Education Improvement Service

Highlights

Session 21/22



Education Improvement Service - Our Purpose

- Collaborate with all in leading learning and teaching, to achieve the best outcomes possible for our children, young people and families.
- Provide support and challenge focused on securing improvement in our establishments.
- Implement national legislation and policy and provide local guidance to support practice in delivering key priorities.
- Develop, signpost and support professional learning opportunities to maintain our focus on improvement.

Momentum was gained during session 21/22 with our children and young people returning to schools as we moved towards recovery and we have continued to deliver further improvements across key areas of service delivery in partnership with schools.

This report contains a range of summarised EdIS highlights which demonstrate the rich range of activity which we collaborate on with schools and partners across the city. Working together we continue to share practice and gain collective benefit from the expertise across Glasgow and beyond.

Important features of our work remain International Links, liaison with National Bodies and the West Partnership Regional Improvement Collaborative, bringing benefits and learning to our city.

The EdIS team will continue to focus in the coming session on working to support collaboration and empowerment across the city, taking forward our aspirations for world class learning experiences and the best outcomes for learners.

EdIS Team Objective 1

Implement approaches to sustainable systems leadership at all levels

Strengthened and relaunched a range of collaborative networks to support, challenge and facilitate sustainable, ongoing improvement e.g:

- Relaunch of Learning for Sustainability Strategy Group
- The Developing the Young Workforce Strategy Group
- Establishment of Primary Curriculum Strategy Group
- A refreshed Secondary Curricular Network approach for session 22/23
- Family Support and Engagement Workers networks established – 4 sessions delivered and Families in Partnership sessions delivered to 342 practitioners.

Senior leaders' skills in working collaboratively to secure school improvement were extended. Capacity building of leaders at all levels was supported through CLPL and professional learning, including:

- 66 Heads engaged in Heads induction Programmes
- DHT Induction Network established with 60 attending
- 29 practitioners accepted to the new cohort of Into Headship
- 20 practitioners have attended the Political Awareness Programme in partnership with Glasgow University
- 40 Senior Leadership Teams engaged in bespoke professional dialogue around evaluation of Assessment and moderation to plan for improvement

Our School Leaders co-created and delivered a range of professional learning which has enhanced the senior leadership capacity of those involved such as:

- Thinking About Middle Leadership Primary 53 attendees
- Thinking About Middle Leadership Secondary 47 attendees
- Thinking About Senior Leadership 51 attendees
- Thinking About Headship 12 attendees

The Connected Learning DLOL Conference shared creative practice and innovative approaches to Digital Learning to over 300 attendees online.

The Building Racial Literacy CLPL Programme was piloted with 6 senior Leaders attending. Individual action plans were developed, empowering these leaders to identify and implement anti-racist behaviours and processes in their everyday practice.

Partnership with the Archdiocese has strengthened the leadership offer through the development and signposting of resources and CLPL programmes to support the denominational sector.

Our focus on leadership of effective learning and teaching continued:

- 41 teachers successfully received GTCS Professional Recognition for their work on the Tapestry MTV and SIPE Programmes
- 34 schools were successfully awarded a joint GCC/Tapestry/GTCS 'Professional Learning Award for Organisations' for their work on the Tapestry Learning Organisation Programme
- 64 Youth Music Instructors and Instrumental Music Instructors received a joint GCC / Tapestry Certificate for their work on the SIPE Programme for the CREATE Music Service

The Apple Regional Training Centre delivered the 2nd year of creative leadership programme to a cohort of 30 senior leaders focused on enhancing the use of digital learning tools to improve learning and teaching approaches across the school.

Central Officers committed to a range of personal professional learning to challenge thinking and support reflection on current practice, including climate accelerator programmes, women in leadership equalities and gender courses, transformational use of digital learning and ADES network attendance.

In its 14th year of delivery, the sports/dance leadership programme has experienced a year on year increase in participation numbers. 919 (470 Male, 449 Female) successfully completed the Sport/Dance Leaders course. This year saw 5205 volunteer delivery hours, equating to £104,100 of paid delivery (based on £20.00 per hour delivery rate). Over the course of 14 years a total of 381 staff have attended CPD tutor training – in recent years this has been moved to an online webinar – mainly due to Covid. This resulted in 51 staff attending one of 12 CPD opportunities offered across 2021/2022 academic year to support staff in their role as course tutor.

2021/2022 also saw the continuation of the Playmaker Award being delivered at Primary School level (candidates must be aged 9+ to participate). 526 young people across 21 primary schools successfully completed their playmaker award.

The Glasgow Schools Forum continued to provide opportunities for meaningful youth engagement across all schools:

- A children and young people's Climate Charter was developed by the Forum. It is an agreement between the Council, citizens, partners and the city's children and young people. It sets out our values and how we will work together to tackle the climate crisis. It highlights each generation's responsibility to ensure the protection of rights for the next
- Neighbourhoods, Regeneration and Sustainability worked closely with the Forum on approaches to recycling within schools and piloted Bin It to Win it in a secondary for roll out during 22/23
- The co-created Children's Rights Framework was launched
- The Forum contributed to a range of EdIS workstreams including Curriculum and Developing the Young Workforce
- 20 schools trained in the West Partnership Pupil Leadership Programme

The International Education Service continued to provide opportunities to enhance leadership of effective learning and teaching. For example:

- CLPL sessions related to the SOLE project were delivered across Glasgow and Valencia to support language teachers
- Women into Stem provided additional CLPL opportunities in Glasgow and a number of European Cities
- Raising Attainment in Mathematics project with teachers from Glasgow, Modena and Barcelona. Sharing of effective practice via this project has resulted in development of A Guide to Effective Teaching Methodologies to support maths learning and teaching.
- Spanish Immersion programme with 16 primary teachers from Glasgow
- Holyrood Secondary Turing project, 40 pupils and staff engaging on sustainability issues with young people across Europe

Language CLPL courses (1st and 2nd level) delivered in French/Spanish/Italian and 3rd level courses in French/Spanish/Italian/Latin building the breadth of language teaching capacity.

In June 2022 a pilot programme of online, twilight subject specific CLPL sessions supported secondary science teachers in keeping up-to-date with developments in their subject and provided ideas for associated pedagogy (Science Shorts). Following positive feedback, curricular leaders were provided the opportunity to shape the programme for session 22/23.

Probationer and early career programmes were extended and capacity building was supported at these early career stages. CLPL has included:

- 320 probationers completed the GCC programme successfully leading to a wide range of professional knowledge and pedagogical skills being shared with all probationers to support the quality of their learners' experiences.
- An Early Career Teacher Programme was developed with 92% of evaluations rated as very good or excellent.
- Continued offer of Masters level learning across city - 22 practitioners were supported in Masters level learning. This was a total of 800 credits. Subjects covered included Inclusion, Leadership, Technology Enhanced Learning and Research Methods and Reasoning.

Collaboration with Glasgow City Parents Group (GCPG) to deliver online events and communication via social media supporting engagement and family learning. Many online events recorded and continue to be available for viewing by Parent councils and the wider parental audience.

- Facebook 7,109 followers
- Twitter 6,016 followers

Approximately 2,000 parents signed up to receive regular email updates & 3 Facebook Groups established:

- ASL Forum - 716 followers
- Equalities Forum - 142 followers
- Early years Forum - 754 followers

Audit confirmed that almost all Primary & Secondary Schools have an active Parent Council.

We now have a Financial Inclusion Support Officer (FISO) in 29 secondary schools. As of 31st March 2022, financial gains for clients that have been supported by our FISO's totals £2.5 million. Circa £600,000 of debt has been managed for clients with support from FISO's.



EdIS Team Objective 2

Refine approaches to self-evaluation

Two “Looking Forward” Conferences for all Heads of Establishment and a range of central officers were facilitated by the Education Services Directorate. The events were intended to start a conversation across senior leaders, in partnership with central officers, to review our current position in Education Services and plan for the way ahead.

EdIS Link Officers and Heads continued to work in partnership to support improvement including Link Officers engaging in individual school visits, peer review sessions, PRDs and extended improvement visits. We continue to evaluate the impact of this work and streamlined approaches will be put in place for session 22/23 with a focus on further developing Collaborative Improvement Approaches.

Glasgow Virtual School Area Lead Officers conducted support visits to all secondary schools during the period October to November 2021. Area Lead Officers completed a checklist for each visit and a report analysed needs to provide support

Early Years, Primary and Secondary Working Groups consisting of practitioners, Heads and central staff developed draft Collaborative Improvement guidance for piloting in session 22/23.

A group of central officers and Primary Heads reviewed, streamlined and produced draft school improvement planning paper work. This is being trialled during session 22/23 and evaluated by a small number of SLTs.

The EdIS team supported a range of activity from external inspection teams including 11 recovery visits from Education Scotland, HMI.

A range of Primary Head webinars provided support for Heads on approaches to self evaluation. Subjects included writing evaluative statements, enhancing education perspective reports, developing school improvement plans and ACEL data.

FOCUS continues to support schools to interrogate and analyse Achievement of Curriculum of Excellence Levels (ACEL) data with over 16,000 hits in the 21/22 session. Further developments to FOCUS due in 22/23 session – including West Partnership FOCUS, Early Years FOCUS and ASL FOCUS.

Three Year (2018 - 2021) Assessment and Moderation S&Q published and shared with all establishments. As a result HTs have an overview of city wide progress to evaluate individual establishment/department progress against

SQA appointees delivered understanding standards in senior phase N5 & H exams to over 380 secondary practitioners in Modern Languages, Art, Drama, Music, PE, Metalwork, Maths resulting in increased and shared understanding of SQA standards across departments with all attendee evaluations rated good or very good.

All LPAs and CLOLs engaged in leading Assessment & Moderation, as a result practitioners have increased capacity in evaluating their establishment’s progress and planning for next

steps in these areas. All evaluations rated good or very good. 10 early years establishments and 40 primary establishments requested and engaged in follow up visits to review their leadership of these areas.

Following analysis of CLPL requests from early years 6 LELs trained to deliver Assessment & Moderation in the playroom, as a result the increasing demand from early years establishments for training and support with Assessment & Moderation for session 2022 - 2023 will be better met

Gaelic Medium Practitioners engaged in sharing the standards in Gaelic language and literacy through CLPL in moderation, assessment and verification

Self Evaluation Tool to support Assessment in the BGE developed for each sector leading to increased support for establishments/departments and a stronger focus on the 6 key features of effective assessment when evaluating current practice and planning for next steps. At least 40 primary establishments utilising this to identify strengths and plan for next steps.

Analysis of feedback from work moderated across the West Partnership to inform Assessment & Moderation training and support across the city (2021/2022) has resulted in a 29% increase this session in work from Glasgow achieving the standard.

Drumchapel High, STEM Glasgow and Glasgow Learning and Teaching Network were awarded the GTCS Excellence in Professional Learning Award.

Castlemilk and John Paul II Primary are Apple Distinguished Schools and another three schools have been nominated this session.



EdIS Team Objective 3

Continue to improve high quality learning and teaching with high learner engagement

The numbers accessing Glasgow nurture training this session increased from 253 (2020 – 21 session) to 276. Staff report that they feel more confident in supporting vulnerable children and have a variety of strategies to use.

Glasgow held the annual nurture conference this year with 280 delegates, all rating the content highly relevant to their work.

As the nurturing city, education services continue to strengthen links with our colleagues in HSCP in order to improve outcomes for our care experienced pupils. The residential children's houses in Glasgow are all undertaking nurture training, which began with the care experienced team. Glasgow nurture will continue this, with follow up mentoring from Glasgow Psychological Services. This session 9 houses have been trained, with the 10 more planned for next year.

Improving our Classrooms is well established across 7 Local Authorities in the West Partnership led by 19 Local Authority Leads. 93 Schools and 123 teachers have been supported to improve their classrooms through improved use of data and self-evaluation at classroom level with a focus on the features of highly effective practice and digital learning. IOC continues to be accredited by Glasgow Caledonian University and GTCS and teachers are supported by 55 Mentors who are highly skilled practitioners.

Improving our Schools is now well established in 5 Local Authorities in the West Partnership led by 12 Local Authority Leads. 10 Primary Schools are involved with 28 SLT highly having been trained to lead transformational change in their schools. This has impacted on 147 classroom teachers and the evaluations show clear impact on learning and teaching and raised attainment across all 10 schools.

A GCC Learning, Teaching and Assessment framework of CLPL for schools has been developed to encompass the features of highly effective practice supporting raised attainment and achievement will be launched in October 22. To ensure transformational change, there is a focus on senior leadership CLPL.

QAMSO training -120 practitioners trained in leading Assessment & Moderation resulting in strong leads within establishments/departments and within each LC to support the Feb Inset Moderation event.

45 ELCs engaged in effective Assessment and Moderation in the playroom resulting in increased confidence in planning, assessing and moderating with early years and P1 colleagues. All evaluations rated good or very good.

First city-wide February Inset Moderation event resulted in all sectors moderating planned ongoing assessments outwith their establishments in literacy, numeracy & science. All evaluations rated good or very good and evidenced improved practitioner confidence in sharing the standard.

Review and development of BGE Maths curriculum to include Developing the Young Workforce skills resulted in improved engagement for learners.

Attendance of 120 secondary Maths practitioners at Let's Talk sessions enhanced teacher confidence and skill in use of a range of pedagogies to support learning & teaching leading to improved engagement and behaviour as well as improved understanding of SQA standards for N5 Maths.

Equalities Glow tile developed to support sharing of effective practice, guidance and signposting for practitioners and leaders.

Glasgow now supports over 60,000 pupil Ipads across our school estate increasing access to digital learning for pupils. We will soon be offering free Wifi connectivity to families who don't currently have internet access in the home.

Dance: Determined to Dance Programme (P1-3). This programme saw an increase in delivery sessions with several school funding additional Dance blocks across the school. 303 Primary and 20 ASN Classes received an 8 week block of dance, with 8381 children participating. Almost all (over 90%) evaluations, reflected on the increased confidence in pupils as they were fully engaged in the creative process with particular reference to the COP 26 – Saving the Planet resource.

The Primary Soccer 4 programme delivered to 139 schools with 257 classes participating in the Football programme. 5902 P4 pupils enjoyed the programme which is delivered across an 8week block.

The swimming programme saw 4470 pupils participate from P7, P6 or P5. At the start of the programme 2256 pupils were swimmers and 2214 were non swimmers. On completion of the programme there was a 61% increase in the number of Children who could swim from 2256 to 3634 and non-swimmer numbers dropped to 836.

Across 16 targeted schools, two PELO's supported 86 Staff members, 92 classes, 2020 pupils and delivered 468 sessions. Revisit support has also been established across previous targeted schools and CLPL delivered to 143 staff. Early evidence gathering has identified practitioners have reported increased subject knowledge in providing challenge within the PE curriculum and in supporting teacher professional judgement. Almost all practitioners evaluated that following the staff training and coaching sessions, they have improved knowledge and understanding, confidence and delivery.

18,094 sessions across 42 activities were delivered through the OOSH clubs, with 27,762 children and young people (39% of school roll) participating in activities. 59% of activities were delivered by volunteers of which 200 were young sports/Dance leaders.

The City of Dance Final held in the Royal Concert Hall in June 2022, saw 46 schools (31 primary, 14 secondary and 1 ASN). 679 pupils took to the stage to perform in front of an audience of 1026. A thrilling experience for both Glasgow pupils and spectators.

Specially aimed at care experienced young people Blairvadach and the Glasgow Virtual School collaborated on developing a programme which uses outdoor education as a therapeutic tool to re-engage young people with school.

Glasgow's outdoor education provider delivered 10,764 face to face activity days during the academic year across the Blairvadach residential centre, Pinkston Basin, Care experience Team and within schools. This was made up of 4146 pupils from 122 establishments undertaking a variety of 1 to 5 day experiences.

In partnership with Cycle Scotland 89 new Bikability Tutors were trained in the city and an additional 115 pupils from 14 schools were directly supported to achieve Bikeability L1 &L2.

787 pupils from 25 schools attended a summer holiday COVID Recovery programme at Blairvadach and 655 pupils worked through their John Muir Award at Pinkston Basin

In addition, the service has been strengthened by the addition of the Duke of Edinburgh (DofE) Award team who have supported 38 secondary and ASL schools in Glasgow to deliver the award which has provided £48,408 worth of social value through volunteering across Glasgow. 1374 awards were started and 433 achieved, 56% of these from SIMD 1-3. 936 pupils undertook an expedition experience.

Sense over Sectarianism **Team focused on** Primary 7 workshop supporting teachers to deliver topics such as The Divided City and related Equalities and Citizenship learning and teaching.

Number of Primary Schools	88
Number of Workshops	334
Number of Primary Pupils	4349

SOS hosted a 2-day Peer Mentoring Training Event for school staff and Campus Police from several Glasgow Secondary schools related on MVP. This event allowed existing schools to train new staff, schools who had previously delivered the project to restart and three schools new to programme to get up and running.

The annual Holocaust memorial events included the release of a film recounting the lived experience of a survivor.

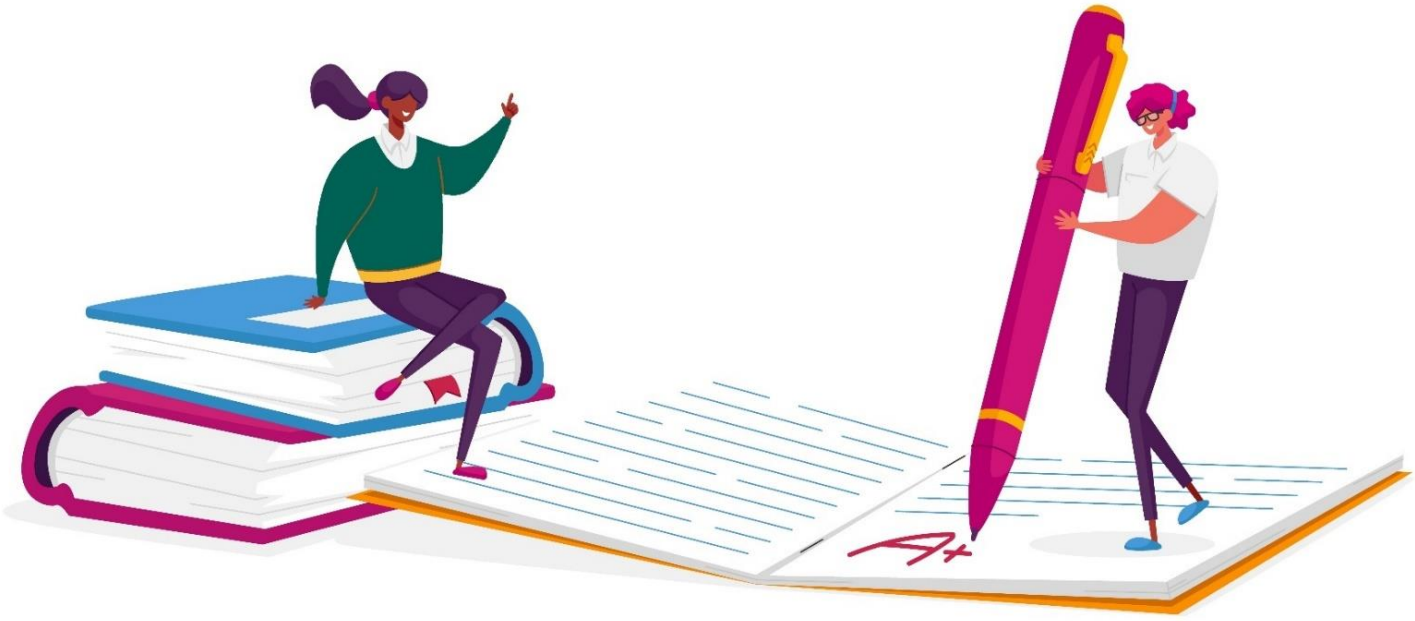
Refreshed planners for modern languages developed for Primaries. Renewed partnership agreement for literacy around Latin/Classics in primary/secondary.

CREATE Music Service is fully back face to face with young musicians across Glasgow taking part in City Bands, Orchestras and Choirs which has enhanced their musical skills, provided opportunities for performance and contributed to closing the poverty related attainment gap whilst supporting health, wellbeing and relationships.

All Primary and ASL schools received face to face lessons from YMI Team where teachers and tutors worked collaboratively to ensure the entitlement of Music in the Curriculum through a well-considered and well-planned skills progression.

Expressive Arts Skills Progression Frameworks are being used to enhance the BGE Expressive Arts Curriculum. All schools have identified a CREATE Champion which has resulted in enhanced communication with schools to support learning and teaching in Expressive Arts. There has been an increase in schools being part of the CREATE Baby Strings City Initiative and a focus on supporting City Brass development.

GCC Visual Arts Studio partnership with Strathclyde University has provided opportunities for S6 Advanced Higher Students to be supported in all aspects of Art and Design and Portfolio Preparation leading to enhanced skills, raised attainment and positive destinations.



EdIS Team Objective 4

Improve approaches to curricular planning and development

EdIS has continued to focus on meeting the professional learning needs of all staff, leading on Professional Update, probationer and student mentoring. We have provided a range of professional learning opportunities including staff development co-ordinator networks, targeted individual and cluster supports.

Glasgow's Social Subjects Progression Framework launched as part of COP26 events. This continues to be populated with resources with a focus on equitable, just and culturally responsive curriculum development.

An online Health & Wellbeing framework has been developed and launched to support approaches to curricular planning and development.

Glowblog developed to improve service support for ASL.

This session primary schools submitted refreshed curriculum rationales.

Curricular Planning support provided has included:

- Primary schools working collaboratively with EdIS on their curriculum rationale and design.
- Professional learning on Interdisciplinary Learning, Developing the Young Workforce and Meta-skills.
- A program of professional learning with Support for learning Workers which covered Curriculum, Interdisciplinary Learning, Developing the Young Workforce and Curriculum Key Drivers.

Religious Observance Guidance Document developed to support establishments in delivering aspects of RME/RE

A digital teacher planning tool developed has been devised with 12 schools piloting during session 22/23.

Most Secondary Curricular Networks have actively participated in professional learning about interdisciplinary learning (IDL) resulting in increased understanding of IDL as an approach that allows learners to apply knowledge and skills in real life contexts.

19 sessions on Rights Respecting Schools attended by 120 EYs practitioners, 568 primary practitioners and 142 secondary practitioners resulted in increased knowledge and understanding of leading development of Rights Respecting Schools within establishments. 112 establishments in Glasgow are now involved in UNICEF Rights Respecting School Awards. 2 Golds, 4 silver and 13 bronze RRSA awards were achieved by Glasgow establishments during 21/22.

The EAL Service delivered a range of core EAL practitioner CLPL focused on evidence based EAL, effective tracking effective transitions. Wider CLPL included Spotlight sessions on English Language Levels and Recording within Seemis based in a city wide needs analysis of professional learning requirements.

GDSS CLPL included Support for Learning Staff sessions which provided guidance and strategies to meet the needs of learners.

A Wide range of CLPL focused on additional support needs and inclusion has continued to improve high quality learning and teaching city-wide including:

- ASL Co-ordinator networks attended by all schools. Professional dialogue topics included wellbeing plans, referral processes to AIG and LC-JST, assessment and target setting and transitions.
- Navigation of new SEEMIS Wellbeing Application (1300 attendees), CLPL with relevant guidance and materials.
- GCC restorative and autism framework (GRAF) CLPL provided to all sectors.
- CLPL offer provided by CALL Scotland.

Inter-authority work has supported the enhancement of digital solutions to support communication difficulties.

The RTC continued to deliver high quality CLPL to support Connected Learning approaches with 5 Professional Learning Streams to support all schools and their communities with the development of the skills needed on their Digital Journey:

- Apple Teacher Portfolio
- Everyone Can Create
- Everyone Can Code
- Creative Classrooms
- Digital Learning Academy

The “Spotlight On” Programme of online CLPL has successfully provided 73 spotlights online CLPL sessions. These short, focused sessions have covered a range of topics across all aspects of Education Services work. Content reflected the professional learning requests made by practitioners as part of an online engagement questionnaire at the beginning of the session. Almost all completed evaluations were good or excellent:

- 3799 staff attended
- 1956 TEAMS Members
- 32 TEAMs Channels

The #Our Dear Green Place, COP26, Education Offer was successfully delivered with LfS and Climate Learning opportunities available for every establishment in the city. Legacy targets defined by Education Services were achieved.

Girls@COP26 won a prestigious Sister Cities Award with Pittsburgh for Innovation in Education.

The Lord Provost poetry prize on the theme of ‘Climate Change’ showcased literacy achievement across the city's schools.

Create4Glasgow in partnership with Bloomberg provided a platform for schools and individuals to engage with Glasgow Life artists in residence in developing legacy projects and artworks post COP26.

The 100 days from COP26 young people event focused on SDG5: Gender and SDG10: Reduce Inequalities.

Future Mentor and Woman4Climate Programmes have been established to provide mentoring and engagement opportunities for young people and women aged 18+ to drive policy into practice around climate action in the city.

Partnership with Vox Liminis has provided schools with the opportunity to take part in an interdisciplinary learning social justice project with a focus on expressive arts which is strengthening the Expressive Arts Curriculum in schools and providing additional experiences for young people which will in turn support their attainment and achievement across the wider curriculum.

A carefully considered programme of CLPL has been shared with schools and is being delivered by CREATE Staff. This is supporting staff to feel confident in delivering the curriculum entitlement of a high-quality Expressive Art Curriculum and contributing to raising attainment and addressing poverty of experience.

EdIS Team Objective 5

Review, develop and implement policies, procedures and guidance to reflect policy drivers, to meet the needs of children, young people and families

Equalities Policy Framework developed for establishments to support implementation of equalities policy at school level.

Year one of BAME Recruitment Pilot successfully completed and 40% of cohort successful in gaining PT appointment.

Overseas Enrolment Process reviewed. The new process takes into account the implications of Brexit including the movement of people from the Republic of Ireland and the rest of Europe as well as the special conditions for those families travelling from Hong Kong. The new process aims to make it easier to enrol a child from overseas and focuses more on the child than the paperwork involved.

We saw a high number of families making applications to enrol this year from abroad. We had approximately 3560 children from August 2021 to June 2022 with an average of 324 a month, across the secondary, primary and early years establishments.

Glasgow Online has been refreshed and relaunched with the support of the EdIS team to bring a one stop intranet to Education Services Practitioners.

There were a total of 189 referrals to Glasgow Virtual School to provide support and advice for care experienced children and young people through the formal referral consultation process from the period August 2021 to June 2022. This has led to an increase in the number of interventions being accessed to support young people who are disengaging or who are transitioning from an ‘out of Authority’ placement and returning to Glasgow. 97% of responses rated the service and advice they received as excellent, 95% of responses rated their GVS consultation as very helpful, almost 60% of school staff stated access to intervention supports as the main positive outcome of the consultation. Interventions were able to be accessed quickly after the consultation to enable children and young people to be supported straight away. Successful training events were organised for all Designated Managers and PT Pastoral Care staff in the 3 areas of the city. Almost all establishments attended. Training focussed on care experienced definitions, self-evaluation toolkit and The Promise. Delegates were asked to provide an overall rating for the session with 5 the highest rating and 1 the lowest. 94% of delegates rated the session as a 4 or 5.

In addition, training focussing on care experienced learners, The Promise and GVS support has also been delivered to early career staff, new Head Teachers and Education Services colleagues as well as Children’s House colleagues, Social Work Locality Teams and third sector partners.

All primary, secondary and ASL schools now have a range of free period products available for our pupils. There is also currently a pilot project running in 44 Early Years establishment

across the city to make free period products available to parents/carers and families. As well as educational establishments there are also now around 100 locations across Glasgow that are stocked with products that are freely available to the public.

Secondary Health Summit focussed on mental health to share and collaborate on support for learners. Mental health policy relaunched.

Save a Life for Scotland Heartstart Relaunched.

The input and involvement of Family Learning Officers is leading to more effective parental engagement in schools and nurseries which in turn leads to increased participation in family support and family learning programmes. Moving the CLPL programme online increased uptake of the three linked offers and extended the audience to include other practitioners, e.g. probationer and newly qualified teachers, IOC and DHT Networks.

A Senior Policy Officer leads on Glasgow's bid to become Scotland’s first city to be awarded the UNESCO Learning City Award. The post has been funded by GCC and our UNESCO Global Network of Learning Cities Working Group partners.

