



CLD Standards Council Scotland
Expanded Position Statement
August 2017

Education Governance: Next Steps

***“Empowering our Teachers, Parents and
Communities to Deliver Excellence and
Equity for our Children”***

(Scottish Government, June 2017)

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1. Foreword

Members of the CLD Standards Council know that in Scotland, the heart of the CLD profession beats to the rhythm of empowerment, equality, life-long learning, self-determination and inclusion. For CLD professional practitioners these are more than just a list of words. They are the values that underpin and bind our professionalism that transforms, enables and educates young people, adults, families and communities.

It is heartening that our professional values of equity and empowerment are central to Education Governance: Next Steps. In June 2017, John Swinney, Deputy First Minister and Cabinet Secretary for Education and Skills, advised that the Scottish Government will consult on establishing an **Education Workforce Council for Scotland**, which will assume the responsibilities of the **Community Learning and Development Standards Council**, as well as those of the General Teaching Council. Thus, it is our CLD professional values that will shape our approach to the creation of the Education Workforce Council. Including volunteers active in CLD across Scotland and regardless of CLD Standards Council Membership, there can be no doubt, the Education Workforce Council will affect our work, our practice and our career pathways.

As CLD professionals we have strived to unite our strands of practice, longed for parity of esteem, fought to become an independent professional association. We now have the opportunity to realise our collective hopes and dreams. Over the coming months you will have opportunities to share your views. There will be consultation events around the country, online questionnaires and the space for professional discussion on i-develop. This Position Statement will prompt you to consider what the new Education Workforce Council could mean for you.

It is essential that we engage in this process and realise the CLD values to create an infrastructure that develops quality, competent CLD professionals. The people and communities of Scotland deserve nothing less.

Marion Allison

Head of the CLD Standards Council Scotland

2. Executive summary

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

The Standards Council welcomes the opportunity for in-depth discussion on the new arrangements proposed in the *Next Steps* paper and its own future in that context.

The Standards Council has been seeking to progress to a governance model that more fully reflects its **need for a distinct identity** and to have **ownership of its strategic areas of responsibility** under a framework agreement with the Scottish Government, and **this continues to be our aim**. We view the proposals in the *Next Steps* paper as an opportunity to improve the governance of CLD and support the CLD profession to make an even greater positive impact.

In response to the proposed creation of a new Workforce Council, the CLD Standards Council:

1. **Welcomes** opportunities to benefit from:

- The **experience of other professional and regulatory bodies** in developing professional standards and raising the quality of practice, and **sharing** the distinctive experiences of the CLD field with others.
- **Sharing of systems, technology and back-office functions** to improve efficiency and effectiveness.

2. **Highlights** our proposals in relation to the **title, functions, legal status, scope, organisational structure and budget** of the Workforce Council.

3. Is clear that, as key ingredients for success, new arrangements must **maintain (and strengthen)**

- **The identity of CLD as a profession.**
- **Recognition of learning outside the classroom**, of 3-18 education as an integral part of **lifelong learning** and that **empowered communities** have a key part to play in improving educational achievement.
- **The linking together of the aspects of CLD practice**, in particular, community development, adult learning and youth work.
- The **common alignment of practice** across sectors and settings with the **CLD Competence Framework and Code of Ethics**.
- The **linking together of the Council's key existing functions** of practitioner **registration, approval** of qualifications, courses and professional learning standards, and support for **professional learning**, which are closely linked together and support each other in important ways.
- The **role of CLD practitioners**, as registered members of their professional body, in **directing the development of the body and of their profession** (and of their professional learning).

- The ability of the professional body for CLD practitioners to have **ownership of its strategic areas of responsibility**.
- The ethos and practice of a **member-led organisation**.

This paper outlines in more detail the basis for these guiding principles and how action following from the Review can further enhance the impact of CLD.

3. Context: the Education Governance Review and the Next Steps proposals

Timeline	What happened
September 2016	<p>Consultation on the Scottish Government’s Education Governance Review launched.</p> <p>The CLD Standards Council <u>not</u> identified as one of the bodies “in scope” of the Review.</p>
December 2016	CLD Standards Council consulted with members on response to the Governance Review.
January 2017	<p>Standards Council submitted response – See Appendix</p> <p>Consultation closed</p>
May 2017	<p>Standards Council informed that it had been decided that it <u>should be considered</u> as within the scope of the Review.</p> <p>One meeting for the Chair and the Head of the Standards Council to brief a key civil servant involved in the Review, on the role of the Standards Council and its aspirations for the future. No information provided on the implications of the Review for the Standards Council.</p>
15 June 2017	<p><i>Education Governance: Next Steps</i> published.</p> <p>It indicated that as one of the short-term actions following from publication, the Scottish Government will consult on:</p> <p>“Establishing an Education Workforce Council for Scotland which will take on the responsibilities of the GTCS, the Community Learning and Development Standards Council and register other education professionals. The full scope of the functions to be undertaken by this body will be included in our consultation on our Education Bill in Autumn 2017.”</p>

In preparing detailed proposals for an Education Workforce Council for inclusion in consultation on the Education Bill in the autumn, the Scottish Government is to engage with the CLD Standards Council through a series of meetings.

4. The CLD Standards Council: origins, development, roles and plans for the future

Origins and remit

The origin of the CLD Standards Council lies in the long-standing ambition of CLD practitioners to establish a professional body reflecting their values and commitment to communities, adult learners and young people.

Following a lengthy period of policy development in response to this, the Standards Council was established in 2008 on the direction of the Cabinet Secretary for Education and Lifelong Learning with a remit to:

- Deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD
- Consider and establish a registration system available to practitioners delivering and active in CLD practice
- Develop and establish a model of supported induction, CPD and training opportunities

This remit was re-affirmed in Framework Agreements in 2012 and 2016, which set out the terms of a working partnership between the Standards Council and Education Scotland. The Framework Agreements acknowledged that the Standards Council is:

“A peer-led organisation and thus the remit and principal strategic functions require it to be a step removed from government in order to have a distinct identity and allow ownership of its strategic areas of responsibility”

The negotiation of the Framework Agreements and progress towards a governance model that more fully reflects the need for a distinct identity has been led by the Standards Council’s ministerially-appointed chair.

Development

Since 2008, the Standards Council has:

- Established itself as a peer-led organisation operating through an Executive and three functional committees leading work on approvals, registration and professional learning, involving practitioners, managers, professional educators and sector leaders from across all aspects of CLD..
- Expanded the quality assurance provided by the approvals system, established a “developmental” route for qualifications below degree level and the Standards Council Standards Mark for continuing professional learning provision, developed and published guidelines for practice placements and further developed peer-led approvals processes that are valued by universities and other providers.

- Established, for the first time, a registration system for CLD practitioners and built a registered membership currently rising towards 1700 across all parts of Scotland, public and voluntary sectors, full-time and part time, paid and unpaid staff and a wide range of work settings, including youth work, adult learning and community development.
- Established “i-develop - learning for CLD” as a web-based professional learning framework and worked with practitioners to develop the first professional learning strategy for CLD, *Growing the Learning Culture in CLD*.
- Worked with practitioners to develop a Code of Ethics For CLD, complementing the refreshed and updated competence framework developed by the Standards Council at its interim stage.
- Developed active involvement and ownership of the Standards Council by registered members through the Committee Structure, regular engagement in developing resources and input to consultations, and national and local events.
- Played a lead role in the UK wide Joint Education Training Standards (JETS) committees, worked with partners across the UK to update relevant National Occupational Standards, SVQs and academic Benchmark Statements, and partnered the International Association for Community Development to organise a major international conference in Glasgow.
- Published a comprehensive reader reviewing policy and practice in CLD in Scotland, *Influencing Change: CLD in Scotland 2001-2015*.
- Developed detailed proposals for a new model of governance, involving the Standards Council establishing itself as a member-led organisation constituted as a company limited by guarantee and fulfilling its responsibilities under a framework agreement with the Scottish Government..

CLD Standards Council Plans and Aspirations for future development

The Standards Council is currently developing a 5-year Strategic Plan for the period to 2022, focusing on: securing existing resources and impact (for example by consolidating registration processes); strengthening these (for example by improving support for practitioners to assess and profile their own competences); and growing them (for example by developing capacity for CLD research).

In line with the recognised requirement for it to be a step removed from government, to have a distinct identity and have ownership of its strategic areas of responsibility, the Standards Council has undertaken a review of its own governance and constructed detailed proposals for the next stage of its development. These proposals involve the establishment

of the Standards Council as a company limited by guarantee maintaining a close relationship with the Scottish Government and delivering the remit set by it.

The Standards Council consulted registered members on these proposed changes to its governance in January and February 2017. An overwhelming majority of those responding indicated that they thought that the proposed changes to the governance of the CLD Standards Council furthered the interests of the membership, and that the proposed memorandum and articles of association for the CLD Standards Council were fit for purpose.

5. Current policy and legislation for CLD in Scotland

The Strategic Guidance for Community Planning partnerships: community learning and development (2012) states that:

- The purpose of CLD is to “empower people, individually and collectively, to make positive changes in their lives and their communities, through learning”.
- Its specific focus should be:
 - Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship; and
 - stronger, more resilient, supportive, influential and inclusive communities.
- All partners (including services in local authorities and government bodies with an identified CLD remit, and in voluntary sector organisations publicly funded for this purpose, in settings such as community health, housing, social enterprise, anti-poverty work, equalities or sustainable development) should aim to deliver CLD outcomes through:
 - community development (building the capacity of communities to meet their own
 - needs, engaging with and influencing decision makers);
 - youth work, family learning and other early intervention work with children, young people and families;
 - community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
 - volunteer development;
 - learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders;

The Requirements for Community Learning and Development (Scotland) Regulations 2013¹ clarified the statutory obligations on local authorities to work with their partners to secure the provision of CLD and required local authorities to work with communities and other partners to produce three-year CLD Plans. The second round of plans is due for publication in 2018.

The CLD Regulations are subordinate legislation made under section 2 of the Education (Scotland) Act 1980. Section 1 of the Act requires each local authority to secure in their area adequate and efficient provision of further education, which in this context includes CLD and is not age limited.²

A range of other statutes, notably the Community Empowerment Act, include requirements that can be most effectively met with the involvement of professional CLD practitioners.

¹ <http://www.legislation.gov.uk/ssi/2013/175/introduction/made>

² See Guidance on *The Requirements for CLD (Scotland) Regulations 2013*
<https://drive.google.com/file/d/0B7b8EYXAkdl0UDVtTzlpV2g0blU/view>

The Scottish Government has worked with partners to develop the *National Youth Work Strategy 2014-2019* and *Adult Learning in Scotland, a Statement of Ambition* in line with its intention that its ambitions for Scotland “are reflected across the range of CLD activity”³.

6. Education Governance: Next Steps – issues relating to CLD

The *Next Steps* paper makes only limited references to CLD. The Standards Council believes that a fuller consideration of the role of CLD in relation to the governance review:

- Can play an important part in securing the success of the proposed reforms;
- Highlights key issues in relation to the governance of CLD and support for continuing improvement of practice; and
- Is essential in identifying how the functions of the Standards Council can be delivered within new arrangements in order to continue to improve practice.

Learning, education and schools

“Learning does not stop at the school gate.” (*Next Steps*, 2.3.2, p.19)

In its title, and at some points in the text, the *Next Steps* paper recognises that “school is a crucial part of a young person’s life but it is only one part” (*Next Steps*, 2.3.2, p.19) and indicates an aim of empowering parents and communities as well as teachers to deliver excellence and equity for our children. The Standards Council welcomes this recognition.

However, the paper also states, for example, that:

“The primary focus of our reform is to shape an education system to create a school and teacher-led system” (*Next Steps*, p.4 “A school and teacher-led education system”)

The role of all others “within the education system will be to support the learning that takes place in our classrooms, our schools and establishments”.

The outline of the purpose, role and delivery of CLD provided above, as set out in Scottish Government guidance to Community Planning Partnerships, makes clear that CLD provision has a positive impact on the learning that takes place in classrooms, but that viewing it as a support for teachers and school-based learning is misleading and inaccurate.

Little or no attention is given in the *Next Steps* paper to learning that takes place outside school and to the evidence of the key importance of this, in particular for those children and young people negatively affected by “the poverty-related attainment gap”. While it is welcome that the paper states (3.3..3) that:

³ *National Youth Work Strategy 2014-2019*, p.2, Ministerial Foreword

“The contribution of Community Learning and Development (CLD) professionals should also feature as an integral part of local planning, taking account of local authority CLD plans”

this “contribution” appears to be viewed wholly in the context of supporting “the learning that takes place in our classrooms”.

In paragraph 3.2.3 (p.29) the *Next Steps* paper states that “We will ensure that every school has access to a home to school link worker to support parents and families who find it challenging to engage in their child’s learning and feel excluded from the work and life of their child’s school.” Consideration is needed of the role of these posts, including whether the focus for change includes the school or is solely on the behaviour and attitudes of parents and families. The Standards Council believes that the competences required align closely with those of CLD practitioners

From a CLD Standards Council perspective, there is a need for greater clarity on what is meant by “education” and a wider understanding of how learning takes place. Without this there is a risk that the specific role and impact of CLD is undermined and more broadly that the ambitions of the Review will not be achieved.

Communities

As noted above, the potential role of “communities” in education is acknowledged in the title of the *Next Steps* paper. However this role is seen entirely in terms of how communities can support schools.

There is no consideration of how becoming a “learning community” can become *both* a key part of the way a community empowers itself and brings about positive change, *and* a direct means of improving the educational opportunities and attainments of children and young people. There is no reference to the way that a growth in engagement in lifelong learning can significantly change the learning culture in which children and young people grow up, or of how stronger communities create a better environment for learning.

In policy terms, there is an opportunity to make stronger connections between education reform and the community empowerment agenda, with the potential for more joined-up and effective delivery. In considering the future governance of CLD as a profession, it is essential that there is recognition of the expectations placed on CLD practitioners of contributing to community empowerment, decentralisation, community planning and regeneration and the value of CLD competences in all of these contexts.

Following from the above, the paper does not consider the range of roles undertaken by CLD, the varied contexts in which it makes a key impact, the extent, on the one hand, to which many aspects of these impact on “delivering excellence and equity for our children and young people” and the extent on the other hand to which the impact of CLD is outwith the scope of the governance review (that is, those aspects of CLD that primarily relate to adult learners or the building of wider community capacity).

Again from a Standards Council perspective, integration of considerations such as these within the development of the governance model is essential both in order to secure the greatest impact from investment in CLD and in the overall effectiveness of the review.

The Standards Council welcomes commitments to strengthen both the voice of children and young people by supporting all schools to promote and support pupil participation (3.3.1, p. 28) and parental involvement (3.3.2, p. 28) noting that the competences of CLD practitioners make them well-placed to assist and advise on how these objectives can be achieved, in particular in relation to those pupils and parents least likely to engage and most likely to be negatively affected by inequality and the attainment gap.

Improving the quality of practice

The *Next Steps* paper states (Introduction, p.9) that:

“Evidence suggests that: “...even if we found all the factors that make schools more or less effective, we would still not be able to affect more than 30% of the variance in pupils’ outcomes. It has therefore become increasingly clear that a narrow focus on the school as an institution will not be sufficient to enable work on more equitable educational outcomes to progress”

It refers in this context to deep seated, multigenerational, deprivation, poverty and inequalities, and to the Fairer Scotland Action Plan.

However, no reference is made to the educational interventions and programmes undertaken by CLD practitioners that are not school-based and that have a specific focus, and track record, in engaging young people, adults and communities affected by deep-seated inequalities and enabling them to progress and achieve.

From a Standards Council perspective, references throughout the document to the importance of the quality of teaching and learning, and of supporting teachers to reach their full potential, should apply equally to CLD practice and CLD professionals. In particular, the Standards Council notes the statement (*Next Steps* 3.1, p.23) that:

“We will trust and invest in teachers **and practitioners** [emphasis added] as empowered, skilled, confident, collaborative and networked professionals. To ensure that they flourish, we will transform the support available to teachers and practitioners at every level of the system.”

Career pathways

Paragraph 3.1 states that “recognising the importance of the role of teachers and practitioners, we also want to continue to ensure that teaching and the wider education workforce are attractive career paths”. The commitment made in relation to this is to:

“Work with our partners to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles.”

The Standards Council’s view is that this commitment should apply to other practitioners and to CLD professionals in particular.

The distribution of funding

Paragraph 4.5 refers to the need for “a fair and transparent funding system that puts schools at the heart of decision making” to support the proposals set out in the paper. In considering the distribution of funding, the paper refers only to funding of schools.

The Standards Council’s view is that the aim should be “Fair Funding for an Empowered System”, as the title of 4.5 indicates, and that the principle needs to extend across the system as a whole and to include consideration of the funding of CLD. The Standards Council sees no evidence of “a fair and transparent funding system” in relation to CLD at present.

It is recognised that given the dispersal of CLD provision across a range of services, different settings and public and voluntary sectors, there are significant complexities in developing a framework for fair and transparent funding of CLD. The CLD Standards Council believes that a system devised for schools could not be usefully applied to CLD provision.

Alongside this, the Standards Council notes that the approach taken in the Pupil Equity Funding programme requires significant input by CLD practitioners and its view that this should be reflected in decision-making processes if the Fund is continued or further developed.

Regional Improvement collaboratives

The CLD Standards Council believes that if regional collaboratives are to play an effective role they should:

- Be developed from the bottom up, with enabling support from national level, rather than from the top down. In other words, they need to be collaborative in practice as well as in name. The regional CLD professional learning alliances, while they have had limited resourcing and this has had an impact on their pace of development, provide an existing example of the approach advocated..
- Focus on education both in and out of school, and have significant CLD involvement and input.

National support for professional learning and leadership development

In Paragraph 4.4.7,(p.38) “National support for professional learning and leadership development” the paper states that:

“We will simplify the national support for professional learning and leadership development by placing these functions in a renewed and revitalised Education Scotland.”

The table that follows outlining functions at national level, the bodies currently responsible and the bodies to be responsible in future makes no mention of either CLD or the Standards Council.

The Standards Council draws attention to its existing remit from Scottish Ministers to:

“Develop and establish a model of supported induction, CPD and training opportunities”.

In fulfilling this remit, the Standards Council has:

- Established an online framework for professional learning, *i-develop*, which enables practitioners at all career stages to manage their own professional development, provides a range of resources, is increasingly used by providers as a platform for their CLD workforce development and also provides the platform for the registration system for CLD practitioners; and.
- Established and developed the professional learning strategy for CLD, *Growing the Learning Culture*.

Growing the Learning Culture and the CLD regional professional learning alliances that have been developed by practitioners and local CLD leaders represent key steps in the growth of the type of collaborative, practitioner-led professional development supported by the *Next Steps* paper.

The Standards Council’s view is that it is important that, as the professional body for CLD, it continues to have a key role in national support for professional learning in CLD and in the *Growing the Learning Culture* strategy.

The Standards Council has developed positive links with SCEL with a view to extending the College’s work on leadership, in appropriate ways, into the CLD profession, and would want to build on these links further in future. We welcome the commitment (*Next Steps*, p.43) to develop “a new Systems Leadership role to provide clear progression opportunities and to strengthen educational leadership at all levels in the system” and propose that leaders within the CLD profession are included in this.

Pay, workforce planning and practitioner education

Next Steps refers (4.4.5, p. 36) to “Pay, workforce planning and initial teacher education”, and in particular the role of the Scottish Negotiating Committee for Teachers and the introduction of a new negotiating framework for teachers’ pay and conditions of service through the 2001 teachers’ agreement, *A Teaching Profession for the 21st Century*,

The Standards Council notes that no comparable arrangements exist in relation to CLD professionals and believes that this should be an issue for consideration in the actions following from the Review.

Paragraph 4.4.5 goes on to refer to the annual teacher workforce planning exercise undertaken by the Scottish Government, and to the Scottish Government's commitment to continue to work with the national Teacher Workforce Planning Advisory Group.

The Standards Council notes that there are currently no formal mechanisms of this sort for workforce planning in CLD. The Standards Council, supported by other bodies in the CLD sector, has been advocating for some time for a review of the arrangements for professional education in CLD, including but not limited to degree level qualifications.

The Standards Council believes that consideration of arrangements for CLD workforce planning and a review of professional education in CLD should be included in the actions following from the Review.

7. The Proposed Education Workforce Council: issues for CLD and for the CLD Standards Council

In Paragraph 4.4.6, the paper states, as the basis for the proposal to create an Education Workforce Council for Scotland, that:

“We support a professional workforce and recognise that there are many professionals, such as education support staff and Community Learning and Development (CLD) professionals, who play a key role in educating our children and supporting our teachers. Currently, not all of these professionals are part of a national registration scheme.”

The Standards Council’s is strongly of the view, as stated earlier, that the role of CLD cannot be understood as “supporting our teachers”; since:

- It relates to communities as a whole, and all age groups within them, rather than exclusively to children; and
- Whether working with children and young people or others, it does so using competences and leading to outcomes that are distinctive, of value in themselves and make their own contribution to national outcomes and priorities.

The Standards Council notes that there are at least three distinct groupings within the proposed scope of the Education Workforce Council:

- Teachers, currently *required* to be registered with the GTCS, a body independent of government.
- CLD practitioners, who can *choose* to be registered with the CLD Standards Council, a body currently located within Education Scotland, a Scottish Government Executive Agency, and seeking to establish its own distinct organisational identity a step removed from government.
- Other practitioners, currently *without access* to registration with a professional body.

In other words, the situation relating to CLD professionals is distinct both from that of teachers and from that of the “other practitioners” within scope of the review. Consideration should be given to the appropriate system of registration for the 3 groups, with recognition of the differing remits and contexts of the workforces

In this context, the Standards Council is seeking the views of its members, and discussion with the Scottish Government and partner bodies, on the following key issues in relation to the proposed new Workforce Council:

Title: the *Next Steps* paper highlights the important role of communities in working with schools; the Standards Council believes that the role of communities in education is much broader than is suggested by the paper; and it is intended that the new Workforce Council takes on the responsibilities of the Standards Council.

The Standards Council proposes that there is further consideration of the title of the new body, including alternatives such as “Education and Community Workforce Council”.

Legal status: the Standards Council has been seeking to progress to a governance model that more fully reflects its need for a distinct identity and to have ownership of its strategic areas of responsibility under a framework agreement with the Scottish Government.

The Standards Council proposes to continue to seek a governance model with the same characteristics under the new arrangements.

Scope: the Standards Council is committed to the continued development of CLD as a distinctive professional discipline: defined and identified by a set of values, a Code of Ethics and a Competence Framework; practised in a range of settings including community development, adult learning and youth work; and maintaining and improving standards of practice through a member-led professional body.

The Standards Council proposes that support for the continued development of CLD on this basis is adopted as a principle for the new arrangements and the Education Bill due in Autumn 2017.

Functions: the experience of the Standards Council is that there are major benefits from bringing together responsibilities for practitioner registration, approval of qualifications and professional learning opportunities, and the setting of frameworks for professional learning under a professional body.

The Standards Council proposes that the benefits of this joined-up approach should be secured within the new arrangements.

Organisational structure: in line with its commitment to the continued development of CLD as a distinctive professional discipline, the Standards Council seeks an organisational structure of the new Workforce Council that reflects the identity of CLD and the varied roles and settings in which CLD professionals practise.

The Standards Council proposes that the structure and decision-making arrangements of the new Workforce Council reflect the identity of CLD as a profession and ensures that it is appropriately represented.

Budget: if the new Workforce Council has functions relating to a very diverse workforce, with differing needs in relation to registration, professional learning and quality assurance of professional education, it is essential that the allocation and management of budgets supports flexible, effective and efficient responses to these needs.

The Standards Council proposes that budget for the future delivery of its functions is based on a realistic assessment of requirements and that control is devolved in ways that enable the focused and timely use of resources.

8. Conclusion

We view the proposals in the *Next Steps* paper as an opportunity to improve the governance of CLD and support the CLD profession to make an even greater positive impact.

The Standards Council is strongly of the view, as stated earlier, that the role of CLD cannot be understood as “supporting our teachers”; since:

- It relates to communities as a whole, and all age groups within them, rather than exclusively to children; and
- Whether working with children and young people or others, it does so using competences and leading to outcomes that are distinctive, of value in themselves and make their own contribution to national outcomes and priorities.

9. Bibliography

Strategic Guidance for Community Planning partnerships: community learning and development (Scottish Government, 2012)

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The Community Empowerment (Scotland) Act 2015

Education Governance Review - Empowering teachers, parents and communities to achieve Excellence and Equity in Education (Scottish Government, 2016)

Education Governance: Next Steps – Empowering our teachers, parents and communities to deliver Excellence and Equity for our children (Scottish Government, 2017)

Our ambitions for improving the life chances of young people in Scotland - the National Youth Work Strategy 2014-2019 (Scottish Government, Education Scotland, YouthLink, 2104)

Adult Learning in Scotland, a Statement of Ambition (Scottish Government, Education Scotland, 2014)

Community Empowerment (Scotland) Act 2015

It takes all of us to build a fairer Scotland: Fairer Scotland Action Plan (Scottish Government, 2016)

Growing the Learning Culture in CLD: a Strategy Statement and a Framework for Action (CLD Standards Council, 2015)

10 Appendix

CLD Standards Council response to the Education Governance Review - *Empowering teachers, parents and communities to achieve Excellence and Equity in Education*

Submitted January 2017

1 What are the strengths of the current governance arrangements of Scottish education?

What are the strengths of the current governance arrangements of Scottish education?:

In outlining current arrangements for the governance of education in Scotland, the review paper omits any mention of the delivery of CLD services or national functions related to this. From the perspective of the Standards Council, this results in an incomplete picture, with the risk that the analysis of strengths and barriers is flawed.

A key strength of current governance arrangements is that some local authorities have effective processes for the joined-up delivery of education, lifelong learning, personal and community development. These are based on the local democratic accountability of education alongside other services, which it is important to maintain under new governance arrangements.

The existence and development of the CLD Standards Council itself, with a key role in raising professional standards in non-school based education, lifelong learning, and community development is a notable strength, unique to Scotland.

2 What are the barriers within the current governance arrangements to achieving the vision of excellence and equity for all?

What are the barriers within the current governance arrangements to achieving the vision of excellence and equity for all?:

A key barrier is the lack of clear recognition within governance arrangements of the role of a holistic approach to education, lifelong learning, personal and community development in achieving excellence and equity in education.

It is also important not to lose sight of the major role of factors other than governance arrangements in creating barriers to excellence and equity for all. There is clearly a need to develop the best possible governance arrangements but in themselves they cannot be expected to redress the impact of poverty and inequality at multiple levels.

3 Should the key principles below underpin our approach to reform?

Yes

Are there other principles which should be applied?:

The Standards Council supports the key principles. They align closely with those that underpin CLD practice.

4 What changes to governance arrangements are required to support decisions about children's learning and school life being taken at school level?

What changes to governance arrangements are required to support decisions about children’s learning and school life being taken at school level?:

Governance arrangements that promote partnership and a holistic approach at all levels as noted at Question 2 above are important in supporting decisions about children's learning and school life being taken at school level in a way that empowers children, young people and communities. They can help to ensure that the full range of relevant skills is deployed to this end.

5 What services and support should be delivered by schools? What responsibilities should be devolved to teachers and head teachers to enable this? You may wish to provide examples of decisions currently taken by teachers or headteachers and decisions which cannot currently be made at school level.

What services and support should be delivered by schools? :

A wide range of services and support are currently delivered in schools, not necessarily by teaching staff and including much that happens outside the “school day”. It is important that any new arrangements introduced support the wider role of schools in the community.

6 How can children, parents, communities, employers, colleges, universities and others play a stronger role in school life? What actions should be taken to support this?

How can children, parents, communities, employers, colleges, universities and others play a stronger role in school life? What actions should be taken to support this?:

In line with the emphasis in the Review on process rather than structure, professional development should be seen as having a key role in this, in particular, approaches to professional development that bring together practitioners, including teachers, to learn together and from each other.

7 How can the governance arrangements support more community-led early learning and childcare provision particularly in remote and rural areas?

How can the governance arrangements support more community-led early learning and childcare provision particularly in remote and rural areas?:

Previous answers to questions 2 and 4 apply also in relation to supporting more community-led early learning and childcare provision.

8 How can effective collaboration amongst teachers and practitioners be further encouraged and incentivised?

How can effective collaboration amongst teachers and practitioners be further encouraged and incentivised?:

As suggested above in response to question 6, approaches to professional development that bring together practitioners, including teachers, to learn together and from each other have a key role in improving collaboration.

It would be helpful throughout the Review to specify the “practitioners” other than teachers who are being referred to, including youth workers and other CLD practitioners.

The experience of CLD practitioners is that effective collaboration between teachers and practitioners often depends on the approach and attitude of individual

head teachers (for example, in some places CLD practitioners may be seen as a useful means of keeping “difficult” pupils occupied; in others, as valuable partners in delivering programmes in citizenship and community involvement to all pupils). New arrangements need to address how to support a more consistent approach to collaboration based on agreed principles of good practice.

9 What services and support functions could be provided more effectively through clusters of schools working together with partners?

What services and support functions could be provided more effectively through clusters of schools working together with partners?:

No responses as issues not directly related to CLD practice.

10 What services or functions are best delivered at a regional level? This may include functions or services currently delivered at a local or a national level.

What services or functions are best delivered at a regional level?:

No responses as issues not directly related to CLD practice.

11 What factors should be considered when establishing new educational regions?

What factors should be considered when establishing new educational regions?:

An initial key factor that should be considered is the functions that need to be delivered from a national level; see response to Q12 below.

Another essential consideration is to ensure that educational regions promote and support: a holistic approach to education in all contexts including community as well as institutional settings; and joined-up working between education and other disciplines and services.

More generally it is essential that there is an assessment of the added value that educational regions will bring.

12 What services or support functions should be delivered at a national level?

What services or support functions should be delivered at a national level?:

Regulatory functions in relation to professional training and the workforce, the setting of standards, and establishing frameworks to support professional learning are among the functions that should be delivered at a national level. Attempting to deliver these from below the national level is likely to lead to both dilution of standards and impact and waste of scarce resources.

13 How should governance support teacher education and professional learning in order to build the professional capacity we need?

How should governance support teacher education and professional learning in order to build the professional capacity we need?:

Ensuring through changes in governance that the focus is broadened from teacher education and professional learning to professional education and learning for all relevant groups of practitioners, including youth workers and other CLD practitioners, would assist in building the professional capacity we need.

14 Should the funding formula for schools be guided by the principles that it should support excellence and equity, be fair, simple,

transparent, predictable and deliver value for money? Should other principles be used to inform the design of the formula?

Should the funding formula for schools be guided by the principles that it should support excellence and equity, be fair, simple, transparent, predictable and deliver value for money? Should other principles be used to inform the design of the formula?:

The Standards Council supports the broad principles. We believe that the same principles should be applied to the funding of CLD services that have a key role in delivering a holistic approach to education, lifelong learning, personal and community development, and so to achieving excellence and equity in education; and

that consideration should be given to how this can be achieved.

We believe that if these principles are consistently applied to the funding of CLD services, significantly more impact can be delivered through the outcomes of CLD provision, including those relating to excellence and equity in education, for the same level of funding.

15 What further controls over funding should be devolved to school level?

What further controls over funding should be devolved to school level?:

No responses as issues not directly related to CLD practice.

16 How could the accountability arrangements for education be improved?

How could the accountability arrangements for education be improved?:

No responses as issues not directly related to CLD practice.

17 Is there anything else you would like to add regarding the governance of education in Scotland?

Is there anything else you would like to add regarding the governance of education in Scotland?:

No.