

NORTH LANARKSHIRE'S COMMUNITY LEARNING & DEVELOPMENT

# **FAMILY LEARNING & PARENTAL ENGAGEMENT**

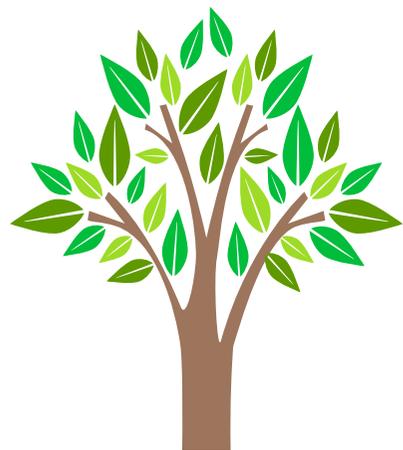
DELIVERY PLAN 2020-2022



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# Contents

We would like to take this opportunity to thank the parents/carers who directly engaged in the consultation of this strategy and to those who have consulted with staff on their experience throughout recent months. Thanks also to our CLD staff and partners who have contributed to this plan.



Definitions	3
Welcome by Coatbridge Kinship Carer's Group	4
Foreword by Councillor Jim Logue, Leader of North Lanarkshire Council	5
National Policy Context	6-8
Local Policy Context	9
Contribution to North Lanarkshire Council Programme of Work	10
Parenting & Family Learning Provision	11-17
Cross Cutting Themes-Inclusion and Equality	18
Shining a Light on Good Practice	19-21
Outcomes, Monitoring and Evaluation	22
Workforce Development	23
The Action Plan	24-28

# Definitions

**Parent/s:** The term “parents” means anyone with parental responsibilities and others who care for or look after children or young people. The plan acknowledges that individual family units will comprise a wider range of people who might also contribute to a child’s learning at home experiences. Although the plan is titled a ‘parental’ involvement and engagement plan, there are a wide variety of parenting roles. The plan recognises the important role of grandparents, kinship carers, foster parents, wider family (uncles, aunts, cousins) and separated parents. The term “parents” and “parents and carers” are therefore used interchangeably throughout this plan.

**Parental Engagement:** Parental engagement can be considered as active involvement in learning. Such learning can take place in a variety of settings including early learning & childcare, schools, the community, through family learning and at home.

**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 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*).

Definitions taken from: Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018-2021. In addition to this, there are eight values that underpin the Family Learning National Occupational Standards. These are:

- 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.

**Learning at Home:** ‘Learning at home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities’ (Scottish Parental Involvement Officers Network, 2018)

# Welcome

## by Coatbridge Kinship Carers Group

As chair and on behalf of the Coatbridge Kinship Carers Group, who have benefited from the support of the Community Learning & Development Family Learning Team, it gives us great pleasure to be part of the first CLD Family Learning Delivery Plan.

Parents and Carers come from a wide range of backgrounds, including kinship carers, who often find themselves becoming the main care giver at short notice. However, no matter the circumstances or the make-up of your family I think I speak for us all when I say the one thing that connects us is the desire to improve the outcomes for our children and young people.

Participating in programmes with the CLD Family Learning Team has given us confidence for adults and children to enjoy learning together, within a family, with a focus on intergenerational learning. It has enabled us all to develop our knowledge and skills around meaningful topics to us such as nurture, brain development and the impact of trauma. We are therefore very aware of the importance of building positive relationships and making

positive memories which can be particularly difficult when a child has experienced change and loss.

We have participated in many curricular CLD family learning programmes with a focus on how our children are taught in school so we can better support their learning at home. This has reinforced the crucial role all parents and carers have as their child's primary educator.

Coming together has also enabled us to have a voice as individual families and collectively and we have been able to share our knowledge and experience with other kinship carers and services to enable them to better understand the needs of our children and families.

We are delighted to introduce the Community Learning & Development Family Learning Delivery Plan which recognises the important contribution all parents and carers play in supporting our children and young people to realise their full potential.

**Jayne Wilson**, Chairperson  
Coatbridge Kinship Carers Group



# Foreword

By Councillor Jim Logue, Leader of North Lanarkshire Council



The Plan for North Lanarkshire has given partners from across the authority the opportunity to share the ambition for growth and prosperity for all and the CLD Family Learning Delivery Plan outlines its contribution to this vision. It recognises the importance of parents and carers being fully

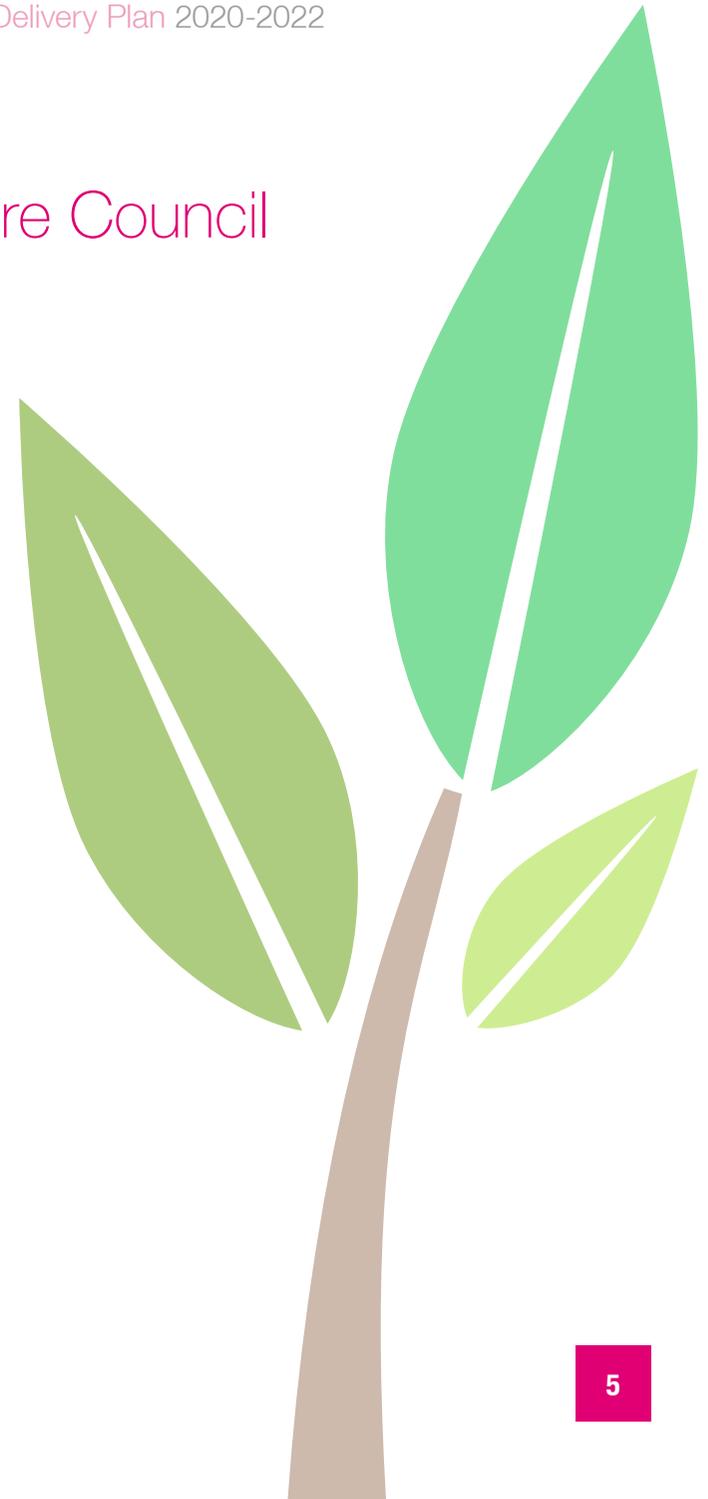
engaged and equal partners in their child's learning, including learning at home and within the community as well as formal educational establishments. CLD Family Learning programmes encourage family members to learn together as and within a family. In line with recognised priorities and the needs of parents, carers and families the plan focuses on health and well-being, literacy, numeracy, digital inclusion, transitions, tackling poverty, engagement and empowerment.

Family Learning within Community Learning and Development is cross-cutting and can have an impact on all 5 priorities:

- Improve economic opportunities and outcomes.
- Support all children and young people to realise their full potential.
- Improve the health and wellbeing of our communities.
- Enhance participation, capacity, and empowerment across our communities.
- Improve North Lanarkshire's resource base.

CLD Family Learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience, tackle social inclusion and supports equity in education.

I commend North Lanarkshire's families and the CLD Family Learning Team for their commitment to improving outcomes for all and I look forward to seeing the progression made as this plan is implemented in partnership with our parents, carers, and families.

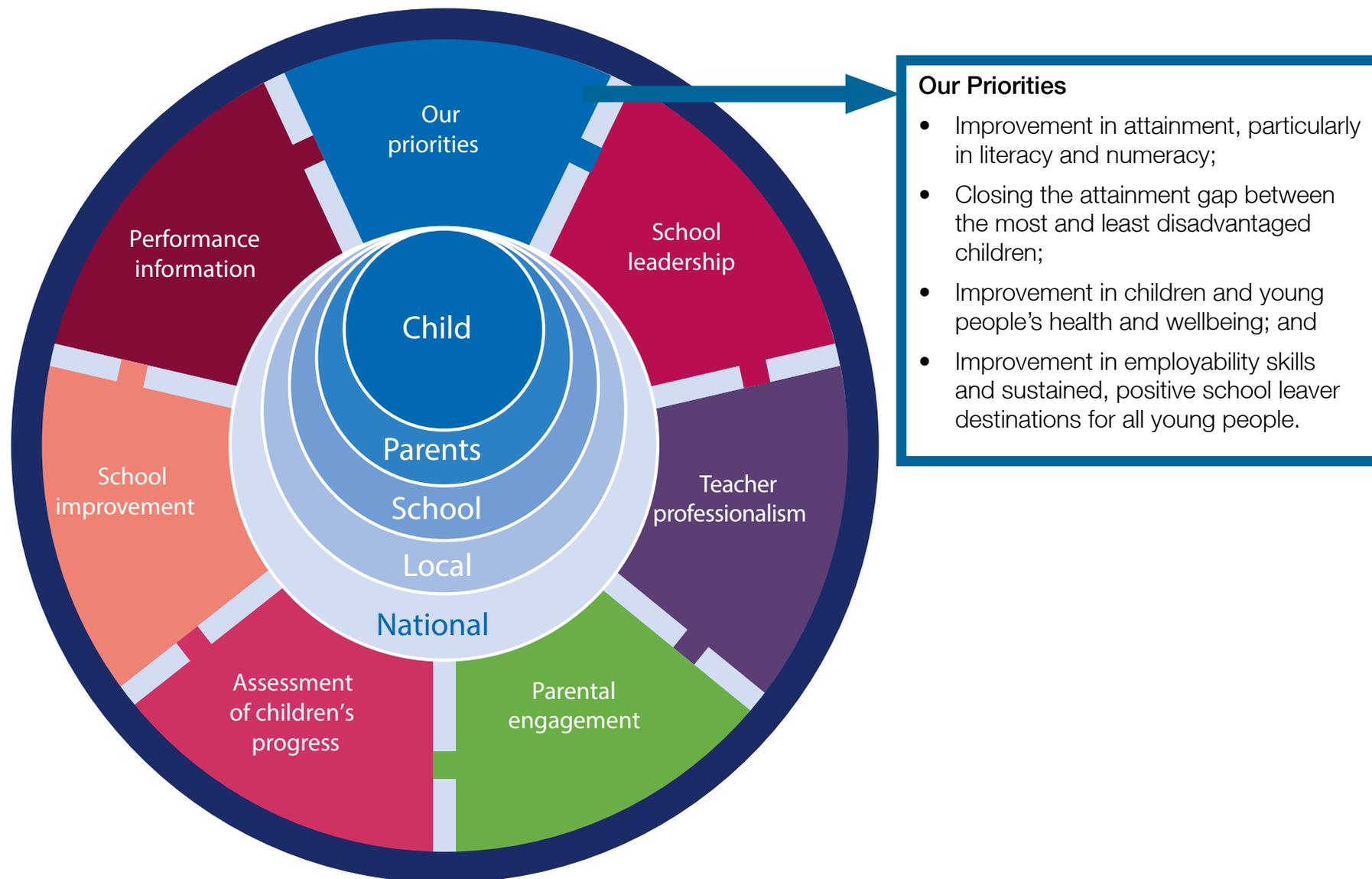


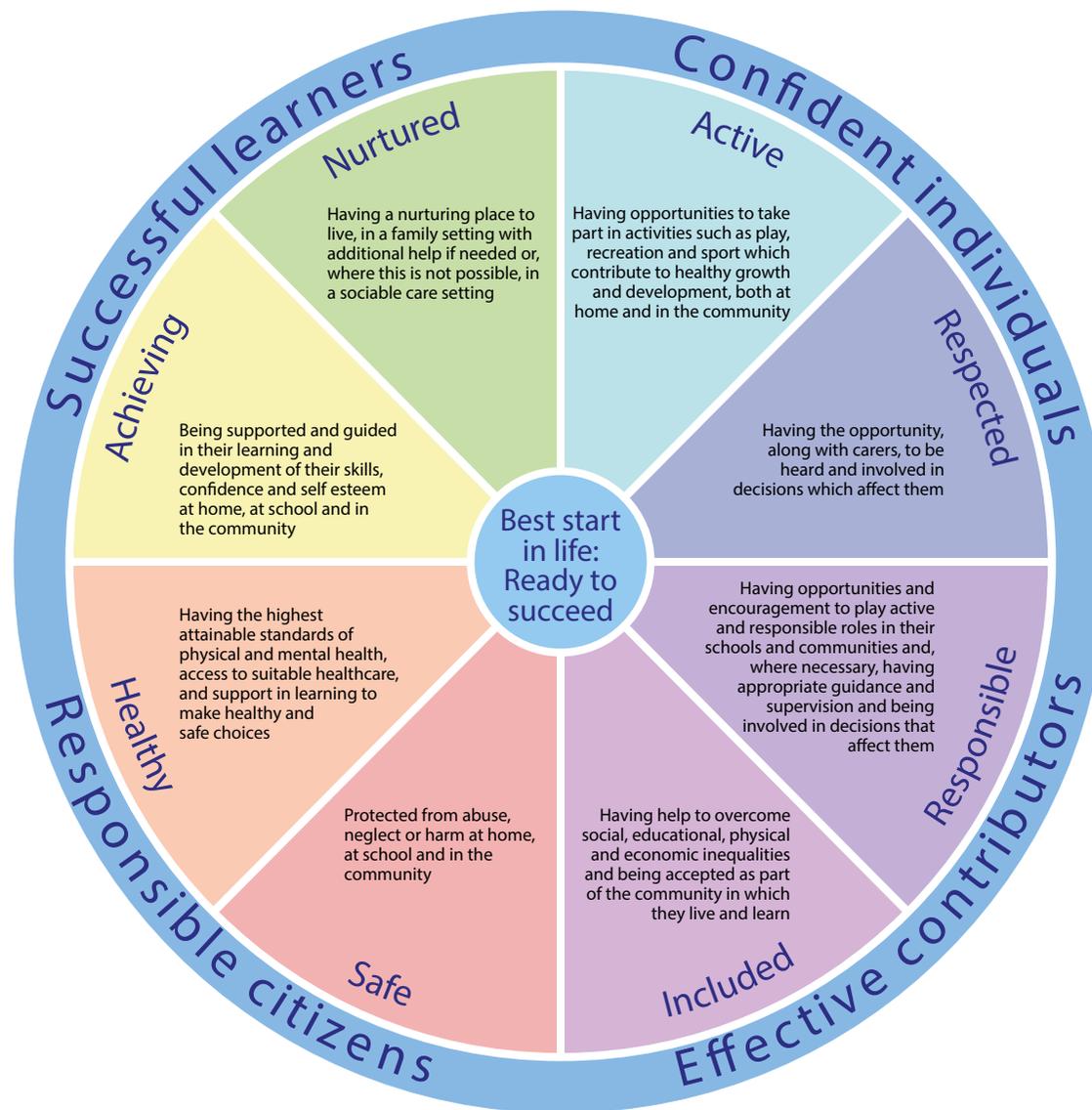
# National Policy Context

In 2018 the Scottish Government published “Learning Together” Scotland’s national action plan on parental involvement, parental engagement, family learning and learning at home. This action plan was developed after an in –depth review of the Parental Involvement Act (2006), in line with national policy, guided by the aims of Getting it Right for Every Child (GIRFEC) and informed by the central role of the family. Furthermore, it supports the Community Empowerment Act by tackling inequalities and offering greater support to families, parents and carers to become more involved in local decision making in their community. This plan supports the requirements of the National Performance Framework and National Improvement Plan at a national level and drives forward the focus, outcomes and priorities for Community Learning & Development specifically around adult learning, family learning, and parental engagement.

- Achieving Excellence in Equity: National Improvement Framework and Improvement Plan (2020)
- Family Learning Framework (2018)
- Learning Together (2018)
- National Performance Framework (NIF) 2018
- The Children and Young People Act (2018)
- Learning at Home Review (2018)
- Empowering Schools: A Consultation (2017)
- Education Scotland Act (2016)
- How good is the Learning & Development in our Community? (2016)
- Community Empowerment Act (2015)
- How Good is our School 4 (2015)
- Adult Learning in Scotland Statement of Ambition (2014);
- Closing the Gap (2014)
- CLD Regulations (2013)
- Adult Literacies in Scotland 2020 (2010);
- Getting it Right for Every Child (2010 onwards);
- The Equality Act (2010)
- Early Years Framework (2008)
- Adult ESOL Strategy for Scotland (2007); and
- Parental Involvement Act (2006)
- Curriculum for Excellence (2004)
- United Nations Convention of the Rights of the Child







# Local Policy Context

In 2019 the Plan for North Lanarkshire was published delivering a shared ambition of inclusive growth and prosperity in North Lanarkshire. This Plan identified five priorities accompanied by 25 shared ambitions aligned to these. The 5 priorities are:

- 1. Improve economic opportunities and outcomes.**
- 2. Support all children and young people to realise their full potential.**
- 3. Improve the health and wellbeing of our communities.**
- 4. Enhance participation, capacity and empowerment across our communities.**
- 5. Improve North Lanarkshire's resource base.**

In particular, this plan for delivering CLD family learning will aim to meet the linked ambition statements below, which have most relevance to our area of work:

## Priority: Support all children and young people to realise their full potential

- Raise attainment and skills for learning, life, and work to enhance opportunities and choices.
- Enhance collaborative working to maximise support and ensure all our children and young people are included, supported, and safe.
- Engage children and families in early learning and childcare programmes and making positive transitions to school.
- Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people.
- Engage with children, young people, parents, carers, and families to help all children and young people reach their full potential

## Priority: Improve the health and wellbeing of our communities

- Encourage the health and wellbeing of people through a range of social, cultural, and leisure activities.

- Increase economic opportunities for adults by understanding, identifying and addressing the causes of poverty and deprivation, and the barriers to financial inclusion.

## Priority: Enhance participation, capacity and empowerment across our communities

- Ensure our digital transformation is responsive to all people's needs and enables access to the services they need.
- Improve engagement with communities and develop their capacity to help themselves.
- Improve the involvement of communities in the decisions, and development of services and supports, that affect them.

## Priority: Improve North Lanarkshire's resource base.

Build a workforce for the future capable of delivery on our priorities and shared ambition.

# Contribution to the North Lanarkshire Programme of Work

The Programme of Work process provides a well-defined roadmap for work and it allows for plans of action to be developed that inform the projects, activities, services, technologies, and resources that need to be employed in order to capture the best opportunities to deliver on the Council's current services and long-term strategy.

- PO5 Inclusion Growth/Tackling Poverty
- PO6 Child Poverty - Links to PO5, PO39, PO41
- PO9 Strategic Policy Framework - Links to PO34
- PO31 GIRFEC
- PO32 Mental Health, Wellbeing and Resilience
- PO32 Mental Health, Wellbeing and Resilience
- PO33 Improve Attainment and Qualifications
- PO39 Scottish Attainment Challenge and Pupil Equity Fund
- PO57 Community Engagement - Links to PO55 and PO56)



# Parenting and Family Learning Provision

The CLD Standards Council for Scotland defines Community Learning & Development as “CLD is a field of professional practice that enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities”. It is underpinned by the following principles of CLD: self-determination, inclusion, promotion of learning as a lifelong activity, empowerment and working collaboratively.

Family learning and parenting programmes that are delivered by Community Learning & Development can be a conduit to increasing parental involvement and engagement in the life of the school and in children's learning at home. Programmes can also be independent of school activity and focus on wider family and community needs such as health and wellbeing and community capacity building.

The Community Learning & Development Family Learning and Parental Engagement Plan sets out a range of interventions aimed at developing the skills, knowledge and confidence of parents, carers and families in understanding and undertaking the role of their child's primary educator, using a strengths based approach and working in partnership. To support the development of parent/carers and families across North Lanarkshire we offer a broad range of learning activities in a variety of settings that reflect the preferences of the family including at home, in educational establishments, online and within communities. The range of provision covers but is not exclusive to:

- **Literacy**
- **Numeracy**
- **STEM**
- **Health and Wellbeing**
- **Mental Health**
- **Digital Inclusion**

The Plan covers each of these key areas and also identifies where the impact of the COVID-19 crisis and lockdown has been greatest. Consultation with parent/carers reinforced our priorities and identifies the need for greater focus in relation to:

## Literacy

CLD identifies areas of need in partnership with the school/family learning centres and from parents living in areas of high deprivation. CLD will contextualise learning, focusing on communication skills through Lego therapy, The Three Read Approach for phonics or book bug. Focused and targeted after school clubs developed in collaboration with the school are effective in targeting hard to reach families, supporting engagement with parents and the school and facilitating positive relationships.



## Numeracy

Cookery programmes are developed targeting families impacted by poverty related issues. These embed measuring, weighing, counting and instructions, whilst promoting wellbeing through a poverty related lens. Examples include Cookery on a budget, Healthy eating following a budget etc. We are also able to support parent/carers through bespoke learning programmes such as Maths for Parents which build on existing knowledge.

## STEM

STEM Learning programmes are designed age appropriately and to understand how best to reach the families within our community. We will target activities at families and work closely with communities to make sure that activities meet their needs whether through events online, at home or delivered within community venues. CLD Family Learning programmes are linked to the Youth Scotland Hi5 accreditation for children award.

## Digital Inclusion

During lockdown one of the challenges families faced was being able to continue to engage with and support their child's learning with a lack of access to digital equipment, including printers and broadband. Working in partnership with the North Lanarkshire CLD Partnership and Digital NL transformational programme, the CLD Family Learning Team support parents, carers and families to seek solutions. They will also continue to adapt and offer learning online for parent/carers and families to meet demand.

Learning opportunities for families and parent/carers will also be delivered around keeping safe online including the use of Child Exploitation and Online Protection (CEOP) materials. Part of our Recovery Plan looks at how we can adapt to delivering CLD adult learning and CLD family learning programmes using technology.



**SPOTLIGHT on an outdoor digital family learning programme:**

An outdoor digital CLD family learning programme was piloted in October 2020 in Airdrie and Cumbernauld by members of the CLD Schools Team. Due to Covid-19, many family events had been cancelled and some families were unable to access outdoor visual interactive events due to poverty related issues. A number of families were also reporting how socially isolated they felt, and this was a way for them to interact with CLD whilst embedding learning in an outdoor environment.

The CLD team knowing the local community, planned a route in a woodland area that families navigated through using a smartphone technology and QR code readers, allowing families to see the free learning opportunities on their own doorstep. Staff supported families using the technology provided and supplied them with a resource pack for their adventure.

A total of twenty-seven families attended and met “Ali the Fairy and all the woodland creatures who visited the Forest”. This programme encouraged families to not only build relationships within the family unit, but this was also an opportunity for CLD Staff to maintain relationships with the families since face-to-face contact was limited due to Covid-19. Parents not only felt included, they expressed the learning opportunity had a positive impact on their family, leading them to an optimistic future and increased knowledge around digital literacies and using QR codes in the community.

**KEY PROGRAMME OUTCOMES INCLUDE:**

- Support all children and young people to realise their full potential.
- Parents/Carers and young people reported to have enjoyed a positive childhood learning experience using smartphone technology.
- Families have an increased understanding of current smartphone technology, specifically QR Codes and how to use this confidently within a real life context.



## Mental Health

There has been a rise of anxiety and concerns over mental health in both adults and children this year due to COVID19. To help alleviate some of the concerns CLD Learning Bags containing information and materials relevant to families covering the topics of relaxation, nurture and creating positive memories were distributed to families. Baby and Infant massage and Sleep Scotland sessions will be delivered on line and in community settings following guidelines.



### **SPOTLIGHT on a Sleep Scotland session for**

**parent/carers-** during this pandemic families have been impacted dramatically in many different ways. Without a set routine in place, lack of sleep in children was identified to be a concern within our community. Lack of sleep has a huge detrimental impact on both mental and physical health in children, therefore we as a Community, Learning and Development (CLD) team felt it was important to provide learning and development opportunities for parents and carers who needed this service.

A referral pathway was established to allow us to work collaboratively with the local Health Visiting team, to provide online sessions to parents and carers who needed this support. Families were also able to self-refer by contacting the CLD Team directly. Face to face sessions were offered when restrictions allowed, however most recently they have been facilitated online or by telephone. Our CLD team, provided sleeping packs alongside targeted online Sleep Scotland support, with a continued and maintained relationship in order to monitor progress. This service was not only provided to support children's sleep patterns but to empower parents to make small positive changes in their lives.



### **KEY PROGRAMME OUTCOMES INCLUDE:**

- Support all children and young people to reach their full potential; improve the health and wellbeing.
- Thirty parents have made significant progress using Sleep Scotland methodologies. They feel confident and empowered to support their child to sleep.
- Excellent collaborative working demonstrated through the use of referral pathway. On average two families are referred weekly, highlighting the need of this service to support families to improve their sleep patterns.

There will be a continued need to support family's health and well-being and recognising the rise in anxiety as a result of COVID-19 well into our recovery phase and beyond. The CLD Family Learning Team will continue to receive training and coaching to deliver LIAM (Let's Introduce Anxiety Management) training to work alongside parents and carers to identify and use appropriate strategies to alleviate the impact of anxiety we will also continue to use the Solihull framework and materials, North Lanarkshire approach to nurture and attachment.



**SPOTLIGHT** - following a rise in the number of parents/families accessing mental health services and school pupils requiring support with their mental health this identified a gap in parent/carers knowledge and understanding of Mental Health & Wellbeing and what that means for them and their family.

In order to promote learning and awareness, groups were established within the Airdrie and Motherwell localities to deliver a SQA focusing on Mental Health & Wellbeing. This learning programme provided improved learning and development opportunities for these families, and as a result of Covid-19, the qualification, most recently was delivered in a range of contexts from online learning to outdoor spaces.

In total, 16 parents signed up, where we facilitated and promoted community empowerment, with 12 parents completing the first units of the SQA qualification. This not only provided parents with the knowledge they needed to support themselves and their families, the programme provided parents/carers with the sense of inclusion and the promotion of learning and a lifelong activity.



**KEY PROGRAMME OUTCOMES:**

- Improve the health and wellbeing of our communities
- Enhanced participation, capacity and empowerment across our communities
- Twelve parents have completed the first Mental Health SQA Units in Motherwell and have progressed onto the second.
- Increased knowledge and understanding of Mental Health for parent/carers

The CLD Family Learning Team will continue to contribute to the North Lanarkshire Scottish Attainment Challenge Plan 2020-2021 under the theme of Health and Wellbeing supporting the empowering cluster approach within the context of the town boards and the community hubs.



## Health & Wellbeing

Health and Wellbeing is a key driver from the Scottish Attainment Challenge and GIRFEC. Our Recovery Plan has seen an increase in walking groups with parent/carer's (as a way to engage whilst reducing social isolation) and also in the delivery of outdoor family learning. The CLD Family Learning Team deliver a variety of programmes for parent/carers and families including:



- Seasons for Growth: a programme to support those affected by loss and grief
- Living Life to the Full: for stress and low mood using cognitive behavioural therapy
- Liam: Let's Introduce Anxiety Management to support adults with their child
- Forest of Feelings: helping adults explore feelings and emotions with their child
- Six Principles of Nurture: including learning is understood developmentally, all behaviour is communication and the importance of transitions
- Mindfulness activities
- Walking Groups
- Resilience: building confidence of the child and adult through problem solving activities

**SPOTLIGHT on How Monsters Wish to Feel** - CLD workers know and understand the community in which they work. In Moodiesburn there was a concern raised by a primary school about higher levels of anxiety and a lack of resilience in children. An early intervention method was identified by the CLD worker who was able to work collaboratively with the school to deliver a group called How Monsters Wish to Feel.

The group was developed and centred around storytelling, using a new story each week as the basis to explore feelings and develop emotional vocabulary. By promoting discussion, children and parents were given a safe space to discover how these emotions relate to life to help support positive mental health.

The group also supports the community by bringing parents together to create a safe support network, promote the importance of positive health and wellbeing with a particular focus on building the capacity of parent/carers and young people to name and understand a range of emotions. This group opens up dialogue, creates connections, supports understanding and increased confidence for parents to be able to support their children's mental health as well as their own.



Covid-19 has created a strain on both children and parents with emerging issues following numerous lockdowns. With mental wellbeing being put under increasing strain the group has been redesigned for delivery online. Using the Glow Teams app, and with a learning bag of materials being provided, families can now participate in the group from their own homes and connect with their school community in a safe space.

### KEY PROGRAMME OUTCOMES:

- Improve the health and wellbeing of our communities
- Support children and young people to reach their full potential
- Increase in parent/carer's confidence around emotional literacy and facilitating discussion around emotions
- Parents reported enjoying a safe space where quality learning with their child took place.

## Learning at Home

CLD Family Learning and Learning at Home gained a new focus during the COVID 19 pandemic within a formal education context, "term four" beginning at home. The Council's CLD Family Learning Team continued to deliver the service during this time utilising a range of approaches including blended learning and on-line learning via a variety of platforms. However, to combat issues of digital exclusion, over 600 Learning Bags were delivered to families in our communities to ensure that everyone was included. The Learning Bags covered a range of topics and themes including literacy, numeracy, cookery, creativity and STEM. They were then followed up by videos showing how the learning materials could be used or inviting families to sign up for Challenge a Day which was emailed to the family directly. Families were encouraged to share their learning experiences and successes throughout this time to enable encouragement and celebration of their achievements.

Positive parental feedback has led to the family learning team strengthening the learning at home approach with the creation of 350 Christmas Learning Bags being distributed to families throughout December. The learning bags contained a different activity for each day of the Christmas advent (24 different activities) and were complimented with daily posts on our social media pages and 6 videos. Workers also supported parent/carers to help their child gain a Hi 5 award where suitable.



# Cross Cutting Themes – Inclusion and Equality

North Lanarkshire's **The Equality Strategy (2019 – 2024)** sets out the council's ambition to be the place to live, learn, work, invest and visit for all people. Equality is at the heart of that programme. Addressing the disadvantage and inequality that some groups of people experience because of societal constructs, prejudice, direct and indirect discrimination requires a strong, sustained strategic approach directly aligned to The Plan for North Lanarkshire. This requires commitment from all employees at all levels to understand the causes and consequences of inequality.

Promoting inclusion and equality is crucial for all for the CLD Family Learning Team, along with families, partners and wider community organisations, to ensure that everyone is treated fairly, with dignity and respect, and that the learning and support opportunities provided are open to all. We value different ideas, skills, behaviours and experiences of both our learners and staff. We also aim to encourage and foster a culture that promotes wellbeing and mental health and provides support to enable the parent/carer's, young people and families that we work with to thrive.

Equality is a basic human right and, in line with the work undertaken in this plan we will:

- Actively oppose all forms of unlawful or unfair discrimination
- Actively promote good relations and equality of opportunity for all sectors of the community
- Celebrate and value diversity
- Support the development of strong, secure, self-reliant, self-confident communities free from unlawful discrimination.
- Remove barriers to participation that arise including those from marginalised groups and experiencing poverty.



## GIRFEC Approach

GIRFEC is a national approach which outlines principles and practices for both policy and services to work together to offer a co-ordinated approach to children's services affecting our young people, children and families in North Lanarkshire. The GIRFEC approach places the wellbeing of the child at the centre of this to support them to realise and reach their full potential in line with local and national priorities. It offers a range of assessment tools through use of the following wellbeing indicators – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Our commitment with this plan, is to embed the GIRFEC framework within all aspects of the work supporting parents, carer's and families across North Lanarkshire.

# Shining a Light on Good Practice

## Sharing an example of Homelink Work Intergenerational Forget Me Not Gardening Group Case Study



The Forget Me Not intergenerational Gardening group was established through a joint partnership with Community Learning and Development (CLD) Homelink,

Kildrum (FLC) and Cumbernauld Action Care for the Elderly (CACE).

The aim of the project was to bring the wider community together. To build relationships between parents, children and the elderly and create a sense of equality to the community. Our work as Community Learning and Development workers is not limited to facilitating change within individuals but can be extended to their social context and environment. Bringing several generations together within the community can have a positive impact on everyone involved.

Families from Cumbernauld and residents from the day care centre who are living with dementia met once a week. Families were identified by using a request

for assistance process, and the CLD Homelink worker linked with and ensured that all elderly participants were accompanied by workers from CACE.

The aim of this project was to allow several generations to interact together through activities and start to understand the community they live in. Everyone's views and opinions were respected, and this was vital to create a sense of inclusion for every generation. We utilised a CLD approach as we wanted to promote community empowerment therefore passed the decisions to the group, which allowed them to create a varied programme of learning opportunities which would suit all participants. Home grown vegetables were planted and everyone was involved in the full process.



The CLD Homelink worker delivered vegetable packs to all the families to allow them to cook their own produce and have a sense of achievement. Empowering the group allowed them to make their own decisions, engage with each other and encourage cooperation.

The relationships formed allowed opportunities for intergenerational learning to develop and this was a great way for everyone to participate in a fun friendly environment while targeting health and wellbeing.

The group recently secured funding through the North Health and Social Care Consortium. Going forward in 2021, the aim is to supply each family with a "garden in a box". This horticultural toolkit will include everything needed for families to create their own garden experience. As a group they will connect with visits to each other's gardens to offer support and the groups social media page will be used as a tool to record and reflect on the learning experiences as they take place.

### KEY PROGRAMME OUTCOMES:

- Improve the health and wellbeing of our communities by improving relationships between parents, children and the elderly.
- This project was recognised as good practice with The Community Regeneration and Environment Award at the CLD Partnership Awards 2019
- The group had to adapt their approach during the impacts of Covid-19 through the use of a private Facebook page providing a platform that would ensure the group members could continue to participate with the outdoor activities. This of course, was new to the elderly generation, however they were keen to maintain the relationships built therefore the parents worked in partnership with the elderly to access social media and use online platforms.

### Sharing an example of CLD Schools Work

Muir Street Primary School identified an issue amongst Primary 3 parents of a lack of understanding of internet safety, cyber security and digital exclusion. The school worked in partnership with CLD to develop a focused learning group covering areas such as internet safety, how to use different devices and IT literacy. The CLD worker was able to provide learning by building the relationship with the parents to improve skills and confidence to build up to including the children so that families learnt together whilst working collaboratively with the school to ensure areas of concern were covered in the learning opportunities. The CLD worker ensured that evaluation was embedded into delivery allowing parents to develop the programme based on their requirements as well as feeding back following completion of the learning.

The programme incorporated 18 families which comprised of mums, dads, grandparents and families whose first language was not English. All participants said that their children enjoyed the family learning experience and they liked having special uninterrupted learning time with their child. Three parents continued their learning and after talking to the IT tutor, also signed up for Family History IT class. Three ESOL families found the practice element and support from a tutor very helpful and reported that they would engage in further learning.

After the Family Learning digital programme, a Family learning Animation Club was established for P7 Boys transitioning to High School. This was very successful and through dialogue with the families led to a new enhanced transition programme with the Home School Partnership Officer and CLD Schools worker.

During COVID, an animation group has been established with families remotely. Families are provided with a resource kit, and video instruction guides whilst being supported in their learning with regular contact with a CLD worker.



### KEY PROGRAMME OUTCOMES:

- Support children and young people to achieve their potential
- Parent/carer's increase in knowledge around the risks that the internet brings and how to raise this topic with their child.
- Eight parents who attended the family learning class had never attended any school events before.
- Increased parental knowledge of the internet, its associated risks and how to discuss this with their child.
- Young people achieved Hi5 certificates.

This project shows progression from parents into further learning in the community. It is developing the digital learning programme to work for different age groups and is responsive to needs.

### Sharing an example of Home School Partnership Work

The CLD Home School Partnership Officer (HSPO) in Portland High School identified a lack of engagement between home and education. Portland High offers day support, as part of the spectrum of special educational provision within North Lanarkshire, to young people who are experiencing social, emotional and behavioural difficulties.

The HSPO within the CLD team collaborated with the school to organise a series of family nights which offered inclusion to all the families. This will help establish parental partnership by breaking down barriers and to build better links within the school and the community. Providing the children and their families with a nurturing, welcoming environment outside the formal setting of school enabled this to happen. The family nights were organised once a term with different themes planned. The event was attended by large numbers and this was a great setting for parents and their children to get to know the staff better, and an opportunity for staff, parents and children to start building relationships. At the end of each night, we evaluated the activities and allowed the children and their parents to have an input into future events.



The family nights inevitably had a positive impact on the children and their parents. Parents expressed the importance of being included in the fun activities that were on offer as they had prior experience of exclusion. A powerful aspect of this feedback was that parents enjoyed meeting other parents, therefore addressing an issue of social isolation for parents whilst allowing them to speak about shared experiences they had regarding their child's behaviour and having a shared connection and understanding within the group about their children. The line of communication was open so parents felt confident in talking to staff, and the children's attendance seemed to increase. With parents and staff working collaboratively, not only does this support each other, this has a profound effect on a child's education and their position in the community.

As we learn to deal with COVID19 and the restrictions that brings, teachers telephone parents and pupils twice a week to check on health and wellbeing as well as schoolwork. Enhanced relationships with parent/carers from the family nights has made these phone calls easier and relationships continue to be strengthened.

Recently due to lockdown and with a relationship now established between staff and the families this paved the way for a Family Cooking Project. This is in partnership with the Lanarkshire Community Food and Health Partnership and all schools in the SEBN sector. Each week the HSPO works with a nutritionist and develops in partnership a healthy recipe which can feed a family of 4 on a budget. They deliver a bag of ingredients along with the recipe and nutritional information to every family in the sector - 97 families every week receiving cooking projects. The pupils are then encouraged to cook the recipe at home and let us know how they get on. This has been really successful and families are loving it.

#### KEY PROGRAMME OUTCOMES:

- Inclusion was a key driver for this programme for both the parents and the child.
- Support children and young people to reach their potential by offering nurturing welcoming environments through parental partnership and solid communication.
- Encouraging children and young people who are experiencing social, emotional and behavioural difficulties to feel included and equal to other children and young people who are able to confidently attend social events out with their school setting.

# Outcomes, Monitoring and Evaluation

Staff in Homelink and CLD Schools have CLD outcomes for parenting that have been identified alongside Curriculum for Excellence and have a focus around Literacy, Numeracy, Attachment and Health & Wellbeing. The arrival of National initiatives such as the Scottish Attainment Challenge introduced outcomes around Nurture also. Achieved outcomes are recorded on our information management system, Cognisoft, which captures this data and allows us to link the outcomes of our work to both local and national outcomes and priorities.

We contribute to Adult Learning outcomes mainly through accredited learning embedded within our learning programmes such as SQA and these can be reported in the North Lanarkshire Community Learning and Development Partnership Adult Learning Interim Recovery and Renewal Plan 2020-2022.

Many of our parent/carer's understand the benefits of taking part in both accredited and non-accredited learning, seeing the impact that it can have on their own health and wellbeing as well as increasing their knowledge and skills base to help them progress and achieve goals in community involvement, volunteering opportunities, further education and supporting their family. This is evident from figures taken from our

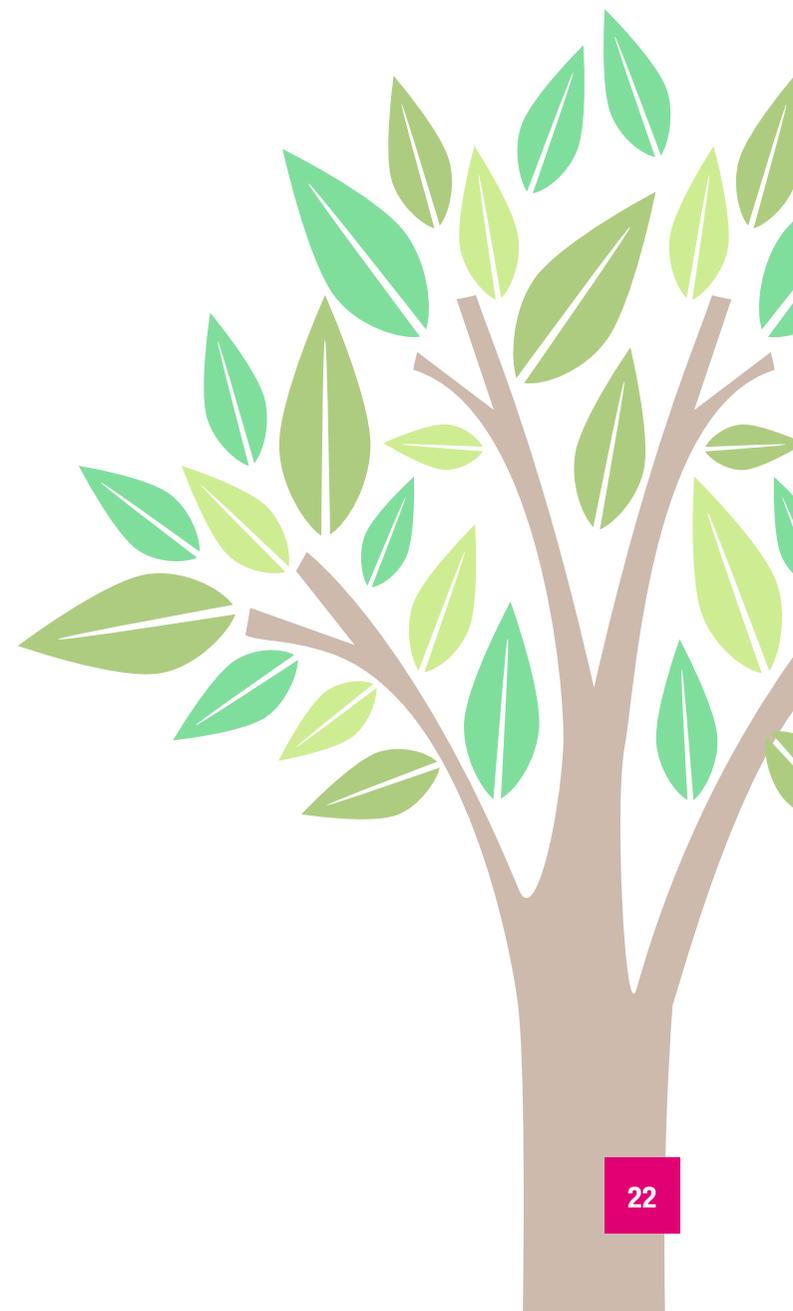
Information Management System: Cognisoft for the first part of the year 2020- 2021

- 478 distinct learners participated in family learning programmes during April-Dec 2020.
- 366 distinct learners participated in parent support programmes during April-Dec 2020.

Within CLD Family Learning there is a wider achievement element through the delivery of awards such as Hi 5 and North Lanarkshire Challenge award for children and young people and these link with the National Youth work outcomes for Scotland. Further information can be found within the North Lanarkshire Youth Work Interim Recovery and Renewal Plan 2020-2022.

Effective self-evaluation by groups, services and partnerships remains key to improving performance and delivering better outcomes for learners and communities. Existing performance frameworks such as "How Good is our..." suite of quality indicators will be used to gather and report on outcomes as part of self-evaluation and performance management.

A focus of this strategy has been to illustrate and capture the impact that CLD has made through a number of case studies which tell the story of how individuals, groups and communities have benefited from provision.



## Workforce Development

The CLD Family Learning team has a continued commitment to upskilling, training and developing the workforce. This year due to COVID and the impact of lockdown and self-isolation, mental health and anxiety have been themes that have been identified by staff as being more important than ever. Six members of staff were able to undertake a day's awareness workshop from training consultant Jenny Knock around Supporting Children, Families and Staff in the Here and Now and Anxiety Based Difficulties and School webinar. This provided information and advice around strategies to support children with anxiety-related difficulties in school including COVID related anxieties.

Recently, 15 CLD School staff took part in and are currently receiving coaching sessions for the LIAM (Let's Introduce Anxiety Management) course. A further 9 staff are awaiting training in early 2021. This was organised by Health and is a course designed to support young people aged 8 years and above to learn more about anxiety, including how anxiety is linked with our thoughts, physical sensations and our actions. Staff will work with parent/carers to provide them with the information and knowledge to further support their child at home.

We have also renewed baby massage licenses and have trained an additional 3 members of the Homelink team (thus ensuring that all Homelink workers will be trained in Baby massage) by March 2021. This will ensure that we have staff throughout North Lanarkshire confident to deliver early intervention programmes designed to improve attachment, health and wellbeing and child development.

During Lockdown we were all faced with a new way of working. The CLD Family Learning Team, have had to upskill in IT skills and the use of Social Media platforms as well as Video Calling applications, this has allowed us to offer alternative learning when face to face has not been allowed to happen due to Covid 19 restrictions. A number of staff have delivered sessions with parent/carers via online platforms and some delivered live learning sessions such as Big Chef, Little Chef on Facebook too.



Five staff completed Adult Achievement Award Training. This enables us to offer an exciting and new SQA qualification to learners. The training allows for staff to deliver and assess the award. Staff are piloting the award this year and it is hoped further staff will be trained in this award next year.

Staff have been encouraged to take part in a range of Webinars while working from home organised by other agencies such as Education Scotland. This has allowed for staff to engage with other professionals from other agencies. It has encouraged the sharing of good practice across Local Authorities and Organisations.

Through Support and Supervision and PRD meetings staff are able to voice any training opportunities they would like to take part in.

# The Action Plan

Developed in response to COVID and previous priorities and focus

Our case studies demonstrate how we add value to our communities and contribute to the enhancement of our natural and built environment.

## Family Learning and Parental Engagement

Vision Statement

**“Our vision for North Lanarkshire is of a strong vibrant community where everyone is committed to improving the quality of life, work and attainment for themselves and others”**

Priorities

- 1 Improve economic opportunities and outcomes.
- 2 Support all children and young people to realise their full potential.
- 3 Improve the health and wellbeing of our communities.
- 4 Enhance participation, capacity and empowerment across our communities.
- 5 Improve North Lanarkshire's resource base.

Shared Ambitions(s)

- 8 Engage children and families in early learning and childcare programmes and making positive transitions to school.
- 9 Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people.
- 10 Engage with children, young people, parents, carers, and families to help all children and young people reach their full potential.
- 11 Increase economic opportunities for adults by understanding, identifying and addressing the causes of poverty and deprivation, and the barriers to financial inclusion.
- 15 Encourage the health and wellbeing of people through a range of social, cultural, and leisure activities.
- 18 Ensure our digital transformation is responsive to all people's needs and enables access to the services they need.
- 19 Improve engagement with communities and develop their capacity to help themselves.
- 20 Improve the involvement of communities in the decisions, and development of services and supports, that affect them.

Family Learning Contributions							
Activity	Lead	Actions	Timescale	Milestones	Contribution to NLC Programme of Work	Outcomes	
<p>NLC Family Learning: CLD Family Learning opportunities are delivered within our communities to improve outcomes for children and families. They address the themes of equalities and equity and are aligned to closing the poverty related attainment gap.</p> <p>CLD Family Learning Programmes enable both the adult and child to develop and learn together.</p> <p>Parents/carers are better placed to support their child's learning and development.</p> <p>Programmes support and encourage further learning in both adult and child out with the Family Learning experience</p>	NLC Family Learning Team	<p>Review the community based CLD Family Learning offer to ensure it meets the needs of Families across North Lanarkshire and the requirements of the Plan for North Lanarkshire, the Strategic Policy Framework and Learning Together National Action Plan.</p> <p>Consultation is carried out with staff, partners, parents and families.</p> <p>An Action Plan is developed and presented to management team, committee, partners and staff.</p> <p>Monitor, review and evaluate the Action Plan.</p>	2020/2021	<p>Complete consultation with parents/carers, families and partners.</p> <p>Programmes are offered in community venues, educational establishments and online.</p> <p>Increase the numbers of adults and children receiving formal recognition of learning</p>	P06 P09 P021 P031 P032 P033 P039	CLD Family Learning meets the needs of parents/carers and families within North Lanarkshire	
<p>Parental Engagement: CLD Parental engagement programmes are delivered within communities specifically to our most vulnerable parents and carers to address the themes of equalities and equity and are aligned to closing the poverty related attainment gap.</p> <p>Programmes recognise that parents/cares are the primary educator of their child and are delivered following a strengths-based approach.</p> <p>Programmes enable the adult to recognise and develop the skills and strategies needed to support their child's learning and development.</p>	NLC Family Learning Team	<p>Review the community based CLD Parental Engagement offer to ensure it meets the needs of parents/cares across North Lanarkshire and the requirements of the Plan for North Lanarkshire, the Strategic Policy Framework and Learning Together National Action Plan.</p> <p>Consultation is carried out with staff, partners and parents/carers.</p> <p>An Action Plan is developed and presented to management team, committee, partners and staff.</p> <p>Monitor, review and evaluate the Action Plan</p>	2020/2021	<p>Complete consultation with parents/carers and partners.</p> <p>Programmes are offered in community venues, educational establishments and online.</p> <p>Increased number of parents/carers receive formal recognition of their learning</p>	P06 P09 P021 P031 P032 P033 P039	Parental Engagement meets the needs of parents within North Lanarkshire	
<p>Transitions: Families receive support during key transition periods; from home and community to Early Year establishments and Primary School.</p>	NLC CLD Family Learning Team/Early Years/Primary establishments	<p>Review current Transition programmes with staff, families and partners.</p> <p>Review learning materials used to support adults during transition phases</p> <p>Review learning materials that enable the parent/carer to support their child through transition phases.</p>	2021	<p>Needs based Transition programme is in place</p> <p>N.L. wide approach to learning materials and support is established.</p>	P09 P032 P033 P039	Families transition smoothly and successfully	

Family Learning Contributions							
Activity	Lead	Actions	Timescale	Milestones	Contribution to NLC Programme of Work	Outcomes	
<p>Learning at Home:</p> <p>Families receive support and resources to participate in CLD Learning at Home activities</p> <p>Parents/carers recognise the importance of Learning at Home and their contribution to their child's learning and development</p>	NLC CLD Family Learning Team	<p>Review of current Learning at Home opportunities in particular the expansion experienced during COVID 19 pandemic with staff, families and partners</p> <p>Develop a CLD Learning at Home plan that includes blended learning and outdoor learning opportunities</p>	2020/2021	<p>Review completed with staff and families</p> <p>Plan in place that supports families to extend the learning opportunities out with the Family Learning experience</p>	P05 P06 P09 P033	Families participate and enjoy Learning at Home activities and recognise their importance	
<p>Adult Learning:</p> <p>CLD Adult learning programmes are delivered to meet the needs of the adult based on learner needs both as a parent and as an independent learner.</p>	NLC CLD Family Learning Team/ NLC CLD Adult Learning Team/ NLC CLD Partnership	<p>In partnership with NLC CLD Adult Learning Team review the CLD Adult Learning offer for parents/ carers.</p> <p>Consultation is carried out with parents/carers and partners</p> <p>An Action Plan is developed and presented to management team, committee, partners and staff.</p> <p>Monitor, review and evaluate the plan.</p>	2021	<p>Completed consultation with parents/carers, families and partners.</p> <p>Increased number of parent/ carers engaging with and gaining qualifications.</p>	P06 P09 P021 P031 P032 P033 P039	Parents and carers participate in tailored adult learning offers	
<p>Digital Inclusion:</p> <p>Families are able to access appropriate opportunities to enable them to engage in digital learning</p> <p>Families are safe whilst engaged in digital learning</p> <p>Families are more digitally agile</p>	NLC CLD Family Learning Team/ Digital NL/CLD Partnership	<p>Review current Digital learning offer within the CLD Family Learning Team</p> <p>Upskill staff to meet the needs of families and digital learning</p> <p>Work with Digital NL partnership particularly around digital exclusion, Digital NL badging and accreditation opportunities.</p>	2020/2021	<p>Complete review of access and content of digital learning within the CLD Family Learning Team</p> <p>Implement a training programme for staff as required.</p> <p>Increase the number of families accessing online learning and information</p> <p>Increase the number of families engaging with online safety programmes (CEOP)</p>	P06 P09 P031 P033 P039	Families engage with online learning in a safe way Parent/ cares are more able to communicate digitally with establishments, schools and wider community	

Family Learning Contributions						
Activity	Lead	Actions	Timescale	Milestones	Contribution to NLC Programme of Work	Outcomes
<p>Mental Health and Wellbeing:</p> <p>Families have access to information, support and learning that enables improved mental health for both adult and child</p> <p>Families are supported to build nurturing relationships and understand the importance of attachment.</p>	NLC CLD Family Learning Team/ NLC CLD Adult Learning Team/ NHS Lanarkshire/ NLC Education and Families	<p>Review programme content with specific consideration of impact of COVID 19 on families and in line with Scottish Government, sectoral and NLC guidance.</p> <p>Ensure strong links with health, education and third sector colleagues.</p> <p>Establish links with Empowering Cluster Heads</p>	2020/2021	<p>All learning opportunities are risk assessed to maintain the health, safety and wellbeing of staff and families.</p> <p>CLD Family Learning Team are contributing to outcomes of SAC Plan (Health and Wellbeing) 2020-2021</p> <p>CLD Family Learning Team are contributing appropriately to GIRFEC Pathway</p> <p>All staff have received Solihull training.</p> <p>All staff have received training on ACES and Trauma informed practice</p> <p>All relevant staff have received LIAM training.</p>	P05 P06 P09 P031 P032 P033 P039	Adults and children live within nurturing and secure families
<p>Tackling Poverty</p> <p>The CLD Family Learning Team engage with a range of services and partners to help alleviate poverty related issues.</p> <p>Families are better placed to seek information and advice and maximise their income</p>	NLC CLD Family Learning Team/ NLC Financial Inclusion Team/ Third Sector	<p>Review current links with internal and external supports for families. Ensure any referral processes to specialist teams are in place whilst identifying any gaps.</p> <p>Identify any staff training needs.</p>	2020/2021	<p>The CLD Family Learning Team awareness of specialist services and how to refer appropriately is confirmed.</p> <p>An increased number of families receive an input from specialist services</p>	P05 P06 P09 P031	Families live in more financially secure households.
Community Engagement, Learners Voices and Parental Involvement	NLC CLD Family Learning Team/ NLC CLD Adult Learning Team/CLD Partnership/ NLC Communities Team/Cluster Leads	<p>Develop a continuous process for including parent/ carers and family's voices in community engagement in particular in relation to the 9 Town Boards</p> <p>In partnership with NLC CLD Adult Learning team review baseline information on existing methods of consultation with parents/carers and forward plan for Learners' Voices.</p> <p>Gather baseline information on local opportunities for learner participation in Parental Involvement</p> <p>Monitor, review and evaluate plan.</p>	2020/2021	<p>Community consultations will utilise the parent/carer and family resource to reach wider and target specific audience.</p> <p>Clear engagement infrastructure across Family Learning</p> <p>Opportunities for parents/carers to become involved in local communities is established as part of CLD Family Learning activities</p> <p>Parents/cares are aware of Parental Involvement opportunities</p>	P09 P057	<p>Empower parents/ carers and families to be fully involved in the community engagement process</p> <p>Empower parents/ carers to be fully involved in the life and work of their children's early learning setting and school</p>

Family Learning Contributions						
Activity	Lead	Actions	Timescale	Milestones	Contribution to NLC Programme of Work	Outcomes
Partnership: Build effective partner network with Empowering Clusters, Lanarkshire NHS and CLD Partnership.	NLC CLD Family Learning Team/ Cluster Leads/ NHS leads/CLD Partnership	Review of current status of partnership networks identifying gaps and overlaps  Agree operational network requirements with partnership  Introduce new networks, review and evaluate	2020/2021	A programme of engagement with partner organisations is established both locally and nationally.  Request for Assistance are received  Sharing of good practice and resources is established	P09	Targets support is offered to parent/ carers and families
Family Learning Networks: NLC CLD Family Learning representatives at the forefront of national, regional and local learning networks and organisation.  NLC CLD Family learning considered a key player within Family Learning in Scotland and beyond.  NLC CLD Family Learning are key contributor to West Partnership Regional Improvement Collaborative.	NLC CLD Family Learning Team/ S.G./Education Scotland/West Partnership	Identify family learning events and networks. Make contact, join, as required.  Improve CLD Family Learning promotion and publicity  Assign leads to networks and events  Use information gathered to promote participation in the wider adult learning forum.	2020/2021	Short term working group set up to look at Family Learning networks, annual events  Standardisation in promotional materials including social media  Leads assigned to Family Learning networks  Leads assigned to annual events  Increased participation in family learning decision making across CLD, locally, regional and nationally	P09 P021	NLC CLD Family Learning Team contribute to and deliver best practice

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