
OUR CITY
OUR LEARNING
OUR FUTURE
The New OXFORD Treasury of Children's Poems
ALL LEARNERS
ALL ACHIEVING
GLASGOW EDUCATION SERVICES 2022-2027
Glasgow
CITY COUNCIL



Colleagues

Plans are not meant to sit on a shelf but are meant to give direction to what we all do every day. In order to drive what we do, the plan needs to be simple with clear messages about what matters to all of us. When we are clear about our purpose and the values we try to live by, then what Fullan calls deep moral purpose emerges. This document sets out our purpose which is delivering inclusive high-quality education for all. *All* is a small word but carries a big load – all learners matter regardless of their race, gender, disability or family circumstances. In 2007 the OECD said that 'who you are in Scotland is far more important than what school you attend' (OECD, 2007, p.18) and one of the principal determinants of who you are is socio economic status. In this sentence the OECD sums up the challenge facing education systems across the globe. Our aim is to make Glasgow a world class learning city built on the principles of nurture. We have already come a long way on the journey towards becoming a nurturing city and our values of compassion, ambition, trust and equity will guide us as we continue the journey. The values are what we aspire to and what we hold ourselves accountable to, but they are not exclusive.

The document also sets out at a high level the challenges we are addressing through the plan. They are sufficiently high level to ensure flexibility at school level but are specific enough to ensure we don't drift. Our children and young people will compete for jobs and places at college or university with every other young person in Scotland, so it matters that they leave school well qualified and well prepared for the next stage on their journey. Achievement and progress for our children and young people matter and will be key to the City of Glasgow thriving as a world class learning city. Our plan is aimed at helping us deliver for all of our children and young people and I am very grateful to everyone who will contribute to their success and the future success of our city.



Douglas Hutchison,
Executive Director of Education,
Glasgow City Council

A WORLD CLASS LEARNING CITY FOUNDED ON NURTURE PRINCIPLES

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OUR PURPOSE

Sustainable development goal 4:

Ensure inclusive and quality education for all and promote lifelong learning.

OUR VISION

A world class learning city founded on nurture principles.

OUR VALUES

COMPASSION, AMBITION, TRUST, EQUITY

CHALLENGES

We have identified **five grand challenges** that offer the most promise in achieving our vision of **A world class learning city founded on nurture principles**, ensuring every learner is able to embrace their potential.



OUR PURPOSE

SUSTAINABLE DEVELOPMENT GOAL 4:

Ensure inclusive and quality education for all and promote lifelong learning.

Glasgow is a diverse and global city. In Education Services our partnership with our city's children and young people, families and communities begins with our commitment to SDG4 as our purpose.

The 17 Sustainable Development Goals (SDGs) recognise that tackling poverty and all inequities must align with work to improve education.

SDG4 is the purpose to all that we do together. It enables us to adapt national frameworks, local policy and guidance in the local contexts of our classrooms and playrooms.

Together we know we can create the circumstances which serve all our children, young people and families to meet the promise of every child, mitigating those barriers which can get in the way of learning, achievement and progress. We want all Glasgow's children to have a childhood that enables them to grow up loved, safe and respected.

In Glasgow this means translating SDG4 targets, localising and expanding them in our context for all our learners.

SDG4 and the targets are woven through Education Services' annual plan.

Our commitment to SDG4 brings together an understanding of how we collectively share responsibility for making the right decisions at the right time and at the appropriate level, to impact positively on individual learners and improve outcomes.



OUR VISION

A WORLD CLASS LEARNING CITY FOUNDED ON NURTURE PRINCIPLES.

We want Glasgow to be an outstanding place for all learners, a socially just city, where rights are respected, a place where all learners can achieve and progress in their lifelong learning journey. Everything we do will be informed by our values of compassion, ambition, trust and equity.

Our vision is to ensure Glasgow is a world class learning city, where every learner can participate and where all can thrive, flourish and achieve. Our commitment to realising Article 29 of the convention of the Rights of the Child for all, means developing all learners to their fullest potential, with rights based, tolerant and respectful learning environments and experiences. We want to make sure that every learner has the chance to learn with the support they need, when they need it.

We believe that the resilience of our learners is built on trust and a foundation of nurture. Our ambition is to embed the principles across every classroom, playroom and learning environment. Wellbeing is key to every one of us achieving, progressing and reaching our potential.



OUR GLASGOW EDUCATION SERVICES VALUES:

COMPASSION, AMBITION, TRUST, EQUITY

OUR VALUES:

- are fundamental to our collective identity both now and in the future, who and what we are, and what we want Education in Glasgow to achieve for our learners
- make visible what is important to us collectively
- give meaning to what and how we do things to improve and transform Education Services in Glasgow, giving humanity and dignity to our work
- permeate our work with all stakeholders, partners, agencies, children, young people and families, supporting active participation and engagement
- enable us to build respectful, inclusive and nurturing relationships across our communities
- help us to reflect on the actions and initiatives we develop, and measure impact in a meaningful way
- support ethical decision making

COMPASSION

Compassion and care lead to improved outcomes for our children and young people in Glasgow. Wellbeing is central to achievement and progress. Our aim of being a nurturing city, means embedding nurturing approaches in every classroom and playroom and learning environment and in all interactions.

Knowing how to engage with each other with courtesy and kindness allows us to meet the care needs of our learners, those we work with and those who need us.

Compassion involves demonstrating care, kindness, cultural responsiveness, tolerance, openness and welcoming of every learner.

Associated Values: Kindness, Inclusion, Diversity, Welcoming, Culturally Responsive, Respect, Peace, Care, Citizenship

AMBITION

In Glasgow we are ambitious for every learner. We retain a relentless focus at all times on lifting any barrier to learning and life opportunities.

Associated Values: Excellence, Aspiration, Purpose, Vocation, Enthusiasm, Energy

TRUST

We are committed to a culture of mutual trust and respect, ensuring safe space and time for dialogue and collaboration. Our expectation is that we will act openly with transparency, candour and honesty to build relationships which benefit all our learners.

Human rights are for us all. Basic rights and freedoms belong to us all simply because we are human.

Associated Values: Respect, Truth, Candour, Honesty, Privacy, Transparency, Openness, Honesty, Integrity, Effort, Inclusion, Collaboration, Empowerment, Agency, Autonomy, Peace

EQUITY

Equity is at the heart of everything we do in Glasgow. We can measure Education Services' success when our collective strength and efforts ensure what we do mitigates anything which gets in the way of learning including the effects of poverty. This leads to appropriate pathways and positive outcomes for all learners.

Associated Values: Kindness, Inclusion, Diversity, Welcoming, Culturally Responsive, Respect, Peace, Care, Citizenship, Love



Wellbeing and Learning

GRAND CHALLENGE

What are the purposes of education in our city? How do we prepare creative learners able to participate and thrive in a complex and changing world through: nurture, approaches to wellbeing, and Glasgow's Pedagogy?

Wellbeing is central to achievement and progress. Our aim is to become a nurturing city where nurturing principles and approaches are embedded in every classroom and playroom. We recognise that **All Behaviour is Communication**. An understanding and awareness of what we are communicating through our behaviours is essential in helping us understand what children are communicating.

Our one good adult concept captures the importance of safe, supportive relationships for all learners. Compassion and care leads to improved outcomes for our children and young people in Glasgow. In Education Services this aligns closely to our commitment to social justice.

We recognise that the aspiration and the potential of Curriculum for Excellence 3-18, to provide all our learners with a holistic, coherent and future looking approach to learning, is yet to be fully realised. The ambitions remain bold and in Glasgow we have made significant progress towards these. However, there remains work to be done to provide cohesion and consistency for all learners, as described in the recommendations of the OECD. In Glasgow we continue to transform our 3-18 curriculum whilst ensuring this builds on the critical foundations developed from birth to three.

Transforming Glasgow's Pedagogy across every setting, classroom and playroom continues to be one of our greatest challenges to ensure a strengthening of learning environments, practice and relationships. This involves a relentless focus on learning and teaching which must be at the heart of all our work. Our city is a classroom, where we can harness learning outdoors, culture and heritage: broadening and deepening learner experiences.

All practitioners across our system must be able to articulate what effective learning and teaching is. Their key role is enabling practice which continuously drives forward and improves Glasgow's Pedagogy. Our pedagogical core defines our relationships between practitioners and learners.





Achievement and Progress

GRAND CHALLENGE

How do we improve equity and encourage excellence in every setting leading to appropriate pathways and positive outcomes for all?

Every child and young person in our city has a right to Education. We support our learners to feel included, engaged, safe and welcomed, enabling them to attend and take part in learning wherever it is happening.

Glasgow's commitment to raising attainment and improving life chances for all children and young people has seen significant progress in our city. We are ambitious for all our learners, determined that we fulfil the promise of every child and young person through our commitment to excellence.

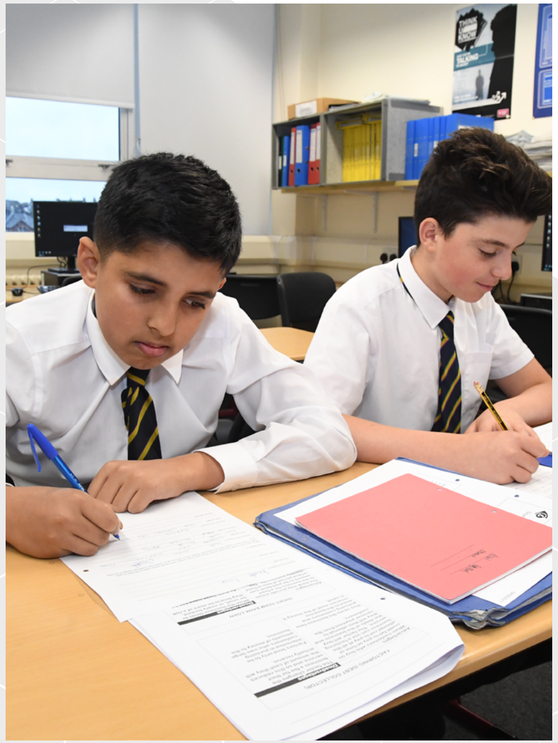
Glasgow is a diverse and global city. In Education Services we embrace every child, young person, family and community. Our diversity enables opportunities to explore ways of learning together, which benefit us all.

Glasgow remains a city of contrasts where parts of the city still suffer from unacceptable levels of poverty and inequity. Our collective strength and effort is focused on mitigating any barrier which gets in the way of learning. This effort is providing improved life chances for learners:

- The proportion of pupils achieving 1 or more Highers by the end of S5 has almost doubled over 10 years.
- When deprivation is factored in, Glasgow's senior phase attainment levels occupy a position in the top half of all authorities.
- 97.1% of school leavers moved on to a positive destination in 2021/2022.
- Exclusions in our schools have reduced by 87% over ten years.
- Outcomes for care experienced learners in Glasgow have improved significantly. Our young people are now gaining more qualifications, staying on at school longer and are more likely to go into jobs, training or further education.

Collectively we have a moral imperative to do even better for our children.

Schools and nurseries are important community anchors. We cannot achieve our ambitions for Glasgow's learners alone but through collaboration across services and with partners focused firmly on building community.



Engagement, Participation and Inclusion

GRAND CHALLENGE

How will we engage all learners and create opportunities for high quality and inclusive learning?

'Alone we can do so little; together we can do so much'
Helen Keller

Santiago Rincon-Gallardo describes four conditions which drive intrinsic motivation: learning and doing things that matter to us (purpose); with freedom to decide what, why, when, and with whom to do it (autonomy); getting better over time (mastery); and doing it with others (connectedness).

In Glasgow we believe inclusive practice provides all learners with a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive systems value the unique contributions learners of all backgrounds bring and allow diverse groups to grow side by side, to the benefit of all. In Glasgow we must continue to ensure all experience a culturally responsive curriculum, which meaningfully recognises and fairly represents the rich and diverse communities of our learners. Inclusion applies to all and this is implemented through wellbeing for learning, nurture and Glasgow's Pedagogy. This is underpinned by our commitment to UNCRC article 29.

We are responsible for supporting personal learner journeys for all. Engagement and celebration of the voice of children and young people enable contributions and ideas to be heard and considered to support the development of a meaningful curriculum.

This enables contextualised experiences which provide depth and breadth of learning and application of skills. Glasgow is rich in opportunities for all learners to engage with its heritage, its people, its outdoor spaces and its facilities, beyond the walls of the classroom or playroom. Our aim is to embrace the city as a classroom.

Whole school approaches to Learning for Sustainability support all learners to be caring, responsible and active global citizens developing the skills, knowledge and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world.



Networked Learning Organisation

GRAND CHALLENGE

How will we develop networked learning organisations for all learners, at every level in our system, to serve learning for all?

'A learning organisation is a place where the beliefs, values and norms of employees are brought to bear in support of sustained learning; where a "learning atmosphere", "learning culture" or "learning climate" is nurtured; and where "learning to learn" is essential for everyone involved.' OECD.

What makes a school a learning organisation? OECD.

Networked learning organisations are more able to adapt, change and grow. We are committed to the model described by the OECD/UNICEF:

- developing and sharing a vision centred on the learning of all children and young people; creating and supporting continuous learning opportunities for all practitioners
- promoting team learning and collaboration among all practitioners
- establishing a culture of inquiry, innovation and exploration
- embedding systems for collecting and exchanging knowledge and learning
- learning with and from the external environment and larger learning system
- modelling and growing learning leadership

The over reliance on one leader, and one senior leadership team, must shift. We should become a networked self-improving learning system, with collective agency and efficacy.

This shift in our culture of leadership must leave behind hierarchical authority, developing relationships to support collective efforts to drive forward the optimum conditions for learning for all. We firmly believe that Education is a social movement for good.



Connected Learning

GRAND CHALLENGE

How will technology and digital learning support our learners in fundamentally new ways?

The Council's ambitious plans to affect further transformational change in digital infrastructure have included modernising digital education provision: **Empowered Learning**. Education Services remain committed to creating unique digital solutions for all learners, further transforming learning and teaching in all of our city's schools and early years settings.

Our practitioners are a highly valued and skilled workforce. Education Services holds an ambitious and deep commitment to the highest quality of career long professional growth for all practitioners focused on digital skills. Investing in our people to support depth of knowledge and understanding of **Glasgow's Pedagogy** and professional practice is the building block of consistent learning and teaching, higher levels of achievement and better progress.

Our imperative is to prepare young people to thrive in a digital future. Digital learning is being woven through Glasgow's Pedagogy, bringing a host of benefits to children, young people, families and practitioners and is based on clear and direct ambitions: to raise attainment among pupils; support equity and inclusion; strengthen future employability prospects; and developing the young workforce.

Across Education Services our thinking and behaviours have shifted in important ways in recent years. Long term shifts in the ways we structure our lives and create places for people are evident. Global economic challenges are impacting on decisions and thinking around sustainable investments and our digital strategy, for a future which will be very different. Our re-shaped lives are increasingly online with remote modes of being. Remote learning models have resulted in emerging online learning and teaching practices.

The use of future learning analytics using e.g. Artificial Intelligence in classrooms, augmented reality, digital instructional models and the importance of cyber security are aspects of focus as we reframe Education's Connected Learning Strategy 2.0.

These new ways of working and digital tools mean we all require to focus on improved, sustained and consistent levels of engagement, equipping learners with the critical skills that enable them to be highly productive, valued, adaptive and agile employees in a fast-changing world.

PLAN STRUCTURE

EDUCATION SERVICES ALL LEARNERS ALL ACHIEVING

SCHOOL IMPROVEMENT PLAN

DEPARTMENTAL IMPROVEMENT PLAN

PROFESSIONAL REVIEW AND DEVELOPMENT/ PERFORMANCE COACHING REVIEW

GLASGOW CITY COUNCIL STRATEGIC PLAN

The plan sets out four key challenges and more than 230 commitments on how all council services will help address, support and deliver on the city's main priorities.

EDUCATION SERVICES ANNUAL PERFORMANCE PLAN AND IMPROVEMENT REPORT

The ASPIR is part of the Council's Public Performance Reporting framework and is the document that sets the framework for our communication to staff, citizens and partners about the role and priorities of Education Services.

GLASGOW COMMUNITY PLAN

The Glasgow Community Plan has been developed by partners in the city to articulate the focus and priority areas where joint action can make a real difference.

INTEGRATED CHILDREN'S SERVICES PLAN

The Integrated Children's Services Plan outlines the key priorities for supporting children, young people and families across all of our agencies in the city.

NATIONAL IMPROVEMENT FRAMEWORK

The national improvement framework and improvement plan for Scottish education is designed to help deliver the twin aims of excellence and equity in education.

SCOTTISH GOVERNMENT - NATIONAL OUTCOMES

Children and Young People
We grow up loved, safe and respected so that we realise our full potential

Culture
We are creative and our vibrant and diverse cultures are expressed and enjoyed widely

Education
We are well educated, skilled and able to contribute to society

Fair Work and Business
We have thriving and innovative businesses, with quality jobs and fair work for everyone

Human Rights
We respect, protect and fulfil human rights and live free from discrimination

Poverty
We tackle poverty by sharing opportunities, wealth and power more equally

Communities
We grow up loved, safe and respected so that we realise our full potential

Economy
We have a globally competitive, entrepreneurial, inclusive and sustainable economy

Environment
We value, enjoy, protect and enhance our environment

Health
We are healthy and active

International
We are open, connected and make a positive contribution internationally

KEY GLASGOW PLANS

Glasgow Children and Young People's Services Plan Available at:
https://glasgowcity.hscp.scot/publication/children-and-young-peoples-services-plan-2020-23

Glasgow Council Strategic Plan 2022-2027 Available at:
https://www.glasgow.gov.uk/strategicplan

Glasgow Community Plan Partnership Available at:
https://www.glasgowcpp.org.uk

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