



## Upstream Battle Professional Learning Programme Twilight Four and Concluding Report

*This Programme is funded by The West Partnership and implemented by Keep Scotland Beautiful in partnership with Education Scotland.*

Prepared June 2020

### Background

Focused on the River Clyde and its tributaries, Upstream Battle aims to raise awareness, gather evidence and inspire action to prevent marine litter at source. Communities, individuals, schools and the private and public sector are all encouraged to work towards one common goal: to stop litter from getting into the Clyde.

Available for teachers across the West Partnership Collaborative, the aim of the Upstream Battle Professional Learning Programme (PLP) is to develop confidence in delivering on each pupil's entitlement to Learning for Sustainability (LfS) and build STEM skills through the context of source to sea litter. The PLP is delivered through a blended learning model combining four face to face twilight sessions and online learning. An interdisciplinary approach supports skills in enquiry-based learning.

Online applications were received from 61 applicants representing 57 different establishments (early years, primary and secondary) across all eight local authorities of the West Partnership Collaborative (table one).

Local Authorities	Number of applicants	Establishments represented	Early Years	Primary	Secondary	ASN
East Dunbartonshire	11	10	2	6	3	0
East Renfrewshire	6	6	1	3	1	1
Glasgow City	9	9	1	8	0	0
Inverclyde	4	3	0	3	0	1
North Lanarkshire	5	5	0	5	0	0
Renfrewshire	10	8	1	9	0	0
South Lanarkshire	11	11	1	9	0	1
West Dunbartonshire	5	5	1	2	2	0
<b>Total</b>	<b>61</b>	<b>57</b>	<b>7</b>	<b>45</b>	<b>6</b>	<b>3</b>

*Table One: Breakdown of applications for the Upstream Battle Professional Learning Programme*



## Programme Outcomes

- Build confidence and develop STEM skills in the context of source to sea litter.
- Support HGIOS best practice by taking a whole school approach to Learning for Sustainability.
- Collaborate across schools, communities and partners in the STEM family to learn and share best practice.
- Create applied local learning opportunities in a range of STEM activities, raising attainment and achievement
- Receive direct support to gain or renew an Eco-Schools Scotland Green Flag Award.

## Twilight Four

Four twilights were held between Thursday 13 – Wednesday 19 February 2020. Hosting schools included St Conval's Primary School, (Glasgow), St Peter's Primary, (South Lanarkshire), Boclair Academy, (East Dunbartonshire) and Our Lady of Peace Primary, (Renfrewshire).

This twilight provided an opportunity for participants to reflect on their enquiry and identify opportunity for next steps including connecting with different people in the school community and relevant external organisations. Participants shared positive feedback about successful pupil engagement as well as perceptions of limiting factors such as local geography. Discussion about the focus of enquiries and their relation to the source to sea continuum revealed a majority tackling issues of consumption, disposal, and local pollution. Discussion included points about locus of control, perception of impact, and relative power to bring about change. Participants were encouraged to reflect and share learning and teaching approaches that could support development of activity in areas of the continuum they identified as more challenging. Examples included activity to encourage awareness of processes of social change, their timelines and factors, effort and contribution-based recognition and the connection of activity to values. Participants spoke about increased awareness of source to sea litter across the school community and pupils' changing behaviour. They identified next steps to embed this. Some participants identified recycling system and infrastructure changes to support next steps and new partnerships to enable this.

## Participants

A total of 25 participants from early years, primary and secondary establishments took part across the four twilights, representing six of the eight local authorities in the West Partnership Collaborative. Inverclyde and West Dunbartonshire were not represented. Several participants were not able to attend twilight three due to commitments ahead of the December break and this may have impacted on attendance at the final session. Some participants later reported that they found emails from me caught in the Junk folder. No further resources for twilight four were made available online via Microsoft Teams to allow participants to focus on completion of the online tasks and prepare for the concluding event.

## Activities

Activities provided an opportunity for reflection on schools' enquiries, self-evaluation of progress in Learning for sustainability and discussion on next developments. They included:

- A reminder of the initial questions that had been the starting points for schools' enquiries.



- An activity to reconsider the source to sea continuum and the intersections where options for change are possible. (reconnecting schools' focused areas of enquiry to the broad context for their enquiry)
- An activity to observe and reflect on the schools' cumulative activity and partnerships in relation to the source to sea curriculum. (visual summary of engagement with continuum sections)
- Conversation to explore the rationale for their chosen focus, and opportunities and approaches for next steps.
- Reflection on educators' own professional development and whole school and community approach to Learning for Sustainability in relation to their enquiry and activity.
- Q & A on preparation tasks for summative event.

## Online learning

The PLP uses the online platform of Microsoft Teams to support participants to engage in conversations, share resources and complete a series of online learning activities (table two):

Activity	Timeframe	Duration
<b>Online learning activity 1/2:</b> GTCS self/whole school evaluation	September - October 2019	2.5 hours
<b>Online learning activity 3:</b> Planning/implementing your unit of enquiry	October 2019 – February 2020	2.5 hours
<b>Online learning activity 4:</b> Reflect on your unit of enquiry	February 2020	3 hours
<b>Online learning activity 5/6:</b> GTCS self/whole school evaluation	March 2020	2 hours

Table two: Online activities taking place throughout the Upstream Battle Professional Learning Programme

For the fourth online activity, participants were provided with a template to reflect on the findings from their school's enquiry into source to sea litter. These case studies will be discussed further during the final twilight in February 2020 and be shared at an upcoming showcase/celebration event.

## Summary of participant feedback including next steps

A showcase celebration event had been planned by colleagues in Keep Scotland Beautiful to celebrate activity and engagement across the entire Upstream Battle project including the professional learning programme. Due to Covid19 this event was cancelled, and activity paused on the Upstream Battle project. A focus of Twilight 4 was to support reflection and exploration of next steps for schools to build on work done, as well as an opportunity to reflect on personal and establishment development. Those reflections are in the following summary and table.

Using the Whole school and community approach to Learning for Sustainability framework, participants scored themselves retrospectively for their starting point and for their current position for how they/their school was performing in each of these 4 areas:

- Leadership and Management
- Curriculum, Learning, teaching and assessment



- Partnerships
- Ensuring wellbeing, equality and inclusion. Raising attainment and achievement. Creativity and employability.

Scoring was from 1 – 10. Calculation of the both the mean and median scores shows improvement from beginning of the programme in all areas. Improvement in mean scores from the start of the programme measured 2.3, 2.2, 2.6 and 1.8 with Ensuring wellbeing, equality and inclusion etc. as the smallest improvement and Curriculum, learning, teaching and assessment as the largest improvement. Together they show a combined mean improvement of 2.2 across all areas representing a 20% improvement.

Written comments were sought for each area to explain:

- What worked well and what were key factors for its success?
- What next development steps would you like to see?
- What else would you have liked from this course? What did you appreciate from this course?

Responses are in the table below.

Upstream Battle PLP participant written feedback re Whole school and community approach to Learning for Sustainability		
Leadership and Management		
What worked well and what were key factors	Next development steps	What did you like/would you have liked?
<p>Children have thoroughly enjoyed project and have given their all.</p> <p>Strengthened links in community/links with parents.</p> <p>Children leading learning.</p> <p>Outdoor learning opportunities.</p> <p>Learning across/between levels and stages in school</p> <p>STEM on improvement plan for next year</p> <p>STEM ambassador in school</p> <p>STEM resources being purchased</p> <p>Community / parent / child awareness raised</p>	<p>More sharing across the local authority and embedded practice.</p> <p>Food waste containers in canteen, suitable size, shape - compostable bags - collection good.</p> <p>Simple litter pick equipment MORE of. Pupils responding so well to. Great to have, use going forward, whole class supply.</p> <p>Recycling knowledge and access to companies who will be able to help us.</p> <p>Recycling for water bottles.</p> <p>Issue pupils with own reusable water bottle.</p> <p>On SIP and time given to + project throughout school - not just class</p> <p>Management support essential</p> <p>Share ideas/learning plans with other schools to promote Upstream Battle as a topic.</p> <p>Clyde in the Classroom</p>	<p>Really well organised.</p> <p>Lots of great resources. Lots of information.</p> <p>Claire and Eve have passion when providing training</p> <p>Really enjoyed.</p> <p>Thought provoking sessions and activities. As a primary teacher sometimes tricky to ID what level to pitch at to ensure inclusion.</p> <p>Very much appreciated that assignments were relevant!</p> <p>Clearer definition of project outcome prior to taking on the course.</p> <p>Overall great course and discussions.</p> <p>I have enjoyed the activities and ideas that you have given us - they provide engaging ways of encouraging pupils to think about the subject.</p> <p>Possible shorter time period to allow for more focused study.</p>



	<p>More links with community (partnerships).</p> <p>Tackling waste from school dinner hall.</p> <p>Development of more topics linked to SDGs</p>	<p>Slightly longer time period - only due to the time taken from other organisations e.g. SLC council.</p> <p>A longer timescale may have been beneficial.</p> <p>It has been extremely helpful and inspiring so thank you!</p>
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### Curriculum, Learning, teaching and assessment

What worked well and what were key factors	Next development steps	What did you like/would you have liked?
<p>Pupils feel good about their increased awareness and how they have involved family and local residents in raising litter awareness.</p> <p>Reducing litter.</p> <p>Raising awareness of the impact on our local environment and the wider environment.</p> <p>Raising awareness of choices of snack.</p> <p>Engagement of pupils and links with Global Goals and IDL. Strong links with other curricular areas and thinking globally in a real-life context. Encouraging children to be creative to question, to problem solve. Empowerment of pupils.</p> <p>Litter picking to see what is dropped and how we can change children's thinking.</p> <p>Children all engaged well and could explain the impact of litter. All related to idea that small local changes can have impact.</p> <p>Embedding ideas linking to sustainability in our curricular framework.</p> <p>Using more natural resources for learning and teaching materials and reducing plastic.</p>	<p>I'd love this whole school to become more involved. I am sure my children will achieve that within a few more months.</p> <p>Strong links to curriculum - easy to incorporate into current practices.</p> <p>Extend recycling programme into school bistro without limitations of EDC.</p> <p>I would love to have timetabled time to do more activities surrounding preventing source to sea litter and learning for sustainability.</p> <p>Giving children more opportunity to lead and share learning.</p> <p>Eco-School whole school social studies / topical science planner to show progression and assess learning.</p>	<p>This is the first time I have been involved in a PLP and enjoyed the course. I feel I have learned a lot from the resources and the other participants.</p> <p>Good to have the opportunity to discuss these issues with colleagues. It would be good to have more ideas on how to engage younger pupils more (simplifying concepts).</p> <p>Previous examples of what worked or didn't in order to give some direction at the beginning.</p> <p>More time or more information before beginning project with children.</p> <p>I feel I have covered the topic Upstream Battle for a long period due to my planning/lack of knowledge but now I have a better grasp of what's involved could cover most/all issues in one term.</p> <p>Covering a wider variety of waste topic to sea e.g. glitter etc.</p> <p>Loved the opportunity to engage with other practitioners. Liked the self and re- evaluations.</p> <p>This course was an invaluable component of this topic. It has been excellent in terms of teaching me and ongoing support.</p>



Connecting sustainability topic through a variety of curricular areas - stress impact of reducing single use plastic and why.

The linear/circular model activities were great at getting the class to recognise the meaning of refuse, reduce and re-use.

SWT visited the class to inform/educate children about native species/Clydeside wildlife. It was very engaging, and the children developed a sense of ownership / responsibility for our environment /wildlife.

Clyde in the Classroom participation. Food chain understanding and video footage of animals ingesting plastics.

River walk - engaging in local environment.

Raising awareness, Increasing discussion, dialogue and creative proposals for solutions.

Staff are more involved, and we are promoting to other staff and encouraging children to be actively involved.

Parental involvement.

Children engaged. Staff beginning to have an increased awareness of LfS. Whole school events have raised profile. Supportive HT and SMT. Allocation of resources.

Thanks to this course I had a good plan. The children engaged deeply, enthusiastically, and meaningfully IMMEDIATELY



## Partnerships

What worked well and what were key factors	Next development steps	What did you like/would you have liked?
<p>BBC Blue Planet lesson to see impact globally of plastic pollution.</p> <p>All aspects of school community have taken on roles within plastics project to reduce amount of waste within the school.</p> <p>We are more aware of partners that can help us to embed learning for sustainability. Through the course we have been provided with great resources and ideas to help us to take this forward.</p> <p>A good start on making eco-bricks with whole school improvement, including dinner ladies.</p>	<p>Look at ocean litter. Consider impact on sea life. Contact companies/charities who are cleaning up the ocean. Contact local politicians to raise awareness of the issue.</p> <p>Look in more depth at the impact on the wider environment. We would love to carry out a litter picking event at the beach.</p> <p>Beach clean up to see end result of litter and pollution.</p> <p>Take children to companies to see production of plastic bags to see full journey.</p> <p>Develop wider partnerships within life cycle of plastics i.e. manufacturers, retailers, recyclers.</p> <p>Look deeper into what funding is available to help with larger sustainability projects.</p> <p>Continue to develop community partnerships to develop/improve our outdoor learning school grounds.</p> <p>To build stronger partnerships with companies outside community/council.</p> <p>Try to build greater partnerships within the community.</p> <p>Engage wider school in focusing on issue perhaps as part of a week of action - we will focus more on specific issue (plastic straws as an example) rather than the broad topic of recycling.</p> <p>Provide enthusiastic pupils with access to policy and</p>	<p>Appreciated practical activities and used them effectively with pupils. Would like to access a bank of resources / ideas from other schools.</p> <p>More ideas from other schools before starting our own projects. More chat on Teams.</p> <p>Always super to have new/different resources. Also look forward to using in future years too. Now, like that I had to complete assignments, something to look back on, journey I made.</p> <p>Extend partnership input to see what companies are doing at raw material and production end.</p> <p>Companies who would be prepared to talk about what they do. Maybe a night they all got together, and we could talk to them?</p>



	<p>decision makers in government and industry to lobby for change.</p> <p>Dive into it straight away (The first session spent a long time on introductions) Clearer information on structure of the course.</p>	
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**Ensuring wellbeing, equality, and inclusion. Raising attainment and achievement. Creativity and employability**

What worked well and what were key factors	Next development steps	What did you like/would you have liked?
<p>Childrens' knowledge of the River Clyde, tributaries and flow of rivers (twilight1). Enthusiasm about the topic.</p> <p>Children know how their community is connected to the River Clyde and beyond.</p> <p>Children are disposing of more of their litter in bins - our playgrounds are cleaner and tidier.</p> <p>Children have a raised awareness of the effects of litter on marine life.</p> <p>Whole school 'make a difference' week to get classes thinking and look at local action.</p> <p>Pupils pride in their achievements. We made a film about all the good work we have done.</p> <p>Engaging learners about the impact littering in their community can have on different places in the world e.g. the Clyde/oceans.</p> <p>Understanding the subject matter. Making sure that children are included in planning of subject.</p>	<p>All staff/pupils engaged in STEM based learning for sustainability. Understanding and awareness of how to participate in sustainable practice as a school.</p> <p>Have all staff on board. Have more contacts to get more info and people/companies to work with.</p> <p>Visitors to school to listen to whole school ideas.</p> <p>Eradicate single use plastic in our school.</p> <p>Continue to have a widespread approach throughout the school. Broaden the context, not just plastics, the consequences for the future. Link with more partnerships.</p>	<p>The content and activities were very useful as was the opportunity to discuss with other teachers.</p>





Creation of great parent community links. Walkers crisp cycling.

River walk, engagement in local environment.

Pupils so interested in wildlife.

Pupils delighted to be able to choose own enquiry question.