

THE EDUCATIONAL INSTITUTE OF SCOTLAND

HGIOS: Family Learning Quality Indicator

"That this AGM call on Council to issue advice to members on how the stated expectations of the Family Learning Quality Indicator found in 2.5 of HGIOS (4th edition) can be achieved within teachers' contractual hours."

Advice to EIS Members on Workload Implications of the HGIOS Family Learning Quality Indicator

Introduction

The following Resolution was adopted by the 2016 AGM:

"That this AGM call on Council to issue advice to members on how the stated expectations of the Family Learning Quality Indicator found in 2.5 of HGIOS (4th edition) can be achieved within teachers' contractual hours."

The following is advice for Local Association Secretaries and School Representatives to support them in addressing the potential workload demands arising from the expectations of schools related to the Family Learning Quality Indicator (QI) from the How Good is Our School 4th Edition, in use from August 2016.

Background

As stated in the HGIOS document, the Family Learning QI

'focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.'

The Level 5 descriptors for the QI reference a range of activities that schools may be involved in across 3 key areas. These are outlined below.

Engaging Families in Learning

- Identification of families as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning.
- Provision of regular opportunities for families to discuss their learning with staff and set appropriate targets for the next stages.
- Supporting families to plan opportunities for personal achievement with learning targets specific to the family as a whole and as individual learners, built on prior learning and reviewed and evaluated.

- Supporting parents and carers to actively and meaningfully engage in their children's learning and life at school.
- Working with parents and carers to reduce potential barriers to engagement, being responsive to the family circumstances such as families affected by imprisonment, English as an additional language and mental health issues.

Early intervention and prevention

- Use of available data, analysis and intelligence-gathering, along with partners to inform understanding of the community and individual family's needs and to ensure appropriate timely interventions.
- Staff awareness of the factors causing child poverty within the community.
- Working with parents and other agencies to help parents minimise the effect of poverty on their children.
- Identification and review of needs in consultation with families, partners and stakeholders.
- Informed understanding of local demographics that informs more targeted support when appropriate.
- Development and maintenance of strong partnership approaches aimed at provision of a robust service for families.
- Strong collaboration with colleagues from other sectors which supports referrals to and from services and enables tracking and builds trust.
- Consultation with families in a meaningful way when staff are looking at progression from their service.

Quality of family learning programmes

- Creation and delivery of stimulating, challenging, relevant and enjoyable family learning courses. Facilitating participation of families in designing and delivering content.
- Design of learning outcomes to support families through changes and choices.
- Consultation with families as a means of ensuring we are meeting their needs in relation to literacy, numeracy, health and wellbeing and wider family learning outcomes.
- Active promotion of lifelong learning, both in families, and individual learners.
- Recording and celebration of achievements and successes in family learning.

Education Scotland Inspections

Education Scotland has said that it recognises that in the context of current levels of resourcing in schools, this QI is largely aspirational.

Senior Education Scotland staff have acknowledged that for the expectations regarding Family Learning to be delivered within a school to the standard outlined above, significant additional resource would be required. For example, some schools are trialling some of the activities listed, using additional Attainment Challenge funding or through accessing additional Community Learning and Development resources.

There is no expectation currently from Education Scotland that all schools will be engaged in the full range of activities associated with this QI. Going forward, inspection activity will take account of individual school context and the direction of policy nationally.

EIS monitoring of inspection feedback from School Representatives has not suggested that there has been any deviation from this view reflected within inspection activity by Education Scotland staff.

Impact on Teachers' Workload

The listed activities associated with the Family Learning QI clearly have the potential to impact significantly on the workload of teachers. They outline what could amount to a sizeable extension to existing activity by schools in the area of family engagement.

That said, having sought information from Local Associations and Subject Specialist Networks, EIS Headquarters has received no concerns to date, related to workload generated by the Family Learning QI.

In most cases, responses indicated there has been no increased activity as a consequence of the inclusion of this QI in the 4th edition of HGIOS.

In one local authority, recruitment of a PT of Family Learning was underway.

Responses from Local Associations indicated that a degree of family learning and engagement activity pre-dates the QI. Examples include parental engagement classes being delivered by members of the SMT; parent workshops, information evenings and conferences being delivered voluntarily by teachers relevant to transitions, mental health and wellbeing, literacy and numeracy, and careers; a numeracy outreach programme delivered as an initiative by an interested teacher; and the running of sessions for parents on supporting their children through exams.

It would appear that Working Time Agreements have accommodated such activity or it has been carried out on a voluntary basis.

Working Time Agreements

Management of workload that may be generated by Family Learning activity should be within the existing framework and parameters of Working Time Agreements.

All non-voluntary activity in which teachers are engaged in schools must be reflected in the School Working Time Agreement, following full, collegiate discussion with staff and negotiation with the EIS School Representative as appropriate.

The 35 hours of teachers' contractual time is made up of:

A maximum of 22.5 hours committed to class contact time

A minimum of 1/3 of the teacher's actual class contact time for preparation and correction. (A minimum of 7.5 hours per week is personal to the teacher and is not available for collective work

Remaining time for collective activity, 5 hours per week, is used for collegiate activities including additional time for preparation and correction, parents meetings, staff meetings, preparation of reports, forwards planning, formal assessment, professional review and development, curriculum development, additional supervised pupils activity and Continuing Professional Development.

In addition to the Working Time Arrangements set out above, all teachers have a contractual requirement to undertake a maximum of 35 hours of Continuing Professional Development (CPD) per annum.

These arrangements apply to all of the activity captured within HGIOS 4, including Family Learning.

School Improvement Planning

Any new activity which a school has identified as a feature of its improvement activity must also be reflected in the School Improvement Plan (SIP).

The SIP offers some control over the pace of change within schools and the potential for staff within the school to ensure that the Plan can be implemented within the framework of the Working Time Agreement. Indeed, the SIP needs to be linked to school Working Time Agreements.

Additional time may be available for the implementation of the School Improvement Plan through Inset days and for some aspects of funded CPD arrangements. Teachers may also agree to use some of their own annual 35 hours of CPD time to take forward an element of the plan.

Any new activity related to the Family Learning QI must be identified, and realistically costed in terms of time and other resource requirements, and agreed on a collegiate basis in conjunction with the Working Time Agreement.

In the event of there being no satisfactory agreement, the School Representative should contact the Local Association Secretary.

Where an individual EIS member is asked to carry out an activity that has not been accounted for within the Working Time Agreement and the SIP, she or he should engage in relevant professional discussion with the line manager, and seek

advice as necessary from the School Representative in the first instance, or the Local Association Secretary.

Conclusion

This advice should be distributed to Local Association Secretaries and School Representatives.

The EIS nationally will continue to monitor the situation and would welcome any relevant information regarding workload-related developments around Family Learning.