

# Schools and teachers as agents of change (towards **S**ustainable **D**evelopment **G**oals)

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# Outline

- Scottish context, whole-school approaches to SDGs (Betsy King)
- Agency for change in schools (SDGs implicit/explicit)
- Planning, implementing, evaluating change; multiple perspectives
- Value of collaboration, school-university partnership

# SDGs implicit/explicit

## SDG 4 *Ensure inclusive and quality education for all*



## Scotland's National Performance Framework

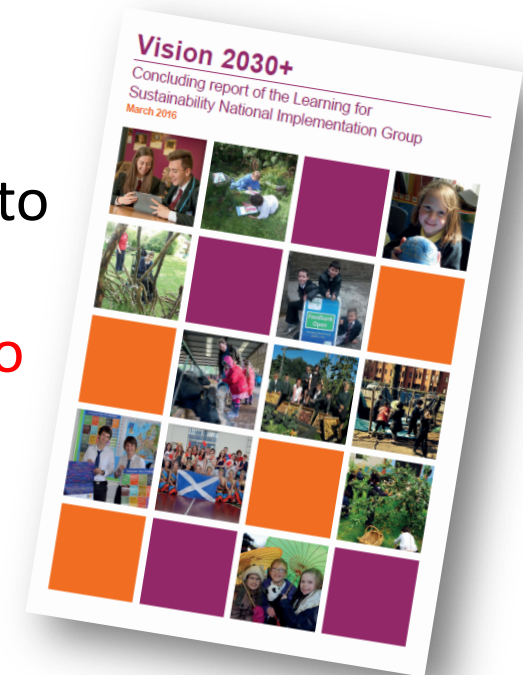
## UN Sustainable Development Goals 2015-30



# Vision for Scottish Education

## Learning for Sustainability in all educational settings:

- An **entitlement** for all learners
- Every practitioner, school and education leader to demonstrate it in their practice
- **Every school to have a whole-school approach to it**
- All school buildings, grounds and policies to support it.
- A national, strategic approach to embed it.
- [Learning for Sustainability on the National Improvement Hub](#)
- [View the new Scottish Government Learning for Sustainability Action Plan](#)



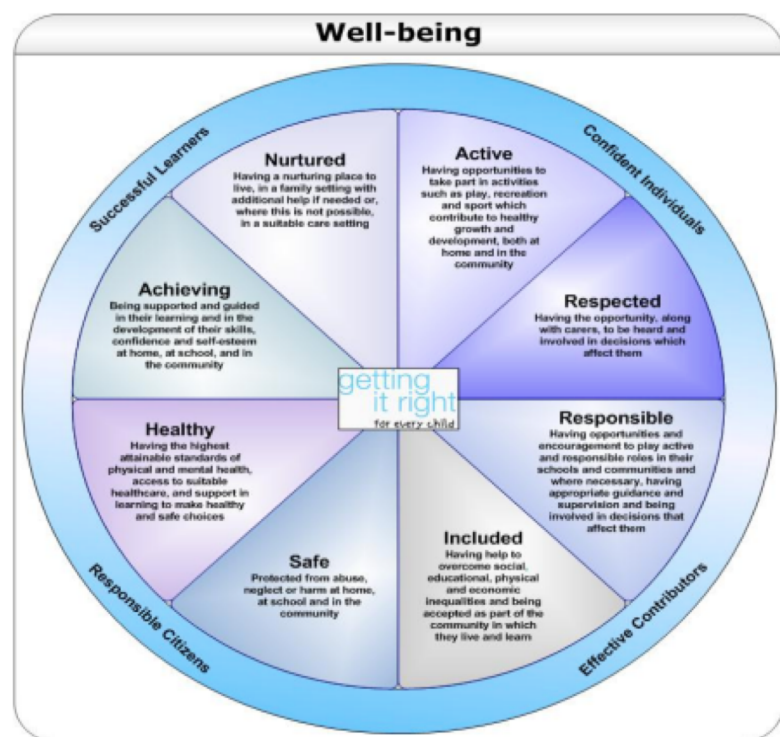


# Whole school and community approach to Learning for Sustainability Education Scotland 2016

EMERGING PRACTICE		HIGHLY EFFECTIVE PRACTICE
<p><b>Curriculum, Learning, teaching and assessment</b></p> <p>LfS themes have been embedded in a few obvious curriculum areas as a result of the commitment of a small number of dedicated practitioners and/or involvement in award programmes. Some attempt has been made to connect learning across a small number of subjects or curriculum areas through one-off focus days/ theme weeks. Learners in some classes or pupil groups are developing skills for learning, life and work through LfS. There is some evidence of high-quality learning experiences relating to LfS in our school but a consistent approach is yet to emerge. Learners have some opportunities to contribute to the life of the school and wider community. (HG/OS4? Q.I. Links 2.2, 2.3, 2.6 ,2.7, 3.1, 3.2)</p>	<div>1 2 3 4 5 6 7 8 9 10</div> <p>Our next step:</p>	<p>The development of our curriculum is underpinned by a whole school approach to LfS. LfS themes and approaches are embedded in the four contexts for learning. All practitioners demonstrate LfS in their practice and all learners receive their entitlement to learning for sustainability. Outdoor learning is a regular, curriculum-led experience. Learners engage in motivating and relevant interdisciplinary activities relating to topical LfS themes. LfS is being used to promote skills for learning, life and work including leadership and higher order thinking skills. Our learners contribute effectively to the life of the school and wider community. Learners' LfS achievements are recorded, recognised and accredited, where appropriate.</p>
<p><b>Partnerships</b></p> <p>Our school has partnerships with a number of local organisations, businesses and national third sector organisations including charity and voluntary groups.</p> <p>Some parents are involved in our LfS work through the parent council or volunteering for one-off events. (HG/OS4? Q.I. Links 2.5, 2.7)</p>	<div>1 2 3 4 5 6 7 8 9 10</div> <p>Our next step:</p>	<p>Our school effectively engages with partners to promote a coherent whole school approach to LfS. We have a clear strategy for growing existing LfS partnerships and establishing new ones. The school is recognised as being open to new ideas and is highly regarded for the active role it plays in personal development and active citizenship. LfS activities have significantly enhanced parental and community engagement. Relationships between staff, learners, parents and wider community groups are wholly positive and mutually beneficial.</p>
<p><b>Ensuring wellbeing, equality and inclusion</b> <b>Raising attainment and achievement</b> <b>Creativity and employability</b></p> <p>Some learners have the opportunity to engage in activities such as charity fundraising, conservation work, campaigning and awareness raising through committees, clubs and societies. Pupil councils and focus groups are in operation but we have yet to consider how their work relates to LfS across the whole school. LfS activities are improving outcomes for some learners particularly through participation of pupil groups or as a result of a small number of committed practitioners. Some learners are being given an opportunity for personal achievement in LfS. Staff are beginning to engage children and young people in meaningful discussion about their skills development in relation to LfS activities. (HG/OS4? Q.I. Links 3.1, 3.2, 3.3)</p>	<div>1 2 3 4 5 6 7 8 9 10</div> <p>Our next step:</p>	<p>LfS activities support our ethos and culture of participation and inclusion (linked to GIRFEC and the UNCRC). There is a strong focus on learner voice in decision-making and planning. We value and celebrate diversity and challenge discrimination and prejudice. LfS is helping to achieve the best possible outcomes for all learners. Motivating and engaging LfS experiences are raising attainment and promoting a culture of achievement. Particular attention is given to removing barriers to learning and raising attainment of our most disadvantaged learners. Learners contribute to the school and society as global citizens, developing an international mind-set to help them thrive in an increasingly globalised world. LfS methodologies support creativity and encourage learners to think critically, be imaginative, open-minded and solution-focussed. Information about careers linked to the breadth of the LfS agenda is embedded within learning and teaching.</p>

# Scottish context – addressing inequality

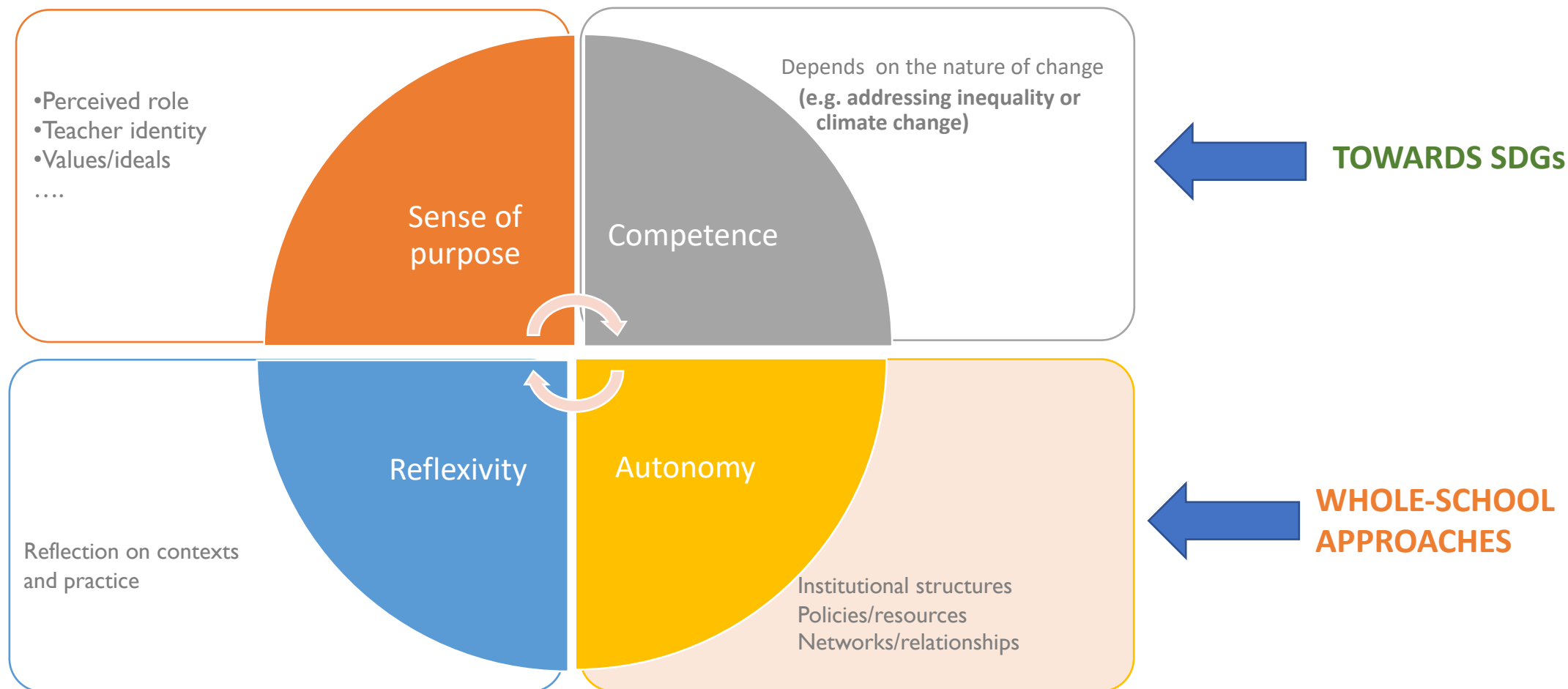
- *Teaching Scotland's Future*: teachers as 'prime agents of educational change'
- closing poverty-related gap in attainment
- *Getting It Right for Every Child* indicators



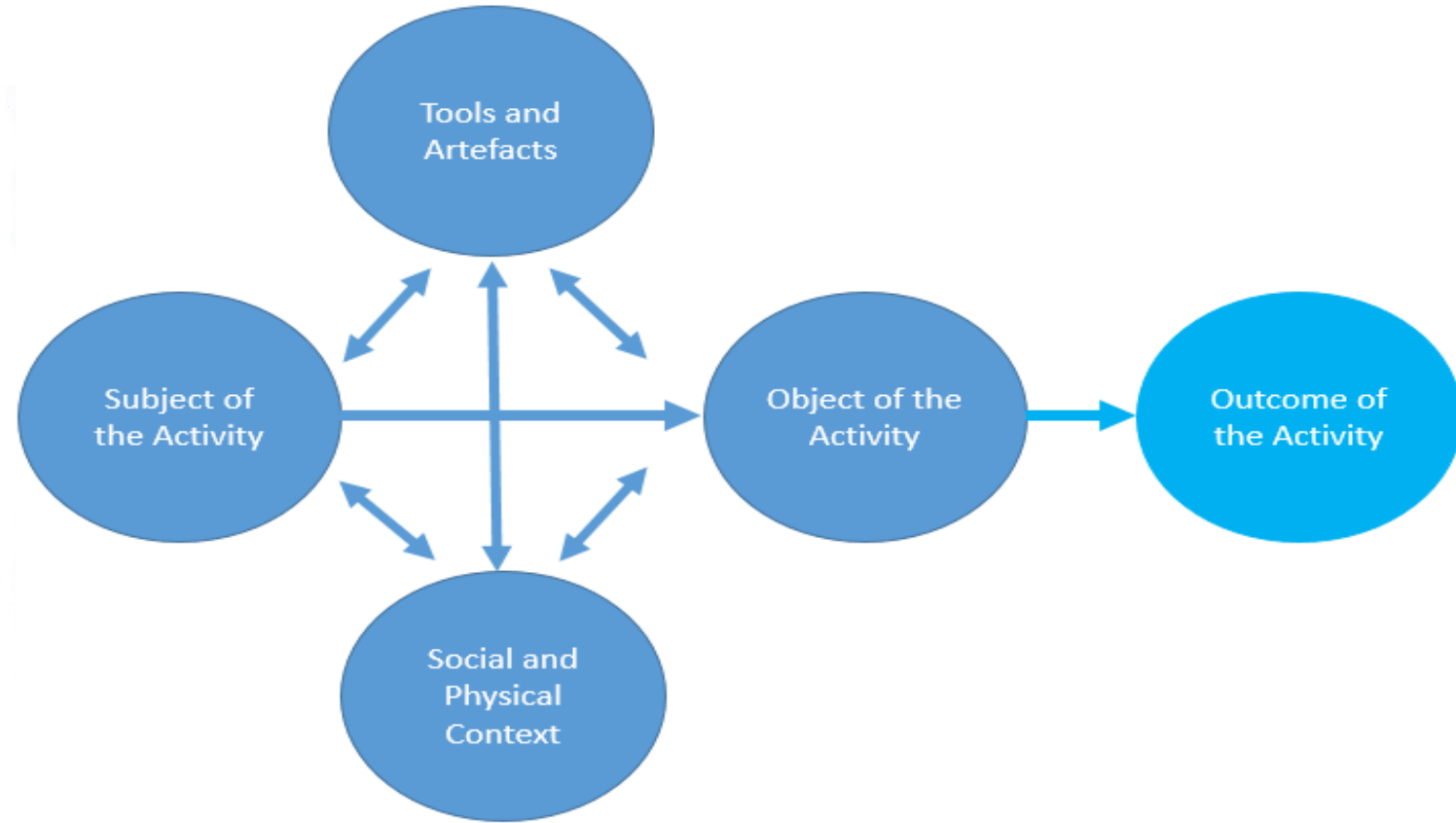
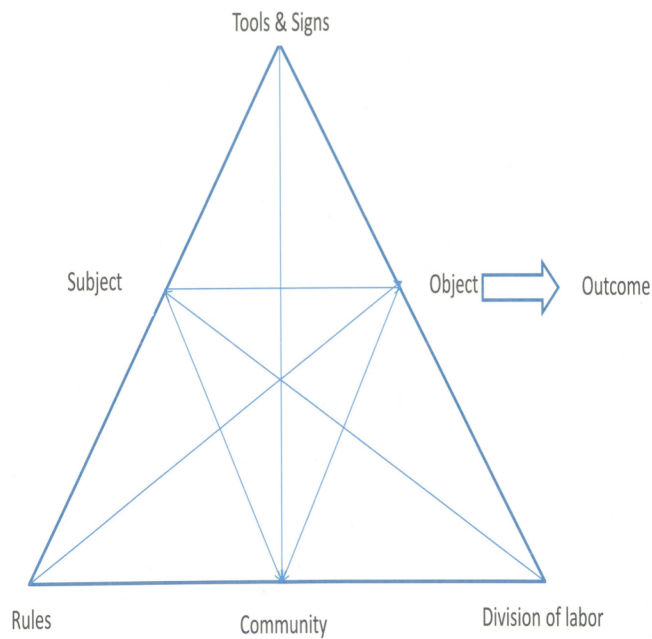
**Whole-School Approaches** essential, but can be challenging for schools

**ACToolkit** aim is to incorporate steps for planning, implementing, and evaluating change into schools' regular self-evaluation and development processes

# Teacher Agency (for Change)

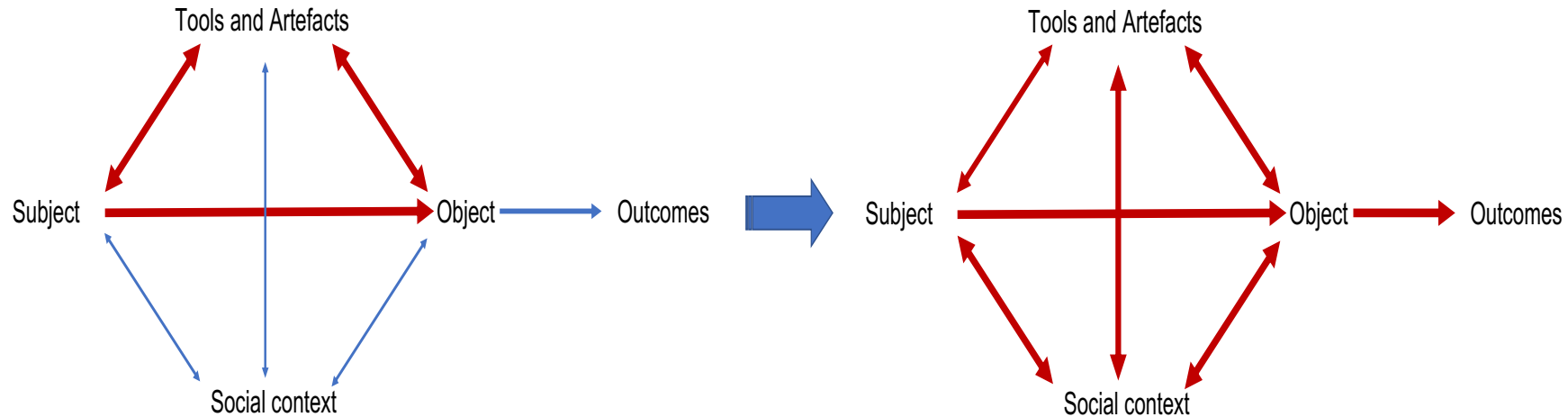


# Activity theory-based tool (simplified)



Hollenweger, J., Pantić, N. & L. Florian (2015). Tool to Upgrade Teacher Education Practices for Inclusive Education. Strasbourg: Council of Europe. Available at: <https://tinyurl.com/mapping-tool>

# Activity theory – ‘Expansive learning’



**Subject** - person/s that is/are carrying out the activity (e.g. teacher, school)

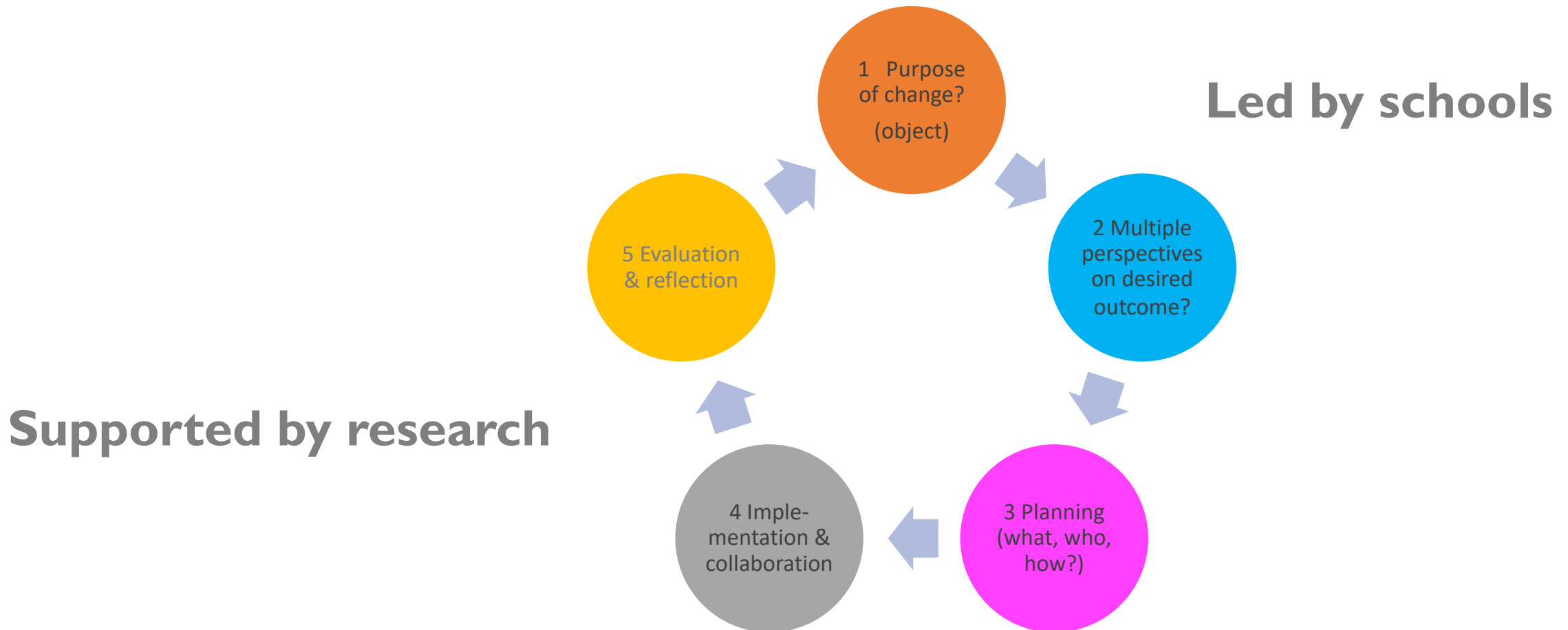
**Object** - the focal point of the activity, it defines what the activity is directed towards (e.g. SDGs)

**Outcome** - wanted and unwanted results or impacts of an activity

**Tools & Artefacts** – physical or cognitive tools used to carry out the activity (e.g. action plans, indicators)

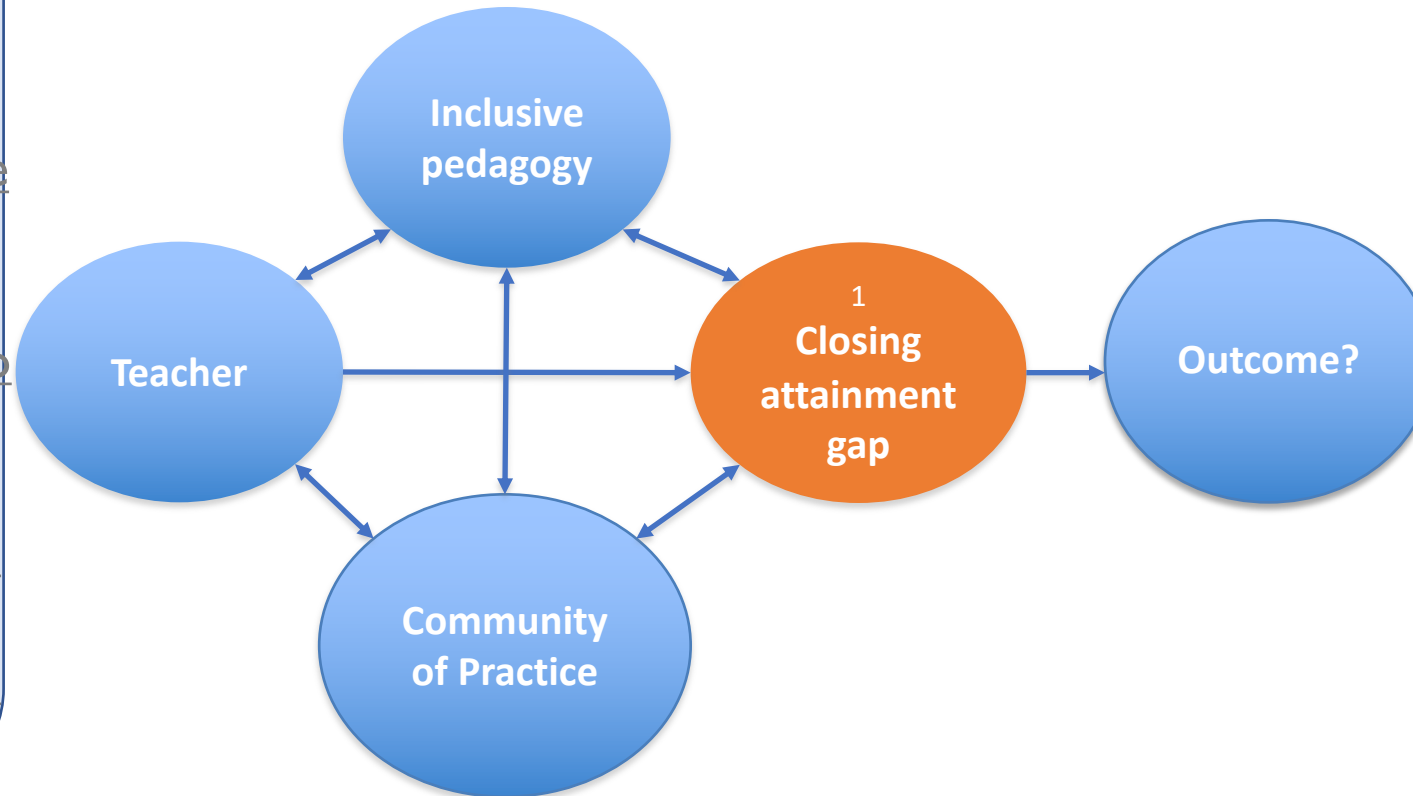
**Context** - social setting or environment in which the activity is carried out

# Planning /implementing /evaluating change



# I. Change purpose – example of teacher perspective

‘We are responding to the ‘attainment challenge’ in a way which is labelling students – quite literally, we have a group of students who are known to staff and themselves as ‘the closing the gap group’...being offered a range of supports and interventions...I want us...to take time to listen deeply and well to the voices in our school community...to make changes that are meaningful in students’ lives as well as in their exam

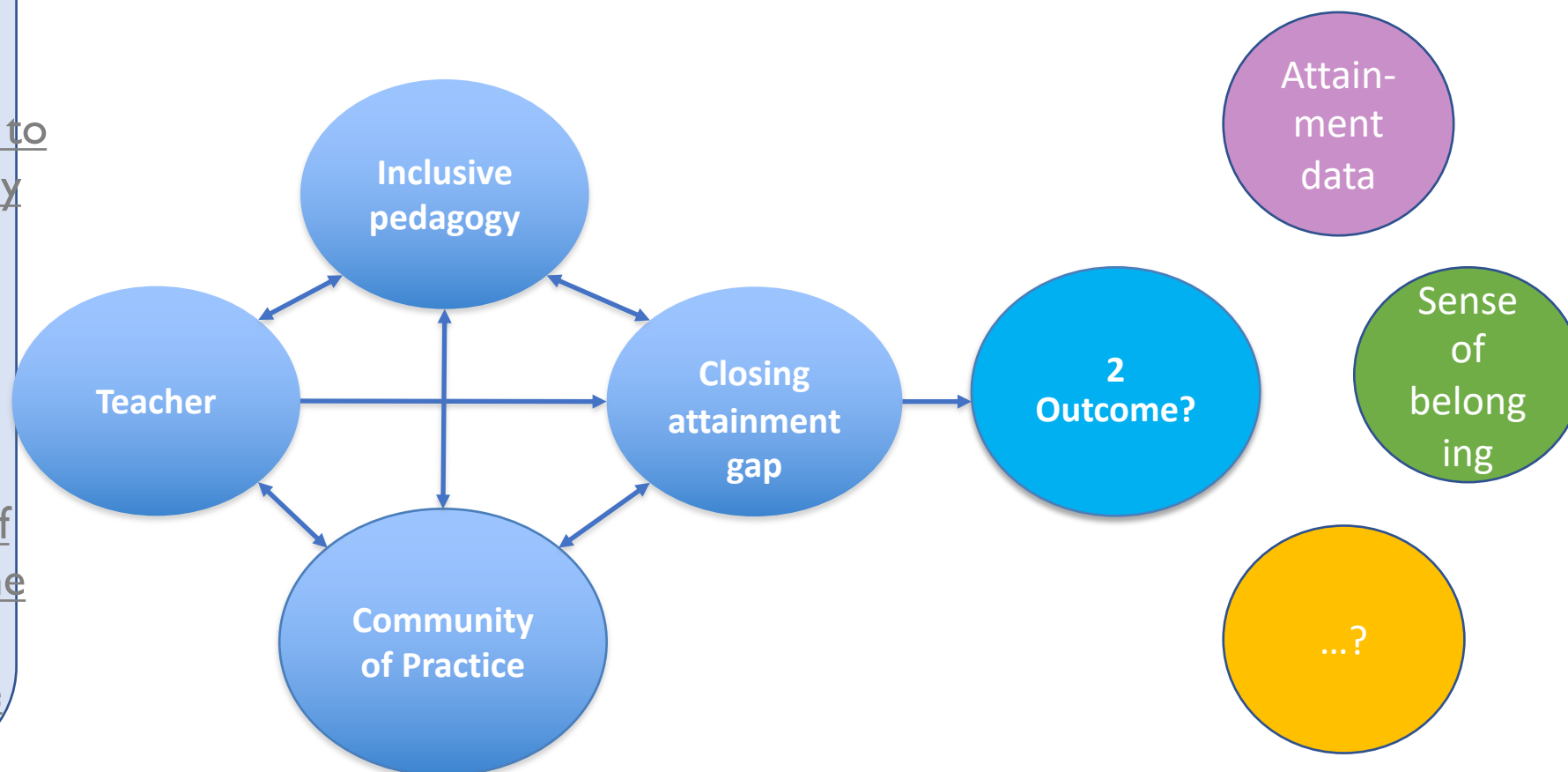




## 2. Desired outcomes – multiple perspectives

Numerous conversations I've had with my head teacher about this has involved a repeated discussion of the number of tariff points particular students are going to need to pick up to statistically 'close the gap'...

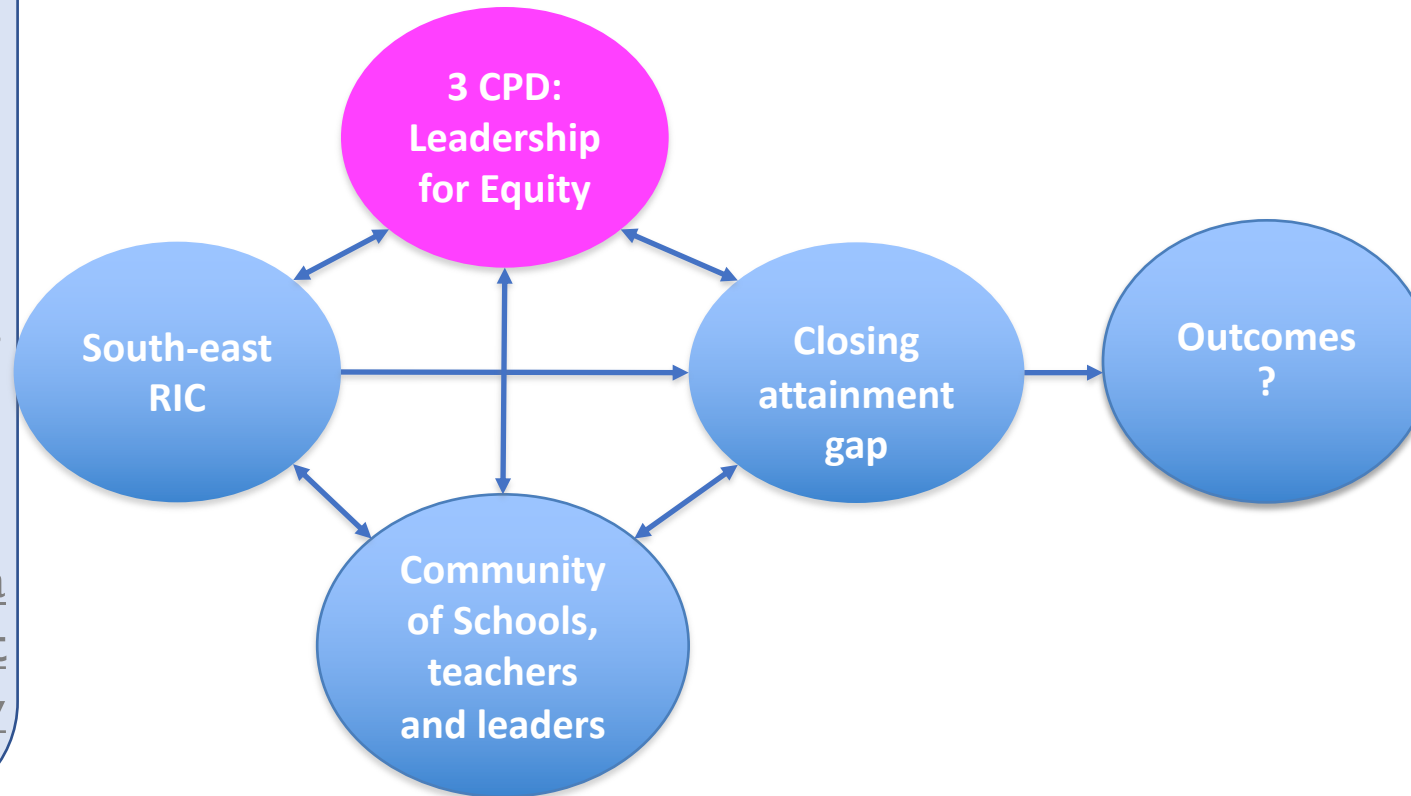
Our energies are being invested heavily in how to coach kids over the finishing line of exams rather than taking a more holistic view of their education and having the confidence that in offering them a good and worthwhile experience...





### 3. Planning: policy-maker perspective

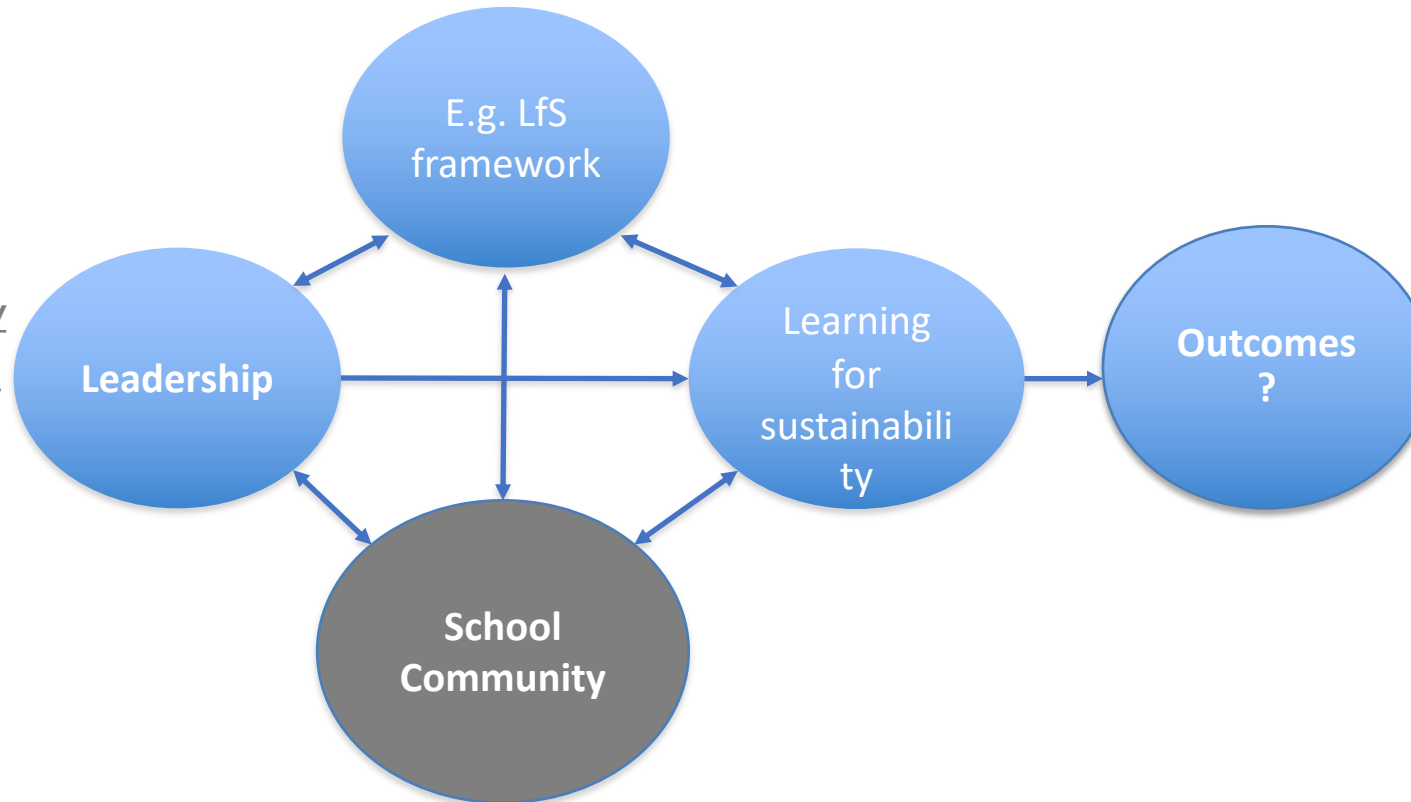
This approach is aimed at ensuring that the national priority to achieve Equity is aligned with the day-day practice of all Edinburgh practitioners and across all Edinburgh Schools. This will provide school leaders and practitioners with: the 'Why, The 'How' and 'The What' for Leadership in Equity;... to apply new knowledge, understanding and skills to a school improvement project aimed at closing the poverty related attainment gap



## 4. Implementation & collaboration: whole-school approaches

LfS framework summary:

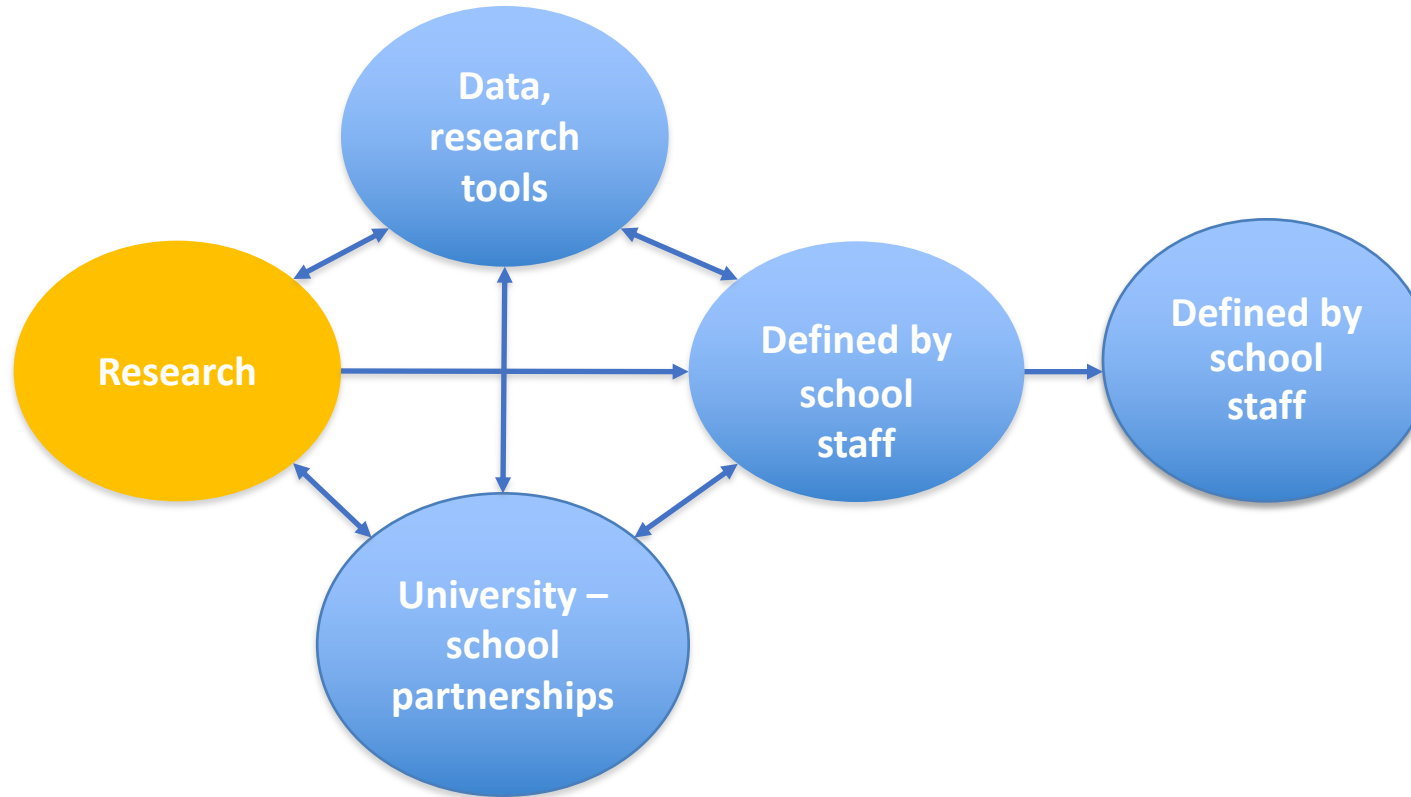
‘LfS activities support our ethos and culture of participation and inclusion (linked to GIRFEC and the UNCRC). There is a strong focus on learner voice in decision-making and planning. We value and celebrate diversity and challenge discrimination and prejudice. LfS is helping to achieve the best possible outcomes for all learners... Particular attention is given to removing barriers to learning and raising attainment of our most disadvantaged learners.’



## 5. Evaluation & reflection: research perspective

Research can offer:

- Tools for mapping both processes and outcomes of change in schools, e.g.: TRAC reflective log
- Research-based feedback and support to enact change (e.g. to use 'data' available to schools to understand and address specifics challenges)
- Facilitate professional reflection



# Example of tools

**WHAT**  
Think of a time (over the past term) when you tried to make a difference in your school: What was your aim? What did you do?

**WHO**  
If anyone, whom did you approach to help you make the difference? Please name people within or outside school in the order in which you approached them.

**Person 1**

Role:

Code:  ⓘ

Type of Interaction:

Why did you go to this person?

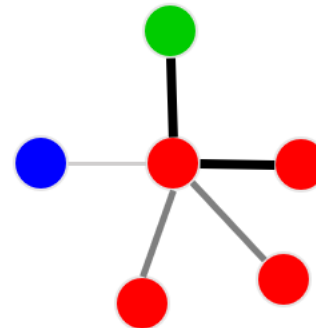
How did this person help you make the difference?

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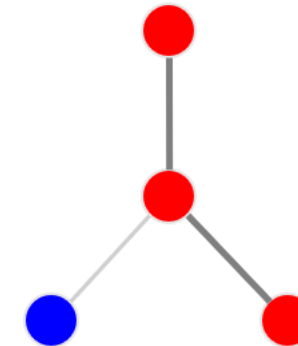
**REFLECTION**  
What difference did you make? What worked? What did not work? Reflecting back on this experience, what would you do differently and why?

Submit form

Agency

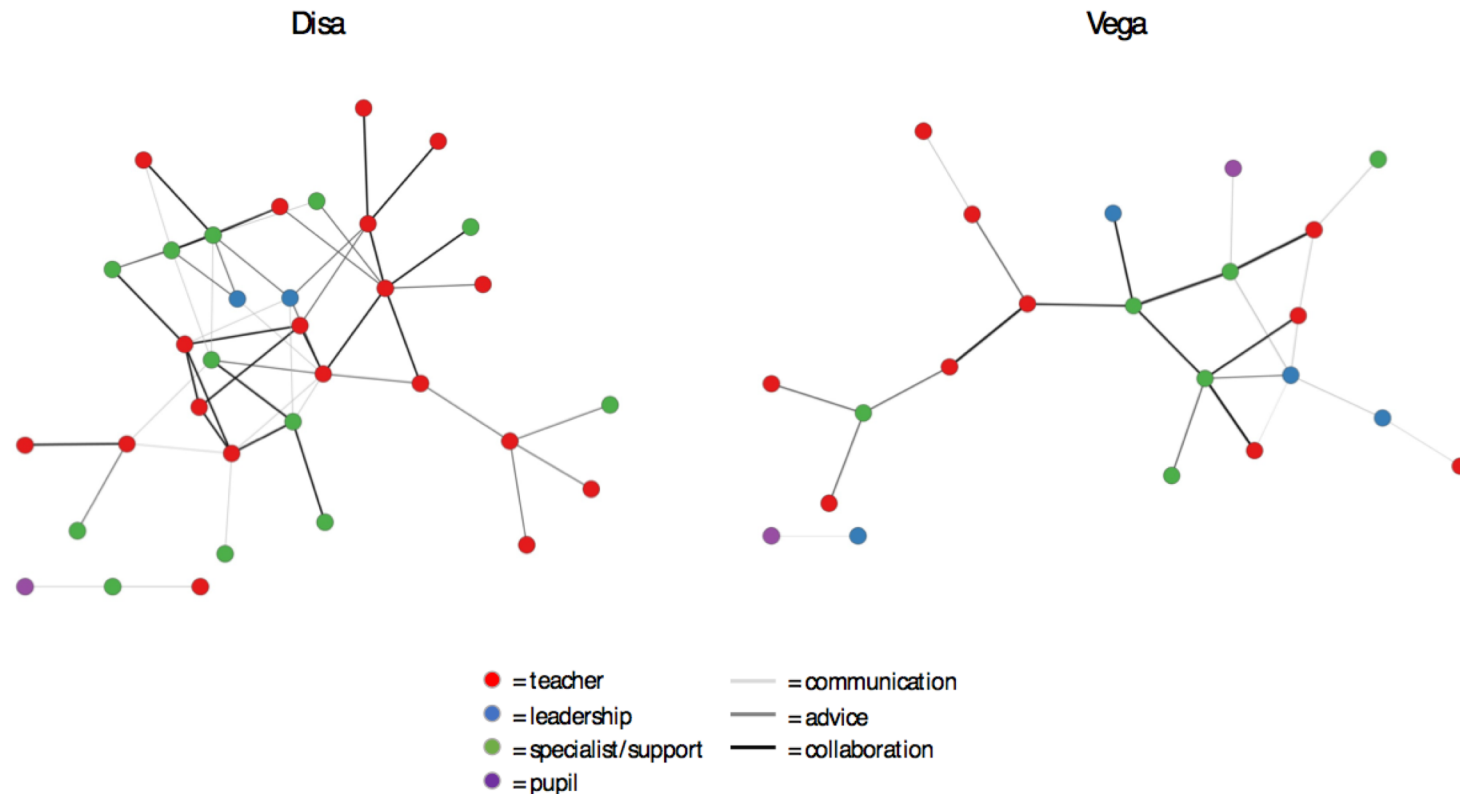


Role Implementation

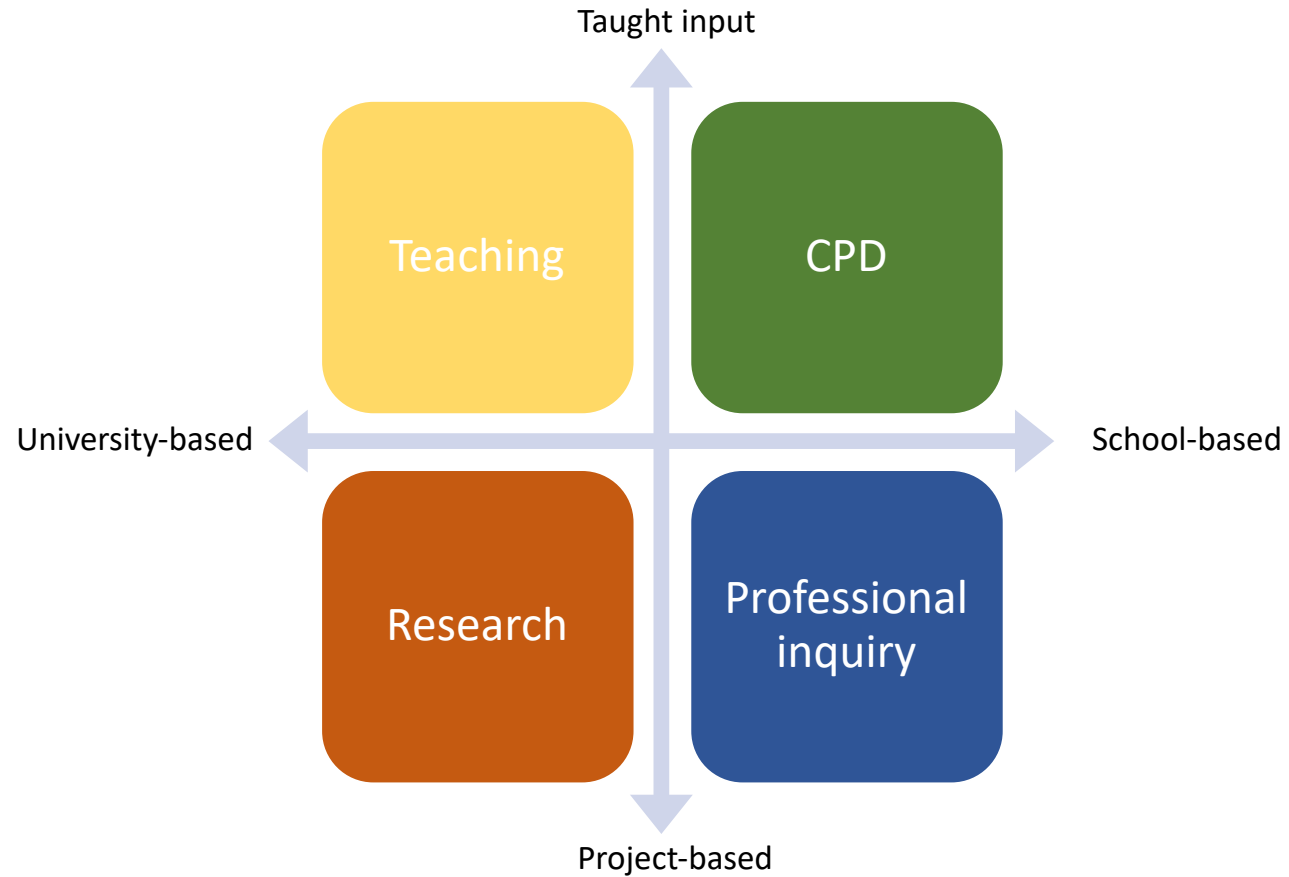


- = teacher
- = leadership
- = specialist/support
- = communication
- = advice
- = collaboration

# Example of prof. development workshops with two schools: School Networks for Student Learning and Wellbeing



# University-school partnerships



# References

- Hollenweger, J., Pantić, N. & L. Florian (2015). Tool to Upgrade Teacher Education Practices for Inclusive Education. Strasbourg: Council of Europe. <http://pjp-eu.coe.int/en/web/inclusive-education/documents>
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- Pantić, N., Taiwo, M. & Martindale (2019). Roles, practices and contexts for acting as agents of social justice - student teachers' perspectives. 25:2, 220-239