**Career Pathways: An Approach to Professional Learning and Development in CLD (including Professional Induction)**

Introduction

The purpose of this paper is to appraise the CLDSC Executive Committee members of the direction of travel of the Career Pathways Working Group with respect to the Improvement Actions relating to the Professional Learning and Development coming from the recent Career Pathways Review Report.

This report looks systemically at Professional Learning and Development as a process whicho evolved from Growing the Learning Culture (2015) and the Professional Learning and Development Review (2018) which is now embedded within Registration Renewal.

In taking such a systemic approach the Career Pathways Working Group intends to address the Career Pathways Review Paper’s Improvement Actions relating to professional learning through this lens and bringing forward, by March 2021, to the Professional Learning Committee and then the Executive proposals and recommendations for development.

As stated in in Growing The Learning Culture (2015) professional learning is:

* The process of active learning though individual or shared reflective practice;
* Participation in formal or informal learning opportunities and activities including planned reading, shadowing, secondments and e-learning;

And professional development is referred to as:

* The change that occurs as a result of professional learning: the enhance skills , knowledge and understanding of practitioners, the sharing of these and their application to practice.

The Professional Learning and Development model below is based on the current CLDSC Professional Learning and Development Review process advocated by Bruner (1960) who argued building learning on previous knowledge and experience as a cyclical process by re-visiting knowledge and skills to strengthen, deepening and extend a knowledge and skills base. It is also very much aligned to the notions and characteristics of CLD in the recent Engage, Educate,Connect, Empower (CLDSC 2020) paper looking at the role of CLD in the Scottish Government’s pandemic recovery strategy.

 Using the PL&D Review process (CLDSC 2018) as a navigational/orientation process the practitioner sets professional goals using the support and resources available in their particular context. This model assumes that the practitioner has ‘learned how to learn’ through previous programmes of learning and experience and is able to set learning goal and develop learning strategies to achieve them. The approach to learning that underpins the PL&D Review process is self directing learning (Knowles 1973) and the model of the reflective practitioner (Schon 1983) a prevalent model used in CLD qualifying training.

CLDSC Professional Learning and Development Model

Support Systems Processes Stages

 Professional Induction

Professional Recognition

& Accreditation(formal and

Informal learning)

 Year 1

Membership & Registration

 Year 2

I-Develop & e-learning

 Year 3 Professional Learning

 & Development Review and

 Re-orientation

Regional Learning Networks

 Ongoing PL&D cycles

Peer Support

 CR &E. B&M. PB&L.

CR&E – Critical Reflection and Enquiry

B&M – Buddying and Mentoring

PB&L-Portfolio Building and Learning

The purpose of Professional Induction and Re-orientation is for the CLD practitioner to be aware of the requirements of membership of the CLDSC and its professional standards, ethos and competences as articulated in the Competent Practice Framework (CLDSC 2018). Professional induction should be seen as an ongoing process rather than a one -off event and is different from the interests of workplace induction and staff development which should be the responsibility of the employer. The CLDSC should provide a support system or scaffold that enables and facilitates its members to progress with career long professional learning and development . This support should focus around the notion of the reflective practitioner and provide guidance and support for professional learning needs at the pre-qualifying, qualifying and post-qualifying stages of a practitioner’s career.

This approach to providing a scaffold of support to CLD career pathways recognises these as being very often idiosyncratic, complex and non-linear given the increasing range and diversity of CLD practice settings.

Therefore scaffolding should be seen as a continuum of at the one end more directed training and at the other end more self-directed enquiry-based learning (Knowles 1973) based on a practitioners professional learning needs and level of professional development.

The CLDSC support systems or scaffold should enable and encourage the practitioner members to progress their professional learning and development by participation in formal and informal learning opportunities based on a clear set of professional standards, levels of progression and competences.

In exploring this model and its development there are a number of considerations that need to be addressed as outlined below.

Stages

Professional Induction, Re-orientation and the Professional Learning and Development Review

Building on the recently developed and implemented PL&D Review process we would need to front-load this with the introduction of the above model and its rationale and develop an induction ‘programme’ for members outlining the role of the CLDSC and what membership means in terms of professional responsibility in meeting professional standards and competence on an ongoing basis and the importance of professional progression and development as a career long endeavour.

**This is a specific action to be addressed by the Career Pathways Working Group in looking at the development of an online professional induction programme.(Improvement Action 7 refers)**

Processes

Critical Reflection and Enquiry

Buddying and Mentoring

Portfolio Building and Learning

These processes are the threads that permeate the above model and are central to the model of the reflective enquiring practitioner and would need to be further developed by way of explanation and illustration from the existing material developed for the Professional Learning and Development Review process. The notion of professional scholarship is worth further exploration in terms of how reflection and enquiry can be progressed into professional dialogue, sharing of good practice and publications. Also the current pilot work on peer mentoring by Dominique Carlisle-Kitz and Sue Briggs and Maggie Paterson’s current paper on CLD buddying and mentoring would be formative in this respect.

With respect to Portfolio Building and Learning this is built around notions of evidence-based practice and learning through experience by the production of critical reflection and learning statements. How i-develop could be used as an e-learning platform for electronic portfolios and e-learning material would need to be explored and developed.

**This is an action area to be addressed by the Professional Learning Committee and being fed into the i-develop Working Group.**

Support Systems or Scaffolding

Professional Recognition and Accreditation

Discussion needs to take place with the Approvals Committee about how the Standards Mark might be further developed to recognise both formal and informal learning and training programmes and activities that have relevance to CLD practitioners professional progression at pre and post-qualifying level and how this learning relates to the CLD professional standards and competences and SCQF Level Descriptors. This is consistent with Bruner’s (1960) ideas of revisiting knowledge and skills at a higher conceptual level as advocated in the above model of Professional Learning and Development.

The use of such a matrix between the CLD professional standards and SCQF Level Descriptors would help practitioners looking for professional recognition gauge their level of development against standards and specific levels of learning and help with professional development progression and direction with respect to ongoing learning and interest in academic accreditation. Work with training providers in portfolio building and learning based on this matrix might also help practitioners interested in accessing pathways of learning that can lead to relevant micro-credentials and fully accredited programmes.

**The Career Pathways Working Group recognise this as a key aspect of its work and such developments would enable greater support and direction with respect to signposting pathways for professional recognition and progression. (Improvement Actions 4, 10 & 11 refers)**

Membership and Registration

With respect to Membership and Registration discussion should take place with the Registration Committee regarding how the Individual Professional Recognition (IPR) process could integrate the above Professional Learning and Development model and help practitioners with professional induction and understanding of professional standards and competences and what level of learning they are entering at as a member based on previous experience and qualification.

Regarding the transition of members wishing to move from Associate to Registered Member with respect to the two year post-qualifying registration requirement the above Professional Learning and Development model would assist moving members through professional induction and into professional learning and develop review at the end of their first three years of membership ( and subsequent cycles) satisfying the requirement to move from Associate to Registered Member.

Consideration could be given to the development of Fellow as a category of membership for those members that satisfy a minimum membership period and also through the Professional Learning and Development Review process have demonstrated a requisite level of professional enquiry and scholarship at an advanced level. This development would need to be looked at as to whether such a category of membership would be desirable or valued by members or whether this should be part of the professional requirements of a Registered Member?

**The Career Pathways Working Group will discuss with the Registration Committee the possibility of integrating the Professional Learning and Development Review with the IPR process and look at ways of encouraging and enabling those member interested in progressing from Associate to Full membership as part of their professional development. (Improvement Actions 8 & 12 refers)**

iDevelop and e-learning

In looking at a review of i-develop and its functionality and form the CPD and e-portfolio areas of the platform might be structured around the above Professional Learning and Development model above and learning guidance material and templates developed around the three core stands of Critical Reflection and Enquiry, Buddying and Mentoring and Portfolio Building and Learning.

**The Career Pathways Working Group will work with the i-develop Working Group to look at the redesign of i-develop with respect to these, and other, aspects of professional learning and development. There is also opportunity in the scope of this area to discuss with training providers in FE/HE the promotion of relevant online professional learning opportunities.(Improvement Action 7 refers)**

Regional Learning Networks and Peer Support

The relationship and role of the Regional Learning Networks needs to be discussed in relationship to this PL&D model and how they might support the professional development of CLDSC members. A key role could be in providing peer support through buddying and mentoring and as they do at present carry out training needs analysis and running professionally recognised training events relating to these needs. Another key role could be, though peer support, helping members with the development of their e-portfolios as part of the Professional Learning and Development Review process and also support and carry out professional enquiries and write up and report and publish their findings, amongst other places, through a dedicated library space in i-develop.

**The Career Pathways Working Group would like to explore with the CLD CPD network what interest it has in working towards the professional learning and development of CLDSC members and what role they would like in professional recognition and progression.(Improvement Action 3a refers)**

**Recommendations to the Executive Committee**

**That the Executive Committee note the Career Pathways Working Group direction of travel and its subsequent actions towards bringing forward proposals and recommendations through the Professional Learning Committee by March 2021.**

References

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