

**LGBT INCLUSIVE EDUCATION IMPLEMENTATION GROUP
NOTE OF MEETING**

**13.00 to 16.30, 18 SEPTEMBER 2019, CONFERENCE ROOM JAMES WATT A,
ATLANTIC QUAY, 150 BROOMIELAW, GLASGOW, G2 8LU**

Attendees:

Laura Meikle, Scottish Government (Chair)
Nicola Dickie, COSLA
Robert Eckhart, Scottish Government
Paul Sloan, Scottish Government
Cara Spence, LGBT Youth Scotland
Laura Pasternak, Scottish Youth Parliament
Barbara Coupar, Scottish Catholic Education Service (SCES)
Paul Daly, LGBT Youth Scotland
Katie Ferguson, *respectme*
Joan Lennon, Educational Institute of Scotland
Prof Ian Rivers, TIE Campaign
Megan Sneddon, Stonewall Scotland
Martin Hayward, Equality and Human Rights Commission Scotland
Eleanor Boyd, Scottish Qualifications Authority
Dr Laura-Ann Currie, Education Scotland (by Skype)

1. Welcome, introductions, apologies

Apologies were noted from:

- Jordan Daly, TIE Campaign
- Liam Stevenson, TIE Campaign
- Revati Campbell MSYP, Scottish Youth Parliament
- James Morgan, Scottish Qualifications Authority
- Jim Thewliss, School Leaders Scotland
- Sophie Bridger, Stonewall Scotland
- Phil Alcock, Scottish Government
- Stuart Downes, Scottish Government
- Trevor Owen, Scottish Government
- Charlotte Harrison, National Parent Forum of Scotland
- Joanna Murphy, National Parent Forum of Scotland
- Dr Rebecca Crowther, Equality Network

2. Note of last meeting (17 July)

The note of the last meeting was agreed for publication on the Scottish Government's website.

Completed actions

Actions 14 and 40 have been completed.

Showcasing of school-based good practice (Action 39)

LGBT Youth Scotland will discuss with Education Scotland how LGBT School Charter data could be used to inform the work of the sub group focussing on the resource audit and the showcasing of good practice.

3. Action Plan Review & Risk Register

The published action plan will be updated following this meeting to reflect the agreement of the proposals to take forward the initial teacher education and young people engagement recommendations.

The risk register has been updated to reflect external risks to implementation and notes where these can be mitigated by the delivery of the recommendations.

4. Engagement with Initial Teacher Education Institutions

The Group discussed the proposal put forward (set out below) by the Scottish Government for taking forward the recommendations (19-9 and 20-3) for further LGBT inclusion within initial teacher education (ITE).

All 11 ITE institutions have previously confirmed to the Scottish Government that they cover LGBT content within their courses. However, the extent to which each institution does so varies across each institution. Some universities are actively seeking LGBT Youth Scotland's charter mark and the majority engage with third sector organisations (such as LGBT Youth Scotland and TIE) to support LGBT inclusion in teacher education and practice.

ITE institutions offer a mixture of undergraduate and Post Graduate Diploma in Education (PGDE) courses.

The following challenges to further LGBT inclusion were highlighted:

- PGDE courses amount to 18 weeks of study, which adds pressure to the amount of course content that can be included. There is greater scope for capacity with undergraduate courses;
- There have been several asks in recent years from the Scottish Government for additional content to be added to ITE courses;

Action 49: Scottish Government to share a list of recent reporting requests made by SG to ITE institutions.

- ITE institutions are autonomous organisations and compete with each other for student numbers. Institutions are responsible for designing programmes that must comply with GTCS Accreditation requirements, so consistency of LGBT inclusion is difficult to achieve;
- Difficult for student teachers to know how much of their private lives they can include when delivering lessons i.e. if they have LGBT experiences; and
- Students on placement may find it difficult to champion or advocate LGBT inclusion if the school leadership team does not support them to do so.

With these challenges in mind, the Scottish Government outlined three options for taking forward recommendations (19-9 and 20-3) for further LGBT inclusion within initial teacher education.

1. Round table meeting with ITE institutions

Scottish Government officials can convene a round-table meeting with representatives from each ITE institution. The purpose would be to discuss ways in which LGBT content is currently included, how good practice can be shared and what additional help is needed to establish a common baseline or minimum level of LGBT inclusion throughout core ITE course modules. February 2020 was suggested as a good time to hold this meeting. The outcomes of the round-table would be presented to the Implementation Group to inform further actions to meet the recommendations.

2. Meet the General Teaching Council for Scotland (GTCS)

ITE institutions have aligned their core modules with the National Framework for Inclusion, which in turn is based on the GTCS Professional Standards for Teacher Registration. SG officials could therefore meet with the GTCS to discuss ways in which the professional standards currently under review might be updated to further reflect LGBT inclusion. Any changes would provide an additional impetus for ITE institutions to consider further inclusion within their core course modules.

3. Alignment with professional development recommendations

ITE institutions' approach is to start students on a career-long professional learning journey. Therefore, signposting ITE institutions to LGBT teaching resources, guidance and good practice will assist teachers with their professional development and help them to create and champion LGBT inclusion within the learning environment. As these outcomes will be delivered as part of the LGBT inclusive education recommendations, the Implementation Group could commit to making ITE institutions aware of them, once available.

Implementation Group Comments

The Group felt that as support for student teachers on placement and those on their probationary year and beyond is not within the control of ITE institutions, a further aspect of this work could explore what additional support can be provided.

The Group agreed options one and two. The Group considered that the third option should instead focus on communicating to school leadership teams the importance of LGBT inclusion and support for ITE students, probationary teachers and permanent staff. The third option should therefore be amended to read:

3. Communicate the importance of a culture of LGBT inclusion to school leadership teams to support student and probationary teachers as well as permanent staff.

It is important that communications to schools highlight the importance of supporting student and probationary teachers as well as permanent staff who may wish to champion LGBT inclusion during their time with the school. Consideration will be given to the format and timing of this communication, which could be included in the communications planned for phase two (in 2020).

Following this revision, the Group agreed the three options

Action 50: Scottish Government to take forward the three options agreed for increasing LGBT inclusion within ITE.

4. Parental Advice

The Scottish Government updated the Group on feedback from a National Parent Forum of Scotland event on 7 September. The event highlighted that parents and carers would welcome additional information about how they can support the objectives and aims of LGBT inclusive education. The Group consider the role of parents and carers as crucial to providing a supportive environment for LGBT children and young people and agreed to hold a discussion on how this can be taken forward at the next meeting.

5. RSHP Guidance: LGBT Section

The Group discussed the latest draft of the LGBT equality and inclusion annex to the draft RSHP guidance, which included revisions from Scottish Government, the TIE Campaign and LGBT Youth Scotland. During the discussion, the following comments were made:

- The guidance needs to be aligned with the online national RSHP resource;
- It is important that the guidance should also emphasise non-sexual and reproductive health aspects of LGBT relationships;
- The term 'understanding' in the thematic outcomes should be replaced with 'I am aware...';
- Language needs to align with the wider guidance document;
- Further consideration should be given to whether content is appropriately included within the LGBT equality and inclusion annex or if it should be moved elsewhere in the guidance;
- Quotes should not be included in the annex;

- The annex needs to link to RSHP curricular Experience and Outcomes and Benchmarks;
- Reference to asexual identities should be included elsewhere in the guidance;
- Clarify the types of relationships referred to in paragraph 4. If reference is to relationships in the widest possible sense, consider whether this should be moved to wider document;
- Include reference or footnote to Human Rights Act and Equality Act in thematic outcome f;
- Link Intersex 'I' in 'LGBTI working group' to separate Intersex/Variations of Sexual Characteristics annex;
- Consider in appendix 1 a reference to the original wording of the working group thematic outcomes and clarify that these have been expanded upon. Also consider duplication with the wider thematic outcomes in paragraph 6; and
- The Group agreed the TIE Campaign's suggested rewording of the draft senior phase LGBT themes in appendix 3.

Action 51: Education Scotland to review and comment on the LGBT equality and inclusion annex's alignment to the RSHP curricular experience and outcomes and benchmarks.

Action 52: Scottish Government to update the LGBT equality and inclusion annex to reflect the Group's comments and recirculate for final sign off.

6. Education Scotland Updates

Education Scotland updated the Group on the recommendations they are taking forward.

Curricular Benchmarks Review

Education Scotland is considering options to take forward recommendation 20-9, to review and develop LGBT specific curricular benchmarks. They are currently exploring the process and timescales involved in reviewing and possibly rewriting relevant curricular benchmarks. Education Scotland is also considering whether the desired outcome could be achieved through the reviewing of LGBT Youth Scotland's cross-curricular inclusion resource, which maps LGBT content to curricular Experience and Outcomes, with the view of producing additional guidance for schools. The Group requested further detail on these options.

Action 53: Education Scotland to present a paper on options for taking forward the review of curricular benchmarks at the November meeting of the Implementation Group.

Resources & Good Practice

Education Scotland is convening a stakeholder group, comprised of Implementation Group members, to take forward recommendation 19-7 to review LGBT inclusive

education resources. The first meeting of the Group will be in late September. The remit of this group is to:

- draw up a list of criteria for determining the merit of each resource;
- gather suitable resources;
- allocate resources for evaluation against the agreed criteria;
- Consider existing gaps; and
- recommend a set of resources for the Implementation Group's approval.

The resource audit is expected to be completed by February 2020.

Action 54: Education Scotland to share the agreed criteria and identified gaps with the wider Implementation Group.

Showcasing of Good Practice

Education Scotland is also considering how to take forward the showcasing school-based good practice recommendation (19-8) in tandem with the resource audit. This work will also be complemented by the proposed young people engagement sessions, which will focus on this recommendation.

Inspection Prompt Questions

Education Scotland confirmed that suggested prompt questions from Stonewall Scotland (recommendation 19-10) have been considered by their Inspection team for inclusion within their broader inclusive Quality Indicators.

Action 55: Education Scotland to confirm the wording of the included question.

4. Young People Engagement Proposal

The Scottish Government outlined a proposal, developed by the young people engagement sub group, for taking forward recommendation 19-5, to engage LGBT young people with the implementation of the recommendations. This included two suggested methods for engagement with young people.

1. National engagement session with LGBT young people

The outline proposal agreed at the 23 May Implementation Group meeting contained the suggestion of a bespoke and structured engagement session. The purpose of the engagement session is:

- To raise awareness of LGBT Inclusive Education recommendations;
- To receive feedback on current experiences of LGBT inclusion within schools and the work of their LGBT/Equalities Groups; and
- To use this feedback to inform the delivery of the recommendations.

Having reviewed the recommendations for delivery in phases one and two, it was suggested that the showcasing of school-based good practice (19-8) recommendation would especially benefit from young people's input, given their direct experience. Consultation questions based on this recommendation will be developed.

While feedback from primary school aged pupils would be valuable, it was agreed that the nature of the recommendations and the feedback sought is better suited to secondary school aged pupils. The young people sub group propose to approach participants via existing school level LGBT and Equality networks, with advice from LGBT Youth Scotland, Education Scotland and SCES. In choosing schools to approach, careful consideration will be given to ensure geographic, urban, rural and denominational representation.

The session could be run during February 2020 to avoid holiday and exam periods. The Sub Group will work to ensure a suitable time of day is identified to allow maximum pupil participation. A school venue, potentially in the Stirling or Dundee area, would be preferable in terms of costs and location.

10-15 schools will be chosen to participate. Each school will be invited to bring 2-3 pupil representatives of their networks, with a maximum of 40 pupils in total participating in the session.

The sub group will explore the option of young people facilitating parts of the session. Careful consideration is needed on the overall timings and facilitation of the session to ensure that it is fun and engaging for participants.

The sub group will seek to identify a school venue and, while budget will be required to cover travel expenses and suitable catering, will work to deliver a cost effective session.

A feedback report from the session will be produced, which will inform the implementation of the good practice recommendation (19-8) and the Implementation Group's decisions around the delivery of the remaining recommendations. Feedback will be shared with participating schools.

2. Regional engagement with young people

In addition to the national engagement event, which is likely to take place in Central Scotland, the sub group considered it important that an effective model be established for engaging young people in more geographically remote areas. Education Scotland has established Regional Improvement Teams based in all of the Regional Improvement Collaboratives and engages regularly with all local authorities across the country. Following the national engagement event, the sub group will develop a regional engagement pack and make contact with Education Scotland regional teams and local authorities to identify a lead officer for supporting regional engagement sessions. The sub group will work with Education Scotland and local authorities to consider the programme of regional engagement. The feedback

from regional engagement sessions would be passed on to the Implementation Group to inform delivery decisions.

During the discussion of the two options, Implementation Group members raised the following points:

- Output from the engagement sessions has to be clearly communicated to participants, perhaps using a *you said, we did* approach;
- Consideration should be given to what advice or suggested actions participants could take back to their schools;
- Follow up support for LGBT inclusion could be offered to participating schools;
- There is an opportunity for Scottish Youth Parliament members to be involved or help facilitate the national event;
- When choosing participating schools for the national or regional events, consideration should be given to schools that still have yet to achieve LGBT inclusion; and
- The sub group should seek views from the Scottish Government's Children's Rights Participation Team in planning the engagement events.

The Implementation Group approved the proposal for young people engagement, subject to the above points being considered by the sub group as they take forward planning for the events.

Action 56: The Young People Engagement sub group will take forward planning for the national and then regional engagement events.

9. Any Other Business

Scottish Catholic Education Service Equality and Inclusion Resources

SCES updated the Group on the positive uptake of their equality and inclusion resources that were published in 2018. SCES are currently evaluating their use.

School Health and Wellbeing Census

LGBT Youth Scotland asked the Scottish Government to confirm if sexual orientation and gender questions will be included in the new census that is under development.

Action 57: Scottish Government will clarify their position in relation to the inclusion of sexual orientation and gender questions in the new School Health and Wellbeing Census.

10. Date of next meeting

The next meeting of the Implementation Group will be:

- 10:30 to 13.30, **Wednesday 20 November**, Conference rooms C+D, St Andrew's House, Edinburgh