

# Report

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| Report to:       | <b>Education Resources Committee</b>            |
| Date of Meeting: | <b>8 February 2022</b>                          |
| Report by:       | <b>Executive Director (Education Resources)</b> |

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| Subject: | <b>Celebrating Success – COSLA Quality Awards</b> |
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise on the range of high quality work that continues to take place in schools and services throughout South Lanarkshire despite the challenges of the pandemic

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the nominations from schools and educational settings for the COSLA Quality Awards as highlighted in Appendix 1, be noted;
- (2) that it be noted that the Early Years, Equality and Diversity nomination is progressing to the final stage of the Awards; and
- (3) that at this time, when faced with unprecedented challenges due to the pandemic, it be noted that the ongoing work that has been and is making a difference to the lives of learners and families should be recognised and celebrated

## 3. Background

3.1. The wider achievements and the learner journeys of children and young people, as well as the good work undertaken by teachers and staff is something that the Council, through Education Resources, believes should continue to be recognised during the COVID-19 pandemic.

3.2. We recognise the role education has in making a difference to the lives of young people. The commitment of many staff across the Council to work together in the best interests of communities is strong evidence of what we can achieve when faced with adversity.

3.3.1 Staff throughout the Education service, working beside colleagues from other Resources, have played a pivotal role in adapting to the challenges faced during this pandemic. There are numerous examples where the commitment of staff has been heart-warming, courageous, and quite outstanding on many fronts.

## 4 Celebrating and recognising success

4.1. The COSLA Awards provide an opportunity to recognise and celebrate the success of some of the work taking place by staff across South Lanarkshire.

- 4.2. Appendix 1 provides details on the submissions that have been made under the specific categories for the COSLA Awards.
- 4.3. In this paragraph we provide a summary of the submissions which have been made under the specific categories for the COSLA Awards. The Committee is asked to note the wide range of best practice and the impact this work has though our schools and services across South Lanarkshire.
- 4.4. The Early Years project has reached the final stage of the COSLA Awards.

***Category 1: Service Innovation and Improvement***

**Title of Project:** Early Years: equality and diversity issues for LGBT+ parents and children in early years settings. Practitioners were taught how to understand how their own interactions can either facilitate, passively endorse, or actively challenge and disrupt stereotypical thinking in children's play, for example, regarding gender inequality.

***Category 1: Service Innovation and Improvement***

**Title of Project: Gradu8:** the GradU8 programme delivers a range of vocational qualifications to young people in the senior phase. In 2020 the service piloted the delivery of the new SDS Foundation Apprenticeship at SCQF levels 4 and 5 as part of the programme. The winter leavers programme was delivered 3 days a week in partnership with First Steps Rural Connections in Lanark. SDS have recognised this success and have recently begun a procurement process for other LAs and colleges to deliver in this manner, recognising the benefits to targeted groups of learners, identifying the SLC model as good practice.

***Category 1: Service Innovation and Improvement***

**Title of Project: Digital Support for Teachers and Learners:** In response to lockdown, blended learning and recovery, the SLC Education digital team supported teachers and learners in a number of ways for example, the staff learning and access to digital learning devices by young people.

***Category 1: Service Innovation and Improvement***

**Title of Project: Instrumental Music Service:** members of the IMS learned how to audio/video edit to produce and recreate the events and concerts that young people would benefit from pre-Covid. Each performance project was accessible and inclusive by design. [The IMS YouTube Channel](#) was inaugurated in May 2020 and hosts 36 video performances to date.

***Category 2: Achieving Better Outcomes in Partnership***

**Title of Project: Partnership working with Money Matters:** In partnership with Money Matters Biggar High School, St John Ogilvie High School and Rigside Primary featured in the Child Poverty Action Group Scotland's (CPAG) new "[Talking About Costs and Money at School](#)" national resource. These schools were identified as having good practice in relation to Cost of the School Day.

## ***Category 2: Achieving Better Outcomes in Partnership***

**Title of Project: Rooftop Nursery EK – developed in partnership with shopping centre, their architects/construction and SLC:** A feature of the new nursery is the creative roof top garden external play area which has been recognised by SG as innovative practice. The facility actively supports walking to the nursery but also is located in close proximity to both East Kilbride Bus Station and the Railway Station.

## ***Category 5: Just Transition to a Net Zero Economy***

**Title of Project: COP 26:** The Climate Emergency Newsroom (CEN) is a project developed in partnership between South Lanarkshire Council Education Resources and Glasgow University. For the first 2 weeks of November, 80 S6 learners from 17 South Lanarkshire secondary schools were based in a temporary newsroom in Glasgow city to report on the news from and the events surrounding COP26 and produced regular news blogs.

### **6. Employee Implications**

6.1. None

### **7. Financial Implications**

7.1. None

### **8. Climate Change, Sustainability and Environmental Implications**

8.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

### **9. Other Implications**

9.1. There are no implications for risk in terms of the information contained in this report.

### **10. Equality Impact Assessment and Consultation Arrangements**

10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

10.2. This report provides an update on celebrating success which can be widely shared.

**Tony McDaid**

**Executive Director (Education Resources)**

20 January 2022

### **Link(s) to Council Values/Ambitions/Objectives**

♦ Increase achievement, raise educational attainment and support lifelong learning

### **Previous References**

♦ Education Resources Committee – 18 August 2020

### **List of Background Papers**

COSLA Awards conditions and categories for nominations

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:- Des Dickson, Education Resources, Operations Manager

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**Possible COSLA Awards nominations  
Education Resources**

***Category 1: Service Innovation and Improvement***

**Title of Project: Gradu8**

**Summary:** Education's GradU8 programme delivers a range of vocational qualifications to young people in the senior phase. In 2020 the service piloted the delivery of the new SDS Foundation Apprenticeship at SCQF levels 4 and 5 as part of the programme. This included delivery within the mainstream programme which is delivered once a week from August to April and with a focused group of targeted winter leavers. The winter leavers programme was delivered 3 days a week in partnership with First Steps Rural Connections in Lanark and was planned to be delivered between August and December. The impact of the pandemic meant that significant challenges had to be addressed to deliver the programme safely with social distancing observed. Due to the impact of covid on attendance the programme was extended post-Christmas to ensure that all young people were supported to achieve their qualification. The FA at level 4/5 was designed by SDS to be delivered across the school year and the council had to seek permission to deliver over a shorter period to meet the needs of these pupils. SDS have recognised this success and have recently begun a procurement process for other LAs and colleges to deliver in this manner, recognising the benefits to targeted groups of learners and identifying the SLC model as good practice.

***Category 1: Service Innovation and Improvement***

**Title of Project: Early Years**

**Summary:** David Dick ELC Peripatetic teacher undertook a project to address equality and diversity issues for LGBT+ parents and children in early years settings.

The project took the form of training early years practitioners to analyse their learning environments, critique the resources available to the children and to identify the ways in which LGBT+ parent's experiences are erased from everyday playroom discourse.

Practitioners were taught how to understand how their own interactions can either facilitate, passively endorse, or actively challenge and disrupt stereotypical thinking in children's play, for example, regarding gender inequality.

Parents participated via information evenings and their views and questions were actively sought. Storybooks were bought which brought visibility to a diverse range of family structures and this allowed children to expand their worldview of what a family can contain.

A family in the setting who identified as LGBT+ praised the setting as their child had never seen their family unit represented before in an educational setting. In this way, the setting began to expand its perception of what inclusion and policy guidance like GIRFEC can mean. Parents, practitioners, and children responded very positively to the project, which has now become embedded practice in the setting. The project was recognised by Scottish Government as being innovative and David has been invited to share learning and practice within SLC but also by invitation from others who have heard about the work.

### ***Category 1: Service Innovation and Improvement***

#### **Title of Project: Digital Support for Teachers and Learners**

**Summary:** In response to lockdown, blended learning and recovery, the SLC Education digital team supported teachers and learners in a number of ways.

- The Staff Learning Centre site was originally created to support Continuity of Learning and this has now evolved into a site that is updated with resources and source of training materials with an extensive digital section.
- Weekly webinars providing training in digital tools were delivered during lockdown and these continue, tailored to suit the everchanging needs of teachers. These are recorded and stored on the site for teachers to revisit/review as necessary.

During lockdown, these covered a range of topics including:

- Google Classroom
- Google sheets
- Guardian Email Summaries
- Read & Write chrome extensions
- Equatio
- Google meet
- Prep for Blended Learning
- Accessibility tools
- Microsoft Teams
- Google Forms
- Live Video conferencing – using Microsoft Teams
- Live Video conferencing – using Google Meet
- Use of Chromebooks for distance and Hybrid learning
- Effective feedback – in person, at a distance and remotely
- Creating instructional videos

The ongoing webinars are now focussed on teaching pedagogy and learning using digital tools, rather than how to use the tool itself.

- Digital tools, apps and software were identified to support learning and teaching and these have been purchased centrally. This was in response to meeting needs of learners and schools, for example, Texthelp Read and Write, a tool supporting literacy access for learners and Schoolcloud, a platform to host online parent/carers consultation conversations. The first phase of training for both of these is now underway.
- A family learning centre website was created to provide parents/carers with access to support for learners working at home and this continues to be reviewed and updated with our new DO seeking feedback from families on how this can support them.

We have worked in partnership with RM Education, Google, Schoolcloud and a few others. However, the success of the training programme is mainly due to the commitment of those involved as teachers across SLC have engaged in training, shared their own areas of expertise and committed to ongoing professional learning enabling many of our teachers to become Google trainers and Educators.

### ***Category 1: Service Innovation and Improvement***

#### **Title of Project: Instrumental Music Service**

**Summary:** Our Online Showcasing profile has increased exponentially throughout the pandemic allowing us to reach school, local and national communities in a way that we have never before. We have achieved this through our innovative approach to learning and teaching where the IMS has incorporated the use of Digital Technology to provide pupils with an opportunity to learn, to lead, to work collegiately and to perform.

In the comfort of their own homes, pupils could access quality resources on Google Classroom, and were trained on how to audio and video record their work. A team from the IMS learned how to audio/video edit to produce and recreate the events and concerts that young people would benefit from pre-Covid. Each performance project was accessible and inclusive by design. **The IMS YouTube Channel** was inaugurated in May 2020 and hosts 36 video performances to date. IMS concerts have been streamed into classrooms all across SLC, as well as SLC offices, Residential and private homes. The IMS have engaged with pupils, teachers, school leaders, council leaders, music sector ambassadors such as HITS, MEPEG, SAME as well as a few national celebrities. The design framework of our digital delivery has ensured a continued progression pathway for learners as well as having enormous benefits to the positive health and wellbeing of children and young people.

### ***Category 2: Achieving Better Outcomes in Partnership***

#### **Title of Project: Partnership working with Money Matters**

**Summary:** An agreement was reached between Education Resources and Money Matters where, in return for advertising their services through school Newsletters and social media, Money Matters agreed to prioritise referrals which came from Head Teachers. This has had a great impact for some families who didn't know where to go to for help. Money Matters have also undertaken direct work with schools, for example Hamilton Grammar, due to their increased visibility within the Service. This has included, producing videos for parents on how to maximise their income and seek advice/support on things like benefits/debt.

Biggar High School, St John Ogilvie High School and Rigsby Primary featured in the Child Poverty Action Group Scotland's (CPAG) new "**Talking About Costs and Money at School**" national resource. These schools were identified as having good practice in relation to Cost of the School Day and their communication around this with pupils and families. St John Ogilvie High School and Rigsby Primary School also presented their work at a recent CPAG national event. St John Ogilvie's Cost of the School Day lessons generated particular interest and are being shared nationally.

### ***Category 2: Achieving Better Outcomes in Partnership***

#### **Title of Project: Rooftop Nursery EK – developed in partnership with shopping centre, their architects/construction and SLC.**

**Summary:** The 1140 hours expansion programme contributed to the Council's Economic Regeneration Priority of sustaining and improving Town Centres. East Kilbride Shopping Centre.

Like many other Tier 2 Centres throughout Scotland, in recent years have suffered from economic decline and the number of vacant retail properties has grown significantly. During and post COVID a number of major retailers are closing their outlets.

The Council entered into partnership with the owners of the Shopping Centre and have taken a long lease of a former night club premise within the centre. Here we have established the new **Rooftop ELC**, which serves a wide population.

The facility actively supports walking to the nursery but also is located in close proximity to both East Kilbride Bus Station and the Railway Station.

A key facility of the new nursery is the creative roof top garden external play area which has been recognised by SG as innovative practice.

Within South Lanarkshire, the Scottish Government's 1140 Hours Programme has been implemented in every community and this has significantly increased the opportunity for early learning and child care and employment opportunities throughout the Council area.

### ***Category 5: Just Transition to a Net Zero Economy***

#### **Title of Project: COP 26**

**Summary:** The Climate Emergency Newsroom (CEN) is a project developed in partnership between South Lanarkshire Council Education Resources and Glasgow University. For the first 2 weeks of November, 80 S6 learners from 17 South Lanarkshire secondary schools were based in a temporary newsroom in Glasgow city to report on the news from and the events surrounding COP26. Creating content for a blog aimed at primary school learners, the young people of the CEN worked dynamically to cover all the main news stories and outcomes from the summit with a view to bringing COP26 into the classrooms of all of our South Lanarkshire children.

The Blog can be accessed here: [climateemergency.news](https://climateemergency.news)

And the Twitter feed can be followed at [@cen\\_climatenews](https://twitter.com/cen_climatenews)