How to Learn for a Better Future through School - Youth Work Partnerships

Welcome!

February 25th 2021

PLEASE

- Mute your audio and switch off your video
- Put any questions in the chat box
- We will be recording the main webinar, but not group discussions
Welcome

Betsy King
Learning for Sustainability Scotland

Jenni Snell
YouthLink Scotland
Purpose of today’s session

• **Explore**  LfS in Scottish education and the role of school-youth work partnerships
• **Consider** how to build effective school – youth work partnerships supporting LfS
• **Inspire** new thinking and approaches for engaging young people
• **Share and celebrate** examples from around Scotland
• **Help you find the support** you need to take action
## Programme

### How to Learn for a Better Future through Youth Work - School partnerships

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Description</th>
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<tr>
<td>1600</td>
<td>Welcome and Introduction</td>
<td>YouthLink Scotland and Learning for Sustainability Scotland</td>
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| 1610  | LfS in schools: the role of school-youth work partnerships                    | An Interactive panel session featuring a panel of contributors from Education Scotland, School and Youth Work practitioners.  
*What is Learning for Sustainability and its place in schools? What does youth work bring to this?* |
| 1635  | LfS in Action in School - Youth Work Partnerships                              | Sharing three examples of practice                                                                                                           |
| 17.00 | Building effective school – youth work partnerships supporting Learning for Sustainability | Small Group Conversations  
*What are the key enablers and barriers?*  
*What support is needed to enable you to take action?* |
| 17:20 | Ways forward                                                                  |                                                                                                                                            |
| 17.30 | end                                                                           |                                                                                                                                            |
LfS in schools: the role of school-youth work partnerships

Panel Discussion:

Julie Beckett, Education Scotland
Kate Allen, Scotdec
Lesley Kettles, St Modan’s High School, Stirling
How to Learn for a Better Future through youth work and school partnerships

Julie Beckett
CLD Development Officer
julie.beckett@educationscotland.gov.scot

For Scotland's learners, with Scotland's educators
learning for sustainability
learning for a better world
“Above all we want to celebrate the passion, leadership and professional values and actions of practitioners and school leaders across Scotland. Their commitment to embedding LfS in the curriculum is helping to nurture a generation of children and young people who know and value the natural world. They are also committed to the principles of social justice, human rights, global citizenship, democratic participation and living within the ecological limits of our planet.”
Current educational context

NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

ACHIEVING EXCELLENCE AND EQUITY

FOR SCOTLAND’S LEARNERS, WITH SCOTLAND’S EDUCATORS

THE SCOTTISH ATTAINMENT CHALLENGE

SCOTLAND: THE BEST PLACE IN THE WORLD TO LEARN

How good is our school?

LOOKING INWARDS:

Transforming lives through learning

LOOKING OUTWARDS:

Learning from what happens elsewhere to strengthen our own thinking

For Scotland’s learners, with Scotland’s educators
Raising Attainment

- Non-negotiable high expectations for all
- Zero tolerance of underperformance
- Relentless optimism
- Poverty and performance should not be linked
- Constantly talking about standards
- Forensic focus on children’s progress: keep shining the spotlight on this
- Celebrating achievement, challenging underachievement
PISA 2018

Snapshot of Scotland’s results from the Global Competence assessment
Takeaway thoughts

• PISA data showed young people having high levels of respect for other cultures, but a below average interest in learning about them. How do we encourage such curiosity?

• It appears that knowledge of global issues and positive attitudes aren’t translating into student action. How can youth work and schools partnerships encourage greater participation?

• This survey was undertaken 2018 – how much will the climate strikes of 2019 and the pandemic of 2020 have changed pupil experiences?
LfS in schools: the role of school-youth work partnerships

Kate Allen, Global Education Adviser, Scotdec
Where’s this place?

There are big forests. They have large roads. They have beautiful coins. They have very tall mountains.

They eat frogs and snakes. There are no pickpockets. There are no black people. Guns come from there.

There are lots of old things. They have a nice climate. There are many shops. It has a large population. The people speak a beautiful language.

Their policemen wear red and black. They live in flats. There are many factories. There are lots of churches and hospitals.
LfS in schools: the role of school-youth work partnerships

Lesley Kettles, St Modan’s High and Stirling Council
Up On the Roof

ST MODAN’S, STIRLING COUNCIL AND THE CONSERVATION VOLUNTEERS

L KETTLES
How this project came about?

- Conversations with pupils about the tired, unused and unloved roof top garden at St Modan’s High School.
- The name came from the drifters song!

When this old world starts getting me down  
And people are just too much for me to face  
I climb way up to the top of the stairs  
And all my cares just drift right into space  
On the roof, it’s peaceful as can be  
And there the world below can’t bother me
Aims of the project

- Transform the roof top garden into a useable, green space for all the community. A well-being garden!
- Provide outdoor learning opportunities for pupils who are at most risk from disengaging in school, improving achievement and self-esteem.
- Increased opportunities for young people to build upon their skills, for learning life and work.
How the partnership came about?

- Stirling Council previously worked with TCV with the Ready for Work Programme (alternative school programme)
- Ready for Work Team were looking for a new project
- Funding opportunity came up with Covid Recovery Grant.
- The partnership was born!
Why is youth work important in school?

- Enhances education provision
- Expert guidance in outdoor learning
- A different way of engaging – new adult/new faces
- Pupils also have a choice whether or not they participate – (hoping therefore engagement/attendance will improve)
LfS in Action in School - Youth Work Partnerships

Gill Gracie, YouthLink Scotland
Partnerships in Practice
Outcomes

GIRFEC & 4 Capacities

Youth Work Outcomes

Impact of LfS on Education Outcomes

DYW Outcomes

DYW Outcomes

Impact of LfS on Education Outcomes

GIRFEC & 4 Capacities

Youth Work Outcomes

Outcomes
Skills Development

GIRFEC & 4 Capacities

Indicators supporting Youth Work Outcomes

Youth work skills Framework

SQA Skills for Learning Life and Work

Curriculum for Excellence Es and Os
### Learning for Sustainability will…

<table>
<thead>
<tr>
<th>Develop leadership and change-making skills</th>
<th>Improve learner engagement</th>
<th>Improve connection with/ appreciation of nature</th>
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</thead>
<tbody>
<tr>
<td>• Understanding impact on and place within communities and wider society.</td>
<td>• Consistently accessing learning opportunities</td>
<td>• Taking notice of nature and wildlife</td>
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<tr>
<td>• Taking social action</td>
<td>• Identifying personal goals</td>
<td>• Enjoying the sights and sounds of nature</td>
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<tr>
<td>• Representing views of young people</td>
<td>• Connecting personally with issues</td>
<td>• Regularly choosing to spend time outdoors</td>
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<tr>
<td>• Building awareness of issues in the local community</td>
<td>• Planning to achieve goals</td>
<td>• Noticing how being in nature impacts positively on own mood</td>
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<td>• Challenging prejudice and discrimination</td>
<td>• Starting and finishing tasks</td>
<td>• Taking care of plants, animals and the natural landscape</td>
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<tr>
<td>• Understanding political systems</td>
<td>• Achieving goals</td>
<td>• Considering the impact of own actions on the natural world</td>
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<tr>
<td>• Influencing decision making</td>
<td>• Supporting others</td>
<td>• Feeling connected to other living things</td>
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<tr>
<td>• Motivating others</td>
<td>• Gaining accreditation</td>
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<td>• Shaping activities of group</td>
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<td>• Building ideas with others</td>
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<td>• Acting with integrity</td>
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## Learning for Sustainability will...

### Emotional and Mental
- Identifying positive goals and working towards these
- Demonstrating self-awareness
- Managing emotions and behaviour
- Expressing thoughts, feelings and opinions
- Willing to step out of comfort zone – try new things
- Building strong relationships with others
- Asking for help when needed
- Learning from mistakes
- Being optimistic when things get difficult
- Engaging with the wider community

### Support Health and Wellbeing

#### Physical
- Engaging in regular outdoor activity
- Developing and sticking to fitness routines, including sport
- Working effectively in a team
- Taking responsibility for actions and consequences
- Assessing and managing personal risk
- Assessing and managing risks to others
- Demonstrating a knowledge of how food contributes to health and well-being
- Applying food safety principles to preparing and consuming food

### Develop life skills
- Meeting new people
- Making friends
- Supporting and empathising with others
- Working cooperatively with others on a shared task or goal
- Critically assessing information
- Prioritising tasks
- Identifying problems and generating creative solutions
- Managing conflict
- Making decisions
- Keeping track of resources
- Working to a deadline
- Representing others’ views
- Giving and receiving feedback
- Identifying new ways of working
Why Partner with Youth Work?

- Community-based
- Youth-led
- Active learning
- Outdoor learning
- Personal Agency
LfS in Action in School - Youth Work Partnerships

Fare Scotland and St Mungo’s Primary School

Pauline Wilson
LfS in Action in School - Youth Work Partnerships

The Outward Bound Trust
David Exeter, Head of Loch Eil Centre
To inspire young people to defy their limitations so they become strong, resilient and curious, ready for the challenges of life.
RCE Logo Use Policy

Introduction

In order to promote Regional Centres of Expertise on... and regulations.

The RCE logo use policy was developed to meet the conditions set forth by the UN Legal Office.
RCE Logo Use Policy

Introduction

In order to promote Regional Centres of Expertise on ..., the RCE logo use policy was developed to meet the conditions set forth by the UN Legal Office.
The journey back to working with young people:

- May 2020 – one page offer made to Highland Council Schools, via Highland Council.
- Support from our local councillor to make introductions.
- Fundraising campaign May-Aug 2020
- Unfurloughed Instructors in late July for Covid Secure training and planning for in school work.
- Launched the “local schools” programme from Aug-Dec 2020.
WHAT DID WE DO

In School

- Initially four schools local to our centre nr Fort William.
- Started with 12 Instructors, four days per week embedded into the schools.
- Working in partnership with Head Teachers, curriculum leads and individual teachers.
- Supported the recovery curriculum in Highland through outdoor learning.
- From October, moved offsite to with visits to our centre and increased adventure.
- High School programme for eight weeks in Nov & Dec 2020 for S3.
WHAT NEXT

Objectives for 2021

- A return to working with young people when possible in our local schools and further afield as soon as restrictions allow.
- Providing adventure days locally during holidays.
- A return to full Outward Bound and residential outdoor education from August 2021.
- Supporting & promoting the “Vision for Young People 2021-2031, that looks to guarantee all young people in Scotland a residential experience.
TOGETHER WE ARE OUTWARD BOUND

“We are all better than we know. If only we can be brought to realise this, we may never again be prepared to settle for anything less.”

Kurt Hahn
LfS in Action in School - Youth Work Partnerships

TCV and St Modan’s High School
Julia Duncan and Lesley Kettles
Up on the Roof

TCV Scotland and St Modan’s High School

Learning for Sustainability Scotland Webinar. 25.2.21
The Conservation Volunteers - what do we do?
Purpose of partnership for “Up on the Roof”:

- To work together to use the creation of a roof top garden to improve the learning, skills, employability and well being of pupils at risk of disengaging.
- Enhanced space
- Improved employability
- Alternative learning
- Improved well being
Key Ingredients to successful partnership:

- agreed programme outcomes

- agreed and defined roles /working to strengths

- agreed work plan and regular reviews on progress
Up on the Roof
Outcomes

- Enhanced greenspace/garden for nature/biodiversity and/or food growing
- Engaged confident young people with new skills and improved employability
- Enhanced well being and fitness through learning outdoors
- Improved behaviour through achievement and making a lasting difference and alternative accredited learning
Roles: TCV Scotland

- Planning /evaluation - Business development staff for funding bid
- Delivery - Expertise in practical and action-based outdoor learning using food growing, planting, conservation and biodiversity related tasks to engage and enthuse young people
- Use nature-based learning to grow the skills and confidence of young people to achieve
Pupils/Young people at risk of disengaging from classroom based learning

Consultation - young people can choose whether to be involved and lead design and delivery

Outdoor space(s)

Timetabling outdoor learning

Pupil led programme evaluation
Plans going forward...

- Up on the Roof has led to:
  - Plans to develop the Tiny Farm for the Autism Provision (30 pupils) and food growing area
  - Plans for a wider Green Action programme across high schools and ASN schools across Central belt and income generation to support a wider programme (TCV)
Julia Duncan
j.duncan@tcv.org.uk
www.tcv.org.uk/scotland
Building effective school – youth work partnerships supporting Learning for Sustainability

Small group conversations
What are the key enablers and barriers for LfS and youth work partnerships in schools?
What support is needed to enable you to take action?

In your group please:
• Unmute yourself
• Identify a facilitator and a notetaker (notes in Googledocs)
https://docs.google.com/document/d/1B1MPxayV71_CKMRNFLcV6fr00BXroEW--kOklQRZ1A/edit
Ways Forward
Mentimeter

• Go to www.menti.com
• Type in the code:
• Answer the question

Words to describe how you are feeling after this webinar
What next

Contact us:

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Send us ideas: for further webinars