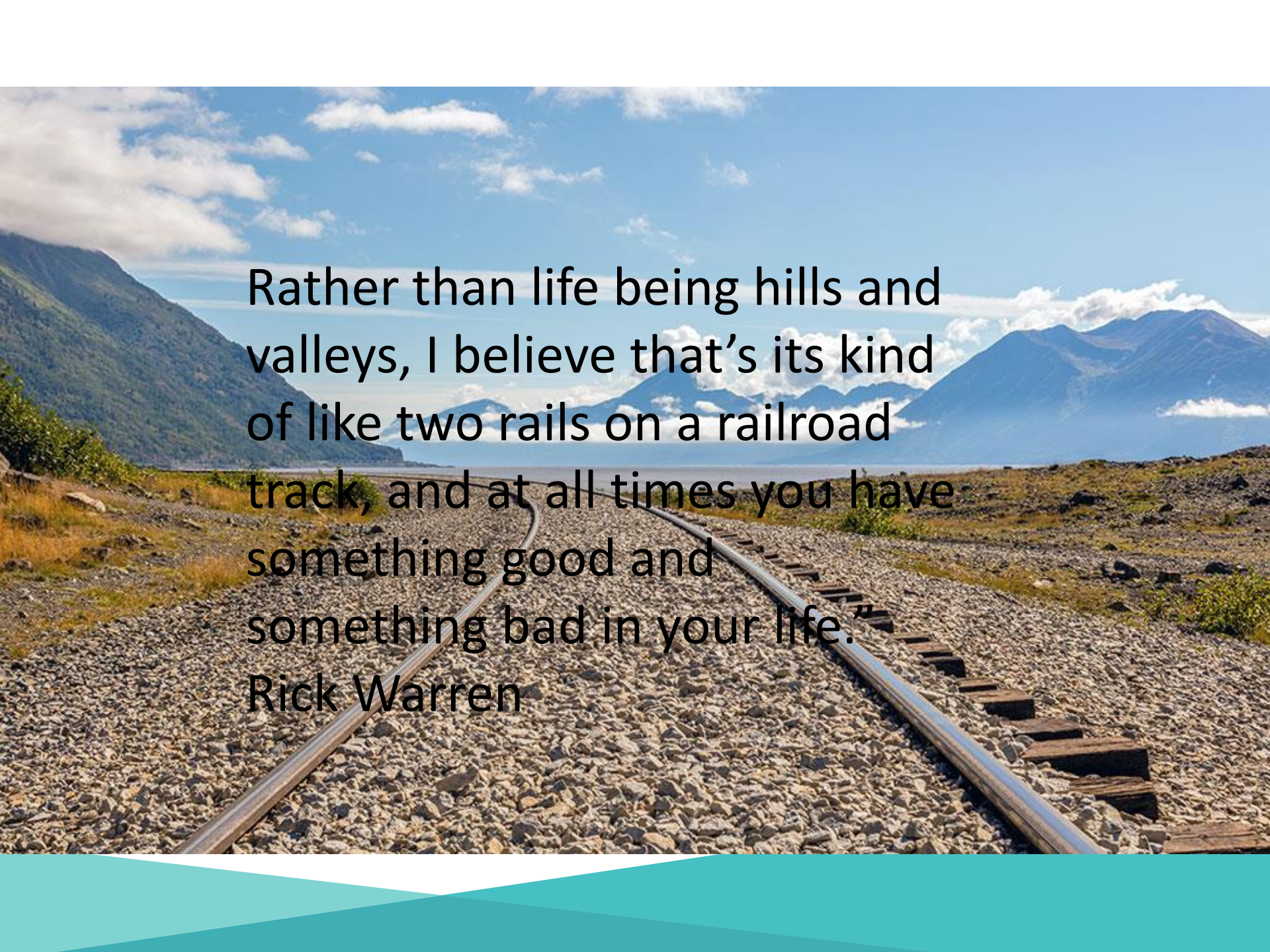


Community Resilience as a context for learning

Network Day 5 Tuesday 5th November 2019

Outline of the Day


- 9.30-10.00 Coffee
- 10.00-10.15 – Outline of Day
- 10.15-10.30 – Activity 1 – Number-line
- 10.30 – 11.00 – Activity 2
- 11.00 – 11.15 – Activity 3 Quality Indicators
- 11.15 – 11.30 – Activity 4 Number line revisited
- 11.30 – 11.45 - Guests arriving – set up room
- 11.45-12.00 – Filming / Presentation discussion / set up
- 12.15-1315 – Minister of Children and Young People visit (Alison/Logie/Mintlaw Presentations.) Response? Minister discussion with Pathfinder schools.
- 1315 – 1400 lunch and funding partner discussion with pathfinder schools.
- 1400 – 1500 – Activity 5 – What makes Very Good?

A scenic landscape featuring a railroad track that recedes into the distance, flanked by rocky terrain and sparse vegetation. In the background, majestic mountains rise against a bright blue sky dotted with white clouds. The overall mood is serene and contemplative.


Rather than life being hills and valleys, I believe that's its kind of like two rails on a railroad track, and at all times you have something good and something bad in your life."

Rick Warren

General Aims

- Embed community resilience as an exciting and relevant context for learning for Scottish schools which supports curriculum areas such as social studies, health and wellbeing, technologies, science, global citizenship, sustainability, rights education, developing the young workforce and outdoor learning through interdisciplinary learning within Curriculum for Excellence.
 - Through partnership working develop opportunities for learners to participate in and contribute to real-life, relevant community resilience activities locally and nationally.
 - Create opportunities for children, young people, their parents and schools to connect more fully to their communities and to participate in local decision-making and activities in relation to community resilience.
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General Aims (continued)

- To enable learners to become more resilient individuals and to develop their skills in managing risks and to empower them to keep themselves and others safe.
 - To enable children, young people, their parents and communities to understand the importance of community resilience in mitigating the impact of emergency situations and to reassure them that the Government, emergency services and others are at work to keep them safe.
 - Enable learners to develop the attributes, capabilities, motivation and skills required for them to contribute effectively to make their community more resilient.
 - Work in partnership with local education authorities to encourage schools to use community resilience and flooding issues as exciting contexts for learning within the curriculum.
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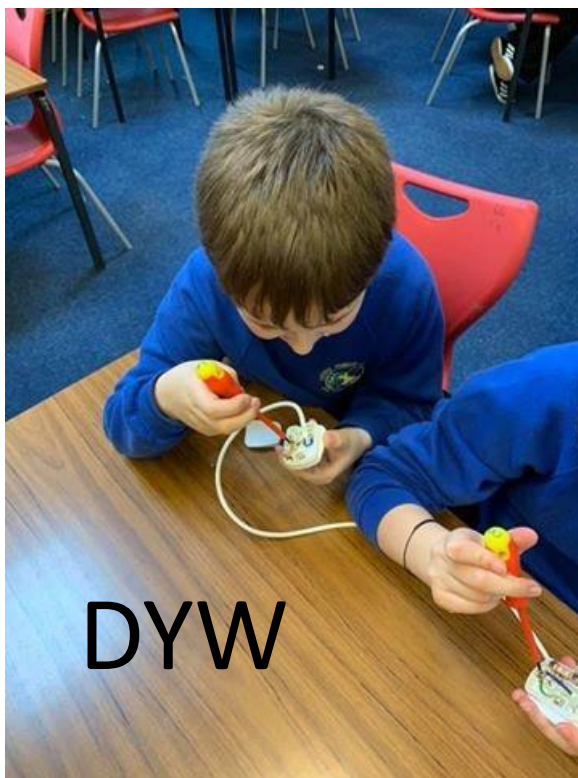
Activity 1 – Number line

- In your pairs – discuss and decide where you are going to place these statements on the number-line using the criteria from HGIOS 4

0 being unsatisfactory

6 being excellent

(15 mins)



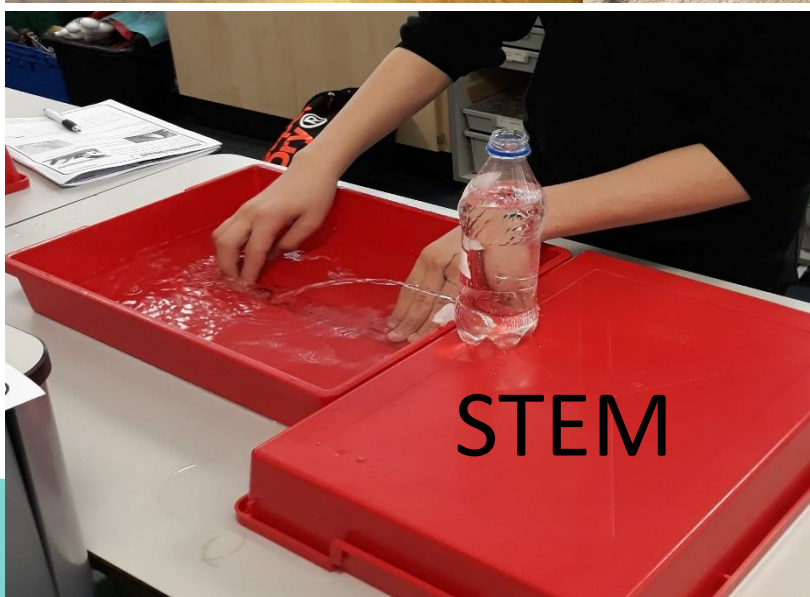
DYW



Creativity



Sustainability




STEM




Health & Wellbeing

Activity 2 – Sharing Learning Examples

- On the post-it notes provided – jot down examples of the learning opportunities / partnership working you have created to enable learners and their communities to become more resilient (15 mins)
 - Discuss and share the examples with your partner and match them to the relevant aim. (15 mins)
- 

Activity 3- Quality Indicators

- Refer to the Quality Indicators you have identified in your learning pathways.
 - Write the Q.I.s on post it notes and match them to the “General Aims” according to your resilience context. (10 mins)
 - Share with your partner. (5 mins)
- 

Kildrum Family Learning Centre



Activity 4 – Number line revisited

- In your pairs – evaluate and discuss where you placed these statements on the numberline using the criteria from HGIOS 4 / HGIOELCC
- Make changes if needed.


0 being unsatisfactory

6 being excellent


(15 mins)



Ministerial visit outline

- 11.30 – 11.45 - Guests arriving – set up room
 - 11.45-12.00 – Filming / Presentation discussion / set up
 - 12.15-1315 – Minister for Children and Young People visit (Alison/Logie/Mintlaw Presentations. MfC&YP response? MfC&YP discussion with Pathfinder schools.
 - 1315 – 1400 lunch and funding partner discussion with pathfinder schools.
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Activity 6 What makes very good?

- In pairs – thinking about the QIs that are relevant to your Community Resilience Focus - discuss what makes “Very Good”
 - Jot down your ideas / thoughts
 - 20-30 mins
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Thank you

