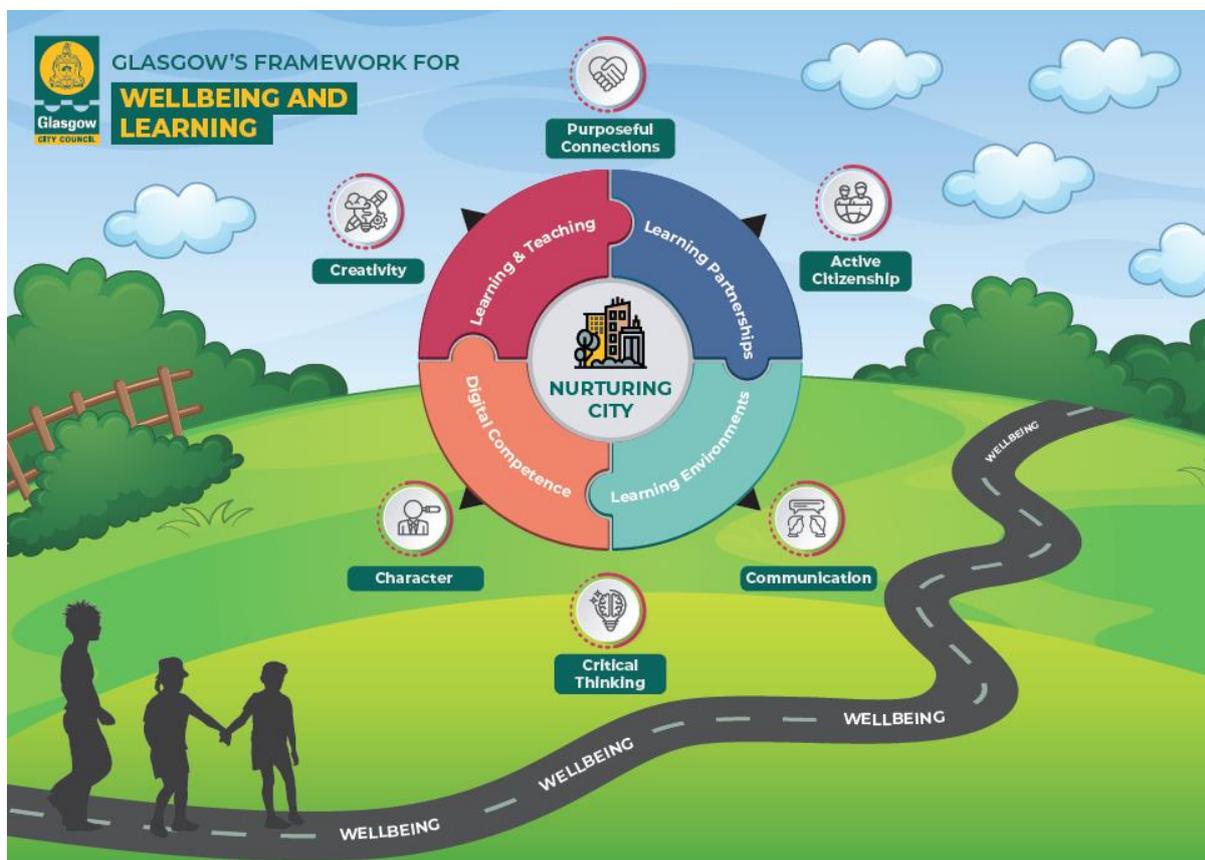


Glasgow's Framework for Wellbeing and Learning: Leading the Conversation



Under each driver, we have posed some reflective questions for you to consider within the context of your school or nursery.

You can provide us with feedback by emailing educationcommunications@glasgow.gov.uk and/or by completing the [survey](#)

Learning & Teaching

We must continue to have a relentless focus on learning and teaching. Our programmes which promote teachers working purposefully together on learning and teaching such as SIPE (Supporting Improvement through Pedagogy & Equity), MTV (Making Thinking Visible) and IOC (Improving Our Classrooms) provide us with a strong platform.

Glasgow's Improvement Challenge has been successful because of its relentless focus on improving the quality of learning and teaching.

- *In what ways are you taking steps to improve learning and teaching in your classroom/playroom/school/nursery?*
- *How do you ensure that children/young people benefit from the highest quality learning experiences?*
- *How do you ensure that children/young people are able to influence learning and teaching?*

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Learning Partnerships

We know that we cannot achieve success for all our children and young people on our own. We need to develop purposeful connections with others. For example, with colleges to extend the learning pathways, with third sector to improve the range of support for families, and within and across schools and nurseries to share practice and continuously improve, with parents and carers to empower and enable them to be better able to support their child's learning.

- *What are your learning partnerships?*
- *How do you evaluate their impact on improving outcomes for children, young people and their families?*

Learning Environment

Our schools and nurseries should be welcoming environments for our children, young people and their families. Every classroom and playroom must offer all of our children and young people a safe place. We know that not all learning takes place in a building – we use outdoor spaces to extend our children and young people's experiences. Through our Learning Partnerships, we are able to expand the range of learning environments to better meet children and young people's needs.

- *What are the range of learning environments that you are using?*
- *In what ways are you making effective use of the range of available learning spaces?*
- *Are there any changes you could make to improve?*
- *How do you take the views of children/young people into account so that the learning environments meet their needs?*

Digital Competence

Through our Connected Learning programme, we have over 55,000 iPads in use across the city. Digital learning has become more integrated into our Learning and Teaching. West On-line School has provided pre-recorded lessons on an extensive range of curricular topics which enable children and young people to access teaching in different ways at different times.

Our children and young people need to become highly skilled in the use of digital technology – understanding its benefits and its limitations. Our education staff need to develop their digital competence in order to be able to meet the learning needs of all children and young people.

- *How are you developing your own Digital Competence?*
- *How are you developing the Digital Competence of children and young people?*

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Our [survey](#) starts with asking – in less than 20 words

‘What do you want for Glasgow’s children and young people?’

We asked our quality improvement officers for their ideas. Here are some of their responses.

“For them to be happy in school and engaged and excited by learning”

“Feel safe, happy and loved where talents/individuality is recognised, celebrated and developed to allow children to reach their potential.”

“Learn in an environment where they feel safe, nurtured and respected.”

In our graphic, our young people are using Glasgow’s Framework for Wellbeing & Learning almost like a compass helping them on the road to achieving positive Wellbeing. Many of our children come to school and nursery lacking the breadth of experiences that some other children do – their backpacks are empty and we need to fill those backpacks with meaningful and enriching experiences, for example, trips to the museum, days out to the zoo, going to the theatre.

- *What are the range of experiences that you have planned throughout a child/young person’s time with you?*
- *In what ways do you consult effectively with parents and carers to ensure the range of experiences meets children’s needs and interests?*
- *How do you ensure that the experiences are sufficiently broad and accessible for all children and young people?*

Our second question asks for three experiences that you would like our children and young people to experience while in education in Glasgow.

We asked our quality improvement officers for their ideas. Here are some of their responses.

“outdoor, adventure based activity”

“Get to know their city”

“Connecting to nature, growing food and handling wildlife”

“residential experience”

“solving problems as a group”

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Six Competences

We have chosen six competences which we believe are essential for our children and young people to be successful learners, effective contributors, confident individuals and effective contributors.

We recognise that there are a range of skills within these six competences.

Our third question asks you for the skills you feel that children and young people will demonstrate when meeting these competences.

Again, we asked our quality improvement officers for their views on each of them to support your thinking. These are shown in the word clouds.

Communication: communication involves becoming fluent in digital, writing, speaking and using data for a range of audiences.



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Critical Thinking: in a world where information is readily accessible through the internet, it is essential that we are able to think critically, evaluate information and arguments, see patterns and connections, construct meaningful knowledge and apply it in the real world.



Active Citizenship: children's voices need to be heard and acted upon, they need to know their place in the world as global citizens, considering global issues based on a deep understanding of diverse values. They need to be able to engage with others to solve complex problems which impact human and environmental sustainability.



Character: character refers to the qualities needed for being personally effective in a complex world.



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Creativity: Being innovative, asking the right questions to generate novel ideas, being entrepreneurial both economically and socially – demonstrating leadership to pursue ideas into practice.



Purposeful Connections: purposeful connection refers to the capacity to work in a team with strong interpersonal and team-related skills. Including effectively managing team dynamics, making decisions together and learning from and contributing to the learning of others.



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