

Play Pedagogy in Glasgow City Council Early Learning and Childcare and Primary noted.

4 There was submitted and noted a report by the Executive Director of Education Services providing an update on the significant impact of Play Pedagogy and Enquiry based learning across Education Services, advising

- (1) that play was essential to children and young people's quality of life and was a child's right and Education Services strived to ensure that all children across Glasgow had their rights respected and supported in all its education establishments;
- (2) of the curriculum and national practice guidance which enabled the planning of a continuous curriculum experience for learners across Early Learning and Childcare (ELC) and into primary school;
- (3) that in Glasgow, Sustainable Development Goal 4 'Ensure Inclusive and quality education for all and promote lifelong learning' was a driver to adapt national frameworks, local policy and guidance into the contexts of all classrooms and playrooms to meet the needs of diverse groups of learners;
- (4) that this Council's ELC settings provided high quality spaces, interactions and experiences in line with national guidance, with child centred play pedagogy that required us to take the lead from the children;
- (5) Glasgow's ELC to Primary Transition Guidelines were informed by international, national and local research and policy including Realising the Ambition which set out the key features of positive transitions practice from an early learning and childcare setting to school;
- (6) of the Play Pedagogy in Glasgow's primary schools and meeting the needs of Additional Support Needs learners, as detailed in the report;
- (7) that the Glasgow's Pedagogy Team delivered training on each aspect of the Pedagogy Wheel and provided resources for schools to support the work of Education Services;
- (8) of the support provided for senior leaders and partnership working practices, as detailed in the report; and
- (9) of the next steps to continue to embed the approach consistently across ELC and primary schools.