**PROFESSIONAL LEARNING FOR EARLY YEARS STAFF**

“The single most important driver of the quality of a child’s early learning and childcare (ELC) experience is a high-quality workforce. **Continuous professional learning (CPL)** is an **essential component** of **ELC quality** and is linked to children’s development.” (Scottish Government, 2020)[[1]](#footnote-1)

Continuous professional learning is essential to providing high-quality ELC in Glasgow. This document outlines Glasgow’s Professional Learning Framework for all staff working in both local authority and funded providers of ELC in Glasgow. All staff should use the framework in planning their personal continuous professional learning, as part of the established [PDP processes for GCC nurseries](http://www.goglasgow.org.uk/Pages/View/26) or for your establishment, as informed by the [SSSC Code of Practice](https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/). The leadership team should also use the framework to keep an overview of staff development needs and support planning for development at establishment level.

The framework is informed by the [National Model of Professional Learning](https://professionallearning.education.gov.scot/explore/the-national-model-of-professional-learning/?_gl=1*1t82im4*_ga*MTgyNjA2MDk2LjE2Mjg3NzgyMzc.*_ga_TQYTGRNG9G*MTY2MDU4ODU2OC4zOC4xLjE2NjA1ODg2MTYuMA..) which states professional learning should be:

* Challenging, and develop thinking, knowledge, skills and understanding;
* Underpinned by developing skills of enquiry and criticality;
* Interactive, reflective and involve learning with and from others.

It shows how, in line with best practice principles for effective professional development (EEF, 2021)[[2]](#footnote-2), new learning should build on previous learning. A mix of learning opportunities should be considered, including self-directed research, skills training, reflective practice and self-evaluation, collaborative learning with peers, whole establishment development processes, and others. It is vital to consider how the skills and knowledge gained through training and development opportunities will result in improved practice. Using opportunities to access coaching and consultation can support the implementation of new skills and knowledge and so ensure professional learning activities lead to higher-quality experiences for the children and babies in our care.

**Professional Learning Opportunities**

You will find in this document tables for each stage of professional learning listing the opportunities which are freely available through national and local authority agencies. The tables state whether the opportunities are available for Glasgow City Council (GCC) establishments, Funded Providers (FP), or both, and give links for further information where available.

Training opportunities are also available through private or third sector agencies. The [Directory of CPL for ELC](https://hub.careinspectorate.com/resources/directory-of-continuous-professional-learning-for-early-learning-and-childcare/) is a useful source of further information on these opportunities. The [Glasgow Early Years](https://blogs.glowscotland.org.uk/glowblogs/glasgowearlyyears/) website is also a good source of information about current developments in ELC in Glasgow.

Glasgow City Council also support early years workers to achieve certified qualifications. Further information on the qualifications which can be supported and how to access funding support is detailed in [Appendix I](#AppendixI).

A [key](#Key) to acronyms is provided on page 16.

**PROFESSIONAL LEARNING FRAMEWORK FOR EARLY YEARS STAFF**

**[WHOLE ESTABLISHMENT DEVELOPMENT AND PRACTICES](#wholeestablishment)**

[Whole establishment development should align with local, authority and national priorities and include a robust implementation plan](#wholeestablishment)

Click on each stage to access further information

[INDUCTION](#Induction) [UNIVERSAL](#Universal) [IMPLEMENTATION](#Implementation)  [TARGETED](#Targeted) [WHOLE ESTABLISHMENT](#wholeestablishment)

1. **INDUCTION**

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| --- | --- | --- | --- | --- |
| **INDUCTION** | | | | |
| **Learning Resource** | **Provider** | **Delivery** | **GCC/FP** | **Link** |
| Induction Resource - National | SG | Online. Self-directed. New staff should use with an identified mentor from their establishment and engage in reflection and professional discussion. | All | [Induction Resource - National](https://www.gov.scot/publications/early-learning-childcare-national-induction-resource-2/)  https://www.gov.scot/publications/early-learning-childcare-national-induction-resource-2/ |
| Induction Resource - Glasgow | GCC ES | Self-directed. Leadership team/mentor should support new staff to access with opportunities for active learning activities such as peer discussion and reflection. | All |  |
| Establishment induction procedures | Establishment | Each establishment should have its own policy and procedures for inducting new members of staff. | All | See individual establishment. |

1. **UNIVERSAL**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **UNIVERSAL** | | | | |
| **Learning Resource** | **Provider** | **Delivery** | **GCC/FP** | **Link** |
| **UNIVERSAL - MANDATORY** | | | | |
| EY Online Modules  Core modules on i) Attachment, ii) Nurture, iii) Child development, iv) Language & Communication Development, v) Implications for Practice | GEPS | Online. Self-directed. Ideally to be studied within small peer group. Allow around 30mins for each module to allow for discussion and reflection. | All | [EY Online Modules](https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/school-staff/early-years-online-learning-modules/)  https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/school-staff/early-years-online-learning-modules/  Contact [EY Team](https://blogs.glowscotland.org.uk/glowblogs/glasgowearlyyears/support/education-services/) or link EP for password to access.  Childminders should contact Michelle Anderson. |
| **UNIVERSAL – OPTIONAL EXTENSION MODULES** | | | | |
| Scottish Government / SSSC  ELC Modules | SG / SSSC | Online. Self-directed. Complete individually or with peers. Need to enrol to gain access. Allow around 1-3 hours for each module. Modules are accredited. | All | [All modules - CPL Portal (sssc.uk.com)](https://cpldirectory.elc.sssc.uk.com/modules/) |

Note: All staff are expected to complete the GEPS EY Online Modules, which ensures a foundation level of understanding on which to build with further targeted learning. The SG ELC Practitioners Training Modules also offer good foundation learning, but these can be engaged with at any stage as suits your personal and establishment learning needs.

1. **IMPLEMENTATION**

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| --- | --- | --- | --- | --- |
| **IMPLEMENTATION (To support the effective application of skills/knowledge gained from universal and targeted learning resources)** | | | | |
| **Learning Resource** | **Provider** | **Delivery** | **GCC/FP** | **Link** |
| Inclusion Support + Development Group | GEPS / SLT | In person. Five/six sessions across the academic year (attend every session). Includes peer support and reflective practice elements. | All | Contact the GEPS EY Lead for further information.  [eyleadnortheast@glasgow.gov.uk](mailto:eyleadnortheast@glasgow.gov.uk)  [eyleadnorthwest@glasgow.gov.uk](mailto:eyleadnorthwest@glasgow.gov.uk)  [eyleadsouth@glasogw.gov.uk](mailto:eyleadsouth@glasogw.gov.uk) |
| Early Years Support Service Outreach | EYSS | EYSS staff can provide support based around an individual child – will support ELC staff to apply knowledge of child development and inclusion to understand and respond to child’s needs effectively. | All | Contact EYSS for further information. |
| LPAs / Team Leads | LPA / Team Lead | LPAs can provide support to staff in their establishment to implement knowledge gained from the universal EY Online Modules, as well as GIC resources (Glasgow Counts. Literacy for All etc.). Some Team Leads will have also opted in to training to be able to provide this support. | All with trained LPA / TL | Contact LEL team if your Team Lead or LPA requires further support.  [Leaders of Early Learning](https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/)  https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/ |
| SIIM | GEPS / SLT / Peers | In-person peer support and consultation meeting to support individual children and wider development issues. Typically monthly meetings of around 2-3 hours. | GCC | Contact your link EP if you require further information. |
| Inclusion Support Meeting | GEPS / Peers | In-person peer support and consultation meeting to support individual children and wider development issues. Meetings take place in the NE, NW and South area around 5 times a year. Participants should attend every meeting. | FP | Sign up for your area by contacting [educationELC@glasgow.gov.uk](mailto:educationELC@glasgow.gov.uk) and asking to join the Inclusion Support Meeting. |
| Family Learning Team | Family Learning Team (Glasgow Life) | Family Learning Officers can offer support in planning, implementing and evaluating projects related to Family Engagement. | All | [Family Learning Team](https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/)  https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/ |
| LELS | LEL | The LEL team can offer consultation with ELC establishments on request. | All | [Leaders of Early Learning](https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/)  https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/ |
| VERP | GEPS | Practitioners work with a trained VERP guide to reflect on and improve attunement through viewing film clips of their practice. Requires around three hour-long sessions in person. | GCC | Contact your link EP for further information. |
| Solution-Oriented Approaches  Inclusion Support and Development Group | GEPS | Three sessions with an in-person or online option available. This is intended for practitioners who would like support to implement solution-oriented approaches in their setting. Note this is open across EY/Primary/Secondary settings. | GCC | Book through CPD manager. |

1. **TARGETED** (Note: Some resources are listed more than once, when they fit into more than one category)

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| --- | --- | --- | --- | --- |
| **TARGETED** | | | | |
| **Learning Resource** | **Provider** | **Delivery** | **GCC/FP** | **Link** |
| **TARGETED – CURRICULUM** | | | | |
| Realising the Ambition Bitesize Sessions | GCC/ Marion Burns | Links to recordings of 10 online sessions on Realising the Ambition. Allow an hour for each module. Use individually or ideally in group. | All |  |
| **TARGETED – LITERACY, NUMERACY, STEM, IT** | | | | |
| Glasgow Counts | LEL | 1. Targeted training for Lead Practitioners of Attainment (LPAs), Team Leaders and Champions. This includes leading a 2-3 year project (HGIOP) to raise attainment, implement Glasgow Counts strategies, work with families and upskill staff. 2. Core Universal and Twilight training open to all staff members, advertised via CPD manager, email and on Twitter. | All | [Leaders of Early Learning](https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/)  https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/ |
| Literacy for All | LEL | 1. Targeted training for Lead Practitioners of Attainment (LPAs), Team Leaders and Champions. This includes leading a 2-3 year project (HGIOP) to raise attainment, implement Literacy for ALL strategies, work with families and upskill staff. 2. Core Universal and Twilight training open to all staff members, advertised via CPD manager, email and on Twitter. | All | [Leaders of Early Learning](https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/)  https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/ |
| Scottish Government / SSSC ELC Modules  Module 3: Supporting the Development and Progression of Children’s Early Language and Literacy | SG / SSSC Learning Zone | Online. Self-directed. Complete individually or with peers. Allow around 1-3 hours. | All | [SSSC Learning Zone – ELC Modules](https://lms.learn.sssc.uk.com/course/index.php?categoryid=11&dm_i=LQE,8DW5Y,3LDKQN,YL7XA,1)  https://lms.learn.sssc.uk.com/course/index.php?categoryid=11&dm\_i=LQE,8DW5Y,3LDKQN,YL7XA,1 |
| Scottish Government / SSSC ELC Modules  Module 7: National STEM CPL Module | SG / SSSC Learning Zone | Online. Self-directed. Complete individually or with peers. Allow around 1-3 hours. | All | [SSSC Learning Zone – ELC Modules](https://lms.learn.sssc.uk.com/course/index.php?categoryid=11&dm_i=LQE,8DW5Y,3LDKQN,YL7XA,1)  https://lms.learn.sssc.uk.com/course/index.php?categoryid=11&dm\_i=LQE,8DW5Y,3LDKQN,YL7XA,1 |
| Block play.  Digital skills. | LEL | CLPL training covering; the theory of block play, early literacy through block play and early numeracy through block play. Delivered both as twilight and hands on face-to-face sessions open to all staff members, advertised via CPD manager, email and on Twitter. | All | [Leaders of Early Learning](https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/)  https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/ |
| **TARGETED – SPEECH, LANGUAGE AND COMMUNICATION** | | | | |
| Visual Supports | SLT | Self-directed short videos showing how to use visual supports effectively.  Click on the links to view the videos. | All | [Visual Supports Overview](https://youtu.be/DS3VsFh_EIs) [https://youtu.be/DS3VsFh\_EIs](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FDS3VsFh_EIs&data=05%7C01%7CJennifer.Sinclair2%40ggc.scot.nhs.uk%7C4aa54097a1fc486e4a6908dac7bfa4bf%7C10efe0bda0304bca809cb5e6745e499a%7C0%7C0%7C638041923151278239%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2B1gwZBZPZgsBoCTgSw7PZLvfEaSbpItq%2FWJZmKd325s%3D&reserved=0)  [Objects of Reference](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FM5U640DUAew&data=05%7C01%7CJennifer.Sinclair2%40ggc.scot.nhs.uk%7C4aa54097a1fc486e4a6908dac7bfa4bf%7C10efe0bda0304bca809cb5e6745e499a%7C0%7C0%7C638041923151278239%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ciyVO%2FF9TGNjzRVIa9Mv49geZ97FaCyiO1N%2FVQBoOXM%3D&reserved=0)  <https://youtu.be/M5U640DUAew>  [Visual Planners](https://youtu.be/M0pY1tm1u14) (including now next boards and visual timetables)  <https://youtu.be/M0pY1tm1u14>  [Attention and Listening](https://youtu.be/ja8k_LFmz6Q)  <https://youtu.be/ja8k_LFmz6Q>    [Visual Supports playlist of above 4 videos:](https://youtube.com/playlist?list=PLmuRxztsS0NyUGY5Ws28SJsYZ6mhMs7Ob) [https://youtube.com/playlist?list=PLmuRxztsS0NyUGY5Ws28SJsYZ6mhMs7Ob](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutube.com%2Fplaylist%3Flist%3DPLmuRxztsS0NyUGY5Ws28SJsYZ6mhMs7Ob&data=05%7C01%7CJennifer.Sinclair2%40ggc.scot.nhs.uk%7C4aa54097a1fc486e4a6908dac7bfa4bf%7C10efe0bda0304bca809cb5e6745e499a%7C0%7C0%7C638041923151278239%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=wUHiwf14KGmPxn9tXR4hLIFdxrD7aR6xu8lN4uWGy1g%3D&reserved=0) |
| **TARGETED – OUTDOOR ELC** | | | | |
| Leadership in the Outdoors | Stramash | 8 days of training within a 12-15mth period. | All | Contact [EY Team](https://blogs.glowscotland.org.uk/glowblogs/glasgowearlyyears/support/education-services/) for further information. |
| Out to Play | Eco Drama | Eco Drama will spend a day in your establishment offering outdoor creative arts workshops with children and staff CPD.  Webinars and resource packs also available. | All | Information sent to settings via email.    Contact [EY Team](https://blogs.glowscotland.org.uk/glowblogs/glasgowearlyyears/support/education-services/) for further information. |
| Outdoor play | LEL | Twilight training sessions available to all staff, as well as online resources. | All | [Leaders of Early Learning](https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/)  https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/ |
| **TARGETED – EXPRESSIVE ARTS** | | | | |
| Out to Play | Eco Drama | Eco Drama spend a day in your establishment offering outdoor creative arts workshops with children and staff CPD.  Webinars and resource packs also available. | All | Information sent to settings via email.    Contact [EY Team](https://blogs.glowscotland.org.uk/glowblogs/glasgowearlyyears/support/education-services/) for further information. |
| Create | LEL | Twilight training sessions available to all staff, as well as online resources. | All | [Leaders of Early Learning](https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/)  https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/ |
| **TARGETED - WELLBEING** | | | | |
| Infant Mental Health and Wellbeing EY online modules | GEPS | Online. Self-directed. Ideally to be studied within small peer group. Allow around 30mins for each module to allow for discussion and reflection. Can be facilitated by LPA if available in setting. | All | [EY Online Modules](https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/school-staff/early-years-online-learning-modules/)  (Note: Download the interactive map and you will see Infant Mental Health and Wellbeing on 2nd page. )  https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/school-staff/early-years-online-learning-modules/  Contact [EY Team](https://blogs.glowscotland.org.uk/glowblogs/glasgowearlyyears/support/education-services/) or link EP for password to access. |
| PAThS | LEL | Training offered every October on Teams. Follow up support for implementation for individual establishments is also available. | All | [PAThS - Leaders of Early Learning](https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/?page_id=20)  https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/?page\_id=20 |
| Do Be Mindful | Do Be Mindful | On-line. Self-directed. Training includes learning personal mindfulness as well as how to support children to develop mindfulness. | All | Information sent to settings via email.  Contact [EY Team](https://blogs.glowscotland.org.uk/glowblogs/glasgowearlyyears/support/education-services/) for further information. |
| Loss and Bereavement | GEPS | Online. Self-directed. Ideally to be studied within small peer group. Allow around 30mins for each module to allow for discussion and reflection. Can be facilitated by LPA if available in setting. | All | [EY Online Modules](https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/school-staff/early-years-online-learning-modules/)  (Note: Download the interactive map and you will see Infant Mental Health and Wellbeing on 2nd page.)  <https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/school-staff/early-years-online-learning-modules/>  Contact [EY Team](https://blogs.glowscotland.org.uk/glowblogs/glasgowearlyyears/support/education-services/) or link EP for password to access. |
| **TARGETED - EQUALITIES** | | | | |
| Think Equal | SVRU | A comprehensive training programme is available to those who opt in to offering the Think Equal programme in their setting. | GCC | Contact the SVRU for information about taking part in this fully funded programme. |
| **TARGETED - ASN** | | | | |
| Engagement Model: Supporting learners with complex learning needs in the Ealy Years | GEPS | In person. Consists of a 2 hr session plus a follow up session of around an hour. Usually delivered to small group of staff within or across establishments. | GCC | Contact your LIG EP for further information. |
| Scottish Government / SSSC ELC Modules  Module 6: Building Confidence in Identifying and Responding to Additional Support Needs | SG / SSSC Learning Zone | Online. Self-directed. Complete individually or with peers. Allow around 1-3 hours. | All | [SSSC Learning Zone – ELC Modules](https://lms.learn.sssc.uk.com/course/index.php?categoryid=11&dm_i=LQE,8DW5Y,3LDKQN,YL7XA,1)  https://lms.learn.sssc.uk.com/course/index.php?categoryid=11&dm\_i=LQE,8DW5Y,3LDKQN,YL7XA,1 |
| Supporting Learners with Hearing Impairment | HIISS | Consultation and training can be offered in relation to individual children with hearing impairment. | All | [Hearing Impairment Inclusion Support Service](https://www.glasgow.gov.uk/article/18955/The-Hearing-Impairment-Inclusion-Support-Service)  https://www.glasgow.gov.uk/article/18955/The-Hearing-Impairment-Inclusion-Support-Service |
| Supporting Learners with Visual Impairment | VIISS | Consultation and training can be offered in relation to individual children with visual impairment. | All | [Visual Impairment Inclusion Support Service](https://www.glasgow.gov.uk/index.aspx?articleid=18128)  https://www.glasgow.gov.uk/index.aspx?articleid=18128 |
| Care Experienced Learners | CEL Team | Consultation and training can be offered in relation to individual children who are care experienced | All | [Care Experienced Learners (GCC access)](http://www.goglasgow.org.uk/Pages/View/95)  <http://www.goglasgow.org.uk/Pages/View/95>  [cel@glasgow.gov.uk](mailto:cel@glasgow.gov.uk) (For FPs to contact) |
| Supporting children with speech, language and communication difficulties. | SLT | Consultation and training can be offered in relation to individual children with feeding, speech, language or communication needs. | All | Discuss at SIIM (GCC) or Inclusion Support Meeting (FP), or contact child’s SLT if relevant. |
| Changing Hearts and Minds | EY Team / U. of Strathclyde | An 8-session in-person course starting in Jan 2025, encouraging learning, research and critical reflection about the topic of inclusion. | GCC Heads | Contact Jackie Fulton: jackie.fulton@glasgow.gov.uk |
| **TARGETED – FAMILY ENGAGEMENT** | | | | |
| Families Connect, Fun with Food / Words / Numbers, Family Transitions, Play Along Maths, Family Play | Family Learning Team (Glasgow Life) | Online webinars are available as well as more targeted support at establishment level to implement family engagement projects. | All | [Family Learning Team](https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/)  <https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/>  GCC nurseries should sign up for webinars using CPD manager, whilst FPs should contact the team directly to arrange attendance. |
| Nurture Family Engagement Modules | GEPS | In person. Half day workshop session. For ELC establishments already engaging with Nurture Principle training. | GCC | Contact your link EP for further information. |
| Scottish Government / SSSC ELC Modules  Module 2: Supporting Parents to Further Engage in their Child’s Development | SG / SSSC Learning Zone | Online. Self-directed. Complete individually or with peers. Allow around 1-3 hours. | All | [SSSC Learning Zone – ELC Modules](https://lms.learn.sssc.uk.com/course/index.php?categoryid=11&dm_i=LQE,8DW5Y,3LDKQN,YL7XA,1)  https://lms.learn.sssc.uk.com/course/index.php?categoryid=11&dm\_i=LQE,8DW5Y,3LDKQN,YL7XA,1 |
| **TARGETED - NURTURE** | | | | |
| Understanding the Nurturing Principles | NDO | In person or online options. A two day course | All | Book using CPD Manager (GCC) or contact NDO [jenni.kerr@glasgow.gov.uk](mailto:jenni.kerr@glasgow.gov.uk) (FP)  \*Please note there is a charge (£60) for this course. |
| Theory and practice of Nurture | NDO | In person or online options. A four day course. |  | Book using CPD Manager (GCC) or contact NDO [jenni.kerr@glasgow.gov.uk](mailto:jenni.kerr@glasgow.gov.uk) (FP)  \*Please note there is a charge (£300) for this course. |
| Nurture Family Engagement Modules | GEPS | In person. Half day workshop session. For ELC establishments engaging with Nurture Principle training. | GCC | Contact your link EP for further information. |
| **TARGETED – BIRTH TO THREES** | | | | |
| Nurturing My Potential (Birth to Three curriculum) | EY Team | Training being rolled out across city 2024. | GCC | Contact Sharon Constable, EY Manager, for details. |
| Nurturing my Confidence, Creativity and Curiosity | EY Team | Sessions will be starting after Christmas 2024. | GCC | Contact Kirsten Moore, LEL, [Kirsten.moore@glasgow.gov.uk](mailto:Kirsten.moore@glasgow.gov.uk) for details. |
| Five To Thrive | GEPS | Online. Self-directed. Ideally to be studied within small peer group. Allow around 30mins for each module to allow for discussion and reflection. Can be facilitated by LPA if available in setting. | All | EY Online Modules  (Note: Download the interactive map and you will see Five to Thrive on 2nd page.)  https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/school-staff/early-years-online-learning-modules/  Contact EY Team or link EP for password to access. |
| **TARGETED - EAL** | | | | |
| EAL+ STEM = SUCCESS | EAL Leaders of Learning (LOL) | A combination of professional learning and in establishment coaching and mentoring to develop STEM thinking and learning for all. (in person) | All | For further information contact  [Francine.whitmore@glasgow.gov.uk](mailto:Francine.whitmore@glasgow.gov.uk) |
| Acquiring an Additional Language | EAL LOL | A half day professional learning session introducing the EAL Key Documents for tracking and monitoring language development with EAL learners (in person) | All | Book using CPD Manager or for further information contact [gw20coyleclare@glowmail.org.uk](mailto:gw20coyleclare@glowmail.org.uk) |
| Bringing Stories Alive for EAL Learners | EAL LOL | A half day professional learning session exploring the importance of stories and storytelling for EAL learners. (in person) | All | Book using CPD Manager or for further information contact [gw20coyleclare@glowmail.org.uk](mailto:gw20coyleclare@glowmail.org.uk) |
| Supporting EAL Learners using Songs, Rhymes and Chants | EAL LOL | A half day professional learning session exploring why songs rhymes and chants as an important part of language development for EAL learners. (in person) | All | Book using CPD Manager or for further information contact [gw20coyleclare@glowmail.org.uk](mailto:gw20coyleclare@glowmail.org.uk) |
| Early Years EAL Pedagogy into Practice | EAL LOL | A 5 x half day professional learning opportunity to support practitioners to put EAL Pedagogy into practice in their setting.  Includes peer support and reflective practice elements. (in person) | All | Book using CPD Manager or for further information contact [gw20coyleclare@glowmail.org.uk](mailto:gw20coyleclare@glowmail.org.uk) |
| Pedagogy into Practice Reflective Toolkit | EAL LOL | Use this online Sway to reflect on your current practice in relation to EAL Learners and their families.  What are you already doing well?  What more could you do? | All | <https://sway.cloud.microsoft/GDfLcA4BAVCzEx3B?ref=Link>    For more information or to book a specific input for your setting contact [gw20coyleclare@glowmail.org.uk](mailto:gw20coyleclare@glowmail.org.uk) |
| Supporting EAL Learners in Early Years Settings | EAL LOL | Use this Teachable on Connected Learning to support practitioners to reflect on key aspects of EAL Pedagogy in early years at their own pace. (online) | All | <https://connected-learning-glasgow.teachable.com/p/supporting-eal-learners-in-early-years-settings>  For more information contact [gw20coyleclare@glowmail.org.uk](mailto:gw20coyleclare@glowmail.org.uk) |
| An A – Z of EAL Friendly Establishments – quick tips and ideas | EAL LOL | This is an online and interactive professional learning opportunity designed to explore EAL Pedagogy in a bite sized way. | All | <https://prezi.com/view/R0o5z9LuNBqXkdISHj7T/>  For more information contact [gw20coyleclare@glowmail.org.uk](mailto:gw20coyleclare@glowmail.org.uk) |
| EAL Glow for Early Years | EAL LOL | Visit our GLOW tile for more resources, information and ideas. | GCC | <https://glowscotland.sharepoint.com/sites/grp-ealtestgroup/SitePages/Early-Years.aspx> |
| EAL Key Documents | EAL LOL | These are our key documents for supporting EAL learners in Early Years Settings for those who settings who do not use GLOW. | All | <https://drive.google.com/drive/folders/1ypftM2jbgwf4QIZCSFcMkWLbkcFSzbRE?usp=drive_link> |

1. **WHOLE ESTABLISHMENT**

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| --- | --- | --- | --- | --- |
| **WHOLE ESTABLISHMENT** | | | | |
| **Development Resource** | **Provider** | **Delivery** | **GCC/FP** | **Link** |
| Whole Establishment Nurture  (Early Years) | GEPS | A year long programme of ongoing development, including a full day of in-service training. Must be on your SIP. | GCC |  |
| Language and Communication Friendly Establishment (LCFE) | GEPS / SLT | A year long programme of ongoing development, including a full day of in-service training. Must be on your SIP. | GCC | [Information on LCFE](https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/language-communication-friendly-environment/)  https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/language-communication-friendly-environment/ |

**APPENDIX I: Support for Attaining Certified Qualifications**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification** | **Support available** | **Who can apply** | **How to apply** |
| e.g. SVQ2 in Early Learning…. | E.g fully funded, partly funded, time given to complete… | E.g. SfLW, CDO…. | E.g contact Amanda Kerr, EY Team, link to webpage……. |
|  |  |  |  |

**Key:**

EAL English as an Additional Language

ELC Early Learning and Childcare

EP Educational Psychologist

ES Education Scotland

ELCE Early Learning and Childcare Establishments

FP Funded Provider

GCC Glasgow City Council

GCC ES Glasgow City Council Education Services

GEPS Glasgow Educational Psychology Service

GIC Glasgow Improvement Challenge (also known as the attainment challenge)

HGIOP How Good Is Our Project

LEL Leaders of Early Learning

LOL Leaders of Learning

LIG Local Improvement Group (GCC establishments are grouped in LIGs)

LPA Lead Practitioner for Attainment (also known as additional graduate)

NDO Nurture Development Officer (Jenni Kerr)

PSADC Preschool Assessment and Development Centre (Linn and Duntarvie centres)

SIIM Staged Intervention and Inclusion Meeting

SIP School Improvement Plan

SLT Speech and Language Therapy

SG Scottish Government

SVRU Scottish Violence Reduction Unit

VERP Video-Enhanced Reflective Practice

1. Scottish Government (2020). ELC Practitioners: training modules. [↑](#footnote-ref-1)
2. Educational Endowment Fund (2021). Effective Professional Development: Guidance Report. [↑](#footnote-ref-2)