

NORTH LANARKSHIRE COUNCIL

REPORT

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| To: Education Committee | Subject: Education for Citizenship in Scotland – Paper for Consultation And Discussion (Learning & Teaching Scotland) |
| From: Director of Education | |
| Date: April 2001 | |
| Ref: DS/KM | |

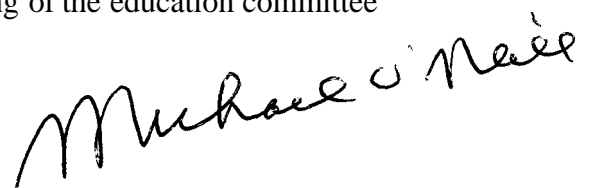
Purpose of Report

To inform the committee members of Learning and Teaching Scotland's consultation on education for citizenship and to seek homologation for the department's response.

Recommendations

The education committee is asked:

- (i) to note and approve this report
- (ii) to homologate the department's response to the consultation process
- (iii) to note the director of education's intention to table departmental guidelines on education for citizenship at a future meeting of the education committee



Members wishing any further information should contact:

Michael O'Neill, Director of Education on 01236 812336
Dan Sweeney, Head of Quality & Support Services on 01236 812291

North Lanarkshire Council – Education Department

Education for Citizenship in Scotland – A Paper for Discussion and Consultation

Report by Director

1. Purpose

To inform the committee members of Learning and Teaching Scotland's consultation on education for citizenship and to seek homologation for the department's response.

2. Introduction

- 2.1 In October 2000 Learning and Teaching Scotland published *Education for Citizenship – A Paper for Discussion and Consultation*. Responses were invited from schools and education authorities by 16th March 2001. (In a parallel move in December 2000 Community Learning Scotland launched a consultation document, Community Education and Active Citizenship inviting submission to the Scottish Centre for Active Citizenship by 6 April 2001).
- 2.2 In order to facilitate the consultation process the following steps were taken,
- (i) the consultation document was distributed to all establishments and within the Quality Development Service
 - (ii) pupil consultation materials were distributed to a range of schools
 - (iii) in partnership with Learning & Teaching Scotland a National Conference on citizenship in February 2001
- 2.3 The responses from all of the above were collated and helped to inform the departmental response which is attached as Appendix 1. A copy of the consultation document paper has been placed in the Members Library.
- 2.4 The authority's response highlights some of the innovative work being carried out in this area by North Lanarkshire Schools:-
- 1. establishment of effective pupil councils
 - 2. introduction of 'Golden Time'
 - 3. development of school/ community links
 - 4. school 'buddy' and anti-bullying initiatives

3. Future Action

- 3.1 Learning and Teaching Scotland intend that the consultation responses will be used to help frame a national statement on education for citizenship, supported by guidance materials. When this statement is published the authority will move to formulate guidelines to schools in North Lanarkshire on education for citizenship. At that point the director of education will return to committee to seek approval for the proposed guidelines.

4. Recommendations

- 4.1 The education committee is asked:

- (iii) to note and approve this report
- (iv) to homologate the department's response to the consultation process
- (v) to note the director of education's intention to table departmental guidelines on education for citizenship at a future meeting of the education committee.

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Michael O'Neill

EDUCATION FOR CITIZENSHIP IN SCOTLAND

A paper for consultation and discussion

Response from North Lanarkshire Education Department

Section 1: What is ‘citizenship’ and why is ‘education for citizenship’ important?

1. *The paper argues that schools and pre-5 centers have key roles to play in educating young people for active and responsible citizenship. (Page 1)*
What is your view?

The teaching of citizenship in a democratic context is sufficiently important to be part of every pupil’s entitlement provided that it is presented in a manner and using references that are appropriate to the age and stage of development of the young person.

Education for citizenship is a critical component of education for life, which is a key purpose of school education.

2. *How far do you agree with the broad view of the meanings of citizenship advocated in the document? (Page 2)*

North Lanarkshire Council takes the view that education for citizenship is concerned with developing the knowledge, skills, attitudes and dispositions necessary to prepare young people for active and responsible participation in the various communities of which they are members. The perspectives on citizenship contained in paragraph 1.1 (page 2) can sit comfortably within this definition.

While the precise understanding of education for citizenship continues to be a matter of debate, there is general agreement with the broad view advocated in the document.

There is a feeling, however, that there should be a more explicit reference to the *responsibilities* of the individual to both the local and global community.

Included within these responsibilities, is the issue of environmental responsibility and that the notion of sustainability is not only about political, community or even cultural issues, but has a global dimension that is integral to good citizenship.

Over/.....

3. *How far do you agree with the document's statements on the key characteristics of effective, responsible citizenship?
What additions or modifications would you wish to make?*
(Page 3)

The authority endorses the key characteristics of effective, responsible citizenship outlined on page 3.

Perhaps, in addition to “an ability todevelop informed views”, the word *attitudes* could be added since the expression of a view or opinion is normally characterised by the spoken or written word whereas an attitude can be expressed by, for example, a course of action.

There is also a view that the statement “.....that will dispose them to be active citizens now and later in their lives.” is a very ‘sustainable’ statement and that this should be recognised in the wording.

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Section 2: What should education for citizenship seek to achieve?

1. *Education for citizenship should aim to develop capability for thoughtful and responsible participation in political, social and cultural life.
How far do you agree with this statement of the overall goal of education for citizenship? (Page 4)*

North Lanarkshire Council agrees with the aim outlined and supports the view that education for citizenship is concerned with the development of appropriate knowledge, skills, attitudes and dispositions. The reasons for the inclusion of creativity as the fourth element of the overall goal are understood but it is a moot point whether it deserves singling out: like most of the related statements, it could be subsumed within *knowledge and understanding, skills and competences and qualities and dispositions*. In the context of the further references to creativity and enterprise (page 6) it is not clear whether we are talking about creativity or merely identifying adaptability and flexibility as desirable characteristics.

Again, there is a concern that, if it is not specifically referred to within the stated goals, sustainability could be overlooked as an important part of education for citizenship.

2. *What are your views on the approach described to defining and exemplifying knowledge and understanding associated with capable citizenship? (page 5)*

This authority welcomes the approach of defining the knowledge and understanding for citizenship. Some may express the view that where lists are given they become prescriptive and there is a danger of education for citizenship becoming a tick box exercise. However, North Lanarkshire Council feel that judicious use of these lists as a planning and auditing tool can facilitate the provision of a systematic, balanced, progressive, learning experience which relates at all stages both to the present participation of young people in their communities and to their eventual participation as mature students.

The provision of the exemplification should make local authorities' task of supporting schools more manageable in that it provides a focus for curricular materials, staff development etc.

3. *What are your views on the statements about skills and competences required ~~for~~ capable citizenship? (page 5)*

General agreement with the statements contained within the exemplification.

A suggestion that "*Make informed decisions on environmental issues, both local and global*" should be added.

4. *What are your views about the statements on values and dispositions? (page 6)*

General agreement with the statements contained within the exemplification.

5. *Give your views about the descriptions offered about creativity and enterprise? (page 6)*

General agreement with the statements contained within the exemplification.

EDUCATION FOR CITIZENSHIP IN SCOTLAND

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Section 3: Effective education for citizenship in practice?

1. *What are your views about the idea that citizenship is an entitlement for every young person? (Page 7)*

It is agreed that education for citizenship is an entitlement for all young people. As stated in Section 1, North Lanarkshire Council takes the view that the teaching of citizenship in a democratic context is sufficiently important to be part of every pupil's entitlement.

There is a strongly held view within this authority that citizenship should not be delivered as a discrete additional subject but rather, as a planned and coherent/ progressive set of learning experiences.

2. *What are your views on the four means by which education for citizenship can take place? (Page 7)*

The four means stated within the document are broadly in line with the view of North Lanarkshire Council.

Concern has been expressed regarding the implications of attempting to audit the delivery of education for citizenship within a school or pre-5 centre. The responsibility for ensuring that every young person receives a coherent, systematic and developing experience lies with the school/ centre management team.

3. *What are the implications of an inclusive, participative ethos for teaching and learning and for educational establishments? (Page 8)*

School ethos and organisation is capable of making a significant contribution to education for citizenship and its influence is likely to be most positive when, for example, there are good relationships within the school between pupils and teachers and between pupils and their peers.

Other features may include an ethos of achievement, pupils feel valued, opportunities for pupils to contribute to decision making about the school, a clear understanding of rights and responsibilities by all etc. etc.

While it is assumed that most, if not all, educational establishments would display at least some of these attributes, there is a need for all schools and pre-5 centres to work toward creating as 'perfect' an environment for its young people as possible.

Clearly, there are staff development, training and support implications for local authorities.

4. *How far do you agree that the stated features and experiences of learning are essential to education for citizenship? (Page 8)*

There is no disagreement with any of the features listed.

5. *Are there key features and essential experiences you would like to see added? (Page 8)*

Perhaps, once again, there is a need to include within the key features, rather than implicitly, a reference to sustainability.

Might it also be appropriate to include at this point, a statement about helping to maintain the rich bio diversity within the local community?

6. *What comments do you have on opportunities for education for citizenship within the 3-5 curriculum? (Page 10)*
7. *What comments do you have on opportunities for education for citizenship within the 5-14 curriculum? (Page 10)*

North Lanarkshire Council is committed to developing education for citizenship within all its establishments and, while values education generally, and values in education for citizenship in particular, are regarded as present within every area of the 5-14 curriculum, formal and informal, we have, as an authority, recognised the need to provide teachers and

managers with the tools to develop within their own school community.

These developments include a number of packs designed to enable schools to deliver aspects of the citizenship agenda not specifically dealt with within the formal curriculum.

While the list of examples contained within the document is regarded as helpful, there is perhaps a need to develop this list further in order to establish a clearer picture of the opportunities for addressing citizenship issues within the curriculum. This would be particularly helpful to managers and authorities in determining the nature of development, training etc.

8. *What are your views on the proposed approach to ensuring continued opportunity for learning related to citizenship, post - 14? (Page 11)*

This authority agrees with the approach being proposed as it does not accept the principle that citizenship could or should be delivered as a discrete subject in the school curriculum.

Learning outcomes are more appropriate and preferable to rigid programmes of study as they:

- Give schools flexibility to adapt existing programmes
- May be incorporated over a number of years in a development sequence
- Should become progressively more able to arrive to

9. *What are the implications of this approach for curriculum design management? (Page 11)*

There is a need to ensure that there is, within every educational establishment, a planned and coherent/ progressive set of learning experiences related to the curriculum.

Schools must also develop a culture and ethos within their establishment so that they can model practice inherent in

participative communities and provide opportunities to exercise responsible citizenship.

Clearly, there is a need for school management to take responsibility for auditing these programmes and for developing the culture and ethos within their own establishment.

There may also be implications for some subject principles and classroom teachers to ensure that issues relating to citizenship are not overlooked in their effort to deliver specific content.

Once again, awareness raising and staff development will be a key issue.

10. In your view, how might the interaction between schools and their local communities be fostered as a way of providing effective education for citizenship? (Page 12)

While there is an awareness of examples of many, highly structured, links between school and community, the most obvious being between school and industry through the work experience programme, it is generally accepted that most associations are informal 'add-ons' to the normal work of the school. This is not to devalue such links but to point toward the difficulty we may face in changing the nature of the way in which schools and community interface.

North Lanarkshire Council has, as part of its commitment to education for citizenship, begun the process of facilitating the sharing of experiences and ideas through the commissioning and writing of support materials. While this initiative may help individual schools to enhance their own provision, the difficulty of ensuring that every pupil has a 'community experience' cannot be overlooked. If, as an authority, we were to embrace this notion, desirable as it would seem, would we not be in danger of compromising the whole agenda if this aspect were found to be impossible to deliver? Could such an initiative be left to the goodwill of teachers or would formal training become a necessity? Would we require a person to coordinate community involvement within a local area?

Perhaps some of the answers may be found by encouraging and helping schools to maintain and develop their own (appropriate) links within their own community while developing the more formal links, as suggested, at the later stages.

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Section 4: Implications and next steps

1. What are the areas for further development? (Page 13)

Schools currently make a significant contribution to education for citizenship through:-

- The provision of planned sets of learning experiences within the formal curriculum and through extra curriculum programmes.
- The development of school cultures which are inclusive and participative.

The challenge for most schools, often working in cluster group partnerships and supported by authorities, is to bring greater coherence to these activities and to look with a fresh eye at current curricular practice with a view to establishing how topics/ themes/ units might be tweaked to accommodate the wider aims of education for citizenship.

There are many implications for local authorities, school managers, teachers etc., not least in terms of the staff development as well as curriculum development. In order to foster and maintain the enthusiasm and commitment of staff, we must provide them with the tools to deliver i.e. adequate support .material, in service training, time to reflect on their current practice, links with other agencies and community groups, etc. etc.

Within the Primary and pre-five centre, it may be easier to monitor and evaluate a child's development in education for citizenship due to the mode of delivery. While a primary class teacher may, throughout the course of an academic year, be able to plan where and how the appropriate learning outcomes can be overtaken across the full range of curricular areas, the position in the secondary may be more difficult. The need for school managers to carefully monitor education for citizenship across subject departments is understood.

Those who expressed a view on the subject of certification and accreditation were unanimous in their opinion that, while it is vitally important that good citizenship should be recognized, rewarded and acclaimed, it should not be certificated in the

same manner as other subjects. Section 3.1 states that “*The approach does not involve the creation of a new subject labeled ‘citizenship education’*” but certificating education for citizenship may have exactly that effect, the exception being the certification through modules for senior students involved in specific community involvement programmes.

It has also been pointed out that, while the document details the key characteristics of citizenship, it is not a ‘working document’ in that it requires to be contextualised for use in educational establishments. There are clearly development implications at both national and local levels.

Perhaps, though, the most commonly asked question is regarding audit. Who is responsible for delivering which aspects of citizenship? How do we know? What has to be done to ensure that young people receive their entitlement?