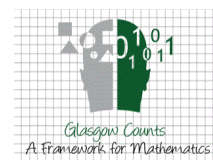




# Glasgow's Improvement Challenge

## Challenge Leaders of Learning (CLOLs)



- **Within their establishments Challenge Leaders of Learning (CLOLs):**

<p><b>Role &amp; Remit</b></p>	<ul style="list-style-type: none"> <li>• help to cultivate an environment of professional engagement, dialogue, and collegiate working</li> <li>• lead learning by delivering staff CLPL and facilitating the implementation of new approaches</li> <li>• work collaboratively with colleagues, partners and parents to plan, support and deliver family learning initiatives</li> <li>• effectively use research and knowledge from a variety of reliable sources to improve outcomes for learners</li> <li>• share practice to improve pedagogy and outcomes for learners</li> </ul>
<p><b>Teaching, Learning &amp; Assessment</b></p>	<ul style="list-style-type: none"> <li>• plan both independently and with colleagues/learners to identify clearly what is to be learned and assessed</li> <li>• plan creatively to ensure learning experiences are challenging, enjoyable, motivating, engaging to meet learners' needs</li> <li>• encourage the use of digital technology to enhance learning and teaching</li> <li>• enable colleagues to share experiences through coaching, modelling, team teaching and peer observations</li> <li>• regularly observe learners' experiences to inform interventions and future learning</li> </ul>
<p><b>Raising Attainment &amp; Achievement</b></p>	<ul style="list-style-type: none"> <li>• plan for improvement to raise attainment in literacy and numeracy as outlined in school priorities.</li> <li>• identify gaps in learning with colleagues using a variety of data</li> <li>• collect, analyse and evaluate data to identify areas for improvement and impact of interventions</li> <li>• track attainment of targeted children over time using robust data, ensuring good progress is being made</li> <li>• promote excellence and equity for all</li> </ul>

The Challenge Leader of Learning (CLOL) model consists of 80 FTE additional teachers who are allocated to schools based on size, SIMD and local knowledge. This is within the 119 Challenge Schools in the authority. Subsequently many schools have augmented this additionality with a further 52 teachers mirroring the role from PEF this session.

This model promotes a legacy of sustainability by enhancing the knowledge and skills of all staff, developing the capacity of future leaders and providing effective support for targeted groups of learners.

