both physical and hand/eye coordination while having the best and most fun time.”

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: Using existing core funding and funding from SG care Experienced budget

N/A

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.

Yes
The proposal specifically supports Outcomes, 5,7,8,12,13 and14

What are the potential equality impacts as a result of this report?

Positive impact across our race equality work, disability and LGBT 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:
None

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.