

Growing the learning culture in CLD:
A Strategy Statement and a Framework for Action



Part I: Introduction

In 2011 the first CPD Strategy for Community Learning and Development (CLD) in Scotland set out a vision for professional development:

“We will nurture a culture of learning in our sector in order that individual engagement will contribute to the development of the whole profession; we will celebrate learning, relish challenge, and reflect critically on our practice. Our vision for all CLD practitioners is that their participation in continuous professional development activities will be a central and established part of their practice. Through this they will demonstrate and enhance their commitment to a culture of learning.”

THE CLD STANDARDS COUNCIL
AND THE PROFESSIONAL
DEVELOPMENT STRATEGY

Shared vision
Enabling structures

EMPLOYERS AND
ORGANISATIONS

LEARNING
ORGANISATION

PRACTITIONERS
AND LEADERS

Supportive culture
Empowering management

Motivated workforce
Enhanced learning

THE SIX FACTORS OF A LEARNING ORGANISATION
(Kandola and Fullerton: 2004, 159)

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The Standards Council is more than ever committed to this vision and to nurturing a learning culture in the CLD sector that **enhances the quality and impact of CLD practice**. We recognise that CLD practitioners and their employers face major challenges; we believe that growing the learning culture is not a luxury, but more essential than ever. We have worked with practitioners and employers to begin translating the vision into reality; the aim now is for the learning culture to grow from early progress towards maturity.

We are seeking commitment to this aim from all stakeholders – practitioners, managers, employers, providers of higher and further education, those responsible for policy, inspection and funding, and national and local partners. The challenge for all of us is to work together to make sure that:

- Every employer of CLD practitioners has in place a comprehensive professional development strategy and an action plan for implementation;
- Every CLD practitioner can articulate how professional development is embedded in their work.

To guide future progress in growing the learning culture, we have now refreshed the strategy and developed a framework for action.

Progress will be enhanced and accelerated by increased access to resources; but there is scope to address the challenges and ambitions we are setting within the resources we do have available.

We know professional development based on a shared learning culture is the key to better quality and impact for communities and learners. Working together we can make it happen.

What is the CLD profession?

The Standards Council's understanding of the CLD profession is based on the Values, Code of Ethics and Competences, and:

- Embraces practice, both paid and unpaid, by practitioners with or without formal qualifications;
- Insists that the standards articulated through the CLD Values, Code of Ethics and Competences should guide CLD practice in all contexts;
- Emphasises commitment to value-based, ethical practice and to continued learning and development;
- Recognises that learning opportunities leading to qualifications carrying both professional approval and academic validation bring essential added value to the role and impact of CLD practice.

What is Community Learning and Development?

The CLD Standards Council has worked with the field to articulate the Values, Code of Ethics and Competences that define and guide CLD practice.

The Strategic Guidance published in June 2012 sets out what the Scottish Government sees as the purpose of CLD and what it wants CLD to focus on. The purpose is described as follows:

“We see [CLD] as empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning.”

The focus of CLD, which the Strategic Guidance puts into the context of the National Performance Framework, is identified as:

- “Improved life chances for people of all ages, through learning, personal development and active citizenship;
- Stronger, more resilient, supportive, influential and inclusive communities.”

The Competences make clear that CLD programmes and activities are developed in dialogue with communities and participants in order that people can identify their goals and take individual and collective action to bring about change.



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We recognise that our understanding of a “profession” remains novel, and in the strategy statement and action framework we are using the terms **practitioner learning** and **practitioner development** alongside and interchangeably with **professional learning** and **professional development** to emphasise that part-time, sessional and voluntary practitioners must be fully included in the commitments and actions set out.

We are using the term professional (or practitioner) learning to refer to the process of active learning

through individual or shared reflection on practice, participation in formal or informal learning opportunities, and activities including planned reading, shadowing, secondments and e-learning.

We are using the term professional (or practitioner) development to refer to the change that occurs as a result of professional learning: the enhanced skills, knowledge and understanding of practitioners, the sharing of these and their application to practice.

Nearly 500 delegates from 32 countries came together in Glasgow in June 2014 to consider “What is our common wealth?” and to celebrate community-led action around the globe.

www.i-develop-cld.org.uk/library/pds/cita



From “CPD” to “Professional Development”

In line with thinking at the time, the first strategy used the term “CPD” (Continuing Professional Development) to indicate a shift away from the focus on “training” towards an understanding that learning takes place in a wide variety of settings and using a range of methods, which often involve practitioners learning with and from communities and learners.

In the current strategy statement and action framework, we are using the terms **professional learning** and **professional development**. “CPD” has been understood as relating to learning and development that follows a period of initial training. This distinction no longer fits with reality, as practitioners may undertake all their learning and development in a practice setting, or may participate in a formal learning programme after involvement, paid or unpaid, in CLD practice.



