

Summary of Interim Feedback Report: Education Governance Review Professional Discussion Events

In June 2017, the Scottish Government published *Education Governance: Next Steps - Empowering our Teachers, Parents and Communities to Deliver Excellence and Equity for our Children*. This included proposals for changes to the governance of schools, the establishment of Regional Improvement Collaboratives and the setting up of a new Education Workforce Council.

The Next Steps paper indicated that the functions of the CLD Standards Council (<http://cldstandardscouncil.org.uk> (alongside those of the General Teaching Council for Scotland) would be taken over by a new Education Workforce Council. Other proposals, while largely focused on schools and the teaching profession, had implications for CLD.

The CLD Standards Council decided to seek the views of CLD practitioners on the proposals. 190 practitioners attended 15 events across Scotland between 16 August and 11 October. Others have contributed views online.

This summary¹ of what people have told us is a contribution to continuing discussion as the Scottish Government's consultation on the Education (Scotland) Bill gets under way. The Standards Council is continuing to seek views throughout the consultation period.

- **Maintaining the Identity of CLD**

CLD practitioners said that maintaining the professional identity of CLD, and its distinctive value base, is essential for the positive impact of the work they do. They want to be recognised as a profession, and the potential for the Workforce Council to be dominated by the views and priorities of teachers is seen as a threat.

- **Recognition for the range of contexts of CLD practice, and the breadth of its impact**

Practitioners emphasised that practice in community development, adult learning and ESOL is integral to CLD; and that adults who are not parents should not be denied access to support to build their capacity and their communities. They highlighted the role of CLD in relation to community empowerment and Community Planning, and expressed concern about the potential fragmentation of CLD.

- **Opportunities for collaboration and raising standards**

Practitioners thought that mandatory registration for CLD practitioners could improve access to professional learning, enhance joint professional learning with teachers and increase sharing of good practice. They also saw potential benefits from the creation of joint professional standards, if these reflect equal recognition for CLD practice alongside teaching.

¹ The full Interim report is available from the website <http://bit.ly/CLDSCPDInterimReport>

- **Parity of esteem**

Enhanced recognition of CLD as a profession was identified as a potential benefit of the Workforce Council, if there is parity of esteem for CLD practitioners. Opportunities are needed for CLD practitioners to progress to senior positions and to influence strategic decisions.

- **Funding**

There were concerns that funding for CLD provision would be controlled by budget holders whose focus is on school education, resulting in reduced funding for CLD. A fair and transparent funding system that properly recognises the various professional roles would be welcomed.

- **Registration and membership**

Questions were raised about what the implications of registration with the Education Workforce Council might be for the diverse CLD field. Would there be different levels of registration and what would be the impact for associate members and for people working in CLD as volunteers?

- **Existing CLD Standards Council functions**

Practitioners expressed strong support for the current functions of the CLD Standards Council to be maintained.

- **Governance of the Education Workforce Council**

Practitioners were concerned about the representation of CLD on the governing body of the new Workforce Council, arguing for equal representation of each profession. They highlighted the need for power and influence within the Workforce Council to be spread across Scotland.

- **What should the new workforce body be called?**

The most popular of a variety of suggestions for names that would be more inclusive of a wider workforce was “Education and Communities Workforce Council”.

Concluding points

This process of engagement demonstrated the value of CLD methods and the readiness of CLD practitioners to engage in a constructive professional dialogue on proposals for reform.

There is concern that the Education Workforce Council is being imposed on the CLD profession; that the proposals reflect a lack of understanding of communities; and that the reforms will not assist in closing the attainment gap if the focus is solely on schools.

However - the last word (for the moment): “The situation presents a threat, but it also presents opportunities to develop a far more qualified professional workforce”.