

CELCIS Education Forum February 2024

Keeping The Promise Award Programme for Education and Wider Children's Services

Featuring

- Linda O'Neill, Education Lead, CELCIS
- Janine McCullough, Senior Education Officer, Education Scotland
- Marianne Sankey, Class Teacher, Benarty Primary School, Fife Council
- Forbes Maginnis, Virtual Head Teacher, Clackmannanshire Council
- Louise Chisholm, Virtual Head Teacher, Argyll and Bute Council
- Fiona Robertson, Promise Delivery Partner, The Promise
- Susan Doherty, Family Learning, Education Scotland
- Yasmin Ali, Learning Directorate, Scottish Government
- Maurice Gilligan, Promise Manager, Renfrewshire Council

Linda O'Neill

Brilliant. Thank you, Michelle. Well, good morning, everyone, and a very warm welcome to our first Education Forum meeting of 2024. And it is finally February. For those of you that I have not had the chance to meet, I am Linda O'Neill and I am the Education Lead at CELCIS, and it's lovely to see so many people here this morning. And if this is your first forum meeting, a very warm welcome to you, I hope this will be the first of many. I'm really delighted today to be able to welcome along a number of contributors. We have got Janine McCullough from Education Scotland, Marianne Sankey, who is a teacher from Benarty Primary School in Fife. We have Louise Chisholm, who is the Virtual School Head Teacher and Argyll and Bute, Forbes Maginnis, who is the Virtual Head Teacher in Clackmannanshire, Fiona Robertson, who is a promised delivery partner from The Promise Scotland, Susan Docherty from Family Learning and Education Scotland, and last but certainly not least, we also have Yasmin Ali from the Support and Wellbeing Unit at Scottish Government. And I just want to say thank you to all of our contributors today, for coming along and talking about the Keeping The Promise Awards. You will get the chance to properly meet our contributors and ask some questions - we will also have some breakout rooms. Before we go into today's theme, I thought it would be helpful just to run through the agenda and also cover some housekeeping. As you can see, this meeting is being recorded, we are only recording the formal input session and we'll make the videos and any materials that we produce available on our website afterwards. We will only be recording the main session and not the breakout rooms. Just a wee flag - as we are recording, if you don't want to be featured in the recording, please feel free to switch your camera off and anonymize your name if you don't wish to be identified. And also just to ask that in order to respect people's privacy and confidentiality, and that you don't take or

share any pictures of the meeting without any consent from people. And the chat function is open. So, we'd encourage people to put questions, reflections comments as we go along. If anything occurs to you during the inputs, please put it in the chat and we will do our best to come to them at our question and answer session after the main presentations. And if there's anything that we don't manage to get to in the session, our contributors have very kindly agreed that we can send that to them and they will follow up with a written answer for us which we will make available on our website. After the main presentations from our contributors, we will have a short question and answer session we will then go into some breakout rooms to discuss some questions that have been set. And we'll come back to share some of the feedback before finishing up about 11 o'clock. I thought it'd be helpful before we kick off just to do a bit of context about why we have asked our contributors along today to talk about the Keeping The Promise Awards. As most people will know the Scottish Independent Care Review ran from 2016 to 2020. And it heard from over 5,500 care experienced people, their families and their supporters in the paid and unpaid workforce. It culminated in the publication of The Promise in February 2020. We are just about to celebrate the fourth anniversary, I think towards the end of the month. The Promise comprised a range of reports which set out what changes needed to happen to ensure that all children and young people in Scotland grow up loved, safe and respected. And since 2020, a huge amount of work has been going on across all of children's services to understand what practical and systems changes need to take place to meet the recommendations and to ensure that Scotland keeps The Promise that was made. The statistical data that we collect in Scotland shows that children who have experience of care, on average, have lower attendance, higher rates of exclusion, lower attainment and don't go into positive post-school destinations at the same rate as children who do not have experience of care. And it's really important to say that although this data is not predictive of how children with care experience will do in education, and that it is a snapshot in time. It doesn't give us details about individual children and young people's lives. What it does do, though, is give us an indication of how children and young people with experience of care are experiencing school and some of the challenges that they might be facing. And what it asks us to do is to see things differently in order to make the improvements and changes that children and young people have told us that they want and that they need. So since the publication of The Promise in 2020, there has been the publication of Change Programme one and plan 21 to 24. And within both of these documents there are specific actions and outcomes for education to attend to. We don't have time to go into these in detail today. But there has been widespread recognition that in order to keep The Promise that the workforce need the language, the knowledge and the skills to be able to work together, around the aspirations to keep The Promise, and that is where you're keeping The Promise Award comes in. And it's been developed to support the workforce in these areas. And I am so glad that our contributors have agreed to come along today, to tell us a wee bit more about it, and allow us to spend some time thinking together about how it was developed, and what we can do to support its implementation. So just before I hand over to Janine, I

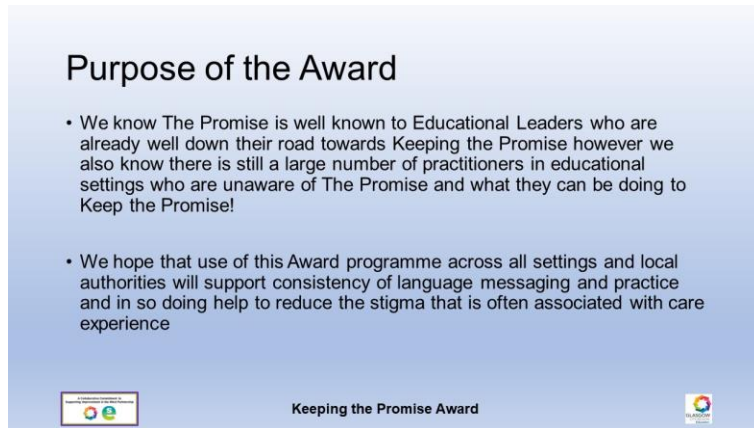
want to acknowledge that we know that everyone in the room will have different experiences in this area, and different levels of comfort in discussing some of the themes today. So if you do need to step out, or if you need to stay away for a few minutes, you're very welcome to do that. And please keep yourself and the children, young people that you've worked with safe in your breakout rooms, and your discussions and your questions, we know that we won't all agree with each other's viewpoints and everything discussed. And that's okay. But we just ask that you all agree to be respectful of your contributions and of each other. And if there's anything at all that you would like more detail about after the session, then please don't hesitate to get in touch with me, or the other contributors today. So without further ado, I will hand over to Janine and our other contributors. And if I could just remind people to switch your camera and your microphones off during the presentation. That would be great. Thank you. So Janine, I will hand over to you.

Janine McCullough





Thank you very much, Linda. And it's so lovely to see such a range of - many of you are colleagues and I know personally and professionally, to here today, because you were exactly the people that we want to talk to about this award. So I'm going to go straight into this has been principally developed for education. But I hope you'll get by the end of this, that we're hoping that this doesn't just stay within education, which is why you are very important people to hear about this award. We've called it the Keeping The Promise Award. It didn't originally originate with Education Scotland, it was North Lanarkshire Council who first developed this, it was quite a huge piece of professional learning that they put a huge amount of effort in, and it was absolutely excellent. We saw it, we loved it. And we asked them, can we use it, it was slightly too big a resource to be really usable by absolutely everybody within education, which is where we want this to go. Everybody who works with children and young people in the context of education, we want them to see this piece of professional learning. So we needed to make it a little bit more accessible. So we had very willing recruits from the west partnership - they have a promise team - and they agreed to work with the resources from North Lanarkshire Council and myself, and a range of other partners like CELCIS, and Who Cares Scotland?

and Each and Every Child to create the resource that we have now, and I'm going to tell you about today. So it's been very much a piece of collaborative work that has created this resource.



Purpose of the Award

- We know The Promise is well known to Educational Leaders who are already well down their road towards Keeping the Promise however we also know there is still a large number of practitioners in educational settings who are unaware of The Promise and what they can be doing to Keep the Promise!
- We hope that use of this Award programme across all settings and local authorities will support consistency of language messaging and practice and in so doing help to reduce the stigma that is often associated with care experience

 Keeping the Promise Award 

So, the purpose behind it: we were very aware, when we go out to different settings, whether it's third sector, partners, and leads within each of these areas, even if we're talking about local authority leads or head teachers, they're very aware of The Promise. But when we go into the classroom, or we speak to somebody who's supervising children in a playground, or who works with a family, they don't necessarily know about The Promise. So we wanted, to make this effective, we know that The Promise and what we have made that commitment to care experienced young people, basically anybody who works with children, and families needs to know that. So this is about getting coverage out there and awareness raising at a really widespread level. The other thing we were aware as North Lanarkshire Council put a huge amount of effort into this, and we didn't want that effort to be duplicated in every local authority, every sector and every setting, we want to take some of that workload off the system. So we're creating something that we can use across the piece. And certainly across education, but hopefully across other sectors as well. And the second reason for that: we wanted consistency in terms of the message that goes out there, and the language that's used, because we know from The Promise that has consistently been an issue, and which creates stigma for care experienced young people. So we know if we use the one piece of resource, we will create that consistency.

Aims

- To raise awareness and understanding of The Promise – to support inclusion and improve outcomes
- To highlight the particular **needs of our care experienced learners** including some of the challenges they face which may impact on their access and engagement in learning
- To highlight our **responsibilities** under The Promise – what we need to do as “good parents” to ensure the best for our care experienced learners
- To support our workforce to consider how they can **contribute** to positive changes both **individually** and **collectively**
- To provide **formal recognition** for individuals and settings who successfully complete this professional learning



Keeping the Promise Award



So here are the aims - basically it is to raise awareness and understanding of The Promise. And ultimately, that should support inclusion and improve outcomes for children and young people. So, it's highlighting the needs of care experienced youngsters, but in the context of what every child needs, and also our responsibility towards youngsters, both a moral responsibility and a legal one. And so, we want to bring make The Promise real for individuals, but also as groups of how we work. So, whether that's at a whole school level, or whether it's across a sector. And also, the nice thing about this is, because it's an award programme, we'll give some formal recognition.

Design Structure

The resources have been designed to be used in any educational settings and to be delivered flexibly.

For example, as:

- Whole establishment training - In-Service or collegiate activity
- Personal professional learning as part of CLPL/PRD/PDR
- Induction Training for new staff or probationers



Keeping the Promise Award



So, a little bit about the design, we have designed it to be really, really flexibly used, because different settings, different sectors will need to use this differently. So ideally, if we had our way, it would be used across a whole staff group, whatever that is. So whether that's across a whole educational setting, through some sort of in service training, that's the best way because everybody hears the same message at the same time with the same language. But we know that that's not always possible, depending on how people work, my last school was a residential school, I could never get all of my staff together. Because when at the same time I was having an in service day, we still had children in the children's houses. So we couldn't get all staff together. So we need to be able to do it in a way that it could be personal, professional learning, or in small groups,

and also potentially using it as induction training for new staff. So when people come in who haven't had the training, they can catch up using it as personal professional learning.

Key Principle

This professional learning is for **ALL** staff who have contact with children and young people or who have a responsibility towards children and young people

CONSISTENCY, CONSISTENCY, CONSISTENCY



Keeping the Promise Award



So, the key principle about this, I think you're getting is that it goes to all of our staff. So if say, for example, you are in a school, that would include the people in the office, the janitor, the people who work in the kitchens, because they interact with the young people that we've got, and we want them to have the same message and take the same approach to the young people and use the same language as we have. So it's everybody. And it's one of the most common questions that comes back to me, do we have to do this to all staff? Or can we just do it to teachers, and I go, No, it's all staff. Because all of them have a significant role and a relevant role to our children and young people. And is to create this consistency across the piece. So you can start to see where we don't want this just to stay within education. But for anybody who works with a child and a family, they're hearing the same consistent message in language across different services and sectors.

Structure

The course consists of three parts:

- two professional learning sessions (approximately 1 hour each)
 - National context, local data, and our responsibilities & legal duties
 - Understanding and Supporting Care Experienced Children and Young People
- an E-learning module for all participants to include a summative quiz (to be completed individually)



Keeping the Promise Award




So, a little bit about the structure today, you can go in and research it yourself. But literally, it has three main parts. It has two talk parts that you can do as a whole staff grip, or as an individual. One is about the National context, a little bit about data if you have it, but those are optional slides, and about responsibilities and legal duties and what


The Promise says and how we can keep those legal duties by keeping The Promise. And the second is about understanding what young people need in the general term, and how we can support those needs. So what does every child need? And why is that even more significant for a care experienced young person? And the third part is a little bit of revision is an E-learning module that each person does individually just to bring it home and make it real. And if you are one of those people that wants to learn a little bit more, then they can go into a little bit more depth through links to relevant reading or websites or videos.

Information about the resources

- The two presentations come with complete scripts for every slide so that presenters are using consistent language and giving a consistent message
- The link to the Knowledge check/Quiz is in the Information and Guidance document. Setting should duplicate the quiz and keep their own record of everyone who completes the course



Keeping the Promise Award



So about the resources, these are freely available PowerPoint presentations, and then our interactive E-Learning module. The presentations come complete with scripts and that's really really important because we have scripted these to within an inch of their lives to make sure that there's non-stigmatising language there. And we all work collaborative together to be really certain that that was non-stigmatising for care experienced young people. So we don't really want people going off script in case they they go off message. So we are encouraging people to use or stick to the scripts as closely as possible. And the second thing is, one of the most common questions asked is, How do you get access to the quiz? Well, it's at the very end of the second presentation. There is also a little Knowledge Check. And the Knowledge Check is in the information and guidance we got there's a link a QR code and an actual link through to the Knowledge Check.

Where to find the resources

<https://education.gov.scot/resources/keeping-the-promise-award-programme/>

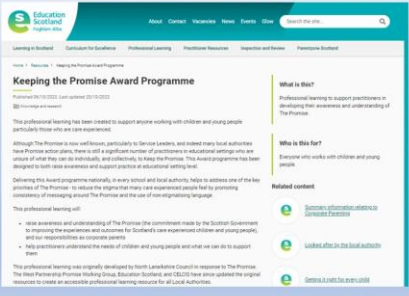
Education Scotland Website

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Practitioner Resources Tab

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Use the search box:
Keeping the Promise Award



Keeping the Promise Award

So where do you find the resources? You will get a PDF of this presentation afterwards and this link at the top of it the HTTPS link will be live which you can click on that will take you straight to the resources. But if, before the PDF comes out to you, you want to go and look at it yourself, you can go into the Education Scotland website, and either just type into the search that you see at the top of the screen or go into Practitioner Resources tab and type in the search there - Keeping The Promise and it will come up, and it will give you all the resources that are available on the site.

Outcomes at 3 levels

1. Participants receive a professional learning **I Promise Award** on completion of the course
2. Educational settings receive a professional learning **We Promise Award** when:
 - all staff have participated in or viewed the two presentations: and
 - a minimum of **70% of staff** have successfully completed the e-learning module
3. Educational settings receive a **Keeping the Promise Award** when they can demonstrate they are making a positive difference to care experienced children and young people in terms of their learning experiences or their educational outcomes (linked to the Promise In Education Framework)



Keeping the Promise Award



So, we said it is an award programme, because we wanted people to get recognition for having done this. Okay, and it's very, very light touch, the two presentations would take less than an hour. But if you then have a staff group together, he wants to discuss it, it will take up to an hour. And we're going to ask people about how they've experienced it so far, who have already tried it. But just by participating and doing the three parts, and the knowledge check at the end, individuals can get an I promise award, something that they could put in a badge at the end of their email, or on letterhead I am or put up in their class to say I've made a promise. Okay. If a whole school, have really, really tried to make sure that this gets to our staff, we want to recognise that too. So if a school can prove that they've got 70% of all of their staff, okay, everybody who works with a child within that setting, has completed all of the training, the school itself, or the educational setting, can get a We Promise award. And they can put that up in the foyer, or they can put it on their website or onto their email. Okay, so it's showing that the school has made this commitment across the staff. But we weren't happy with that. Because really participation and knowing the stuff doesn't necessarily in itself make a difference. So what we really wanted to do was, say, tell us how this is making a difference. So we want schools to get the full Keeping The Promise award evidence to us that it is making a difference. We know that will look different for different schools, different settings, or local authorities, depending on how you're doing it. But we will tell you at the end some of our ideas too how you can prove to us it's making a difference. It could be even if you're a very small school with one or two children who are care experienced, telling us about how

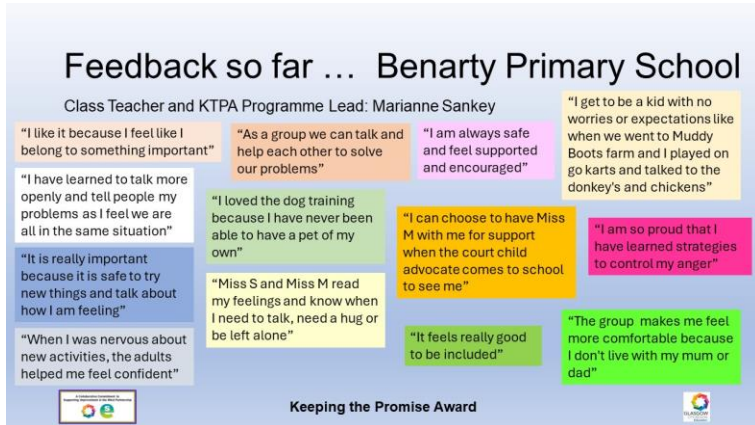
they are maintaining their engagement and education, building their confidence, that would be enough to show us that it's making a difference.



This is what the award looks like when you get it. Okay, I'm not going to take you through the actual presentations, you can go in and do that yourself. The presentations all the way through have videos and films from care experienced young people to tell you things like for example, where the care system needed to change what corporate parenting means to them, why the language needs to change, what the significance and relevancy to them of one good adult. Okay. So we've brought the voice of care experienced young people in through videos, and films.



The resource is not officially launched yet, but there's been high demand for its use. Some local authorities and regions and sectors have already come to me and said, can we try it and test it for you. And these are just some of the local authorities that have already started to introduce the award and test it out (Clackmannanshire, Argyll and Bute, Aberdeen City, Inverclyde, South Ayrshire, North Alliance). So, there may be some changes after they give us feedback to the actual presentations. But I can imagine they could be quite minor, but what we are starting to do is get feedback from some of these local authorities.



So this is where I want to start to go to some people who have already tested it out and said we want to try it. We want to be an early adopter, and I'm going to go very first to Marianne, if she's here, Marianne, if you can turn on your camera if you're here. Now, Marianne heard about this award, and came to me and said, I want to deliver this in our school, and Marianne is our classroom practitioner. And Marianne, I can see that you've brought yourself up, I can't see you, your camera's not actually on. But even if we can hear you..

Marianne Sankey

There you go.

Janine McCullough

Fantastic. So Marianne, I think you might be one of the first schools if not the first school to actually have completed all three parts of the training. 70% of your staff have now got that. And I put up here some quotes from your children because you already now have programmes that you've developed specifically for care experienced young people in your school. Tell us a little bit about that. And as you're talking, I know, the participants today can start to read the impact this is having on the young people.

Marianne Sankey

So we have quite a large cohort, we have 28 formally identified care experienced children within our school. And when we started to look at this, the informal arrangements within

the school community was much, much wider as children staying with grandparents, etc. But focusing primarily on those 28 children that we have formally identified, we started to look at to how we could facilitate a programme that not only looked at closing the attainment gap, raising attainment and raising attendance, but also looking at the whole child and the types of family experiences that they might be missing out on through being care experienced. And we started to look at funding to devise a programme of activities to support them socially and emotionally as well as academically.

Janine McCullough

That's actually fabulous. And I know you're calling it aspire?

Marianne Sankey

Aspire to achieve. Aspire is our school motto. It stands for ambition, success, perseverance, inclusion, respect, and empower. And the children decided to call it aspire to achieve, because they didn't want to be known as The Promise group. As people became more familiar with what that meant, they wanted to be slightly more anonymous. And they came up with the name themselves.

Janine McCullough

So I had imagined when we started to do this training that I would a year after introducing The Promise Award, and school starting to deliver it to staff, we wouldn't hear about impact for quite a long time. But you have actually showed that the impact has been pretty quick, just making that difference and asking the young people what would help and support you? So, thank you very much. I'm hoping some of the comments from the young people - I know this was only a sample that you gave me - but they're just absolutely heartwarming.

Feedback so far ... Clackmannanshire Council
Virtual Head Teacher: Forbes Maginnis

- “Staff thought it was fab - really enjoyed it”
- “Training was emotional and enjoyable - it's great to have something to really enjoy during an INSET”
- “Our staff at CSSS enjoyed so much they are keen to support further training in the authority - the HT is looking at making the PTs Promise Champions”
- A massive thank you again for today's session we are all inspired and ready to go!

Keeping the Promise Award

So I'm going to go on Thank you very much, Marianne - I'm going to go on because we've got a little bit of competition out there amongst the local authorities, and who's going to be first to get their schools through it. And I know, Forbes has set a very high bar here, because he came to me and said, So what do we get if we get 70% of our schools who

have actually got the We Promise Award, or the Keeping The Promise Award? And I have to say, when we first developed this, we never imagined that that would be possible. But, Forbes, you're actually well on your way to getting that 70% of your schools having completed the award in Clackmannanshire. How's it going?

I know what Forbes has been doing. He has been delivering the Keeping The Promise Award as a central team from around about November of last year. So they've been using their in service days and going out in a round robin with all of their schools and delivering the first presentation. So not relying on somebody within the school to do the presentation. But somebody from a central team going in to deliver that. I know they're going right for the second round for the second presentations during the February in service. So that's just about to start. And this is some of the feedback on the screen that they got from the very first round of delivery into schools. But I know Forbes has also put a structure around this, so there's an expectation that the schools will have somebody within the school who becomes a promise champion, to sort of lead on this work within the school. And it doesn't have to be a DHT or whatever. And also he's offering the school support around their data.

And it will be absolutely wonderful, Forbes, if you actually become the first local authority within Scotland to have got 70% of your schools that have the We Promise Award. So that's really ambitious. But thank you very much for that and I'm so sorry, we couldn't get you in terms of even you put your you put your jacket on and took your jumper off which is brilliant.

Feedback so far ... Northern Alliance

Workstream Lead Equality Investments : Michelle Skellern

What will you take away from today ?

My commitment to the promise through my work in school	I need to feed back to SLT meeting this week and get it on the Improvement plan for next year	An enthusiasm to discuss this training with my pastoral colleagues with a view to signing our school up and adding it to our implementation plan.	I need to share with our Care Experienced Teacher so she can do the training.
sense of energy and connectedness around engaging more with the promise and what it means.	Language is important. Changing the phrase and words we used.	How informative the resources are and it will greatly help me understand and deliver this. Also how important the use of language is and it's ok if I get it wrong, as I am learning! Thank you.	To look at resources.

Keeping the Promise Award

Now, I'm just going to very briefly tell you about what the Northern Alliance are doing and the Southwest Regional Improvement Collaborative are just about to do as well. Michelle Skellern can't be here today she was caught off in an emergency into one of the schools. But she is The Promised lead within the Northern Alliance that is eight local authorities. And because she wanted her local authorities to have the opportunity to at least know about this, she sent out an invitation to schools to say come along to train the trainer

session to find out more about the award. If you want to start to deliver early you can we've now run four of those sessions in the Northern Alliance across all of the eight local authorities, we've had around 200 practitioners come along and say we're interested. And she has asked all of them to say so what are you going to do now? What are you going to take away from this. And that is just one of dozens of pages of feedback that Michelle has given me, which is really heartwarming that people hear this and want to go away and do something about it. The Southwest are using exactly the same model to raise awareness, initially this year, in preparation for delivery next year.

Summary

- The Award will be officially launched at some point
- All of the resources are **freely** available via the Education Scotland website and via the PLL website as a Professional Learning Activity
- We will also be providing supporting resources such as exemplars of implementation models and guidance via the platforms noted above
- We are really hoping this Award programme will be used by every educational setting in every Local Authority (in this situation coverage is king!!)



Keeping the Promise Award



So, in summary about this, I actually just realised I've missed something. Can I go to you, Louise (Chisholm), because when we said right at the very, very beginning, that we want all people who work with children and young people to hear this particular message in the language that we've got here about The Promise and what they can do support care experienced young people you took that really seriously. Tell me what you did in Argyll and Bute.

Louise Chisholm

So, Argyll and Bute are committed to Keeping The Promise for our care experience children and young people as you're well aware, Janine, and we welcomed the opportunity to participate in this I Promise Programme. So initially, for us, all staff meant all staff in education, so anyone working with children and young people, in an educational setting. And to support participation, we were doing something kind of similar to what Forbes was doing in Clackmannanshire, we've got the central team in delivering training, offering a flexible approach, collegiate sessions and various opportunities to participate. But what then happened was our central teams, we made them aware of this programme. And our teams such as our educational psychology colleagues, our Nurture team, education managers, are now well underway with the training and almost 70% of some of our central teams are on their way to completing the We Promise Award. And of course, our care experience team do already have that We Promise Award. Both education heads of service have completed the training and fully recognise the benefits of it. And they then

hope that the information can be shared across the authority and not just within education. So, following a presentation to our executive leadership team, they were in full agreement that they would commit to undertaking the work programme. And they asked that this opportunity was also shared at our chief officers group, and that's going to happen in a couple of weeks' time, and we're fully expecting the same level of support from our chief officers group. So, in Argyll and Bute this award programme has been a catalyst of raising awareness in the programme for all our care experienced children and all young people across all staff within Argyll and Bute, and it's spread wider than just education here.

Janine McCullough

And that's a really, really good springboard into where we're going to go next. So just to summarise about The Promise in education, the Keeping The Promise Award in education, that we will launch it at some point, hopefully sometime very soon, because it's now being used so widely. It is already freely available on the Education Scotland website. And we are going to add to that, so things like models, the way Louise has done it, and the way Forbes has done it, we will add these models to the website, as case studies. So, people can say in our local authority, that won't work, but that will work and sort of give people a head start on some of that sort of planning. And ultimately, we want every local authority, every practitioner in education, to hear about this and hopefully do the award programme. So that's why we need your help.

Adapting the Award for other Services

- Although created for the education workforce with a little adaptation this professional learning could also be used in other children's services settings

Examples of work already being developed or tested include:

- Moray – Social Work
- Aberdeen City – Youth Services and Family Learning
- North Lanarkshire – Health Promotion Team



Keeping the Promise Award



However, we don't want it to stop with education. Okay. So, at a lot of these sessions - this is particularly much wider than education in the Education Forum here because of the range of people that we have at it. But even at our education presentations in the Northern Alliance, etc. We had social workers come along health, people within the NHS and health come along, police officers come along and express an interest. And really if we want this consistency of messaging, we want cross services and sectors. So already, there wouldn't require a lot of adaptation to use this within a different sector. So already,

these are where we have local authorities who are already looking to adapt the resources for different sectors. Moray have offered to look at this in terms of adapting it for social work, on the back of one of their social workers coming along to one of the train the trainer sessions. Aberdeen City are already looking to adapt the resources for Youth Services and Family Learning. And in NHS Lanarkshire we have approached to see how could they adapt it for the Health Promotion teams. So the teams that go out (and I noticed we've got a school nurse here today) go out to do health promotion within school. So, whether that's around child healthy weight, or school nurses, or teeth brushing, whatever, those teams getting exactly the same training.

SW and Family Learning Collaboration

Ongoing work in Dumfries and Galloway being supported by:
 The Promise Scotland - Fiona Robertson
 Education Scotland – Susan, Beverly & Janine

Some interesting tools they are using...
 Knowledge Board →
 Empathy Map

Keeping the Promise Award

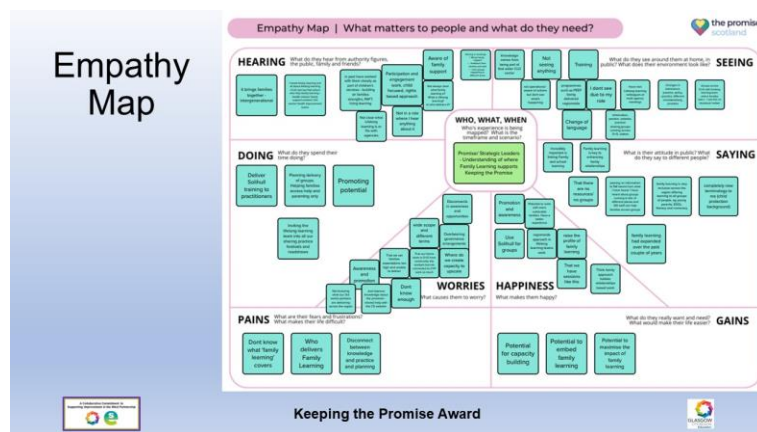
I want to bring on board a local authority who are doing it quite differently. They're building a resource from the ground up, the catalyst for the conversation might have been Keeping The Promise Award. And they may use that within it. But I wanted to raise awareness of the tools that they have come up with, which are really, really interesting. And this is Dumfries and Galloway. And I'm going to let them explain to you what they're trying to get work between Social Work and Family Learning. And we've got today Fiona (Roberston), who's supporting the work from The Promise Scotland with Dumfries and Galloway and Susan (Doherty), who is supporting the work from the from the point of view of family learning and parental engagement side of things. But can you tell us a little bit about what you're doing, and these fantastic tools? And I'll slide onto the empathy board when you're ready, so go ahead.

Susan Doherty

Okay, thanks, Janine. So morning, everyone, as Janine said, my name is Susan Doherty and I work in Education Scotland, with a national remit for family learning, and by extension, parental involvement, engagement and learning at home. So this project came about after a discussion with my colleagues, Fiona Robertson and Janine, and we identified a need to link from the learning values to the principles that underpin The Promise. So we knew that family learning workers were contributing to The Promise, but it wasn't being recognised and more importantly, recorded. So we engaged with two strong family learning teams, Dumfries and Galloway and Aberdeen city, to firstly look at

adapting The Promise Award for family learning practitioners, and also creating some type of resource to upskill those working in The Promise about what family learning is, and family learning workers about what The Promise is and how they can support each other. So this, we hope, will create a common language between sectors and streamline this area of work. So, Fiona, who has been introducing us to empathy mapping, to plan, all of that out, it's been very exciting for all of us to be introduced to it. And she's going to talk a wee bit about the tools that we've been using, and you know, we are at the embryonic stages, but we are, you know, planning to achieve, I think, something quite special for both sectors.

Fiona Robertson

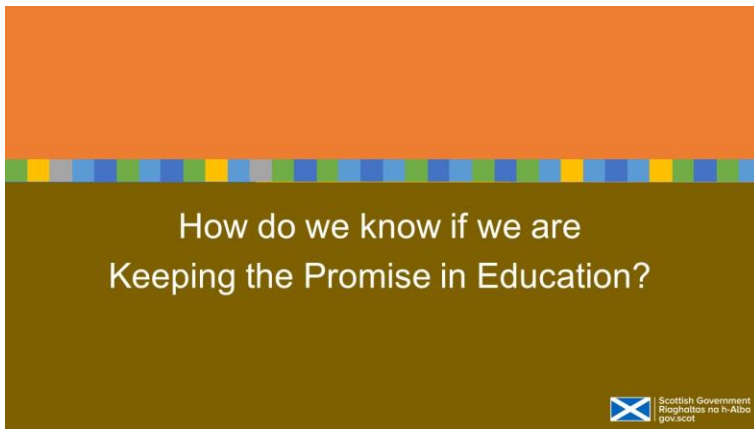


So, as Susan said, we had a kind of disconnect between the operational and the strategic. And so what we wanted to do was use some of the tools that we use within The Promise design school. So The Promise Scotland offers training in the design school, as a way of co-designing and making sure, we design the right thing, as well as designing the thing, right. so, part of it's making sure that wherever that we're looking at doing, as going to meet the needs that we've identified and solve the problems that we're looking to achieve. So one of the tools that we used was the empathy mapping, and basically looked at it from the perspective of the family learning workers and then also from strategic leads within local authorities, to see where there were commonalities with there are pain points. And to make sure that whatever we're designing takes account of the full picture. And part of that leads us back to The Promise Award and making sure that whatever we're pulling it out from - that resource that's already there - and that Aberdeen City, are looking to adapting as well, just covers everything. So at the moment with the stage we were just looking at kind of introductory resource that will help to meet all of our needs and hopefully solve some of the problems and will be a link and to hopefully people doing the full Promise Awards that the Aberdeen City have been working on as well.

Janine McCullough

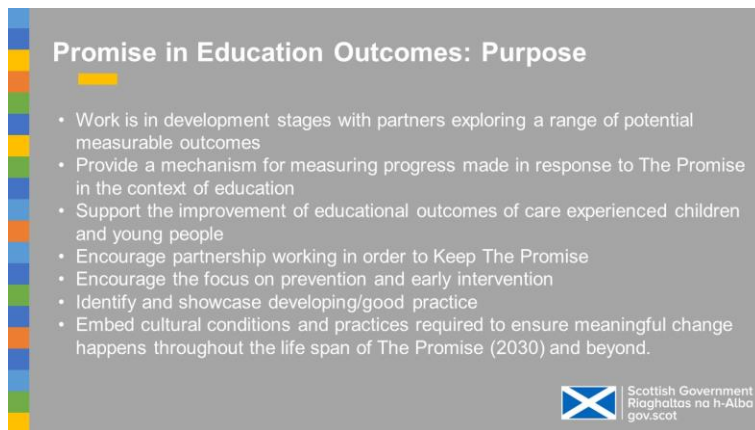
That's absolutely fabulous. And I really wanted to show this Susan because on the call today, we have strategic leads here and people who work at our operational level, so even down to residential childcare, and I think they will absolutely empathise with where you are in Dumfries and Galloway, where there seems to be sometimes that bit of disconnect, and I've been really intrigued by going through this process with yourselves how we're starting to bring that in line. So I'm thinking that Maurice (Gilligan) is here, and Nichola (Roberts) is here from East Dunbartonshire, and there are strategic leads here who will be looking at this going, gosh, maybe we could be using this as well. So I know you won't mind them getting in touch with you to find out a bit more about these tools, So the last thing I want to come to I know we're pressing right up against time here. But all of us want to ask that question. How do we know if we're keeping The Promise? And we all have accountability and governance structures within our local authorities within our settings, etc. But how do we know if we're making a difference? And we've already made a few strides in education. And I'm not going to talk about it, I'm going to let Yasmin (Ali) talk about it because we want to find a structure for each of the strands of that promise. So whether that's whole family learning, etc. And to say, how will we know if we're making a difference? Yasmin is going to explain how we think we might be able to do it in education, but we want you to come back to us to say how we can do it in other sectors, Yasmin?

Yasmin Ali



Thank you, Janine, and morning, everyone. As Janine said, my name is Yasmin Ali and I work in the Learning Directorate within the Scottish Government. So my remit predominantly extends to cover the education response to The Promise. So what do we need to do to make practical efforts to make a meaningful response to that? And so just to quickly provide some context, and you will be familiar that The Promise was rightly ambitious. So it set a lot of asks around the support and access to support for care experienced children and young people, and areas that needed to improve. But what it didn't include was any kind of metrics around measuring your progress and response to

that. So if you were, for example, to start working on reducing exclusion of schools, what would that look like? And how would you know that you were progressing over time.

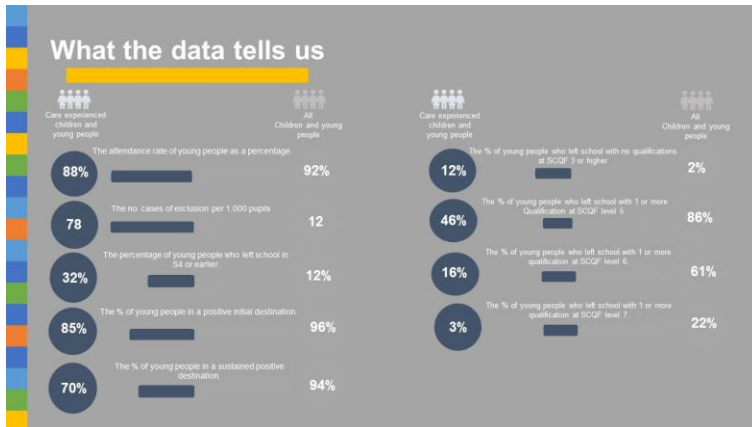


Promise in Education Outcomes: Purpose

- Work is in development stages with partners exploring a range of potential measurable outcomes
- Provide a mechanism for measuring progress made in response to The Promise in the context of education
- Support the improvement of educational outcomes of care experienced children and young people
- Encourage partnership working in order to Keep The Promise
- Encourage the focus on prevention and early intervention
- Identify and showcase developing/good practice
- Embed cultural conditions and practices required to ensure meaningful change happens throughout the life span of The Promise (2030) and beyond.

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So for that reason, we started (we as in the Scottish Government), started to work very closely with Janine and Education Scotland, we put our heads together very quickly, about a year ago now to start trying to understand what the Ask was in the system. So what were we actually trying to achieve in terms of improvement. And we very quickly established that there was a need to develop meaningful outcomes in response to The Promise. And all of this, of course, in the context of education, but what we want you to do was start to provide a little bit of guidance in relation to local authorities and sector in response to The Promise. What would outcomes look like? So this very quickly resulted in the development of a draft framework, which, as I said, was developed in partnership with Janine and Education Scotland. But we've also been very grateful for the advice, guidance, support and encouragement from the likes of CELCIS, AFKA and COSLA as well to get us to the stage where we have a framework that includes eight outcomes, and they look to improve the educational outcomes of care experienced children and young people. We've got the aims on the screen in terms of what the framework aims to do. But essentially, it's looking at measuring progress over time, encouraging partnership working in order to keep The Promise and gather and disseminate developing practice. So it's encouraging that approach that allows us to measure our performance over time, but of course, also learn from each other. So Janine you mentioned a huge amount of effort that's gone into Keeping The Promise Awards. We want to see that same kind of recognition in relation to keeping The Promise more generally in education. So what does that good look like? And how do we disseminate case studies across the outcomes that we're looking to achieve?



So, I suppose for us, it was very important to first establish what the data tells us. So where are the improvements that need to be made? Linda (O'Neill), you very kindly set out at the start of the call of some of the issues in relation to the educational outcomes of care experienced children and young people in comparison to all other children and young people, and we know there are improvements to be made. Of course, there has been an improvement over time. So if we look at comparing data between now and 10 years ago, there has been a steady improvement. But we know there are still gaps in the system. So for example, there is a gap between exclusion rates of care experienced children, and young people and other children, their attainment, attendance, etc. I won't labour those points, but that data is on screen, and it gives you a little bit of an indication of where the improvement needs to be made.

Potential Outcomes Based on Data

Outcome
Attendance: Increase the attendance of care experienced children and young people.
Exclusions: Reduce the exclusion case rate for care experienced children.
Attainment: Increase the number of care experienced children and young people achieving a SCQF level 6 qualification (or better) to ensure care experienced children and young people have the level of qualifications required to progress to FE/HE.
Positive leaver destinations: Increase the number of care experienced children and young people entering a positive destination upon leaving school.

So we basically took all of that and decided that we would use the available data to start to establish outcomes that we could measure over time. The key thing and that is we wanted to, I suppose remove the need to gather more information from local authorities so we can reduce the need to gather more intelligence and really look at it refining the data that we already have. So you'll know that there's national data that's already collected, local authorities all feed into that. So what we've ended up with (and I should have caveated this at the start) that this is very much as a draft framework just now because we're going through a complete engagement phase where we want to engage with all partners in relation to this including you on the call. So I just would like to put a call out there if anyone wants to get in contact with me afterwards to discuss this, because I know we are pressed for time, very happy to have a conversation about how we've developed this over time. And, of course, keep you updated in terms of the progress being made thereafter. But essentially, we landed on eight outcomes that look to support the improvement of educational outcomes of care experienced children and young people. On the screen, just now we've got four of those. So what we thought about doing was split that into what we're calling hard measures. So that's kind of what local authorities could report on nationally. And that's a direct indicator, essentially, of are we going in the right direction. So how do we measure this over time. The four on the screen just now relate to attendance, exclusion, attainment, positive leaver destinations.

Outcome
Staying on rates: Increase the number of care experienced children and young people continuing on to, and remaining in, S5 within the next 3 years.
Attainment: At a local level, reduce the gap in attainment in literacy and numeracy between care experienced children and all children in P1, P4, P7 and S3.
Engagement: Maintain the engagement of care experienced learners and ensure they are making progress in learning between S3 and leaving school in S4, S5 and S6.
Sustaining positive leaver destinations: Increase the number of care experienced children and young people sustaining their post school destination.

What we've also done is we've started to look at the data contrast between care experienced children and young people and all children. So that data slide previously, to try and establish if there's a possibility of providing some aims and association with these outcomes. We have purposely not included these on the screen today, because we're still going through an engagement phase with local authorities. But essentially, what that could result in as a potential percentage point increase aspiration. So for example, attainment, if you wanted to see a 3% improvement over the next three to five years, we would stipulate that in our outcome, but just now, largely speaking is essentially an improvement in these outcomes. So those are examples of some of our softer indicators. So they relate to staying on rates, attainment, engagement, sustaining positive leaver

destinations. Those ones are potentially ones that we're not going to report on nationally. But those are the ones that we think that at local level, local authorities could have conversation about areas that they could improve. As I said, all of these outcomes have been developed based on current available data. So there isn't an additional ask on local authorities. But what we thought would be helpful was to provide a consistent route in which local authorities could have that conversation about how do we realistically make improvements in the system. The framework also includes a kind of indicative list of preventative measures and early intervention measures that you can take as a local authority. And of course, all of the good work that's gone into the Keeping The Promise Award will probably influence some of this as well. So it think will act as a little bit of enabler to each other actually, and support improvement going forward. And quickly just to seay where we are in terms of the current process. We're about to embark on a testing phase of the framework. And essentially, what that will do is for a few months, that will allow a small selection of local authorities to assess the effectiveness of the framework. So we'll be asking them to really drill down on those outcomes and give us a fair assessment of how effective they actually are. Are they ambitious enough? Do they reflect the needs of the care experienced community? Is there anything else that is missing from the framework and conclusion as well. Once we reach the conclusion of that testing phase, we'll go back and start engaging with local authorities again, but we won't wait until the end of that process before we continue that engagement. So essentially, just an open call, if there's anyone on this call that wants to have a little bit more of a discussion around the framework, in particular, or wants to see it. It is two pages long at the moment, hence why we've not shared it with individuals on the screen today. But I'm very happy to have that individual discussion, if that would be helpful. I think it will act as a little bit of an enabler to support the delivery of the Keeping The Promise Awards, because essentially, if you are actively making sure that you're meeting - and some of the local authorities are already meeting these aspirations and outcomes - if you are demonstrating that you're meeting these then essentially you are meeting the principles of the Keeping The Promise Awards as well. So at conclusion of that testing phase we will need to go through our formal governance process and continue to meet with partners to establish if this is the right process going forward. And then ultimately, if the testing phase is successful, we'll be able to publish the framework at a later date. Janine, and I have been very careful about the deliberate delay of the publication because what we didn't want to do is publish a framework, that's not going to be useful.

Janine McCullough

Questions to consider:

- Are you already planning to use, or are using, the Award in your local authority? If so, how are you rolling it out? If not, how could it be incorporated into your future planning? Discuss!
- What other children's services could you work with to further promote the award? How would you consider doing this?
- What will be your next steps on return to your local authorities or settings?



Keeping the Promise Award



So essentially, I know for a lot of you, they are education measures. But when you start to see the questions that we've got on the board, and I know we've got a question and answer what I'm going to going back to you is very quickly we'll get to the point is, how do you know you're keeping The Promise, say, for example, in health and social care? Or if you're in a different sector in social work, etc? What measures would you use? So starting to think within your own sector of how you would be doing this by giving you the example of how we're thinking about doing it in education. So, Linda, we have a couple of minutes left.

Linda O'Neill

We do we do. And can I just say, a huge thank you to all of our contributors, I found that really, really useful. And it was great also to hear real practice examples of how and where it's been implemented. So thank you to everyone for coming along and sharing. We do have a few minutes, maybe two or three minutes for a question and answer. So if anybody has anything that they would like to ask Janine or any of the other contributors, please put your hand up. Or please feel free to put something in the chat.

It is not like this group to be quiet or backwards and forwards. There we go. Zoe, thank you. Please come in. Hi,

Zoe

Hi...

Linda O'Neill,

I think we have lost Zoe's sound. Sorry Zoe, but just to just to clarify that your question was really about is anybody aware of anything that's being rolled out more widely than education services, in terms of a shared language or a shared understanding? And I don't know, Janine, if you want to comment on that first of all?

Janine McCullough,

We had to start small. When I say small, education is not that small, and then start to spread out. Knowing that we have to get this from grassroots level upwards. There are lots of groups who are looking at language. For example, the Children's Rights Improvement Group, there's lots of groups, but we're very aware that that tends to go to leads within social work, etc. This is grassroots. Let's get everybody aware that language is important. It makes a difference to children. And that's what we need to change. Because if we only do it from top down, and we will get it changed in official policy, etc, but will not get it changed in practice. So I was really heartened to find that Aberdeen and Dumfries and Galloway, Moray - all their social work departments are already on this. So it'll be very slow, I agree. But slow and steady, incremental steps of change, I think are better than it not being effective over the long run because we're not getting to the right people. And the right people are the people who work with children. And that's the likes of yourself. So once we start to all of us use the same message in the same language and just challenge it when we hear language that's not good, you know, not siblings, contact all of these things. And when we start to challenge it, we will start to change the system. So it's people power we're looking for here, the masses sort of saying to the few, and we're not using that anymore. And there's a really lovely video within the very first presentation from one of the local authorities, the children have created and said, This is the language we don't like, and this was what we'd prefer. There isn't a consensus just yet, but we're moving towards a consensus.

Linda O'Neill

Thank you, Janine, and thank you Zoey for, for that question. And I think probably a lot of us on the call will have experienced tensions with other services with other organisations, regardless of whether we're from education or health or social work trying to advocate for what's right for our children and young people. And I think you know, like you see, Janine, it is people power and it's about making sure that we're equipping everybody with a consistent non-stigmatising language. And I think this is a really good example as well, if where something is being rolled out and adapted to different settings from the one that was originally intended and I know that the hope is that there'll be lots and lots of practice examples that will be able to be shared over the longer term, once more impact and more examples are available. So thank you, Zoey for that question and for the response Janine. Claire and Jill, I can see that you have both got your hands up, I am so sorry to say that we don't have time for any more questions right now. But if you feel comfortable, please put your question in the chat. And we can, we can certainly get that to our contributors. But if not, feel free to email me directly and I can pass that on to our contributors. We are going to go into our breakout rooms. Now you will see the questions on the slide that Janine and the rest of the team have asked us to consider. And so we would be really grateful if you could go in and have a good discussion about your thoughts, your insights, your reflections, your experiences. Each group does have a facilitator and also a note taker, and each group has got its own jam board as well. So that link will be shared in

each breakout room for you to share your views and your thoughts. So we'll be coming back here, quarter to 11. To share a couple of high level themes from each of those breakout rooms.

I'm going to ask the facilitators and each one to maybe give us a couple of key pieces of feedback that they want to share from each group. So I will go to - because they're top of the list - Janine, and Yasmin's group and ask about the feedback from your group.

Janine McCullough

Well, certainly, I think everybody in the group saw the relevancy to their sector, and we had vast sectors, but we got some fantastic suggestions, actually. And the suggestions were about one of the questions that has just come into the chat there is about we need to be doing this in colleges. And not just for college staff, but we needed to be doing it with the young people who are training in college who are going to be going out and working, whether in the education sector, health, childcare, etc. doing with them. So we're doing this from really grassroots up. And also linking it into standards. That was a good one. And a fantastic one about potentially looking in terms of measures, but looking at supervision, and the impact that that has on staff potentially, and then also that impact and creating a staff that feels well, has stability, attends well. And how is that linking back to how we support children and young people. So there was some really practical suggestions coming through in terms of how it could be used in different sectors. So for example, using it for the mentors, in MCR Pathways or Career Ready or whatever, because they're also working with care experienced children and young people, so loads of suggestions of where it can be used, but also suggestions about how do we measure for keeping The Promise and our particular sector?

Linda O'Neill

Brilliant Janine, thank you very much. And yeah, great to hear colleges and universities mentioned too. feel. I will go to Fiona and Michael's group.

Fiona Roberston

Thanks, Linda. And very similar to what Janine was saying in terms of everybody was very positive and could absolutely see how it could be used – and again, we had a really mixed group, we were fortunate to have Bernadette as well for one of the from West College Scotland who is planning on looking at precisely what you talked about Janine in terms of both students and in building it in for staff development is well. Again, just a real mix of could see the relevance could see how it would work. And one of the issues s that came up was round about that consistency for students particularly, because different colleges different universities are offering different levels around the input within The Promise. So just having that bit of consistency is good as well.

Linda O'Neill

Great, Fiona, thank you. Marianne, I will come to you for our group.

Marianne Sankey

Hi there. And across our grip, there was a really, really positive amount of feedback. And we did talk quite a lot about how all the different councils are approaching it in a very different way. And how there is that in some councils, there's lots and lots of engagement, and it's engaged from the top down and in other councils, it's little pockets of really enthusiastic people trying to drive it, but it's not been adopted. And we talked significantly about the language that we're using around care experience children, and how lots of councils are reassessing their language policy around that. We had quite quite a lot of discussion about the sharing of resources. How the more that we can share what's already out there, rather than everyone trying to create their own planning, their own resources. We talked about Who Cares Scotland? and Renfrew, who are both working on different things, at the moment. How individual schools, have taken a very unique approach that could be shared more widely. So I think just trying to join up the thinking rather than everyone trying to do it separately. Thank you.

Linda O'Neill

Thank you, Marianne. And last but not least, I will come to Susan and Louise's group.

Susan Doherty

Thank you, I know Louise, you took copious notes, because I did see you. So you've probably got more information on me, in relation to your notes. But one of the things that I really enjoyed hearing about was the positive links with other services, and like the fire service and the police. I really thought that was really inspirational. And another thing that was discussed was, again, around common language, and using it with Senior Leadership Teams, just so that there is that kind of common language at each stage. And the planning to embed should be more considered, which kind of was off the back of what Janine was seeing earlier. So, Louise, I don't know if there was anything else you wanted to add.

Louise Chisholm

I think a theme that came out was consistency, the importance of the same message and the appreciation of the accessibility of the training and how it's a free package and accessible individually or groups or collegiately. So I think just how people can get to that.

Linda O'Neill

That's great. Thank you both.

I think what was striking for me listening to feedback from across the groups is about the welcoming of the consistency of language, about the potential to use this to join up services, about adapting it to work right across the children's services sector, and a real welcoming response from people. So it's, it's great to hear the range and breadth of options that people are coming up with and just the links that are being made. Janine, can

I just pass back to you and our other contributors just to see before we finish up, if there's anything else that you want to add or ask,

Janine McCullough

There is, because what came up in one of our groups was, in linking this potentially to standards, and which, obviously, we do want to in some way, but the vast number of people that work with children and young people who have care experience, aren't in a regulated or registered job. If we think about our drivers, and our dinner, ladies, etc. They're not in our registered industry. So and it is making sure that it's part and parcel of policy and practice within settings as well as linked to registration. And I have a former care experienced young person who's now teacher training to be a PE teacher, she brought an idea that we create honorary corporate parenting, or whatever it would be called, and do the training for them. So that would be for sports groups, and charities, maybe church groups, all of these, you know, football teams and the coaches could be doing this training as well. They're not corporate parents, and they're not necessarily even registered. But could we be doing something for that group as well? And I thought that was a fantastic suggestion. So it's something I think will be taken forward and the young person who's care experienced is keen to lead it.

Linda O'Neill

Thank you. Is there anything else finally, that anybody would like to ask our contributors before we finish up? We've got two minutes left?

Maurice?

Maurice Gilligan

Yes, just taking your point there, Janine. In Renfrewshire we've been developing what's called a Promise Keeper Network. And we have over 230 Promise Keepers from across Renfrewshire. And they range from Children's Services, education, the wider council, the wider partners, and part of our development in 2024, is to widen that to our employer base here in Renfrewshire. So, we see The Promise Keeper Network as being – they are experts in their own field working across a whole range of services and sectors. And we see that as an opportunity because to become a Promise Keeper, you've got to go through a certain process, you represent your expertise in your particular field. So our plan in future would be in 2024 and 2025, would be to reaching out to the likes of our local bus company, or local employers. We're meeting with the Chamber of Commerce here in Renfrewshire in order to facilitate those discussions, because that's part of a rolling approach we have through our Promise Keeper Network. And the Promise Keepers are experts in their own fields working in their own sectors, and they bring The Promise to life within their own areas. So that's an approach we're seeing as being how we can roll out The Promise, where it organically goes to get to a point whereby we can have a situation where all parts of the journey a young person takes whether it be school or education,

anyone they come into contact with, will have some awareness of The Promise, but happy to have a conversation with you separately about that.

Janine McCullough

Lovely, lovely idea, Morris, definitely get in touch.

Linda O'Neill

Thank you for sharing that, Maurice. And I think it's a really lovely note to end on, actually, because I think what brought us here together this morning was about new professional learning, that can support all of us to keep The Promise and think about the workforce that we are in, that we support, needs in terms of language skills, and experiences to be able to do that for our children and young people. But I think what has just been reinforced for me today is how much really good work is already ongoing. And what that does is strengthen the work that's already happening out there. So I think it's been so positive to meet people from so many different sectors from so many different areas, skills, experiences, who have got a lens on what is already ongoing, that this can potentially add to. So thank you so much for bringing in your contributions, for bringing your insight and being willing to share so openly with everybody else, I think we know that the sharing of good and emerging practice is a really powerful way to influence our own and other people's practice. So we really appreciate people taking the time out of what we know are incredibly busy schedules to come along and spend the morning with us. Can I also say a huge shout out to Janine, and all of our contributors this morning, there is so much work that goes on behind the scenes to contribute to these things from having meetings with us, to developing the slides, to thinking through questions and just all the communication with everybody involved. So I just want to say a huge thank you to our contributors for all your preparation and coming along this morning, for the CELCIS team for keeping everything together in the background. And to all of you for coming along and, and contributing so willingly. As we've said, we will upload everything onto the website, we'll send an email to know when that's available. Just as our session ends, you will get an email from us asking you to fill out an evaluation form and we would be so grateful if you would do that. It really helps us understand what's been good about the session where we could look to improve. And also think about what else people might want to see in the future. So if you could spare two minutes, over a coffee, we would really, really appreciate that. So all that remains is for me to say thank you so much. And please don't hesitate to follow up if there's anything at all that you want more information on if you want to continue the conversation with us at any of our contributors.

The End

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