

DATA LABEL: PUBLIC



EDUCATION EXECUTIVE

SECONDARY SCHOOL SUCCESS IN COP26 CLIMATE CHANGE COMPETITION

REPORT BY HEAD OF EDUCATION (SECONDARY)

A. PURPOSE OF REPORT

To inform the committee of the recent successes by pupils from St Margaret's Academy and The James Young High School in a national competition as part of COP26.

B. RECOMMENDATION

To note the schools' successes and its impact on young people in West Lothian.

C. SUMMARY OF IMPLICATIONS

I	Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II	Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Children and Young People (Scotland) Act 2014 Education (Additional Support for Learning) (Scotland) Act 2014
III	Implications for Scheme of Delegations to Officers	None
IV	Impact on performance and performance Indicators	Raising Attainment is one of the key strategic outcomes of the Council.
V	Relevance to Single Outcome Agreement	Education attainment is reflected in Performance Indicators within the Single Outcome Agreement.
VI	Resources - (Financial, Staffing and Property)	Within agreed Education Revenue Budget.
VII	Consideration at PDSP	N/A
VIII	Other consultations	None

D. TERMS OF REPORT

D.1 Climate Change Dragon's Den National Competition (COP26)

Climate Change Dragon's Den is a national competition run by West of Scotland Development Education Centre (WOSDEC) in partnership with Social Enterprise Academy Schools and After the Pandemic. The competition aligns to Learning for Sustainability, a key theme of Curriculum for Excellence. Earlier this year, pupils were invited to pitch climate-positive enterprise ideas in celebration of COP26, with the winners securing financial investment to develop their product. St Margaret's Academy pupils were among 14 winning schools across Scotland invited to present their ideas at Strathclyde University on 11th November 2021.

The competition enabled pupils to bring together their learning from different areas of the curriculum including Science, Business, Craft, Design and Technology and Maths in an interdisciplinary way to create their pitch to the panel. Interdisciplinary learning is one of the four contexts of learning within Curriculum for Excellence. The competition also enabled pupils to further develop all four capacities of Curriculum for Excellence, particularly Responsible Citizens.

D.2 St Margaret's Academy entry: promoting recycling

The St Margaret's Academy entry focused on the issue of litter in schools and how recycling could be promoted more effectively across the school community. Pupils in S2 and S4 designed new bins to encourage recycling, enabling users to collect points for disposing of their litter in an environmentally friendly manner.

Pupils developed a range of skills through their participation in the project and are now working on a sales pitch and refining their product design, with the planned support of an employer partner. They hope to be successful in securing external funding to develop their product fully. They are also growing a seed fund in school through entrepreneurial activities, including selling festive treat bags. They plan to introduce their new bins to the school this year.

D.3 The James Young High School entry: food sustainability

The James Young High School entry, developed by S1 pupils, focused on food sustainability. Pupils came up with the idea of setting up a composting bin in the school and using the compost to support the growing of the school's fruit trees. They also suggested a regular 'Fruity Friday' event to encourage healthy eating, completing a full turn of the food cycle.

The team submitted a video presentation to the event on 11 November and were delighted to be awarded with a special 'seed funding' investment of £50. The Dragons said that they were especially impressed with how the wider benefits of composting had been considered. The new composting bins will shortly be introduced to the school.

E. CONCLUSION

Both schools have celebrated pupils' successes across the school community. Schools will continue to seek opportunities to provide meaningful, real-world interdisciplinary learning experiences that allow pupils to connect their learning with social and environmental issues and participate in global events. Officers will continue to support secondary schools to embed these in the curriculum.

F. BACKGROUND REFERENCES

<https://wosdec.org.uk/>

<https://wosdec.org.uk/latest-news/climate-change-dragons-den-wosdec-sea-afterpandemic/>

Appendices – none

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