

Glasgow's Framework for Wellbeing and Learning



Our work in education links directly to Sustainable Development Goal 3 and 4.

SDG 3: Ensure healthy lives and promote well-being for all at all ages

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Our four priorities for education have served us well. These will continue to drive our work with the addition of 'wellbeing' – recognising the increasing importance that positive wellbeing plays in all our lives.

- ❖ Raising attainment and achievement through Glasgow's Improvement Challenge
- ❖ Continue to improve how we meet the wellbeing, learning and care needs of children before they go to school and as they progress through school, including how we support their families;
- ❖ As we move towards a Nurturing City, continue to improve how we meet the needs of children and young people, particularly with additional support needs; and
- ❖ Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people

A number of years ago, we set ourselves the ambition to be a Nurturing City. Nurturing approaches are embedded in classrooms and playrooms across the city. Our success in being compassionate and caring has led to improved outcomes for children and young people. This is increasingly being recognised across the UK and beyond.

In Glasgow, there is recognition that 'these are our children' and that excluding them onto the streets or into poor quality alternative provision is not good enough. The ethos is clear: what is right for your own child must be right for other people's children.'

Paul Dix, After the Adults Change Achievable Behaviour Nirvana 2021

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We have reflected on our achievements to date and want to build on this success.

Some of our achievements:

- We have raised attainment with more young people than ever before achieving national qualifications
 - In 2007, 28% of the S4 cohort achieved one or more award at level 6 by the end of S5, in 2020, this was 60.3%.
 - In 2007, 5% of the S4 cohort achieved five or more awards at level 6 by the end of S5, in 2020, this was 18.8%.
 - In 2007, 21.6% of our school leavers went to higher education, in 2020, 41.4% went to higher education at college or university.
- More young people than ever before are remaining in a positive destination after they leave school – our sustained positive destination figure of 92.2 % for 2019/20 is our highest ever.
- We have reduced exclusions year on year since 2007 – overall a 94% reduction
- In 2020/21, only 0.15% of primary children and 0.92% of secondary young people were affected by exclusion.
- We have continued to provide an outstanding range of opportunities for our children and young people to lead and influence the life of the school
 - Pre-pandemic, we had increased the numbers of young people achieving a Duke of Edinburgh award year on year. Between 2012 and 2018 there has been a six-fold increase in the overall numbers of DofE awards achieved in Glasgow; and an increase of 524% in the number of awards achieved by those young people living in the 20% most disadvantaged communities.
 - Increasing numbers of young people achieve Sports Leadership Awards and become Sports Ambassadors in their schools.
 - In 2019, we introduced our first cohort of modern apprentices into our Active Schools team.
 - In primary schools, our children lead eco committees, are Junior Road Safety Officers, lead Active Play sessions, are peer mediators, anti-bullying mentors, digital leaders – the list goes on.
 - In secondary schools, we welcome mentors into all our secondary schools to work with young people experiencing disadvantage.
- Through our Connected Learning programme, we have issued over 55,000 iPads to children, young people and staff. Every school and nursery has a Digital Leader of Learning.
- In the last decade, we have improved the learning environment of primary schools and nurseries across the city, improving our digital infrastructure as well as creating inspiring learning spaces. We have spent more than £400m on improving our buildings, including opening new primary schools.

All this success provides us with a very strong platform to move forward. As we move out of the pandemic, it is important that we seize the opportunity to build on our strengths and our learning from the pandemic experience and not revert to 'business as usual'.

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We agree with the emerging views on wellbeing being central to a young person's success in education – happy learners are successful learners. Our commitment to nurture demonstrates that we have always placed a high priority on wellbeing.

Hence, why we want to develop 'Glasgow's Framework for Wellbeing and Learning'. It is not possible to separate wellbeing and learning.

Our commitment to providing children and young people with a breadth of learning experiences shows that we recognise that. Given that we want the best possible outcomes for each and every young person, education is so much more than qualifications.

We know that assessment is important and that assessment serves a range of purposes and can take a range of forms. Overall, we believe that assessment is for learning – it is not for judging our children and young people.

'Testing is not an instrument for improvement when it is combined with high-stakes punitive accountability. People are rarely motivated by being judged, and impossibly so if the judgement does not contain possible lines of solutions.' Michael Fullan, 2021

We have considered international research to help inform our thinking.

- The International Council of Advisers report 2018/2020 – published December 2020, <https://www.gov.scot/news/international-council-of-education-advisers-report/>
- A beginner's guide to mission-oriented approaches – Mariana Mazzucato (economist) <https://www.ucl.ac.uk/bartlett/public-purpose/publications/2019/dec/missions-beginners-guide>
- OECD Learning Compass 2030 https://www.youtube.com/watch?v=M3u1AL_aZjI – published 2019
- Thought piece from Michael Fullan 'The nature of leadership is changing', 2020 <https://onlinelibrary.wiley.com/doi/abs/10.1111/ejed.12388>
- The Right Drivers for Whole System Success – Michael Fullan, 2021 <https://michaelfullan.ca/3460-2/>
- OECD Scotland's Curriculum for Excellence *Into The Future* <https://www.oecd.org/education/scotland-s-curriculum-for-excellence-bf624417-en.htm>

Our starting point was to take Michael Fullan's Deep Learning Framework with his Six Global Competencies:

- ✓ Six Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking
- ✓ Four learning conditions: Partnership, Pedagogy, Learning Environment and Digital technologies
- ✓ Supportive conditions at school, local authority and policy levels

We also considered the OECD's 21st Century Skills: Critical Thinking, Creativity, Research & Inquiry, Self-Direction, Initiative and Persistence, Information Use, Systems Thinking and Communication.

We agree with the OECD's pictorial representation in their Learning Compass which shows Wellbeing as a goal, in other words, if we get all the conditions right for our learners then they will achieve positive wellbeing.

However, we believe that positive wellbeing needs to be achieved throughout our children and young people's journey through learning not just as a destination.

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Starting a conversation

Throughout session 2021/22, we will engage with staff, parents, partners and young people to develop Glasgow's Framework for Wellbeing and Learning.

To start the conversation, we will ask the question:

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

We already know that our children and young people want our schools to be safe and happy places where they can learn:

We asked children and young people...	What they said.....
If they have learned about rights in school	87% said yes
If they felt they were treated well in school	89% said yes
If they felt they were listened to in school	84% said yes
What matters most?	Friendships, health and Identity Also, lots of comments that family was actually the most important thing to many of our young people
What matters most at home?	Feeling safe and cared for
What matters most at school?	Friendships, feeling safe and happy
What matters most in your community?	Feeling safe and having access to supports for feeling healthy
What would make the world a better place?	Fairness, kindness, rights and equality

We will engage with our staff, parents, partners and young people to refine and improve our framework to deepen our understanding of what we want to achieve for Glasgow's children and young people. We will discuss how we can use the framework when developing the curriculum, improving children's wellbeing and learning and evaluating how well we are meeting the needs of children and young people.

The paper Glasgow's Framework for Wellbeing and Learning: Leading the Conversation aims to help staff, parents and children and young people understand our Framework for Wellbeing and Learning. It also allows feedback to be provided to us to help deepen our understanding.

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Glasgow's Framework for Wellbeing & Learning



Our aspiration to be a Nurturing City is central to our work, hence why it needs to be at the centre of our compass. This work is built on the six Principles of Nurture which are the foundations of our thinking.

Much has been written about Skills for the 21st Century, 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. We have started to develop our thinking on these.

We propose our Framework has four key elements or drivers, emerging from 'The right drivers for whole system success', Michael Fullan, 2021. We want to your view on whether these are the right drivers of success for Glasgow.

We have developed a web page on the Glasgow web-site and we have included a [survey](#) to help us gather views from as many people as possible.

The next section is to help you, as head, to lead the discussion on Glasgow's Framework for Wellbeing and Learning in your school or nursery with your staff, your Parent Council or parent group and children and young people. Your link quality improvement officer will support these discussions.

We would like as many stakeholders as possible to respond to the [survey](#).

We will include Glasgow's Framework for Wellbeing and Learning on the agendas of headteacher meetings.

We will ask groups of staff across the city to discuss the Framework for Wellbeing and Learning and how the framework can lead to improved outcomes for children and young people.

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We will ask young people to tell us how Glasgow's Framework for Wellbeing & Learning can help them achieve positive wellbeing.

We will ask headteachers to discuss Glasgow's Framework for Wellbeing & Learning with their Parent Councils and parent Forum.

By the end of session 2021/22, we will use these views to finalise our understanding of Glasgow's Framework for Wellbeing & Learning.

The Four Key Drivers

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.

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.

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.

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.

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.

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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.



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.



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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.



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



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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.



A word cloud featuring various terms related to teamwork and connection. The words are arranged in a roughly circular pattern. The most prominent word is 'Purposeful Connections' in the center. Other words include 'Unite', 'Volunteer', 'Link', 'Common Goals', 'Join', 'Organise', 'Close Relationships', 'Relate', 'Team', 'Family', 'Shared', 'Collaboration', and 'Attachment'. The words are in different colors: purple, pink, yellow, green, and blue.

Unite Volunteer Link
Common Goals Join Organise
Close Relationships Relate
Purposeful Connections
Team Family Shared
Collaboration
Attachment