

CfE Follow up Day
Wednesday 27th February 2013

Discussion Session 1 Summary

What have you done about CfE since you attended last year's event? (Please discuss and share your experiences)

- Raised understanding and awareness of CfE with Youth Workers, Partners and CLD staff (*Fife*)
- Shown to Partners and Community groups such as – youth groups, young mum groups, Letham young woman project, young dads initiative - used games and interactive methods to raise awareness, applying theory into practice (*Angus*)
- CLD Staff identified further training required (*Fife*)
- Awareness raising session for staff – adapted the scout's worksheet (*Angus*)
- Working effectively with Voluntary Sector Connections but work is lost from what is recorded at present (*Dundee*)
- CfE was added into Contribution Management Plan (*Fife*)
- CfE in Youth Work Recording Sheets and in LEAP Planning Sheets (*Fife*)
- Closer links to with schools – 16+ and icebreakers (*Angus*)
- Talked about E's & O's, used to convert youth friendly speak from jargon speak i.e. who am I? (*Perth & Kinross*)
- Matching outcomes to E's & O's (*Fife*)
- Angus College are teaching students about CfE so they may use this when going to child care settings where the focus is very much on principles of CfE when teaching (*Angus*)
- Adult Learning are now progressing with CfE starting with the process of joint recording of achievements (*Fife*)
- Bringing in CfE to support funding for projects (*Perth & Kinross*)
- Push on awards for some young people and seeing amazing results (*Perth & Kinross*)
- Need different tact for young people who engage through school and those who engage out with - young people set their own goal and targets and we set them to CfE (*Dundee*)
- Joint inspections make a big difference to get serious partnership working happening (*Dundee*)
- Discuss with Partners how we can link CfE principles in Adult Learning work. Pilot sessions currently being set up (*Perth & Kinross*)
- Reporting using CfE area's (*Dundee*)
- Changed management information system to include CfE areas – this is currently rolling out (*Dundee*)
- Joint meetings with Area Education officers around CfE (*Fife*)
- Mixed reviews - some feel most learning both observed and verbal can be filtered into four capacities (*Perth & Kinross*)
- Gwen (CLD) and Andrea (Education) Chairing Partnership meetings – Benefiting from common language and frameworks (*Dundee*)
- Local Area Group – Literacies / Numeracy adult team Glenrothes delivered games / interactive activity to raise awareness and explore CfE (*Fife*)
- Recognising outcomes, more literacy / numeracy (*Dundee*)
- PDA Level 8 – link adult learning network and literacy framework with CfE (*Angus*)
- Delivered Upskilling sessions to all staff, developed record of learning and achievement portfolios linking to CfE (*Dundee*)

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Discussion Session 2 Summary

What is next for you / your organisation?

- Challenge the language - Contribution of wider learning community is essential if process is to be meaningful.
- Staff feel more confident with CfE outcomes etc. Its there but not the driver – want to speak to schools again with better understanding of our relevance
- Open discussion and encourage wider partnership working between adult / community / capacity
- Strategic discussions how we roll out links with CLD and Education
- Funding outcomes changed, different focus now on CfE
- Voluntary Sector better understanding of CfE
- Pushing into schools to link in CLD work using CfE
- Communication about profiling, including relevant partners
- Profiling for 16+ out of education
- Communication with schools, linking into parents
- Wider achievements can be used for those who engage fully with learning / attainment and for those who do not engage with learning to support future employability opportunities

How will you engage learners with CfE?

- Further look at evaluation processes and try to develop stronger focus
- Engage learners with CLD and CfE same as always, not new concept to CLD - professionals need to gain better knowledge in order to discuss further.
- Culture change – partnership working – encouraging further
- Not re-inventing the wheel - 'delivering change' - adapt the framework of what is actually being done
- Helping learners recognise their achievements – Individual Learning Plans, Awards, Self Assessment, Use fun methods, Celebration of success events (has been difficult to do this jointly with the school)
- Inspection process has changed - hopefully this will help schools to see wider achievement
- Does this take in to account how people learn, their abilities and their skills?

What are your questions / challengings?

- Question of 'Is it valid?' 'Is it reliable?' are pointing outward we need to point inward to, for example is it mechanical process to demonstrate school 'attaining' profiles full of stock phrases?
- Who owns profiling and profiles? Young people or school? Is the school the right 'owner'?
- Who is accountable for effective profiling process?
- Has the process started in the wrong place? The effective dialogue needed to develop these skills are not as deeply rooted in schools as CLD, for example, do teachers have a context that's conducive to such (time intensive) working.
- Seems to reflect ongoing separation between education in schools and work in families
- Money – need a strategic, top down push to ensure staff are engaged. Not all young people in CLD are funded in accordance with their needs and we want schools to know about their wider achievement. Communication, validation of work, and Inspection process not joined up - why HGIOS and HGIOCLD, why not one?

- Avoid jargon and systems; ask the young person / adult learner
- What about the kids who can't read or write?
- How do they get to the end result?
- Reasons for engagement - Why do people / young people connect?
- Danger of overload – overlapping – duplication
- Government only funds attainment not achievements! Danger skills are now being recognised as wider achievement yet SDS funding is based on attainment - if we go over credit, using achievements would impact on funding.

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Feedback and Comments

- Was great to hear from others about their experiences. Great to see practical activities that we can adapt
- I like the approach from Perth and Kinross, will just get on with it in the local area if schools let us in.
- Andrea needs to come to Fife to talk to EO's and HT's
- We need joint training on CfE with all partners, including colleagues in Education
- Great to hear about good practice at Craigie High School from Andrea Waghorn - very inspiring
- Good to meet colleagues and counterparts exchange ideas and experiences, beneficial to hear about work in other areas and discuss mutual challenges and problems
- Very interesting and informative. Always inspiring to here about work in other local communities
- Good event, in particular the presentation from Andrea Waghorn
- Good session - enjoyed input and would like to see more working examples
- Inspiring presentation from Andrea shows that good communication can start a working relationship
- Very informative session enjoyed having a teacher presenting
- Loved the input from Andrea gives us hope that it can work, though still a lot to do
- Good to have a real life working example of improving practice - a great sign of hope

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Next Steps Summary

- Better recording using common language so that partners, schools, young people can value the learning in CLD.
- Look at how to motivate staff
- Helping staff see that we are already doing this but maybe just not recording as best we can
- Looking at CfE including some CPD - how can we use it – demystify it
- Look at how we connect better with schools.
- It seems that the 'people' is more of a priority rather than the 'profiling' in schools
- We need a big shift in thinking about learning before we can support young people to do profiles
- It is a shame that these conferences have been only for CLD. We really need to move in to joined up CPD - we don't ever get invited to in service days.

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Discussion Session 2 Area Summary

What is next for you / your organisation?

Perth and Kinross

- From Craigie presentation would like to focus on recording CLD outcomes/learning with the school - will then feedback to young people that their learning will be recorded with the school

Angus

- Good partnership working with the school - will now link recording process to highlight the positive outcomes of young people in reporting process to parents from the school. Currently link accreditation awards with the school and the community.

Fife

- Will push to develop partnerships with school to develop joint recording systems - CLD now placed within Education so may make links easier.

Angus

- Inter-disciplinary learning and project work - this may be an area for improvement - need to build on portfolios.

Dundee

- Getting it right for every family - will also take ideas back from this day back to the team. Look at more partnership between CLD Sections, Adult Learning and Youth worker.