Growing the learning culture in CLD:
The Next Stage
# Part 4: The Framework for Action

**CLD**
STANDARDS COUNCIL
FOR SCOTLAND

## Elements of the Framework for Action

As part of our core responsibilities, the Standards Council has developed a framework for action to support the growth of the learning culture. Key elements of the framework are:

- The ambitions and principles set out in the Strategy Statement;
- Key actions to grow the learning culture in CLD, with clearly identified roles for practitioners, managers, employers, Education Scotland and national intermediary organisations, learning providers, including universities and colleges, and the Standards Council;
- i-develop, the web-based framework supporting creative and innovative learning and development for practitioners;
- The Standards Council Standards Mark, supporting employers to develop their organisation as a learning community for their workforce;
- Intended Impacts that will allow progress to be measured, and a Quality Framework to support the growth of the learning culture through shared reflection, review, planning and evaluation.

The original strategy gave the impetus for development of a learning culture in CLD for example by supporting engagement with i-develop and the growth of coaching and mentoring. The growth of the learning culture is a continuing process, requiring ongoing support and investment from all stakeholders and participation by learning providers, including universities and colleges, as key partners.

## Growing the learning culture in CLD: Key Actions

### Key Action 1: Embed workforce and professional development in CLD partnerships and planning

All local authorities are required to have a CLD plan, the first to be in place by September 2015, for how they will work with their partners over the following three years to secure CLD provision based on an audit of the needs of communities and learners.

Whether the CLD Plan has a positive impact for communities and learners will depend to a large extent on the quality of provision and therefore on the professional development of practitioners. So practical commitments to growing the learning culture in CLD should form a central part of all the three-year CLD Plans, indicating how this is expected to influence positive outcomes for communities and participants.

To make and deliver these practical commitments, local authorities and their partners are encouraged to build on the work of continuing professional development ("upskilling") partnerships that have grown across sectors and local authority boundaries.

The CLD Plans can provide a focus for sharing experience, practice and learning across:

- Strands of work (community development, adult learning, youth work);
- Settings (e.g. arts, regeneration, equalities); and
- Sectors.

## Key Action 2: Support reflective practice and practitioners' learning journeys

By sharing knowledge from practice, research and experience, CLD practitioners can create their own learning journeys. i-develop provides the framework for professional learning that supports this as an integral part of practice, rather than a separate demand on time; it enables collaborative learning by practitioners in different settings.

"The North Alliance is a partnership of Community Learning and Development practitioners from the seven North of Scotland Community Learning and Development Partnerships."

"Membership of the North Alliance is open to anyone from the seven counties involved in Community Learning and Development. At present we have about 300 members."

"The North Alliance Strategy Group is comprised of at least one representative from each of the seven counties, from both the statutory and third sector. The Group meet quarterly."

*(http://www.i-develop-cld.org.uk/library/pds/ NorthAlliance)*

"By posting a question on the i-develop forum, I have received valuable information regarding good practice elsewhere."

"I use i-develop – find out loads of stuff – good for asking questions and not re-inventing the wheel."

"Work through i-develop to re-visit range of topics and gain in-depth knowledge of competence themes."

*(Tayside/Fife CPD Partnership research report)*

The Standards Council will continue to lead development of the framework, working closely with Education Scotland and other partners. Employers and partnerships will have a key role in supporting practitioners to engage with i-develop as a means of shaping their own professional learning, and to allocate sufficient time for this as a recognised part of their workload.

CLD providers can ensure the quality of their support for professional development by achieving the Standards Council Standards Mark, and using the Standards to review progress.

Providers of CLD learning opportunities, including universities and colleges, are encouraged to support participants to engage with their personal learning portfolio and with other practitioners through the learning environment provided by i-develop. This will enable continuity in the professional learning journey from initial training to lead roles within the profession.

The development of capacity for leadership should be supported at all stages of the practitioner learning journey.

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

"Using adaptive and distributive approaches to leadership, which gives the work back to the practitioners and challenges them to solve problems."

*(Workshop at CLD Managers Scotland Conference, October 2014)*

## Key Action 3: Promote wider engagement with the learning culture and a stronger professional identity

"Shaped by the views and experiences of a wide range of CLD practitioners, the CLD registration scheme will continue the culture of dialogue and debate, championing a shared sense of identity amongst practitioners, providing a national voice for the sector, and reaffirming the importance of CLD in Scotland." *(CLD Standards Council)*

The Registration scheme links individual practitioners to the CLD profession as a community of practice. As individual practitioners make their commitment to ongoing professional development as one of the requirements for registration, this creates a legitimate expectation that employers provide support for the professional development to happen.

CLD practitioners are making an impact in an ever-more diverse range of settings. Often their work is not described as CLD. The diversity marks positive recognition of the relevance of the competences CLD practitioners bring; the learning culture of the CLD profession must embrace the strength of this diversity as the means to reframe and strengthen our professional identity.

"I have recently joined i-develop and enrolled with CLD Standards Council. I intend to work through i-develop modules etc. to develop my skills as well as attend relevant opportunities that are presented to me."

*(Tayside/Fife CPD Partnership research report)*

## Key Action 4: Enhance the quality of professional learning

The Standards Council has developed Growing the Learning Culture for Workforce Development, **a quality framework that focuses** on developing:

- Shared vision, enabling structures;
- Supportive culture, empowering management;
- Motivated workforce, enhanced learning; and
- A learning organisation.

Practitioners, managers, employers, national organisations and policy makers are encouraged to use the framework as a tool for reflection, review, improvement and self-evaluation.

An introduction to the Growing the Learning Culture Framework is included in Part 3 of this pack.

"Senior Management Team have undertaken a staff consultation in the form of a 'Talking Wall' asking staff how they feel about the development opportunities available to them and how this improves their practice. Staff responses are being collected and will help to shape the training that they have access to in the future."

*(West Dunbartonshire Council CLD Annual Report 2013-14)*

## Delivering the Key Actions

The learning culture will grow through the combined actions of practitioners, employers, Education Scotland, intermediary organisations, learning providers (including universities and colleges) and the Standards Council.

| Practitioners | |
|---|---|
| Embed workforce and professional development in CLD partnerships and planning | Identify from own perspective professional development needs and opportunities arising from CLD plans. |
| | Share experience, practice and learning with CLD practitioners in other strands of work, settings and sectors. |
| Support reflective practice and practitioners' learning journeys | Share learning from practice, research and experience. |
| | Register for i-develop, use it to create and access learning opportunities, encourage others to register. |
| | Identify own capacity for leadership and opportunities to develop it further. |
| | Plan and evaluate own professional development systematically, allocating time within workload for professional learning and using i-develop to record progress. |
| Promote wider engagement with the learning culture and a stronger professional identity | Register as member or associate member of the Standards Council and encourage colleagues to register. |
| | Make a commitment to own growth and development as professionals and to the values of CLD. |
| | Contribute to developing a shared learning culture in CLD. |
| | Develop links with other CLD practitioners across agency, sector, work focus and geographic boundaries. |
| | Support, participate in and organise local Standards Council activities bringing together CLD practitioners in all settings. |
| Enhance the quality of professional learning | Make reflective practice and learning from shared experience part of day-to-day work. |
| | Be familiar with and make use of the Growing the Learning Culture for Workforce Development quality framework. |

"We had a fantastic time at the Community is the Answer Conference in Glasgow and have made some great connections afterwards. We had a wonderful parcel from New Zealand – a wonderful DVD learning about the great work of tenants in Wellington and Kenny from Hong Kong sent us some photos and stories of tenant participation work in his part of the world."

*(Clare McGillivray, Development Co-ordinator, Edinburgh Tenants Federation)*

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

"In the short term, make effective use of our strategic plan to support workforce development – Link Standards Council registration to recruitment."

"Ensure that staff have time and space to learn and develop through practice. This involves being less risk averse and a little braver – Challenge staff to move out of their comfort zones, while providing a safe environment in which to work through that discomfort – Tailor our leadership styles and approaches to the needs of individual practitioners – Ensure that practitioners are well informed and included."

*(Workshop at CLD Managers Scotland Conference, October 2014)*

## Coaching training for CLD staff

"The Coaching programmes' impact has been very high for participants who have used this concept to improve their work within communities and with a variety of age groups. It has also been successfully rolled out to other workers through upskilling staff to become trainers.

'Powerful with young people – asked questions they wouldn't have asked before – teased out more about them and their family issue. Cascaded to peers and youth work staff and volunteers.'"

*(Tayside/Fife CPD Partnership research report)*

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| Employers | |
|---|---|
| Embed workforce and professional development in CLD partnerships and planning | Ensure that commitments to professional development are integrated in the development and implementation of three-year CLD Plans. |
| | Continue to develop partnerships for workforce development across sectoral, professional and geographic boundaries. |
| | Contribute to development of improved workforce data. |
| Support reflective practice and practitioners' learning journeys | Provide programmes of supported induction for all recruits to posts with a CLD role. |
| | Ensure practitioners can make space in their workloads for professional development and reflection on practice. |
| | Encourage CLD practitioners to engage with i-develop. |
| | Support practitioners to develop personal learning plans and keep these under review. |
| | Provide professional learning opportunities, assuring quality by using the Standards Council Standards Mark. |
| Promote wider engagement with the learning culture and a stronger professional identity | Encourage registration with the Standards Council through recruitment processes, induction, supervision and professional development. |
| | Support participation in professional development as an integral part of practice, for example through support and supervision. |
| | Support practitioners to develop their practice through dialogue with colleagues and with practitioners in other areas, agencies and strands of work. |
| | Widen partnerships to include all agencies employing CLD practitioners and ensure that professional development is a central part of partnership agenda. |
| Enhance the quality of professional learning | Provide quality professional learning opportunities for and with practitioners. |
| | Use the Growing the Learning Culture for Workforce Development quality framework to systematically review and enhance the quality of practitioner development opportunities and processes. |

| Education Scotland and national intermediary organisations | |
|---|---|
| Embed workforce and professional development in CLD partnerships and planning | Support providers and practitioners to participate in partnership working for professional development. |
| | Work together to gather improved workforce data and use it to shape practitioner learning opportunities to meet needs. |
| Support reflective practice and practitioners' learning journeys | Support practitioners to reflect on and develop practice, through provision of information, resources, events, professional learning opportunities. |
| | Promote the Standards Council Standards Mark and its relevance to practitioners and employers. |
| Promote wider engagement with the learning culture and a stronger professional identity | Promote the value and importance of registration for practitioners and employers. |
| | Promote the learning culture by providing access to professional learning opportunities and promoting reflective practice. |
| | Promote shared professional development between practitioners across the CLD profession. |
| Enhance the quality of professional learning | Support practitioners and employers to use Growing the Learning Culture for Workforce Development. |
| | Promote improvement in professional learning through scrutiny and support for self-evaluation. |

Youth Scotland – Youth Work Essentials

"A one-stop shop of core information for youth workers and volunteers."

*www.i-develop-cld.org.uk/library/pds/YWessentials*

Scottish Community Development Centre –

LEAP (Learning, Evaluation and Planning) multi-media learning tool

*www.i-develop-cld.org.uk/library/pds/learnLeap*

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| Learning providers (including universities and colleges) | |
| --- | --- |
| Embed workforce and professional development in CLD partnerships and planning | Assist CLD partnerships to embed professional development in their planning and implementation. |
| Support reflective practice and practitioners' learning journeys | Work with students on CLD courses to connect their learning in all settings throughout their involvement in CLD. |
| | Support students to engage with i-develop as a key resource for course learning and continuing professional development. |
| Promote wider engagement with the learning culture and a stronger professional identity | Encourage students to engage with professional dialogue involving practitioners in a range of contexts. |
| | Support and contribute to opportunities for professional dialogue. |
| | Encourage students to register and actively engage with the Standards Council. |
| Enhance the quality of professional learning | Support and contribute to opportunities for professional learning for practitioners. |

''Within the workplace I was supported to complete an SVQ Level 3 in Youth Work. This improved my competence as a youth worker by linking my work to national outcomes, standards and policies. I was then able to undertake the SQA Learning and Development 9DI qualification and became an assessor. Over the past 2 years I have been supported to complete a BA (Hons) in Community Education from the University of West of Scotland and was able to complete this whilst continuing to work full time. I am now able to link my work to policy and I have gained the ability to critically reflect on my work to ensure that I am conducting the best work possible to meet the needs of participants, thus giving them the best opportunities to learn and develop.''

*(South Lanarkshire Education Resources Youth Learning Services Training and Development Plan Evaluation)*



'Ethical Practice – Competent Practitioners' (CLD Standards Council)

A resource for practitioners using the CLD Code of Ethics to reflect on and improve practice

*http://cldstandardscouncil.org.uk/?page_id=100*

| The Standards Council | |
|---|---|
| Embed workforce and professional development in CLD partnerships and planning | Advise on planning for professional development. |
| | Support shared professional learning through i-develop. |
| | Support sharing of experience in professional and workforce development. |
| Support reflective practice and practitioners' learning journeys | Work with CLD practitioners, Education Scotland and other partners to ensure that i-develop provides coherent, accessible, up-to-date opportunities for learning and development, led by the interests, needs and aspirations of practitioners. |
| | Develop and promote a framework for induction adaptable for all posts with a CLD role. |
| | Work with the field and learning providers to maintain and develop the suite of recognised courses at developmental and professional levels, and the Standards Council Standards Mark (SCSM). |
| Promote wider engagement with the learning culture and a stronger professional identity | Promote the Registration scheme to CLD practitioners and employers and recruit members from all sectors and settings. |
| | Facilitate active involvement by members in shaping the learning culture. |
| | Engage with employers to promote support for professional development and for registration by their staff. |
| | Promote the strategy, action framework and i-develop to a widening network of organisations and individual practitioners. |
| | Use improved workforce data to promote the CLD learning culture. |
| Enhance the quality of professional learning | Encourage partners, employers and practitioners to use the Growing the Learning Culture for Workforce Development quality framework to maintain, review and enhance the growth of the learning culture. |
| | Promote the SCSM, support employers to apply, work with them to review standards and ensure that it continues to be fit for purpose. |
| | Promote high standards in professional and developmental learning programmes through the approvals process. |

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## Impact

Progress towards the ambitions[1] set out in the Strategy Statement will impact on the growth of a learning culture in CLD and as a result positively influence planning, practice and performance.

The growth of the learning culture will be assessed through analysis of:

- progress in relation to measurable impacts; and
- feedback on development in relation to the quality framework.

| Growing the learning culture: Impact | |
|---|---|
| **Progress in...** | **Development of...** |
| Delivery of clear commitments to professional development within three-year CLD plans | Shared vision, enabling structures |
| Development and growth of partnership working that improves access to professional learning | |
| Practitioners' engagement with i-develop to support all stages of their learning journey | Supportive culture, empowering management |
| Every practitioner having a professional development plan | |
| All practitioners having access to high-quality professional learning opportunities provided by their employers | Motivated workforce, enhanced learning |
| Practitioners from all sectors and settings registering as members of the Standards Council with increased professional engagement | |
| Growing the Learning Culture for Workforce Development being widely used to plan, enhance and evaluate progress with professional development | Learning organisations |

[1]Professional learning and development will be integral to CLD practice in all sectors and settings, and will be used creatively to enhance the quality and impact of practice.
Practitioners, managers and employers in CLD will commit themselves to professional development.
We will share our own 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 formal qualifications, will be valued and supported.

## Resources

Practitioners and employers can utilise a range of resources that will help to shape and support their professional development. As the resources listed below have been developed through practitioner-led processes, are openly available and are not specific to any one sectoral, organisational or geographic setting, they can be used for sharing learning and developing the practice of the whole CLD profession.

### i-develop

*i-develop – learning for CLD* is the web-based framework to support creative and innovative learning and development for CLD practitioners.

The framework integrates the theories and practices that help shape effective professional development for the CLD sector, such as peer sharing, communities of practice, learning journeys and reflection-in-action in order to shape a learning community of practitioners across CLD.

You can access i-develop at:

http://www.i-develop-cld.org.uk

### Standards Council Standards Mark

The Standards Mark recognises the quality of CLD learning opportunities provided to CLD staff by their employer. The Standards Mark acknowledges the learning culture of the organisation and the whole range of learning opportunities offered, not one specific programme.

The Standards Council Standards Mark (SCSM) supports employers to:

- Nurture a learning community for the entire organisation;
- Develop and implement a professional development policy;
- Provide continuous leadership and support for professional development opportunities;
- Strengthen and extend local partnerships; and
- Encourage sharing of impact and learning from good practice.

You can access further details of the SCSM and how to apply here:

http://cldstandardscouncil.org.uk/?page_id=356

### Induction Framework

The Standards Council is developing an Induction Framework for use by practitioners and employers to ensure that all "new start" employees, wherever they have come from and whatever stage of their development they are at, have the opportunity both to learn about the specifics of their new role and to recognise this as part of a continuing, lifelong professional learning journey.

### Growing the Learning Culture for Workforce Development

The Standards Council is developing materials to support employers and practitioners to use the quality framework referred to on page 3 to work together to plan workforce development and support the growth of a learning culture. An introduction to Growing the Learning Culture for Workforce Development is included in Part 3 of this pack.

### CLD Approval Suite and Learner Pathway

The CLD Standards Council has worked with the field to create a suite of approved learning opportunities at developmental and professional levels, and the Standards Mark (see above). Information on learning opportunities available and on learning pathways can be accessed at:

http://cldstandardscouncil.org.uk/?page_id=14

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## The CLD Competence Framework and Code of Ethics

Practitioners and employers can utilise the CLD Competences, the statement of values included in the competence framework and the Code of Ethics to:

- Challenge, examine and reflect on practice;

- Plan career development;

- Assess achievement;

- Inform recruitment and selection processes;

- Shape individual, organisational and partnership development;

- Develop, structure and evaluate learning programmes; and

- Guide and support learning for students, new entrants, practitioners at all stages of development and managers.

Access resources to support you to use the Competences in your context at:

http://cldstandardscouncil.org.uk/?page_id=264

Access resources to support you to use the Code of Ethics in professional development at:

http://cldstandardscouncil.org.uk/?page_id=100

## National Occupational Standards for Community Development and Youth Work

can be used for purposes similar to those identified for the CLD Competences above. They provide a means for looking in greater depth and detail at particular aspects of practice.

The Community Development National Occupational Standards (CDNOS) have been reviewed and revised recently with input from Scotland aimed at making them more user-friendly in our context.

You can access the CDNOS here:

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

You can access the National Occupation Standards for Youth Work here:

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

## Policy references

Strategic Guidance for Community Planning Partnerships: CLD (2012)

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

The CLD Strategic Guidance highlighted changing needs, the development of policy for CLD in response and the importance of workforce development keeping pace with these.

It recognised that this should be supported by the common framework for practice provided by the CLD competences and Code of Ethics; and that the professional development strategy and i-develop provide the focus for developing a learning culture in CLD.

The Requirements for Community Learning and Development (Scotland) Regulations 2013

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

The requirements set out in the CLD Regulations, in particular those for securing the involvement of community groups in assessing needs and planning CLD provision, set challenges that require a response through workforce development.

For further information:

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

Our ambitions for improving the life chances of young people in Scotland (2014)

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

The Youth Work Strategy identifies building workforce capacity as one of the key means of achieving the ambitions for young people.

It commits to ensuring that "youth workers and all those who work with young people, in a paid and voluntary capacity, have access to high quality workforce and volunteer development to enable them to lead the field in youth work practices".

Adult Learning in Scotland – Statement of Ambition (2014)

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

In emphasising that a two-way process involving learning for both "learners" and "providers" is central to effective learning experiences, the Statement of Ambition highlights that creating such experiences "requires skilled adult learning practitioners who are themselves lifelong learners".

Following from this, one of the key success factors identified is that:

"There should be a framework of professional development learning opportunities available for practitioners involved in developing adult learning. Practitioners will be encouraged to improve their skills through this framework in order to provide high quality learning experiences for adult learners."

Community Empowerment (Scotland) Act

www.i-develop-cld.org.uk/library/pds/ce-act

www.i-develop-cld.org.uk/library/pds/ceb-sp

This Act creates new rights for community groups in relation to owning or managing property or land, and to request to participate with public bodies in "outcome improvement processes"; and reframes the responsibilities of public bodies to engage with communities in relation to Community Planning.

The extent to which communities, in particular those that are most disempowered, can empower themselves using the Act's provisions will depend heavily on the quality of the support they can access; this in turn will be significantly determined by the quality of professional development and the growth of a learning culture in CLD.

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## Report of the Commission on the Future Delivery of Public Services (2011)

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

The first of the four key objectives that the Christie Commission set out for the reform of public services was to ensure that "public services are built around people and communities, their needs, aspirations, capacities and skills, and work to build up their autonomy and resilience".

The Scottish Government's response to the Commission identified "greater investment in the people who deliver services through enhanced workforce development and effective leadership" as one of its four "pillars".

## Curriculum for Excellence

www.i-develop-cld.org.uk/library/pds/es-cfe

"Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated." (Education Scotland website.)

## The Children & Young People (Scotland) Act, 2014

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

The provisions of the Children & Young People (Scotland) Act 2014 are coming into force in Scotland over a two- to three-year period.

The Act aims to strengthen the rights of children and young people in Scotland by encouraging Scottish Ministers and Public Bodies to put children and young people "at the heart of planning and delivery of services" and ensure "their rights are respected across the public sector"[2].

It has created new systems to support children and young people and to help identify any problems at an early stage, rather than waiting until a child or young person reaches crisis point.

For further information:

www.i-develop-cld.org.uk/library/pds/cypsa-info

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[2] Scottish Government Policy Memorandum http://www.scottish.parliament.uk/S4_Bills/Children%20and%20Young%20People%20(Scotland)%20Bill/b27s4-introd-pm.pdf (paragraph 2).

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