

The Current Context

Don McGillivray
Positive Futures Division
Children, Young People and Social
Care Directorate

Key developments in early childhood education and care

- Curriculum for Excellence
- OECD Report
- Early years and early intervention framework
- Specific commitments on early years entitlement and teachers
- SCQF Level 9 in childhood practice

Curriculum for Excellence

- Active learning
- Early level spanning pre-school and P1
- Transitions, both into pre-school and between pre-school and primary
- New conceptualisation of curriculum
 - Ethos and life of the school as a community
 - Curriculum areas – experiences and outcomes
 - Interdisciplinary learning
 - Opportunities for personal achievement

OECD Report

- Many aspects of Scottish education are strong
- Pre-school and primary relatively strong by international standards
- Key issue is the drag that social circumstances have on outcomes
- How can education help children overcome poor social background?

Early years and early intervention framework

- Pre-birth to 8 years old
- Covers health, education and social care
- Transformational change
- Major priority for national and local government

Early Intervention

- Our ambitions are universal
- Risk identification and risk management
- Sustained and effective interventions
- Building the capacity of individuals, families and communities to secure outcomes
- Not just a deficit approach

Transformational Change

- Focus on outcomes
- Joined up approach
- Capacity-building model - parenting
- Addressing underlying factors
- Engagement
- Strengthening universal services
- Quality
- Meeting the needs of children and families
- Play
- Improving delivery

A holistic approach

- Child-focused
- Understanding what contributes to outcomes
- Inter-agency planning and delivery
- Common values
- Getting it Right for Every Child
- Broader workforce roles

Outcomes/Personalisation

- Universality of outcomes, not inputs
- 4 capacities plus wider outcomes
- Ability to assess the needs of individual children and families and plan to meet those needs in a holistic way
- Translating outcomes and experiences into individualised learning plans
- Universal services meeting a wider range of needs

Early intervention

- Engagement
- Risk identification
- Effective, evidence-based interventions
- Child development
- Renewed focus on 0-3 age range

Transitions

- Transition into childcare and pre-school needs more focus
- New early level spanning early years and primary 1
- Dialogue across early years and early primary

Skills for capacity-building and engagement

- Working alongside parents and communities
- Doing things with people, not for or to them
- Empowerment

A focus on quality

- Qualifications and skills
- Evidence into practice
- Continuous learning

Opportunities

- SCQF Level 9 in childhood practice
- HND Childhood Practice
- New focus on 0-3 and supporting research
- Broader workforce roles
- Common values
- Analysis of skills and skill gaps