

Strategic Framework for:

Parental Involvement, Parental Engagement, Family Learning and Learning at Home

Section 3

This section covers:

3. Professional knowledge and understanding
 - 3.1 The need for a Strategic Framework
 - 3.2 Who is this Framework for?
 - 3.3 How was the Strategic Framework developed?
 - 3.4 How might this Strategic Framework be used?

3. Professional knowledge and understanding

The teaching profession in Scotland sets high standards for itself. A teaching qualification is the foundation for registration with GTC Scotland, the teaching profession's independent registration and regulation body. Under the [Public Services Reform \(General Teaching Council for Scotland\) Order](#) (2011), GTC Scotland determine what constitutes a recognised teaching qualification for individuals seeking registration as a school teacher. Guidelines published by GTC Scotland set out the content, nature and duration of programmes leading to teaching qualifications for primary and secondary sectors. GTC Scotland ensure that these requirements are met through accrediting all Initial Teacher Education (ITE) programmes in Scotland.

Initial Teacher Education programmes should:

- include educational theory and practice that supports student teachers to develop their knowledge, understanding and practice in areas such as educational theory, childhood development and developing positive relationships. The legal and statutory frameworks which govern teachers' work should also be addressed throughout the programme.

Student teachers should be exposed to national priorities and pedagogies to develop their understanding and practice in key areas such as:

- inclusion and meeting learners needs;
- parental involvement;
- involvement of young people;
- the curriculum with emphasis on areas that are Responsibilities of All - literacy, numeracy, health and wellbeing;
- digital and data literacy;
- skills for learning, life and work;
- mobile families
- learning for sustainability.

Initial Teacher Education (ITE) provides the foundation upon which all further professional learning is built. Due to the time constraints within ITE programmes (1-year Professional Graduate Diploma in Education (PGDE), 4-5 years full-time academic study), it is not possible to cover all the above topics in any great depth despite the recognition, desire and commitment placed on doing so. However, upon successful completion of their probationary period, teachers will have demonstrated that they meet the Standard for Full Registration. At this point, they have attained Full Registration with GTC Scotland, committing to career-long professional learning. This provides the opportunity for further training and development in the areas above including parental involvement, parental engagement, family learning and learning at home.

Responsibilities for developing the initial and ongoing skills and knowledge of students, probationers, post-probationers, teachers and existing staff extends across ITE providers, GTC Scotland, SSSC, local authorities, schools, Education Scotland, Scottish Government, national parenting organisations and the practitioner themselves. This is explored in further detail in Section 5 'What do we all need to know'.

Scottish Social Services Council (SSSC)

The Scottish Social Services Council is the regulator for the social work, social care and early years workforce in Scotland. The organisation protects the public by registering social workers, social care and early years workers, setting standards for their practice, conduct, training and education and by supporting professional development of registrants. Where people fall below the standards of practice and conduct, the Scottish Social Services Council can investigate and take action.

The aims of SSSC are to:

- publish the national codes of practice for people working in social work, social care and early years services and their employers. The SSSC Codes of Practice for Social Service Workers say that all registered workers must undertake relevant learning to maintain and improve their knowledge and skills and contribute to the learning and development of others;
- register people working in social work, social care and early years and make sure they adhere to our codes of practice;
- promote and regulate their learning and development. Continuous professional learning (CPL) is the learning they do for work which helps them develop their knowledge, skills and professional behaviour so they can deliver their best practice;
- are the national lead for workforce development and planning for the social work, social care and early years workforce in Scotland.

Scottish Social Services Council undertake the functions of the sector skills council in Scotland. This means that SSSC work in partnership with employers to develop the social services workforce and invest in workforce planning. It also includes developing [National Occupational Standards \(NOS\)](#) which underpin qualifications for registration and outline the skills, knowledge and understanding employers say are necessary for an effective workforce. The National Occupational Standards (NOS) are benchmark statements of competence individuals are expected to demonstrate at a given level and for a specific activity.

In Scotland, National Occupational Standards are used by 80% of the social service workforce in the form of qualifications.

- NOS underpin Higher National Certificates, Professional Development Awards and more.
- NOS are used as SVQs by the social service sector.
- One of the qualification criteria for individuals wishing to register with the SSSC is that the qualification is based on the NOS.
- Modern Apprenticeship Frameworks in Scotland are based on NOS as SVQs.

Early Learning and Childcare

Registration to work in early years is undertaken by the Scottish Social Services Council. Practitioners must satisfy the criteria for registration which includes holding, or agreeing to work towards, the appropriate qualifications for the job they do. If practitioners do not currently hold all the required qualifications, registration can still be granted subject to the condition that they achieve the required qualifications within their first period of registration.

3.1 The need for a Strategic Framework

Intelligence gathered over a number of years from a range of sources including settings, schools, practitioners and two national mapping exercises (undertaken by Education Scotland), show that there is a need for a Strategic Framework. This Framework will help streamline the teacher education and professional learning delivered by Initial Teacher Education providers, childhood practice providers, SSSC and local authorities on the areas of Parental Involvement, Parental Engagement, Family Learning and Learning at Home. It will help reduce any duplication of professional learning provision and ensure that all teachers and practitioners working with children, young people and families have the appropriate background knowledge of the legislative requirements under the Parental Involvement Act (2006). The framework will also help teachers and practitioners to understand the journey of parental involvement, parental engagement, family learning and learning at home, along with the benefits of involving and engaging parents as clearly defined in research.

The framework will also help equip the workforce and ensure they have access to, and are signposted towards resources, professional learning opportunities, case studies, research and current examples of good practice. Furthermore, ensuring the workforce have the required competencies, skills and values,

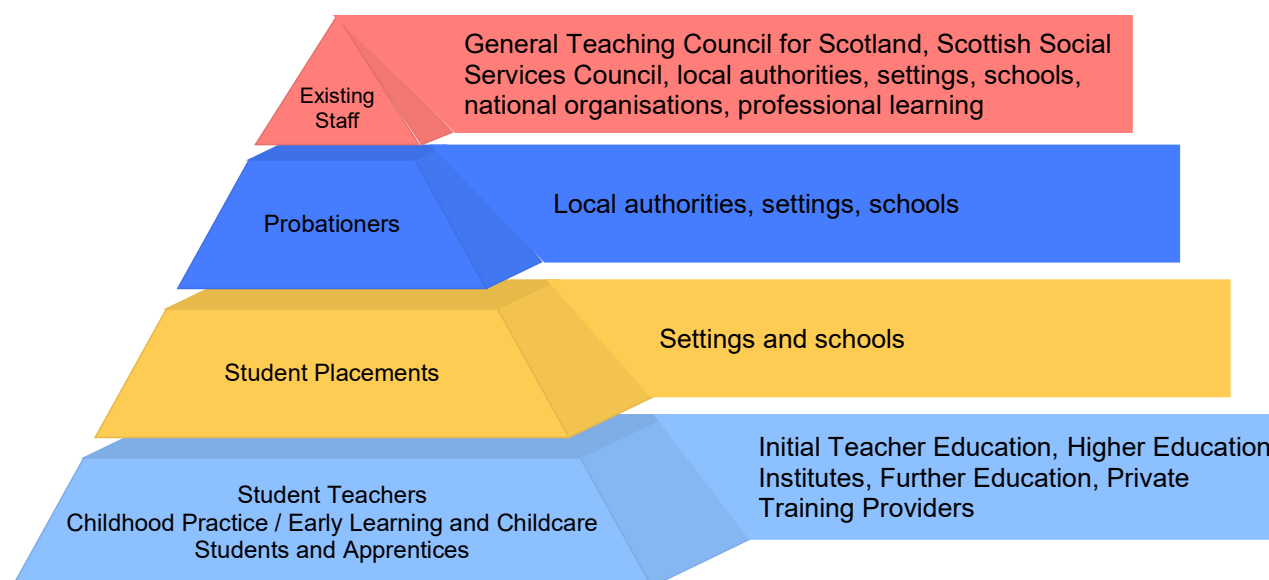
time and resource needed to work with learners, parents and families during their child’s learning journey, often in ever changing complex economic and financial circumstances, is crucial to building trusting relationships.

3.2 Who is this Framework for?

This Framework is for anyone who supports the qualification and professional learning of early years practitioners, childminders and teachers on: parental involvement, parental engagement, family learning and learning at home. It is also aimed to inform those who work with parents and families in settings and schools across Scotland and provide the foundation upon which everything else is built. The framework also aims to provide a common language and understanding of all the component parts of parental involvement, parental engagement, family learning and learning at home.

Working with parents and families requires a range of skills, competencies and standards which are built up over a period of time. Figure 2 below shows Initial Teacher Education and Early Learning and Childcare development as the foundation from which other learning can be built upon.

Figure 2: Foundation blocks for learning



3.3 How was the Strategic Framework developed?

This Strategic Framework and practical guidance document has been co-developed in partnership with a range of partner and stakeholder organisations and establishments across Scotland. These include:

- Initial Teacher Education providers
- General Teaching Council for Scotland
- Early Years Scotland
- Scottish Social Services Council
- Educational Institute of Scotland
- Scottish Childminding Association
- Local authorities
- National parenting organisations
- Scottish Parental Involvement Officers Network (SPION)
- National Family Learning Network
- Scottish Government
- Education Scotland colleagues

3.4 How might this Strategic Framework be used?

We trust that this Strategic Framework will be useful to policymakers, practitioners, stakeholders and national partner organisations in their ongoing work on parental involvement, parental engagement, family learning and learning at home.

The framework could also be used in the development, review and delivery of:

- local and national strategies and policies;
- childminding provision and services;
- early years provision and professional learning;
- teacher education provision; and
- approaches to and content of professional learning opportunities.