



CLD Standards Council Scotland Position Statement

August 2017

Education Governance: Next Steps

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

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. It is heartening that our professional values of equity and empowerment are central to Education Governance: Next Steps. Thus, it is our CLD professional values that will shape our approach to the creation of the Education Workforce Council.

As CLD professionals we have strived to unite our strands of practice, longed for parity of esteem, fought to become an independent professional association. CLD practitioners, both employed staff and volunteers, now have the opportunity to realise these collective hopes and dreams. There can be no doubt, the Education Workforce Council will affect our work, our practice and our career pathways.

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

Executive summary

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

1. Notes that it 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 that this continues to be our aim.
2. Views 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.
3. 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.
4. Highlights our proposals in relation to the title, functions, legal status, scope, organisational structure and budget of the Workforce Council
5. 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

1. Introduction

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.

When the consultation on the creation of the Education Governance Review was launched (September 2016), the CLD Standards Council was informed it was not in scope. CLDSC submitted a response to the consultation before it closed in January 2017. In May 2017, CLDSC was informed that it was now considered in scope as part of the Review, with little information on the implications of inclusion.

On 15 June 2017, [Education Governance: Next Steps](#)¹ was published. It indicated that as one of the short-term actions following from publication, the Scottish Government will consult on:

“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.”

¹ Scottish Government - <http://www.gov.scot/Publications/2017/06/2941>

For information on CLD Standards Council history, development and achievements, the extended Position Statement can be downloaded from this page - <http://cldstandardscouncil.org.uk/?p=1247>

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

The *Next Steps* paper makes only limited references to CLD. The CLD 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 CLD Standards Council can be delivered within new arrangements in order to continue to improve practice.

Learning, education and schools	
<p>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. Learning that takes place in communities must be recognised in its own right and not solely as a support for learning in schools.</p>	
Next Steps Paper statement	CLDSC Commentary
<p>“Learning does not stop at the school gate.” (p19)</p> <p>“school is a crucial part of a young person’s life but it is only one part” (p19)</p>	<p>The <i>Next Steps</i> paper recognises and indicates an aim of empowering parents and communities as well as teachers to deliver excellence and equity for our children. The CLD Standards Council welcomes this recognition.</p>
<p>“The primary focus of our reform is to shape an education system to create a school and teacher-led system” (p4)</p> <p>“The role of everyone else within the education system will be to support the learning that takes place in our classrooms, our schools and establishments”. (p4)</p>	<p>The outline of the purpose, role and delivery of CLD 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.</p>
<p>“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” (p29)</p>	<p>While it is welcome this “contribution” appears to be viewed wholly in the context of supporting “the learning that takes place in our classrooms”.</p> <p>Little or no attention is given in the <i>Next Steps</i> paper to learning that takes place outside school and to the evidence of the key importance of this, in particular for those</p>

	children and young people negatively affected by “the poverty-related attainment gap”.
“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.” (p29)	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

Communities	
The potential role of “communities” in education is acknowledged in the title of the <i>Next Steps</i> paper. However this role is seen entirely in terms of how communities can support schools. The development of learning communities should be seen as essential in relation to both educational achievement and community empowerment.	
Next Steps Paper statement	CLDSC Commentary
The paper notes commitments to strengthen both the voice of children and young people by supporting all schools to promote and support pupil participation (p 28) and parental involvement (p28)	The Standards Council welcomes 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.
The potential role of “communities” in education is acknowledged in the title of the <i>Next Steps</i> paper.	There is no consideration of how becoming a “learning community” can become <i>both</i> a key part of the way a community empowers itself and brings about positive change, <i>and</i> 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.

Improving the quality of practice	
Next Steps Paper statement	CLDSC Commentary
“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	The Next Steps paper refers in this context to deep seated, multigenerational, deprivation, poverty and inequalities, and to the Fairer Scotland Action Plan. However, no reference is

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" (Introduction, p9)	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.
"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." (p23)	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.

Career pathways	
Next Steps Paper statement	CLDSC Commentary
<p>"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". (p25)</p> <p>"We will work with our partners to establish new career pathways for teachers allowing greater opportunities for development and progression into leadership, specialist or improvement roles." (p25)</p>	<p>The Standards Council's view is that these commitments should apply to other practitioners and to CLD professionals in particular.</p>

Distribution of funding	
In considering the distribution of funding, the paper refers only to funding of schools.	
Next Steps Paper statement	CLDSC Commentary
<p>Next Steps paragraph 4.5 refers to the need for support the proposals set out in the paper</p> <p>"a fair and transparent funding system that puts schools at the heart of decision</p>	<p>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</p>

making” (p40)	evidence of “a fair and transparent funding system” in relation to CLD at present.
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Regional Improvement Collaboratives	
Next Steps Paper statement	CLDSC Commentary
<p>“We will establish a system of support through the improvement partnerships” (p32)</p> <p>“Local authorities will ... ensure other local authority provision, such as...Community Learning and Development and third sector partners work effectively with schools and regional improvement collaboratives to provide care and education to children and their families” (p33)</p>	<p>The CLDSC believes that the regional collaboratives should:</p> <ul style="list-style-type: none"> • 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	
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 <i>Growing the Learning Culture</i> strategy.	
Next Steps Paper statement	CLDSC Commentary
<p>“We will simplify the national support for professional learning and leadership development by placing these functions in a renewed and revitalised Education Scotland.” (p38)</p>	<p>The table on pp38-39 outline functions at national level and refers to the bodies currently responsible and the bodies to be responsible in future; it makes no mention of either CLD or the Standards Council.</p> <p>In this context, it is important to acknowledge the professional learning strategy for CLD, <i>Growing the Learning Culture</i> and the CLD regional professional learning alliances that have been developed by practitioners and local CLD leaders. These represent key steps in the growth of the type of collaborative, practitioner-led professional development supported by the <i>Next Steps</i> paper.</p>

Develop “a new Systems Leadership role to provide clear progression opportunities and to strengthen educational leadership at all levels in the system” (p43)	We welcome the commitment and propose that leaders within the CLD profession are included in this.
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Pay, workforce planning and practitioner education

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.

Next Steps Paper statement	CLDSC Commentary
Reference 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, <i>Next Steps</i> refers (p36)	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 (p37) 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.

Policy & Practice Connections

From a Standards Council perspective, integration of considerations, such as those noted below, 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.

Next Steps Paper considerations	CLDSC Commentary
Policy connections	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.
CLD practitioners' range of roles	The paper does not consider the range of roles undertaken by CLD or the varied contexts in which it makes a key impact. It also fails to acknowledge 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).

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

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:

Range of membership	
<p>In Paragraph 4.4.6, the paper states, as the basis for the proposal to create an Education Workforce Council for Scotland, that:</p> <p style="padding-left: 40px;">“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.”</p> <p>The Standards Council believes new arrangements must maintain (and strengthen) The identity of CLD as a profession. Its members work in settings extending across adult learning, community development and youth work. All have professional roles sharing key characteristics and distinct from those of teachers in schools.</p>	
Next Steps Paper Context & Consideration	CLDSC Commentary
<ul style="list-style-type: none"> • Teachers, currently <i>required</i> to be registered with the GTCs, a body independent of government. • CLD practitioners, who can <i>choose</i> 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 <i>without access</i> to registration with a professional body. 	<p>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</p>

Organisation Title	
Next Steps Paper Context & Consideration	CLDSC Commentary
<p>the <i>Next Steps</i> 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.</p>	<p><i>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”.</i></p>

Legal Status	
Next Steps Paper Context & Consideration	CLDSC Commentary
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.	<i>The Standards Council proposes to continue to seek a governance model with the same characteristics under the new arrangements.</i>

Scope	
Next Steps Paper Context & Consideration	CLDSC Commentary
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.	<i>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.</i>

Functions	
Next Steps Paper Context & Consideration	CLDSC Commentary
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.	<i>The Standards Council proposes that the benefits of this joined-up approach should be secured within the new arrangements.</i>

Organisational structure	
Next Steps Paper Context & Consideration	CLDSC Commentary
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.	<i>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.</i>

Budget	
Next Steps Paper Context & Consideration	CLDSC Commentary
if the new Workforce Council has functions relating to a very diverse workforce, with	<i>The Standards Council proposes that budget for the future delivery of its</i>

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.

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.

4. 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.

An expanded version of the Position Statement, can be downloaded from this page - <http://cldstandardscouncil.org.uk/?p=1247>