**The social practices approach**

**is one in which -**

* **The learning practitioner/agency has an up to date understanding of the social, cultural, economic and policy context of the (potential) learners that are being targeted for engagement.**
* **A professionally managed and sustainable relationship exists between practitioner and the learner(s).**
* **Learner(s) and the practitioner have a shared understanding of the changes that are being sought (in the learner’s life or in the life of a group or community)**
* **The learner(s) and the practitioner develop a shared understanding of the learning goals, the learning methods/approaches and timescales that are most appropriate to support the desired changes.**
* **High quality learning is delivered**
* **The impact of the learning experience on the learner is measured, reflected upon and evaluated.**
* **Effective guidance and support for progression.**

**CLD Competencies**

* **Know and understand the community in which we work**
* **Build and maintain relationships with individuals and groups**
* **Provide learning and development opportunities in a range of contexts**
* **Facilitate and promote community empowerment**
* **Organise and manage resources**
* **Develop and support collaborative working**
* **Evaluate and inform practice**

ADULT LEARNING OUTCOMES FRAMEWORK

**CLD code of ethics**

**CLD seeks to extend the reach of effective democracy, particularly by actively engaging those who are excluded from participation in key social processes that shape their lives and to widen the scope of democracy to enable full participation in the common wealth.**

**The following principles are informed by this core position:-**

**Primary client Duty of Care Confidentiality Self-awareness Social context Corruption Co-operation Boundaries**

**Equity Transparency Professional Development Self-care**

**Empowerment**

**Self Evaluation**

**How Good is the Learning and Development in our Community?**

**How Good is our Early Learning and Childcare?**

**How Good is our School? 4**

**Adult Learning in Scotland:**

**Statement of Ambition**

**Core Principles**: Learning should be lifelong – life wide – learner centred

**Ambitions:** Every adult in Scotland will have the right to access learning to meet their educational needs and their aspirations

**Key Features:**

* Adults in Scotland will be empowered and supported to:
* Develop the knowledge, skills, confidence and creativity needed to make positive life choices, support economic growth, enhance health and well-being, participate in their local communities and take social action
* Develop their networks and bonds through participation in collective activities, thus building social capital
* Improve their communication skills – including literacy, numeracy, Gaelic language, Scots language, English for Speakers of other languages(ESOL) and intercultural communication
* Develop their digital literacy to participate in digital civic society
* Develop their ethical and critical thinking, self-determination and active civic participation
* Have access to and take advantage of flexible learning opportunities (including online learning) within their own communities and workplaces; with priority given to those who are marginalised or require additional support to engage in learning activities.

ADULT LEARNING OUTCOMES FRAMEWORK

**Gaelic Language (Scotland) Act 2005**

Public bodies to prepare Gaelic Language Plans.

**Draft Scottish government Gaelic Language Plan 2015 – 2020**:

* promote the acquisition of speaking, reading and writing skills in Gaelic

• enable the use of Gaelic in a range of social, formal and work settings

• expand the respect for, and visibility, audibility and recognition of Gaelic

• develop the quality, consistency and richness of Gaelic

**Adult Literacies In Scotland 2020**

By 2020 Scotland’s society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems as family members, workers, citizens and lifelong learners.

Four outcomes for achieving this vision:

* Increasing engagement and access
* Ensuring a high quality learning experience
* Supporting coherent national and local infrastructures
* Measuring impact

• promote the acquisition of

**Family Learning – context:**

* Child Poverty Strategy 2014 – 2017
* National Improvement Framework for Scottish Education – Parental engagement
* Children and Young People (Scotland) Act – Early Learning and Childcare

**Self Evaluation**

How Good is the Learning and Development in our Community?

How Good is our Early Learning and Childcare?

How Good is our School? 4

**Digital Learning and Teaching Strategy for Scotland - Draft**

The four key themes emerging are:

* Empowering **leaders** of change to drive innovation and investment in digital technology for learning and teaching
* Improving **access** to digital technology for all learners
* Ensuring **curriculum and assessment** relevance in a digital context
* Extending the skills and confidence of **teachers** in the appropriate and effective use of digital technology

**Scotland’s ESOL Strategy 2015-2020**

ESOL learners

* access and recognise learningopportunities throughout all stages, changes and circumstances in their lives
* co-design their learning experience
* transform their lives and communities through learning choices in personal, work, family and community settings
* effectively influence strategy and policy at local and national levels

are effectively supported in their

 learning journeys