



**Vale of Leven Academy, Alexandria West Dunbartonshire.**

**Quality Indicators Demonstrated**

**1.1**

Curriculum

**1.2**

- Structure of Curriculum
- Courses and Programmes

**3.1**

Learning and Teaching

**3.2**

- Teacher's planning
- The teaching process
- Pupils' learning experiences

**3.3**

**4.1**

Support for Pupils

- Pastoral care

**5.4**

Ethos

- Partnership with parents

**7.4**

Management, Leadership and Quality Assurance

- Leadership

### **Vale of Leven Academy, Alexandria West Dunbartonshire**

Vale of Leven Academy is a 6 year comprehensive, non-denominational, co-educational school which draws its 1160 pupils from the communities within the Vale of Leven, from the southern shore of Loch Lomond to Renton Village. The catchment area also includes the land along the shores of Loch Lomond from Balloch to the rural village of Gartocharn. Consequently the pupil population is a socio-economic mix.

Buildings destroyed by fire some two years ago were replaced by temporary accommodation. Since that time plans have been drawn up for a new school through the Public Private Partnership.

### **Quality Indicators 1.1 1.2 3.1 3.2 3.3 4.1 5.4**

#### **1.1 Structure of the Curriculum**

Objectives for using anti-sectarianism education in the Academy include making possible the permanent incorporation of anti-sectarianism education into the school inclusion agenda and including it as a curriculum entity in its own right

#### **1.2 Courses and Programmes**

A cross-curricular approach to anti-sectarianism learning and teaching is seen as the ideal in this school setting.

History, Geography, Personal & Social Education, Religious, Moral and Philosophical Studies and Modern Studies could be possible contexts.

After consultation with staff it was agreed that it would be feasible to incorporate these subject areas into a self study project or research-based topic for Secondary 4–6 pupils as part of their Standard Grade or Higher portfolios for Session 2008-2009. There was also a belief that such a piece of self-directed study would be an appropriate item for pupils to include in their Curriculum Vitae and University or College applications, as evidence of a positive attitude to inclusion issues in society, and of good citizenship.

#### **3.1 Teacher's planning**

One member of the Pastoral Care Team consulted with colleagues and alerted them to the Anti-sectarianism Resource. Time was spent becoming familiar with the materials available, and activities were selected which would appeal to and motivate the Secondary 2 class who would undertake the topic work as part of their Personal and Social Education studies. 4 lessons were planned, using the "*Thee and Me*" lesson plans from the anti-sectarianism website as the chief focus for discussion and exchange of ideas among pupils.

### **3.2 The teaching process**

See also 3.1. Scenarios from the anti-sectarianism website were chosen as a focus for discussions, and the teacher demonstrated for pupils the links with anti-bullying education, good citizenship and positive behaviour.

### **3.3 Pupils' learning experiences**

Pupils were responsive to the activities and, given opportunities to evaluate their learning experiences. They were also positive about the relevance to them in their local area. They were equally positive about the links between anti-sectarianism education and the inappropriate behaviour of some football supporters, and to issues about disability and the experiences of minority ethnic people. Lively discussions ensured that pupils of all abilities were actively engaged in the learning process.

### **4.1 Pastoral Care**

The Academy Pastoral Care Team has anti-sectarianism education on its agenda for the end of session planning and review meetings. There are plans to integrate anti-sectarianism education into the Inclusion learning and teaching agenda.

### **5.4 Partnership with parents**

Plans are in place to inform parents about the inclusion of Anti-sectarianism education in the Personal & Social Education curriculum. This will be done in several ways:

- At meetings of Primary 7 parents for next session Secondary 1 intake
- As an item in the Academy handbook for parents and in newsletters and letters to parents on curriculum matters
- The Pastoral Care team will refer to anti-sectarianism as integral to anti-bullying and good citizenship in introducing parents to the school
- It will be included as an item in parent workshops which are an established and successful part of home-school links.

**7.4 Leadership**

The Pastoral Care Team will take the lead in the development of anti-sectarianism education, in partnership with heads of other subject areas. They will set aside staff development time to allow opportunities for staff to become familiar with the Resource and to undertake a self-review of their own attitudes/prejudices/views/feelings. This is seen as a crucial introduction before embarking on an subject which can be emotive and contentious.

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