



**Education
Scotland**
Foghlam Alba

CLD - Family Learning – Community Learning Development Approaches and Partnership Work Linked to Poverty

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For Scotland's learners, with Scotland's educators

Overview

Family Learning / Parental Involvement / Parental Engagement

- Policy landscape
- Terminology overview
- Poverty data
- Values of CLD
- CLD in Scotland
- CLD competencies linked to practice
- Key documents
- National Improvement Hub examples & resources

Parental Engagement and Family Learning

Parental Involvement Act 2006 and Statutory Guidance



- Learning at Home
- Home/School Partnership
- Parental Representation

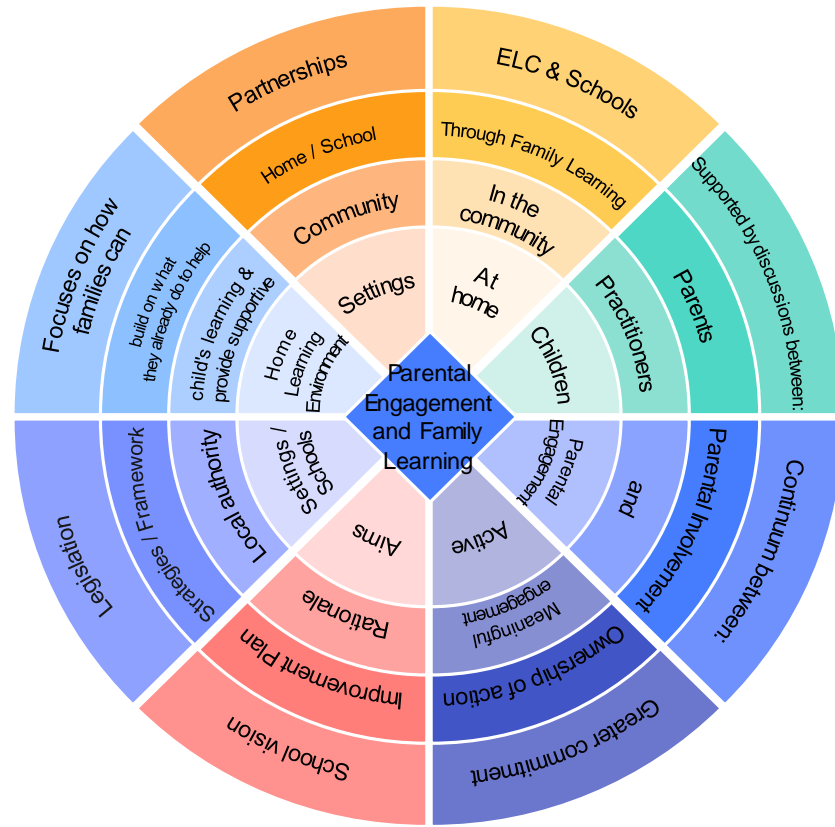
Review of the Impact of the Parental Involvement Act (2006) 2017



Strategic Framework for PI/PE/FL/LAH



How Good is our....Frameworks



Empowering teachers, parents and communities to achieve Excellence and Equity – A Governance Review (2017)



National Standards for Community Engagement (2016)



Learning together: National Action Plan 2018-2021



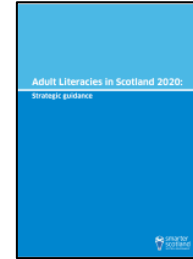
National Parenting Strategy (2012)



School Handbook Guidance (2012)



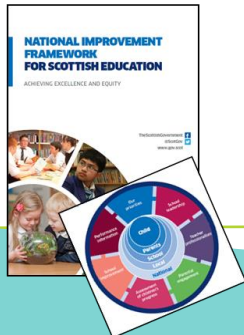
Adult Learning in Scotland, A Statement of Ambition (2020)



Getting it Right for Every Child (2008)



National Improvement Framework



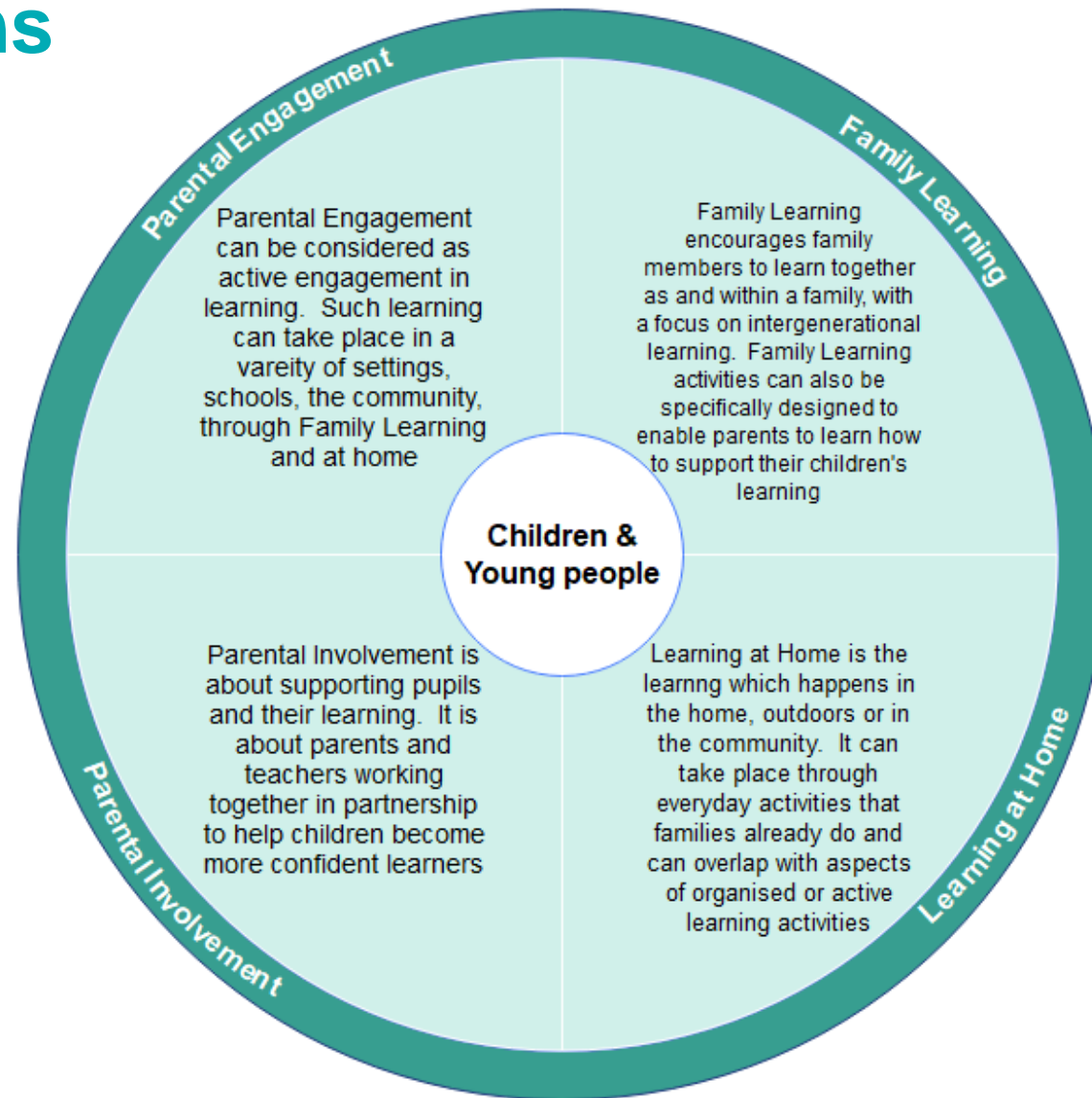
BSL Toolkit



Parent Council Resource



Definitions





PARENTS INVOLVED in the LIFE and WORK of the SCHOOL

PARENTAL involvement

Parents and teachers working as partners



Shift in emphasis away from the relationship between parents and schools
Focus on relationship between parents and their child's learning



FAMILY Learning

FAMILIES LEARNING TOGETHER



Intergenerational LEARNING



Progression

SHARED ACTIVITIES are designed to enable parents to learn how to support their child's learning



ADULT LEARNING



OUTCOME-FOCUSED



Inclusive



ACHIEVEMENT



MEANINGFUL and planned

LEARNING at home

Everyday activities



THE LEARNING which HAPPENS in the HOME, OUTDOORS and/or in the COMMUNITY

Builds on what families already do to help children's learning

PARENTS ACTIVELY INVOLVED in their CHILD'S LEARNING

PARENTAL engagement

Supportive home learning environment



SCHOOL



OUTDOORS



at HOME



Supported by discussion



Including organised or active learning opportunities





Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage'

(Family Learning Network, 2016).

The Thematic Review – Engaging Families in Learning

- Inspectors visited 41 schools, early learning and childcare and CLD settings
- January and February 2020

We spoke to:

191
partners

474
parents
and
carers

429
staff

292
children
and
young
people



- How are families engaged in family learning activities?
- How are families benefiting from family learning activities?

<https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/chief-inspector-report/national-thematic-inspections/engaging-families-in-learning-a-thematic-inspection-of-family-learning/>

Poverty data – Groups with a higher risk

- In 2017-20, people from non-white minority ethnic groups were more likely to be in relative poverty after housing costs compared to those from the 'White – British' and 'White – Other' groups. The poverty rate was 41% for the 'Asian or Asian British' ethnic groups, and 43% for 'Mixed, Black or Black British and Other' ethnic groups.
- The poverty rate amongst the 'White – Other' group was 24% and that of the 'White – British' group was 18%.
- 38% of single women with children are living in poverty.
- 23% of those who live in a household with a disabled household member live in poverty



Values of CLD

<http://cldstandardscouncil.org.uk>

Fundamental to the practice of CLD across all of its settings: These values have been identified by the CLD Standards Council:

Self-determination – respecting the individual and valuing the right of people to make their own choices.

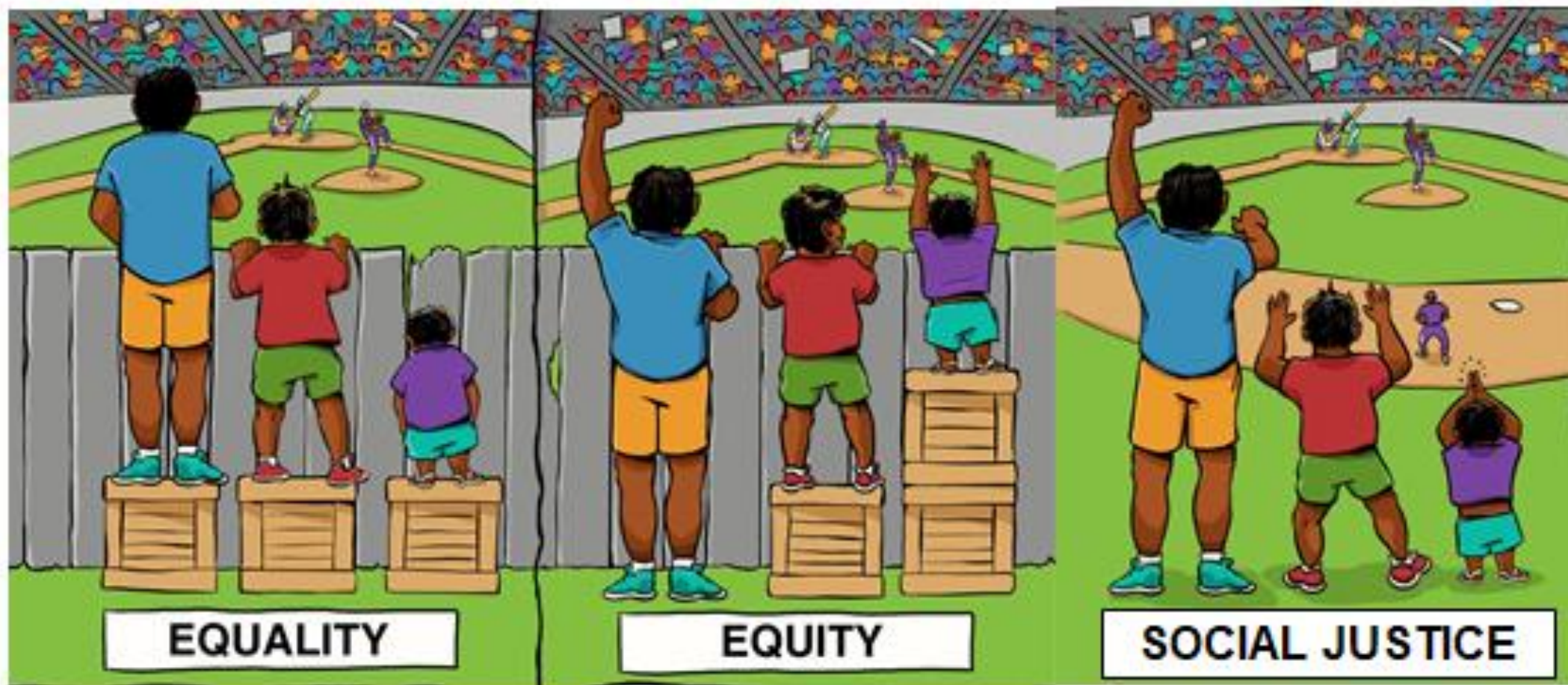
Inclusion – valuing equality of both opportunity and outcome, and challenging discriminatory practice.

Empowerment – increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.

Working collaboratively – maximising collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners and communities.

Promotion of learning as a lifelong activity – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life.

A social justice approach



Source: Dundee Science Centre

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CLD in Scotland

A diverse workforce

In the public and third sectors



Sharing common competences and ethics

KNOW AND UNDERSTAND THE COMMUNITY IN WHICH WE WORK



CLD Family Learning Context:

- What does the community look like that you work in?
- Where is it located and does that have an impact, for instance rural vs town
- Geography surrounding school
- Population of school, for example ethnic diversity
- School statistics, attainment in key areas such as literacy and numeracy, ASN
- Key links to policies such as Making Maths Count, STEM, inclusion, outdoor learning, learning for sustainability

DEVELOP AND SUPPORT COLLABORATIVE WORKING



Partnership Working

- School staff
- Local community organisations
- Voluntary organisations
- Outdoor Learning / Environmental groups
- CLD service - adult learning, adult literacy and community development
- Colleges
- Other family learning / early years workers
- Citizen's Advice / Money Advice services
- Signpost to services, including mental health, debt, heating
- Cost of the school day – CLD example – The Real Cost of the School Day (Falkirk)

BUILD AND MAINTAIN RELATIONSHIPS WITH INDIVIDUALS AND GROUPS



- Internal relationship with school staff
- External relationship with families
- Engagement of parents, families and carers
- Share relevant and appropriate information between individuals and groups
- External relationship with partnership organisations
- Community links for school
- Build relationships across sectors and roles

Community Learning and Development (CLD) and School Collaboration in Inverclyde

<https://education.gov.scot/improvement/practice-exemplars/cld-inverclyde/>

<https://education.gov.scot/improvement/practice-exemplars/embedding-family-learning-in-a-school-setting-king-s-oak-primary-school-inverclyde/>



Education Scotland - resources

[Glasgow Science Centre - CLD Project - 'The Spark' resource supporting families during COVID | Practice exemplars | National Improvement Hub \(education.gov.scot\)](#)

[Family Learning, Clackmannanshire | Our school and community | What Scotland Learned | Scotland Learns | National Improvement Hub \(education.gov.scot\)](#)



Jamboard – evaluation !

[CLD approaches to family learning Aug 2023 - Google Jamboard](#)

Microsoft Form:

[Regional Professional Learning Events Evaluation \(office.com\)](#)