

Reducing the Demand for Drugs: Improving Substance Misuse Education in Schools

EFFECTIVE CONTRIBUTORS



SUCCESSFUL LEARNERS

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CONFIDENT INDIVIDUALS



THE CONCORDAT WITH CoSLA / LOCAL AUTHORITIES

Over-arching purpose of sustainable economic growth

Five strategic objectives:

- wealthier and fairer;
- smarter;
- healthier;
- safer and stronger;
- and greener.

Mutual respect and partnership



Single Outcome Agreements

15 national outcomes

- *our young people are successful learners, confident individuals, effective contributors and responsible citizens*

45 key strategic indicators

- *decrease the estimated number of problem drug users in Scotland by 2011*



What is Curriculum for Excellence?

- Transform the Scottish Education system by making sure that all children and young people develop the 'four capacities'



Why do we need to Change?

- 'Who you are in Scotland is far more important than what school you went to' – OECD, December 2007
- If we do what we always did we will get what we always got
- SALSUS 2006: 23% of 15 year olds had used drugs; 7% of 13 year olds



Curriculum for Excellence – key features

- Outcome focused, rather than input led
- The learner at the centre
- The ‘Four Capacities’
- A focus on literacy, numeracy and health & well-being throughout.
- Not ‘what’ is taught but ‘how’
- How the curriculum is organised, not just the subjects taught





- # How can Curriculum for Excellence help to reduce substance misuse?
- Confident individuals who can make the right choices.
 - Developing resilience and self-esteem
 - Looking at Health Education
 - **Partnerships,**
 - **Staff development**
 - **Relevant, engaging, exciting teaching** linking better to young people's lives & circumstances.



Partnerships For Progress: Multi-Agency Delivery

- Teachers' ownership of the delivery of the curriculum
- Integrating inputs from different sources for accurate, credible information and messages.
- Improving the quality of education and the effectiveness of teachers and others: appropriate training for all involved



Multi-faceted Approaches

Australian Government's Principles for School Drug Education (2004):

- comprehensive and evidence-based practice
- positive school climate and relationships
- targeted to needs and context
- effective pedagogy



MOVING FORWARD



Over the next three years, work to:

- support everyone involved in substance misuse education in schools, particularly teachers - for example, via access to appropriate training, to enhance confidence and effective delivery
- facilitate the availability of suitable resources for schools, to support effective substance misuse education



CONCLUDING COMMENTS



More effective multi-agency delivery and multi-faceted approaches

- Partnerships, not prescription.
- Support and training, not new programmes *per se*.
- Comprehensive approaches, not standalone delivery of packages.

