Family Learning Framework
Advice for Practitioners

April 2018

Transforming lives through learning

Contents

Foreword

Improving the life chances of our children, young people, families and communities is at the heart of our ambition. We want to ensure that everyone in Scotland has the right to access high quality learning to meet their needs and aspirations.

Education Scotland works with regional improvement collaboratives, local authorities, academics and practitioners to improve outcomes for Scotland's children, young people, families and communities. This Family Learning Framework will support you to work with partners to plan, develop, deliver and evaluate family learning effectively at a local level.

The Scottish Government is working towards closing the attainment gap and raising attainment for all. Family learning makes a vital contribution to delivering that ambition. A family learning approach can also be a catalyst in helping adults take up adult learning and training opportunities, gain employment and/or attain new skills. This impacts positively on children and young people's aspirations, attainment and lifelong learning. Family learning also leads to stronger home learning environments.

I would encourage everyone who works with families in early learning and childcare, schools, colleges, community learning and development, or in the third sector, to make good use of this resource when planning to deliver family learning.

Using this resource and working together will provide support to deliver the best outcomes for Scotland's children and families and make Scotland the best place to learn.

Gayle Gorman
Chief Executive

1. Background and purpose

The key message from Education Scotland and the Scottish Government's Review of Family Learning (2016) is that family learning, as an early intervention and prevention approach, works in reaching disadvantaged families and communities to improve their life chances. The 2018 National Improvement Framework and Improvement Plan for Scottish Education: Achieving Excellence and Equity, also identifies family learning as a key driver for change.

Education Scotland has worked with partners to provide a strategic framework to support the planning, development, delivery and evaluation of family learning in Scotland. It is aimed at those who are already delivering family learning, or who are about to be involved in planning, developing and, or delivering family learning. This includes those supporting improvement within regional improvement collaboratives (RICs) or local authorities. It also includes those working directly with families in community learning and development (CLD), early learning and childcare (ELC) settings, schools, colleges, or third sector organisations.

This Framework builds on the information provided in the 2016 Review and focuses on four key areas to support practitioners and leaders.

- **Programme development** - innovative and responsive programmes that will enable families to access and progress wherever they are on their learning journey.

- **Evaluation** – how and when to use evaluation to assess impact and inform improvement.

- **Workforce development** – career-long professional learning (CLPL).

- **Research** – embedding research into practice and carrying out research to understand more about effective practice.
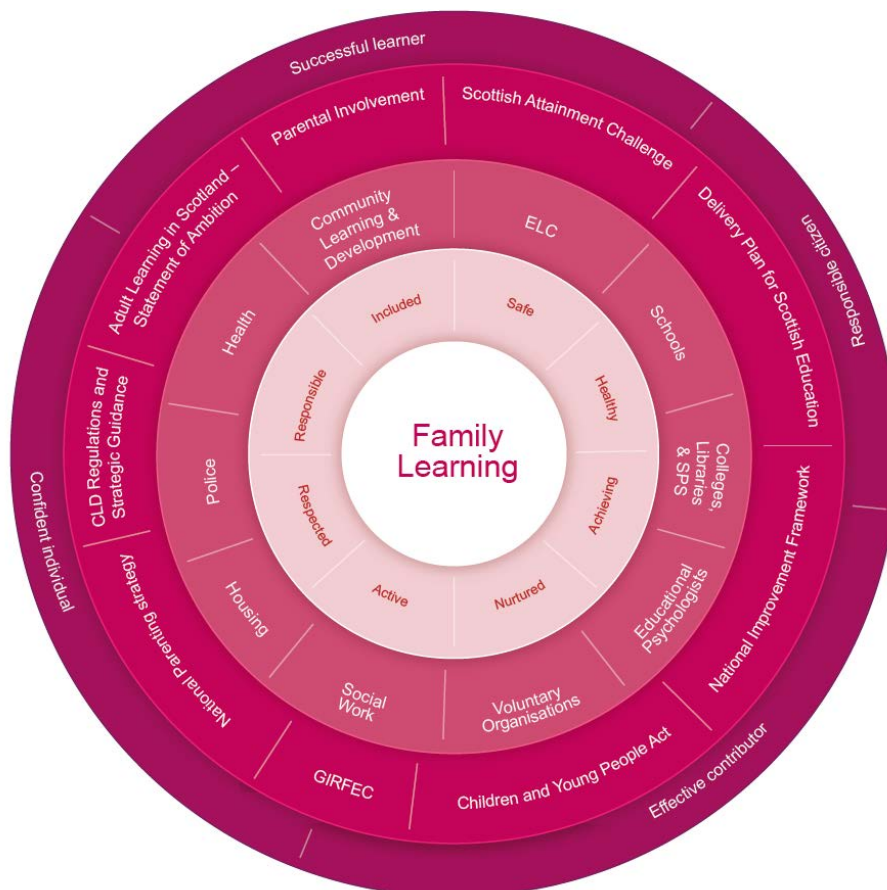
2.   What is family learning?

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'.

(**Scottish Family Learning Network, 2016**)

Family learning is an approach to engaging families in learning that has an impact on the whole family. It has been woven into a number of cross-cutting Scottish policies and strategies as illustrated in the diagram below. The diagram also highlights the diversity of partners that can potentially be involved in developing programmes at a local level. The range of partners involved will vary depending on local needs, intended outcomes and resources.

A more detailed policy mapping overview is provided in the Review of Family Learning 2016 – Appendix A. Further information about what family learning is can be found on the National Improvement Hub.

3. Programme development

'When parents engage in educational activities for themselves a series of cultural and educational interactions are promoted within the family. Parents benefit from self-efficacy, empowerment and greater involvement in their child's school as well as greater parental confidence in helping their child at home. This leads to increased pupils' engagement in school and better educational achievements'.

(European Commission, 2015)

Developing and delivering family learning needs to be considered carefully. It is important to take into account a number of factors to ensure the approach is as successful as possible and has the desired impact. Factors include the interests and needs of the families, potential barriers to participation, sustainability, resourcing and demographics.

Planning for family learning is most effective when carried out collaboratively, actively involving families, relevant colleagues and stakeholders, for example from ELC settings, schools, CLD, colleges and the third sector. An on-going collaborative approach, from the planning through to the evaluation stages, can support high quality outcomes. Successful family learning takes account of families' views about the learning they want to undertake, with any subsequent follow up programmes being developed in partnership with them.

When thinking about engaging with families to support the planning and development of family learning, it is important to be aware that it can take time to build relationships and trust. Equally important is the promotion and marketing of the programme itself. Careful attention should be given to the wording used on posters and marketing material to ensure that these take account of any language barriers, are parent friendly, jargon-free, and promoted as fun, active learning.

3.1   Planning

Key characteristics

Planning and engagement are interlinked and do not happen in isolation. There are a range of key characteristics that are helpful for practitioners to consider and help ensure the maximum impact on outcomes for families. The key characteristics are provided as a guideline below, to be adapted to suit local context. An example of an activity planning and monitoring form is provided in Appendix A.

1. **Identifying families strengths and needs** – this can be undertaken in a variety of ways including:

   - dialogue with families, outreach service, colleagues
   - using a range of data, for example attainment, achievement, attendance, exclusion and participation data
   - Scottish neighbourhood statistics
   - dialogue with partner agencies, for example, third sector, community learning and development, housing

2. **Identifying what you and the families want to achieve** - the intended impact and outcomes can be linked to the establishment improvement plan where relevant. Monitoring and evaluation strategies should be agreed during the planning stages.

3. **Identifying relevant partner agencies** - this can be for the direct delivery of the programme or to identify referral routes and progression pathways. Potential partners could include:

   - community learning and development/adult learning/family learning workers
   - third sector/NHS drug and alcohol services
   - museums, galleries, libraries
   - ELC settings or schools

4. **Developing a Single Outcome Agreement (SOA) and/or a Partnership Agreement** – agreements help to set priority outcomes and identify how partners will work together to achieve them. SOAs can also show how the local priorities contribute to the national and regional priorities and where family learning sits within these.

5. **Identifying an appropriate programme or developing a new programme** - the strengths, needs and interests of the families should be at the centre of this process.

6. **Identifying potential barriers to participation and how these will be mitigated** - these may include, for example, parents own negative experiences of education, low levels of literacy and numeracy, transport, and/or availability of childcare. It is helpful to plan how families or individuals will be supported should any of these issues arise.

7. **Creating a robust engagement plan** – it is helpful if this is multi-dimensional and incorporates partners existing relationships with families.

8. **Planning resources (financial and human)** - understanding how much a programme will cost in its entirety, including the human resources required, is important when planning for sustainability.

9. **Developing flexible progression pathways** – to support those involved to take the next steps in their learning. For example: support for course choices; colleges and or higher education; apprenticeships; volunteering; youth work provision; seeking out further support within your own or a partner's organisation; accessing a parenting programme; progressing parental involvement in school; or engaging further in their child's learning. Having a robust system in place gently encourages participants to start thinking about the next steps in their learning journey.

3.2   Engagement

Family and community engagement is often depicted as a continuum, ranging from low-level engagement strategies such as consultation through to co-production and empowerment. The following key characteristics should be considered before and during the planning stages.

- **Building and establishing trusting relationships with families and communities**
  This is essential and can take time. Research is clear that families are more likely to engage and stay in programmes if they have a trusting relationship with those delivering.

- **Building the capacity of families, to identify their strengths and interests**
  This more effectively supports families to take ownership of programmes from the very beginning and helps drive the direction that best suits them.

- **Service providers need to be transparent in what they offer and why**
  Families should be respected to know what they are engaging in even if those programmes deal with challenging content.

- **Working with families**
  Families need to know from the start that you will be working with them, not doing things for them or to them.

- **Diversity**
  All families are unique and individual families need to know that they have choices about their learning options. If the programme being delivered is not the right one for them at that time, other services in the area can be used to refer families on.

- **Fun!**
  Families engage more effectively when learning is fun and active for all the family.

3.3   Family learning programmes

Family learning approaches range across literacy, numeracy, STEM, English for speakers of other languages (ESOL), parental engagement and health and wellbeing. They can 'draw on a number of traditions from adult literacy and community development to school improvement and parental engagement' (NIACE, 2013, p12). Programmes can be 'considered as a bridge between informal home learning and formal school learning' (NIACE, 2013, p12). Family learning programmes can vary in length, format and delivery.

Key characteristics

- Programmes should be evidenced based in that they should be effective and meet the needs of families. They do not always require to be programmes which are commercially available or licenced. However, if you are developing your own programme, it should be tailored and flexible to meet the needs of families and be based on research.
- Family learning is based on a wealth or social practice model. The social practice model is 'built on the understanding that learning is embedded within a social and cultural context' (Community Learning & Development Managers Scotland, 2018). This means finding out where families are at, building on existing skills and knowledge and analysing their cultural and community context to develop learning which is relevant.

- At the start of any programme, you need a baseline measurement so you can track progress. This can involve gathering information on learners' skills, knowledge or abilities so that you can measure their progress at different stages and at the end of the programme.

3.4   Supporting resources and information

A number of case studies have been published on the National Improvement Hub and a selection listed below to help practitioners learn about the range family learning programmes being delivered across Scotland. New resources are added regularly.

Case studies

- Embedding core skills into family learning programmes - a family learning resource to support embedding core skills into family learning programmes.

- Peep learning together programme and peep progression pathway - focuses on five areas of learning: early maths, early literacy, health and physical development, personal, social and emotional development, communication & language. The programme is delivered with parents and their children aged 0-5, through play and conversation. Parents complete SCQF credit-rated units with arrangement in place with further education institutions to guarantee places or interviews for vocational courses.

- Family learning - Science, Glasgow Clyde College - uses creative approaches to engage parents with little or no previous experience in science to undertake a series of learning experiences related to STEM topics (science, technology, engineering, and mathematics).

- Families Connect - focuses on three core areas: literacy and language development; numeracy and mathematics, and social and emotional development. It provides a series of activities, techniques and games that families can participate in together, can be easily applied at home and that complement children's learning in school.

- A family learning approach to reading - Pizza Reading – Renfrewshire Council - an early intervention family learning project that helps families to develop the skills and confidence using a holistic social practice approach.

- The Lighthouse Keeper Joint Transition Project – Moffat Early Years Campus / Niddrie Mill Primary School / St Frances RC Primary School - Edinburgh City Council - A multi-agency early intervention and prevention family learning programme.

- Upper Nithsdale Men and their Children (MATCH) - Dumfries and Galloway Council - project involving community learning and development (CLD) adult learning staff and staff from family learning and schools services.

- Family Learning - Sabhal Mòr Ostaig UHI - engaging families in learning using the Summer Short Courses programme.

- **Dads as partners in their children's learning** – St John Ogilvie RC High School / Calderside Academy – South Lanarkshire - 'Promoting Roles of Father Figures'.

- **Dundee City Council** – Family learning being delivered collaboratively - Peeple.

- **Embedding family learning in a school setting** – King's Oak Primary School Inverclyde

- **Midlothian Council** – Video of a parent's journey from accessing family learning to volunteer and then Peep Co-ordinator.

Further Information

Information and help is available for practitioners working with families on Education Scotland's websites:

https://education.gov.scot/improvement
https://education.gov.scot/improvement/research/Engaging%20with%20families
https://education.gov.scot/parentzone

Sign up to receive the Children and Families e-bulletins for the latest news:

https://edscot.org.uk/p/LQE-39l/subscribe

Blogs

Practitioners can also benefit from the blog posts below about family learning and partnerships in different sectors:

https://familylearningscot.wordpress.com/
https://blogs.glowscotland.org.uk/glowblogs/eslb/

4. Evaluation

Identifying the intended impact of family learning at the outset, is crucial to enable evaluation to also be planned. Evaluation in family learning is the process of formally identifying the value or success of a programme or learning session. Effective evaluation takes account of the whole process starting from the first engagement activity. It focuses on the delivery of learning and teaching, any assessment that takes place, and the short, medium and longer-term outcomes for families and their communities. Evaluation can help practitioners to be reflective and consider what they would do differently next time.

Evaluation is an important process which can help establish if intended outcomes have been met. It should be noted that changes in families take place over a longer period of time and as each family is at a different stage, it can be more difficult to measure the longitudinal impact (Family Learning Review, 2016).

Why evaluate?

To:

- learn about the impact on families, individuals and/or improvements in the organisation
- make necessary changes to a programme or to build on what is working well
- identify unexpected results, impacts or outcomes
- indicate possible areas to research
- demonstrate to funders that outcomes have been met and to obtain future funding

How to evaluate

- Practitioners need to know why they are undertaking evaluation, who is going to use it, what they need to know and for what purpose it is being undertaken. Think about the scale of evaluation required. This will help prevent resources being allocated to a task that may not be needed.
- Ask the right questions of the right people at the right time and avoid long intrusive questions. Knowing what the impacts are likely to be will help.
- Questions need to be objective and seek answers to what you want or need to know.
- Use a range of evaluation approaches (including participatory):
  - different and creative types of evaluation questions (qualitative and quantitative)
  - a variety of mixed methods to ask questions and gather data, for example, focus groups, questionnaires, sticky notes. Examples could include using video boxes, tablet computers, scribing for families, voice recordings, social media, photographs

Consideration should be given to identifying families who may have barriers to participating in certain types of evaluation activity, such as those with literacy difficulties, ESOL, or who need help with completing written evaluations for other reasons.

Who is involved in evaluation?

- Everyone involved in the delivery and those who benefit from the family learning.
- You can also ask questions of partner organisations involved in the referral process.

4.1   Examples of evaluation tools

Education Scotland's 'How good is our…' frameworks provide a range of self-evaluation resources which support establishments, organisations and partnerships to evaluate progress, strengths and areas for improvement. The frameworks, How Good is Our School? (4th edition) (HGIOS4), How Good is our Early Learning and Childcare? (HGIOELC), How good is the learning and development in our community? and How good is our third sector organisation? (HGIOTSO) provide suites of quality indicators. These support staff and partners in all sectors to look inwards, outwards and forwards, to scrutinise their work and evaluate what is working well and what could be better.

The Family Learning Quality Indicator (QI 2.5) within the HGIOS4/HGIOELC self-evaluation frameworks focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on ELC settings and schools working in partnership with others, to support families to secure better outcomes in literacy, numeracy and health and wellbeing. It covers the following three themes:

- engaging families in learning
- early intervention and prevention
- quality of family learning programmes

The family learning quality indicator provides examples of features of highly effective practice and challenge questions which practitioners can use when planning and delivering family learning outcomes.

Local authorities and organisations may have their own self-evaluation tools which can be used in evaluation. Consideration can also be given to developing a bespoke self-evaluation framework to reflect on performance against a range of quality indicators to specifically suit individual organisational or establishment needs. The following table shows an example of how the HGIOS4 and HGIOTSO self-evaluation frameworks have been used to create a bespoke framework. Further information of this can be found on the National Improvement Hub.

Overarching questions	HGIOTSO	HGIOS4	Challenge questions
How well does our partnership work with local authorities ensure family learning staff are inclusive and engage families who will best benefit from support?	2.2 Impact on organisations we support	2.5 Family Learning	• How are we ensuring provision is responsive to the needs of families? • How effectively do we use current available data about levels of poverty in our community to help us target our interventions? • How are we actively promoting equality, fairness and diversity? • How effectively do we monitor programmes? • How well do we match the right programme to the right family? • To what extent do staff understand Getting It Right For Every Child, the wellbeing indicators and how these can have a positive impact on children and families? • How well do we increase capacity in the organisations we support to promote inclusion, equality and fairness?
How is our partnership work with local authorities improving outcomes?		2.5 Family Learning	• What evidence do we have that family learning is improving the life chances of families involved? What difference is Peers Early Education Partnership (Peep) provision making to the lives of the children and families who take part? • Are outcomes for children improving as a result of their participation in family learning? How do we know? • How can we demonstrate that families are feeling included and that they are participating, achieving and progressing?

Logic models

A logic model tells the story of your project or programme in a diagram and a few simple words. It shows a causal connection between the need you have identified, what you do and how this makes a difference for individuals and communities.

Logic models can help you to:

- think about why your project or programme exists, why you do what you do and why you think that makes a difference. Logic models can help you explore and develop a shared understanding
- plan a new project - it can help you to think about the need and what you will do to address that need
- communicate your thinking to people who support or benefit from your work

- develop your evaluation plan. A logic model can help you to identify what you expect to happen, and when. It can therefore provide a pathway or road map for measuring progress
- identify project or programme risks and how you might manage them

(Taken from Evaluation Support Scotland's guide to developing a logic model. Examples of completed logic models and definitions of inputs, outputs, outcomes are available in the link to the guide).

Strengths, weaknesses, opportunities and threats (SWOT) Analysis

When creating and implementing your strategic plan for family learning, a SWOT analysis is a useful process to understand the strengths and weaknesses that your organisation faces and to identify the opportunities and threats that you may face.

Internal strengths - are resources or capabilities that help your organisation accomplish its mandates or mission. What are your internal strengths?

Internal weaknesses - are deficiencies in resources and capabilities that hinder an organisation's ability to accomplish its aims and vision. What are the internal weaknesses of your organisation?

External opportunities - are outside factors or situations that can affect your organisation in a favourable way. What are your external opportunities?

External threats - are outside factors or situations that can affect your organisation in a negative way. What are your external threats?

Quick tips - ways to improve the quality of your programme evaluations

The following questions and points for reflection are designed to help you improve the quality of your programme evaluations when planning, delivering and evaluating family learning. You may find it helpful to discuss these with relevant colleagues and stakeholders.

Consider:

- the purpose of your evaluation, audience, and communications plan
- how practical and cost effective is your evaluation method?
- how useful is your family learning evaluation to you, relevant partner organisations / stakeholders and families?
- have you analysed the data appropriately and correctly?
- have you followed the correct procedures for data protection and ethical guidelines?
- has your evaluation helped you to identify the strengths, weaknesses, impacts and outcomes of your family learning? Are there improvements to be made for future evaluation strategies?
- have you compared your findings to the original purpose of the evaluation?
- are the findings and conclusions impartial and do they accurately reflect feedback from everyone involved in the planning and delivery?

5. Workforce development

Responsibility for delivering family learning programmes can vary across local authorities, ELC settings, schools, Community Learning and Development, colleges and the third sector. Ensuring that the workforce continues to develop and be equipped to work with families is an on-going challenge (Family Learning Review, 2016). This is especially the case given that practitioners work across different sectors and can have a range of experience in working with parents, families, adult learners, children and young people. Depending on a practitioner's background, and the position they are employed in, they can also be registered with different standards councils or bodies.

Skills and knowledge to work with families is transferable and this is particularly true of community learning and development and adult learning practitioners who are trained in community and family engagement and the social practice model. Good interpersonal skills of practitioners along with a wide and varied background can be beneficial for those working with families. Nonetheless, care should still be taken to ensure that practitioners have the appropriate competencies, skills, knowledge, experience, and qualifications to work with adults and children to deliver family learning programmes. Building relationships and trust with families and communities begins from a wealth model and is fundamental to the family learning approach. Undertaking training and developing knowledge and understanding can help support practitioners working in this area.

5.1 National Occupational Standards

National occupational standards describe what a person needs to do, know and understand in order to carry out a particular job or task in a consistent way and to a nationally recognised level of competence. They cover the activities a person might undertake in the course of their occupation, and consider all the circumstances or contexts a person is likely to encounter. The key purpose of the National Occupational Standards is to 'plan, manage and deliver opportunities to engage adults and children to learn together as and within a family through quality formal or informal programmes' (LSIS, 2013).

National occupational standards can usually be applied across a wide range of roles, settings, levels of responsibility and contexts. Typically they might describe current best practice, highlight values and principles associated with a role and benchmark achievable levels of attainment for individuals carrying out a role or part of a role.

There are eight values that underpin the Family Learning National Occupational Standards.

- Family learning recognises the role of the parent as the first educator.
- Family learning is inclusive and is to be offered as a universal provision with open access.
- Family learning recognises and values diversity of culture, race, relationships and beliefs.
- Equal partnership is the basis for all developments in family learning: all learners and educators, regardless of generation, recognise that learners and educators can frequently exchange ideas.
- Family learning recognises that it is acceptable to make mistakes, which are part of the process of reflective learning.

- Achievements within family learning benefit the wider learning community through promoting change and empowering individuals and communities.
- Family learning raises aspirations and all outcomes of the process, including those which may not be overt, are of equal significance and importance.
- Family learning operates within a culture of mutual respect for individuals, communities, colleagues and organisations.

5.2   Competencies

Where ELC settings, schools, or organisations opt to purchase services to deliver family learning programmes, they will want to be sure that practitioners have the appropriate competencies. This is important to ensure that families have a positive experience of learning and their engagement with education services. The individual needs of families must also be considered along with engagement techniques and importance must be placed on firstly developing relationships. It should be recognised that families will be looking for and/or require the following:

- practitioners who: are able to work with and engage children and young people, parents and families; have a sound knowledge base; can communicate effectively; are confident and show a sense of fun and energy; are flexible, adaptable, and persistent; develop effective group work skills; use play and space to help parents/families be successful learners in front of their children; are responsive and sensitive to needs; respond to local needs as children and families move on through the various stages of their education
- opportunities for practical learning
- follow-up services and flexible progression pathways
- access to local services

Examples of job profiles are provided in Appendix B for illustrative purposes only. Other models of family learning workers exist and job descriptions will vary according to local contexts.

5.3   Career-long professional learning (CLPL)

Practitioners across different sectors may deliver family learning on a full-time basis or as part of their role. Regardless of their previous background or experience, practitioners benefit from career-long professional learning and from networking with others working the same field. There are a range of qualifications and continuous professional development opportunities on family learning and working with children and families. These are available from Scottish Universities, the Scottish Qualifications Authority and other organisations. They extend from individual units to undergraduate and postgraduate degrees. The Scottish Qualifications Agency also accredits a range of qualifications to support those intending to, or already working with, families.

National Family Learning Network

The Family Learning Network facilitates the sharing of information about new developments, research and good practice. Further information can be obtained by emailing enquiries@educationscotland.gsi.gov.uk.

6. Research

The Review of Family Learning (2016) provides a more comprehensive reading list on the evidence and benefits of the family learning approach. The majority of the following research articles have been extracted from the Review and organised into topics for convenience.

Employability

Robey, C., Penistone, E. and Black, J. (2016), 'Increasing the Employability of Parents/Carers'. Leicester. Learning and Work Institute. http://www.learningandwork.org.uk/wp-content/uploads/2017/01/Increasing-employability-using-FL.pdf

ESOL

Johnson, B. et al, (1985), 'A whole family approach to teaching English as a second language'. Washington, DC, US, Department of Education, Office of Educational Research and Improvement (OERI).

Taylor, C. and Hrubiak, E. (2009), '*Gypsy/Traveller Family Learning in Derbyshire'*. In: Basic Skills Bulletin. No. 77, October 2009, p7-8.

Health and Wellbeing

Buttrick, J. and Parkinson, A. (2013), '*The impact of community cookery skills activities on families – a comparison between three different approaches'*. Consilium Research and Consultancy Ltd. http://www.communityfoodandhealth.org.uk/wp-content/uploads/2013/03/consilium-cookery-research.pdf

Literacy

Carpentieri, D. (2013), 'Evidence, Evaluation and the Tyranny of Effect size: a proposal to more accurately measure programme impacts in adult and family literacy'. *European Journal of Education*. Vol. 48, No. 3.

Crowther, J. and Sutherland, P. (2006), 'Lifelong Learning, concepts and contexts.' Routledge. https://yasamboyuogrenme.wikispaces.com/file/view/__Lifelong_Learning__Concepts_and_Contexts.pdf

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Swain, J. (2009), *'Evaluating the impact of family literacy'*. In: Basic Skills. Bulletin No. 73, May 2009, p4-5.

The Scottish Government (2011), '*Adult Literacies in Scotland 2020: Strategic Guidance'.* Edinburgh. APS Group Scotland.
http://www.gov.scot/Resource/Doc/339854/0112382.pdf

Male Role Model

Cooper, J. (2011), '*Loose Change: Concerning the personal development of fathers participating in a Men & Their Children project.* Fatherhood Institute.
http://www.fatherhoodinstitute.org/wp-content/uploads/2013/04/LooseChangeEditedFindings.pdf

Johnson, B. et al, (1985), 'A whole family approach to teaching English as a second language'. Washington, DC, US, Department of Education, Office of Educational Research and Improvement (OERI).

Meta Studies

Department for Business, Innovation and Skills (2012), '*Evidence of Wider Benefits of Family Learning: A Scoping Review'.* London.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/34666/12-1238-evidence-benefits-of-family-learning-scoping.pdf

Department for Business, Innovation and Skills (2013), '*Family Learning Impact Fund 2008-2011 Summary Paper'*. London.
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Numeracy

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Appendix A – Example of Activity Planning and Monitoring Form

Term		**Budget**	
Work Activity/ Course Title		**Team Member(s)**	
Activity Provider / Tutor		**Location**	
Postcode		**Contact Time Weeks x hours**	
Start / End Date		**Day/Time**	
Target Group		**Target no. of participants**	
Partners and their Contribution			
Why are we doing this? (identified need)		**Strategy/ Policy / Plan Links**	
What difference will this make? (Planned outcome)		**How will we achieve this? (Story/ Planned process/ aims)**	

Budget	**Staff**	**Venue**	**Materials**	**Crèche**	**Transport**	**Other**	**Total**
Planned Spend							
Actual Spend							

What difference did this activity make? (Actual outcomes – planned and unplanned)		**How do you know? (Sources of Evidence)**	
Actual No of Participants		**Number achieving at least one outcome**	
What worked well? What could work better? (Reflection on the process)		**What changes will be made? (Action Points / Recommendations)** .	

Appendix B – Examples of Job Profiles

The following job profiles have been provided for illustrative purposes only.

1	Job Details	
Job Title:	Family Learning Development Officer (Group work)
Job Profile No:	
Directorate:	Education and Children's Services
Service:	Professional Learning
Grade:	
Version Date:	

2	Job Purpose
To manage and co-ordinate the development of Family Learning group work programmes in line Early Years and Parental Involvement strategies. Identify and engage families, support sustained involvement in learning, which is mainly focused on working with parents with children aged between 3-12 years in target schools and aims to enable parents and carers to support their children's learning and development**.** The post holder will contribute to the development and delivery of family learning programmes, to support personal growth through experiential learning and skills development. Engaging and working with families and other agencies in the regeneration areas of the local authority. Providing line-management of part-time staff.

3	Reporting Relationships
Service Manager(Professional Learning) ▼ Family Learning Manager ▼ Family Learning Development Officer(Group Work) ▼ Family Learning Development Workers(Group Work)

4	Outcomes
The post holder will be expected to: - Manage and co-ordinate the development of Family Learning group work programmes, in line with Early Years and Parental Involvement strategies.   - Plan, deliver and develop family learning work   - Line- management of part-time staff and volunteers   - Maintain appropriate administrative and financial systems in relation to the service   - Work with partner agencies to identify opportunities for the delivery of the Family Learning services/programmes   - Identify training needs and assist in delivery of training   - Contribute to appropriate staff teams and partnership groups   - Implement systems for quality assurance, monitoring and evaluation

5	Knowledge
The post holder needs to be able to demonstrate an understanding or experience of: - Extensive knowledge of CLD approaches/Adult Learning   - Extensive experience and knowledge of partnership working   - Knowledge of the statutory, regulatory, strategic and operational issues relevant to the specific post   - Knowledge of the equalities agenda   - Experience of working with individual learners and groups in a community setting e.g. Learning Centres, Schools   - Experience of line managing staff/team

6	Job specific skills and competencies

- Proven communication skills both written and verbal
- Ability to prioritise and plan own work and that of others
- Ability to prepare and present reports
- The ability to work proactively and with limited direct supervision
- Ability to manage competing deadlines and constant interruptions
- Ability to use a range of computer packages eg Microsoft Office
- Ability to plan and monitor work
- Ability to engage and relate effectively with families/vulnerable learners

7	Organisational Behaviours

The post holder is expected to display the following behaviours:

Communication
- Makes sure there are appropriate, sufficient and effective communication channels in place for the team, service or organisation for example regular 1-2-1's and team meetings.
- Keeps people up to date
- Communicates information clearly and concisely
- Is open and honest in communication
- Provides constructive feedback/advice/instruction

Customer Focus
- Encourage team and others to be customer focused
- Invest effort in making a difference to how services are planned and delivered
- Works collaboratively across service/team/organisational boundaries to deliver excellent customer service
- Actively seeks out customer feedback to identify service improvements

Professionalism
- Is a role model for professionalism
- Is flexible and willing to support change
- Demonstrates honesty and integrity in their decisions and actions
- Is accountable and holds other to account
- Is task and solution focused
- Behaves in a way that demonstrates respect for people, property and policy.

Respect
- Recognises the time, effort and commitment of others
- Shows respect for people at all levels
- Support corporate decisions once these are made
- Is fair and consistent in their approach

Creative/Innovative Thinking
- Looks for more effective ways to improve the service and encourages others to come up with ideas and new ways of working
- Is prepared to take managed risks
- Looks for creative ways to continuously improve the service.

Team Leadership
- Demonstrates a positive approach to work
- Manage change effectively
- Creates a work environment which promotes health, safety and wellbeing
- Is supportive and encouraging
- Represents team interest to higher management
- Creates a culture of learning, e.g. coaches and mentors others

- Regularly monitors and reviews performance – recognises and acknowledges good performance; deals with under performance and other problems at the earliest opportunity
- Provides active leadership to the team, service or organisation; demonstrates organisational values, is transparent in their approach, ethical, encourages trust and respect, is self-aware and self regulates their behaviour.

Engagement
- Provides a shared vision and direction and aligns employee performance with team, service and organisational objectives
- Is accessible and approachable
- Ensures relevant mechanisms are in place to encourage engagement
- Encourages good working relationships
- Delegates responsibility appropriately – strikes the right balance between giving guidance and giving responsibility

8	Requirements of the Job

The post holder needs to hold as a minimum:

A degree level qualification in Community Learning and Development, or CeVe equivalent (e.g Diploma or Post Graduate Certificate in Community Education, Youth Work and Community Work)

The post holder would be expected to:

Have a PVG membership for Regulated Work with Children and/or Protected Adults or a willingness to obtain prior to a formal offer of employment being made.
Be willing to register with the CLD Standards Council.

9	Development

The post holder must have undertaken or be committed to undertaking the following within a specified period:

- CPD or management training as required by post
- ICT security
- Protecting Children
- Statutory CPD as required for the post
- Non Statutory CPD as deemed desirable for the post

Example of job profile for a Family Learning Development Worker (Group work)

1	Job Details	
Job Title:	Family Learning Development Worker (Group work)	
Job Profile No:		
Directorate:	Education and Children's Services	
Service:	Professional Learning	
Grade:		
Version Date:		

2	Job Purpose

In line with Early Years and Parental Involvement strategies, identify and engage families, support sustained involvement in learning, which is mainly focused on working with parents with children aged between 3-12 years in target schools and aims to enable parents and carers to support their children's learning and attainment**.** The post holder will contribute to the development and delivery of responsive family learning programmes, to support personal growth through experiential learning and skills development. Engaging and working with families and other agencies in regeneration areas.

3	Reporting Relationships

Service Manager(FVL)
▼
Family Learning Manager
▼
Family Learning Development Officer (Group Work)
▼
Family Learning Development Worker (Group Work)

4	Outcomes

The post holder will be expected to:

- In line with Early Years and Parental Involvement strategies identify and engage participants in family learning opportunities using appropriate promotional strategies.
- Plan and co-ordinate provision to meet identified priorities.
- Develop and deliver family learning/literacies opportunities, both directly and by providing support to tutors, partner agencies and volunteers, through training and access to resources.
- Assess the learning needs of participants and undertake appropriate referrals to further learning opportunities.
- Maintain appropriate records to facilitate planning, monitoring and evaluation.
- Ensure the Health and Safety of participants.
- Ensure continuous improvement of service.
- Participate in training, meetings and events.

5	Knowledge

The post holder needs to be able to demonstrate:

- Substantial knowledge, experience and understanding of issues arising from work in a community/family/adult setting within regeneration areas.
- Substantial knowledge, experience and understanding of using group work and/or 1-2-1 learning approaches.
- Knowledge of relevant local and national policies relating to the early years, parental involvement and lifelong learning agendas.
- Knowledge, experience and understanding of assessing learners needs.
- Knowledge, experience and understanding of partnership working.

- Experience of developing and delivering learning programmes.
- Experience/knowledge of planning and evaluation processes.
- Experience of working with adult/family learners.
- Understanding of the equalities agenda.

6	Job specific skills and competencies

The post holder is expected to demonstrate:

- Ability to facilitate personal and social development and active citizenship through provision of learning programmes and activities.
- Ability to relate well to adult and family learners
- Ability to plan and monitor work.
- Ability to manage and facilitate group work
- Ability to communicate effectively both orally and in writing with a wide range of professional staff from a variety of disciplines and agencies.
- Ability to manage time, resources and prioritise workload.
- Ability to maintain accurate records.
- Ability to prepare and present reports
- Ability to use a range of computer packages eg Microsoft office.

7	Organisational Behaviours

The post holder is expected to display the following behaviours:

Communication
- Relates well to others and works with them to help meet their needs
- Builds rapport effectively
- Responds to and acts on feedback
- Gives clear and relevant information and instructions
- Looks for opportunities to share information across team, service and organisational boundaries

Customer Focus
- Understands and responds appropriately to customers' needs
- Actively seeks out customer feedback to identify service improvements
- Is knowledgeable about the services provided
- Invests effort in making a difference to how services are planned and delivered
- Works collaboratively across service/team/organisational boundaries to deliver excellent customer service

Professionalism
- Gets the job done to the right standard
- Takes pride in their work
- Takes a positive approach to work
- Is recognised as a source of advice/knowledge
- Keeps skills and knowledge up to date

Respect
- Shows respect for people at all levels
- Shows consideration for others' views, privacy, beliefs and ability
- Is courteous, polite and considerate to all
- Complies with council policies, procedures and guidelines

8	**Requirements of the Job**

The post holder needs to hold as a minimum:

This post requires a degree level qualification in Community Learning and Development, or relevant field (e.g. Early Years).

The post holder will be expected to:

Have a PVG membership for Regulated Work with Children and/or Protected Adults or a willingness to obtain prior to a formal offer of employment being made.

9	**Development**

The post holder must have undertaken or be committed to undertaking the following within a specified period:

- ICT security
- Protecting Children
- Statutory CPD as required for the post
- Non Statutory CPD as deemed desirable for the post

Example of job profile for a Family Learning Development Officer (Home Support)

1	Job Details
Job Title:	Family Learning Development Officer (Home Support)
Job Profile No:	
Directorate:	Education and Children's Services
Service:	Professional Learning
Grade:	
Version Date:	

2	Job Purpose

To manage and co-ordinate the development of a responsive home support model of family learning provision across target schools. To work mainly with school/health professionals to identify and engage families and support sustained involvement in learning. The work will focus mainly on parents with children aged 0-12 years old to enable parents and carers to understand and value the impact they have on their children's learning and development. Supporting parents to develop confidence in meeting their children's and their own learning needs.

3	Reporting Relationships

Service Manager(Professional Learning)
▼
Family Learning Manager
▼
Family Learning Development Officer(Home Support)
▼
Family Learning Development Workers(Home Support)

4	Outcomes

The post holder will be expected to:

- Manage and co-ordinate the development of Family Learning home support packages
- Line management of development workers full and part-time
- Maintain appropriate administrative and financial systems in relation to the service
- Work with partner agencies to identify opportunities for the delivery of the Family Learning services
- Identify training needs and assist in delivery of training
- Contribute to appropriate staff teams and partnership groups
- Implement systems for quality assurance, monitoring and evaluation
- Ensure the Health and Safety of participants
- Participate in training, meetings and events

5	Knowledge

The post holder needs to be able to demonstrate:

- Extensive knowledge, experience and understanding of issues arising from work in a community/family setting within regeneration areas.
- Extensive knowledge, experience and understanding of supporting families in their own home and 1-2-1 learning approaches
- Experience of line managing staff/team
- Experience of working with and supporting adult/family learners (1-2-1 in the home support desirable)
- Experience of development and provision of learning programmes to support personal and social development of learners

- Knowledge of the statutory, regulatory, strategic and operational issues relevant to the specific post
- Extensive knowledge of family and community learning work (methods and practice).
- Knowledge of the equalities agenda

6	Job specific skills and competencies

The post holder is expected to demonstrate:

- Proven communication skills both written and verbal
- Ability to prioritise and plan own work and that of others
- Ability to prepare and present reports
- The ability to work proactively and with limited direct supervision
- Ability to manage competing deadlines and constant interruptions
- Ability to use a range of computer packages e.g. Microsoft Office
- Ability to plan and monitor work
- Ability to engage and relate effectively with families/vulnerable learners

7	Organisational Behaviours

The post holder is expected to display the following behaviours:

Communication
- Make sure there are appropriate, sufficient and effective communication channels in place for the team, service or organisation for example regular 1-2-1's and team meetings
- Keeps people up to date
- Communicates information clearly and concisely
- Is open and honest in communication
- Provides constructive feedback/advice/instruction

Customer Focus
- Encourage team and others to be customer focused
- Invest effort in making a difference to how services are planned and delivered
- Works collaboratively across service/team/organisational boundaries to deliver excellent customer service.
- Actively seeks out customer feedback to identify service improvements

Professionalism
- Is a role model for professionalism
- Is flexible and willing to support change
- Demonstrates honesty and integrity in their decisions and actions
- Is accountable and holds others to account
- Is task and solution focused
- Behaves in a way that demonstrates respect for people, property and policy

Respect
- Recognises the time, effort and commitment of others
- Shows respect for people at all levels
- Support corporate decisions once these are made
- Is fair and consistent in their approach

Creative/Innovative Thinking
- Looks for effective ways to improve the service and encourages others to come up with ideas and new ways of working
- Is prepared to take managed risks.
- Looks for creative ways to continuously improve the service

Team Leadership
- Demonstrate a positive approach to work
- Manage change effectively
- Creates a work environment which promotes health, safety and wellbeing
- Is supportive and encouraging
- Represents team interest to higher management
- Creates a culture of learning, e.g. coaches and mentors others
- Regularly monitors and reviews performance – recognises and acknowledges good performance; deals with under performance and other problems at the earliest opportunity
- Provides active leadership to the team, service or organisation, demonstrates organisational values, is transparent in their approach, ethical, encourages trust and respect, is self-aware and self regulates their behaviour

Engagement
- Provides a shared vision and direction and aligns employee performance with team, service and organisational objectives
- Is accessible and approachable
- Ensures relevant mechanisms are in place to encourage engagement
- Encourages good working relationships]
- Delegates responsibility appropriately- strikes the right balance between giving guidance and giving responsibility

8	Requirements of the Job

The post holder needs to hold as a minimum:

A degree level qualification in Community Learning and Development, or CeVe equivalent (e.g. Diploma or Post Graduate Certificate in Community Education, Youth Work and Community Work)

The post holder will be expected to:

Have a PVG membership for Regulated Work with Children and/or Protected Adults or a willingness to obtain prior to a formal offer of employment being made.
Be willing to register with the CLD Standards Council.

9	Development

The post holder must have undertaken or be committed to undertaking the following within a specified period:

- ICT security
- Protecting Children
- Statutory CPD as required for the post
- Non Statutory CPD as deemed desirable for the post

Example of job profile for a Family Learning Development Worker (Home Support)

1	Job Details	
Job Title:	Family Learning Development Worker (Home Support)
Job Profile No:	
Directorate:	Education and Children's Services
Service:	Professional Learning
Grade:	
Version Date:	

2	Job Purpose

To work mainly with health professionals and school staff to identify and engage families and support sustained involvement in learning. The post holder will contribute to the development and delivery of individual learning plans to support parents in their own home, working with families to provide responsive family learning services. Working with parents with children aged 0-12, the post holder will enable parents and carers to understand and value the impact they have on their children's learning and development using experiential learning methods, to prevent further need for intervention. Supporting parents to develop confidence in meeting their own learning needs.

3	Reporting Relationships

Service Manager(Professional Learning)
▼
Family Learning Manager
▼
Family Learning Development Officer (Home Support)
▼
Family Learning Development Worker (Home Support)

4	Outcomes

The post holder will be expected to:
- Identify and engage participants in family learning opportunities using appropriate promotional strategies.
- Plan and co-ordinate provision to meet identified priorities.
- Develop and deliver family learning/development opportunities in the home.
- Provide support directly and by providing support to tutors, partner agencies and volunteers, through training and access to resources.
- Assess the learning needs of participants and undertake appropriate referrals to further learning opportunities.
- Maintain appropriate records to facilitate planning, monitoring and evaluation.
- Ensure the Health and Safety of participants.
- Participate in training, meetings and events.

5	Knowledge

The post holder needs to be able to demonstrate:
- Substantial knowledge, experience and understanding of issues arising from work in a community/family setting within regeneration areas.
- Substantial knowledge, experience and understanding of supporting families in their own home and 1-2-1 learning approaches
- Knowledge and ability to promote positive parenting and confidence building attachment, bonding and child development
- Knowledge of relevant local and national policies relating to the early years, parental involvement and lifelong learning agendas
- Experience of working with and supporting adult/family learners (especially 1-2-1 in home support)

- Experience of developing and delivering 1-2-1 learning programmes
- Knowledge, experience and understanding of partnership working
- Experience/Knowledge of planning and evaluation processes
- Knowledge, experience and understanding of assessing learners needs.
- Understanding of the equalities agenda

6	Job specific skills and competencies

The post holder is expected to demonstrate:

- Ability to facilitate personal and social development and active citizenship through provision of learning programmes and activities.
- Ability to relate well to adult and family learners
- Ability to provide clear , honest advice and guidance for families
- Ability to plan and monitor work.
- Ability to communicate effectively both orally and in writing with a wide range of professional staff from a variety of disciplines and agencies.
- Ability to manage time, resources and prioritise workload.
- Ability to maintain accurate records.
- Ability to prepare and present reports
- Ability to use a range of computer packages eg Microsoft office.

7	Organisational Behaviours

The post holder is expected to display the following behaviours:

Communication
- Relates well to others and works with them to help meet their needs
- Builds rapport effectively
- Responds to and acts on feedback
- Gives clear and relevant information and instructions
- Looks for opportunities to share information across team, service and organisational boundaries

Customer Focus
- Understands and responds appropriately to customers' needs
- Actively seeks out customer feedback to identify service improvements
- Is knowledgeable about the services provided
- Invests effort in making a difference to how services are planned and delivered
- Works collaboratively across service/team/organisational boundaries to deliver excellent customer service

Professionalism
- Gets the job done to the right standard
- Takes pride in their work
- Takes a positive approach to work
- Is recognised as a source of advice/knowledge
- Keeps skills and knowledge up to date

Respect
- Shows respect for people at all levels
- Shows consideration for others' views, privacy, beliefs and ability
- Is courteous, polite and considerate to all
- Complies with council policies, procedures and guidelines

8	Requirements of the Job

The post holder needs to hold as a minimum:

This post requires a degree level qualification in Community Learning and Development, or relevant field (eg Early Years)

The post holder will be expected to:

Have a PVG membership for Regulated Work with Children and/or Protected Adults or a willingness to obtain prior to a formal offer of employment being made.

9	Development

The post holder must have undertaken or be committed to undertaking the following within a specified period:

- ICT security
- Protecting Children
- Statutory CPD as required for the post
- Non Statutory CPD as deemed desirable for the post

Reading List

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