Growing the learning culture in CLD:
The Next Stage
Part 2: The Strategy Statement

CLD
STANDARDS COUNCIL FOR SCOTLAND

Ambitions

There is widespread recognition of the need for change in public services and how they relate to people, and that this change depends on creating the conditions for people and their communities to empower themselves. Doing this is the core business of Community Learning and Development (CLD) practitioners and nurturing a learning culture is the key to maximising the impact of their work.

The Standards Council invites practitioners and partners to join us in committing to the following ambitions for the strategy:

- Professional learning and development will be integral to CLD practice in all sectors and settings, and will be used creatively[1] to enhance the quality and impact of practice.
- Practitioners, managers and employers in CLD will commit themselves to professional development.
- We will share our professional learning to develop the CLD field of practice as a whole.
- The professional learning and development of all practitioners, paid or unpaid, part-time or full-time, with or without qualifications, will be valued and supported.

The framework for action articulates the key responsibilities, accountabilities for achieving these ambitions, and resources that can be utilised to help do this.

Practitioners, managers, employers, national organisations, learning providers and the Standards Council itself as a member-led body, have key parts to play.

''After participating in 'Asset-planning and assessing community needs' training, practitioners identified and applied new approaches which have 'improved their own practice and increased the capacity of the communities they work with'.

- 'Training completely changed my practice particularly in the way I engaged with communities'
- 'Helped in the communities I work with and the approaches I take with them.'
- 'For many years, I had been applying a deficit approach to working with groups, learners and communities. This also challenged me to think of new ways of working and many new projects were developed.'''

(Tayside/Fife CPD Partnership research report – comments on "Asset-planning and assessing community needs" training)

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1 ''Creativity can... be defined 'as the process of producing something that is both original and worthwhile' or is 'characterized by originality and expressiveness and imaginative''' (Csikszentmihalyi, 1999, 2000; Lubart & Mouchiroud, 2003; Runco, 1997, 2000; Sternberg & Lubart, 1996 – quoted in Wikipedia)

"As part of our continuing professional development drive, part-time staff and volunteers, who support the work of CL&D, participated in a number of development meetings. Input on the Strategic Guidance for Community Planning Partners and what it means for CLD practitioners and the links between West Dunbartonshire's SOA and subsequent plans for CLD were outlined. Staff and volunteers were then given the opportunity to identify their training needs. Tutors wanted training on for example Welfare reform/ Welfare rights, Curriculum for Excellence and Dyslexia and Autism. CLD will be working together to set up a training calendar based on the needs identified by staff and volunteers."

(Continuous Professional Development for Staff, Volunteers and Partners – West Dunbartonshire Council CLD Annual Report 2013-14)

Context

CLD practitioners work in a changing policy and practice environment and in a wide range of contexts across the public and third sectors. The distinctive professional identity articulated through the CLD values, Code of Ethics, and competences is vital for the focus and effectiveness of their practice.

The Standards Council for CLD is responsible for the registration of CLD practitioners, the approval of training courses, and supporting the professional development of the workforce[2]. It is the professional body for all those working in CLD in Scotland.

Scottish Government policies have increasingly recognised that the impact of CLD practitioners' work plays a key part in achieving the government's priority outcomes. This recognition is underlined by wider developments in thinking about:

- Learning as an active, lifelong activity;
- The role of communities in shaping their own future; and
- How public services need to engage with and foster empowered communities.

"I applied to be part of the Standards Council because I believe that it is our chance to establish the credibility of the service locally and nationally. I wanted to be part of shaping the Council and establishing our professional position nationally."

(CLD practitioner – "Why I joined the Standards Council")

2 "The [Standards] Council was formally established by Scottish Government in 2009 and charged initially to establish and maintain high standards in training and skills for those active in CLD practice. To achieve this, the Scottish Government directed that the Council develop three principal areas of strategic activity." (Framework Agreement between Education Scotland and the CLD Standards Council, April 2012)

The Christie Commission published its report on the Future Delivery of Public Services in June 2011. The approach of our strategy was supported both by the Commission's key messages, in particular that public services must work "closely with individuals and communities to understand their needs, maximise talents and resources, support self-reliance and build resilience," and by the Scottish Government's conclusion that workforce development must be a key priority in making the change required.

Key policies and strategies with direct implications for the development of the CLD workforce have also been strongly influenced by the Christie Commission's report. They are:

- Strategic Guidance for Community Planning Partnerships: Community Learning and Development;

- The National Youth Work Strategy;

- Adult Learning in Scotland, Statement of Ambition;

- The Requirements for CLD (Scotland) Regulations;

- Curriculum for Excellence;

- The Children and Young People (Scotland) Act;

- The Community Empowerment (Scotland) Act.

The refreshed strategy and framework for action aim to enable the CLD field both to **address the implications** of these developments, and to **shape how they are translated into practice** through the continued growth of a learning culture in CLD.

Developing a community assets based approach to workforce development.

"Skilled Workers Skilled Citizens is developing a community assets based approach to workforce development, which means that people who use public services get involved in developing the workforce that provides their services. In doing so, not only do the workers get better skills and deliver higher quality services, but the citizens themselves develop their own skills and confidence. It also builds positive relationships between services and communities."

("Skilled Workers Skilled Citizens" is part of the Workforce Scotland initiative)

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

"At national level, CLD policy and related legislation are being developed in response to changing needs. We ask that workforce development keeps pace with these and supports their implementation.

"The national CLD CPD Strategy and i-develop framework provide the focus for developing a learning culture across the sector. The CLD Competences provide a common framework for practice, underpinned by a code of ethics.

"We want to see an **integrated approach to all stages of professional learning**. A core of highly skilled practitioners will remain essential to achieving the impact we expect from CLD, and we recognise the need to consider further the future of pre-service training in that context."

(Strategic Guidance for Community Planning Partnerships: Community Learning and Development)

Principles

The Professional Development Strategy is founded on commitment to:
- The CLD values, Code of Ethics and Competence Framework;
- The continued growth of a learning culture through which the CLD profession collectively develops practice; and
- Continuing enhancement of the quality and impact of our CLD practice.

The values, Code of Ethics, and competence framework were developed with the field. They:
- Articulate the professional identity of CLD, which embraces practice in a wide range of settings, both paid and unpaid.
- Provide the foundation on which a learning culture based on and supporting reflective and responsible practice can be developed.

As a learning culture grows and develops:
- Practitioner learning increasingly becomes a normal part of day-to-day work, recognised and supported by employers.
- Individual practitioners shape their own professional development and shared professional learning develops from delivery through partnership.
- Practitioners are committed to continuous learning for themselves, the organisation and its members, and the CLD profession.
- They take responsibility for planning, recording and evaluating their own professional development.
- They share responsibility with employers for continuing enhancement of the quality and impact of CLD practice.

''Young people in Scotland have an entitlement to be supported by skilled, competent, youth work practitioners who take account of their whole wellbeing. This includes paid staff and volunteers. The work of national and local youth organisations, together with Education Scotland and the CLD Standards Council, is critical to building a sustainable culture of training, support and continuous professional development to meet the needs of the 21st century.''

(Our ambitions for improving the life chances of young people in Scotland – National Youth Work Strategy 2014-2019)

''There should be a framework of professional development opportunities available for practitioners delivering adult learning. Practitioners will be encouraged to improve their skills in order to provide high-quality learning experiences for adult learners''

(From ''Success Factors'' in 'Adult Learning in Scotland – Statement of Ambition')

''The SQA Assessors course 'Enabled me to provide new qualifications to learners, which offered increased value in the qualifications I could offer thus improving the employability for those involved'.''

(Tayside/Fife CPD Partnership research report)

CLD Values, Code of Ethics and Competences:

http://109.233.117.82/standards_council/?page_id=542

http://109.233.117.82/standards_council/?page_id=320

http://109.233.117.82/standards_council/?page_id=8

Progress

We said in 2011 that implementation of the strategy would result in a range of positive changes. Key actions in relation to these intended impacts are summarised in the table below.

We said in 2011 that implementation of the strategy would create:	Since then…
Access to professional development opportunities through a national framework.	The i-develop online professional development framework has been established, and recognised as a valuable resource by practitioners and key partners. Partners and practitioners are increasingly engaged in the development of content.
An infrastructure within all partnerships that puts professional development of practitioners and leaders at the heart of their business.	Active CPD consortia have been established with support from Education Scotland. Professional development activity is much more evident as an aspect of CLD partnership working.
A clearly stated career, skills and development pathway that all practitioners can access.	Learning pathway materials have been developed and are available on the Standards Council website. Education Scotland, with partners, is carrying out the Working with Scotland's Communities survey, which is expected to provide greatly improved workforce data.
A suite of courses, of mixed models and delivery, which are recognised and endorsed by the field.	The peer-led approvals process supports quality and innovation, currently across 26 professional or developmental courses. The Standards Council Standards Mark has been developed and piloted, and is in demand.
Clear links between national policy and quality improvement models, maximising their impact on professional practice.	Revision of the HMIE inspection model to reflect the CLD Strategic Guidance resulted in increased focus on workforce development.
A recognised process for evaluation to support continuing improvement and professional accountability based on peer assessment and reflection.	Continuing and increased emphasis on self-evaluation by HMIE. National partners and local partnerships have developed tools for self-evaluation. The use of the CLD competence framework to support professional development and self-evaluation has increased.

"Digitally Agile" learning opportunities

''Better use of software, and encouraged learners to use it in promoting events.

''Better use of social media to inform communities about opportunities, and led to the development of a community website.

''Evidence also suggests that the use of GIS improves community capacity building, increases knowledge of local communities and allows workers to plan and evaluate practice.

''Very useful, together with a subsequent involvement in a GIS user-group…Easier to access and use background data, produce plans, source planning information etc. Extremely helpful in a local community planning context.''

(Tayside/Fife CPD Partnership research report)

Digitally Agile CLD website *(YouthLink Scotland, Scottish Community Development Centre, Learning Link Scotland, Education Scotland)*
www.i-develop-cld.org.uk/library/pds/digitalcld

Challenges

The Standards Council is responsible for promoting the growth of the learning culture in CLD and for taking the lead in strengthening the identity of the CLD profession. The Council is a member-led organisation and members have a key role in all of these areas.

Practitioners, managers, employers, and national organisations all have key responsibilities for growing the learning culture.

Challenges for practitioners and managers

In what ways has your professional learning over the last year improved your practice?

What are your ideas and priorities for your own professional development over the next year?

Are there ways you could do more to support the professional development of your staff team?

Do you prioritise the development of your own capacity for leadership of CLD practice? Could you do more?

Challenges for employers and intermediary organisations

Are there ways you can do more to embed practitioner learning in the way your organisation seeks to achieve its goals?

How are you growing your organisation's capacity to enable CLD practitioners to work creatively and effectively with communities and learners?

How can you enhance and improve your support for the professional development of CLD practitioners?

What more can you do to enhance shared learning across the CLD profession?

Challenges for learning providers

How can you enhance the opportunities for CLD students to link their learning with their continuing professional development?

Are there ways that you could further enhance student learning about the links between practice and theory?

Challenges for all

How do we review, evaluate and sustain progress with implementing the Professional Development Strategy and Action Framework?

How do we ensure that the views of communities and participants on the quality and impact of practice inform our professional development?

How do we develop a workforce that can meet new expectations?

"Develop resilience in the workforce – Ensure that our planning is firmly focused on the needs of communities – Keep values to the fore – Within this, manage tensions between personal and professional values and emerging job roles – Create opportunities for staff to learn from colleagues in other sectors including the private sector – Link Standards Council registration to recruitment – Give staff permission to be innovative and creative."

(Workshop at CLD Managers Scotland Conference – October 2014)

www.i-develop-cld.org.uk/library/pds/cldms-conf14

"To continue to review and improve practice especially in light of another part-time post I am about to take up."
(Tayside/Fife CPD Partnership research report)

"Let's move from what is being done to us to what we can do for ourselves."
(CLD Standards Council Annual Meeting, March 2015)

Part 3: The Strategy Diagram

CHALLENGES

Improving practice through professional learning

Setting priorities for practitioner development

PRINCIPLES

AMBITIONS

Developing capacity for leadership of CLD practice

Commitment to the quality and impact of our CLD practice

Supporting shared professional development

Commitment to the CLD Values, Code of Ethics and Competences

Supporting lifelong professional learning journeys

Embedding learning in our organisations

PROFESSIONAL LEARNING AND DEVELOPMENT

- Integral to CLD practice in all sectors and settings

- Commitment by practitioners, managers and employers

- Shared to develop the CLD field of practice as a whole

- Valued and supported – for paid and unpaid staff

Evaluating and sustaining progress

Growing our capacity for professional development

Working together to grow the learning culture in CLD

Listening to the views of communities on CLD practice