

SCHOOLS (Voluntary Support) WORK

FUNCTIONAL MAP

Introduction

This functional map enables all those working voluntarily in and around schools and colleges to see how their work fits together and contributes to the best possible outcomes for children and young people as they progress through primary, secondary and further (tertiary) education. This role will occasionally be referred to using a shorthand form of the title: Schools Work

What is a functional map?

A functional map is a visual representation of the key purpose of a given workforce and the functions needed to achieve that purpose.

It provides an underpinning framework on which national occupational standards are based. Collectively the functional map and the national occupational standards lead to a shared understanding about what units of assessment the workforce needs for career choices, progression and mobility. They also enable employers in the sector to support organisational development and performance management systems which ultimately improve outcomes in the sector.

Who will use the functional map?

The functional map will be of use for employers and stakeholders in the sector.

What is the Schools Work sector?

The key purpose of Schools (Voluntary Support) Work is to work with children and/or young people within and alongside educational establishments, to support and enable their development as children, young people and growth into adulthood.

Voluntary work in schools and educational establishments offers children and young people planned and spontaneous learning and development opportunities; and offers educational institutions external involvement and support.

Schools (Voluntary Support) Work Standards

Voluntary work in schools supports the well-being of children and young people within and alongside educational institutions and their transition from childhood dependence, through independence and into inter-dependent adult life. Schools work helps children and young people learn about themselves, others and society, through formal, informal and non-formal educational activities which combine enjoyment, challenge and learning.

Schools (Voluntary Support) Work is delivered through a complex network of providers: community groups, voluntary organisations, local churches and Christian agencies. Schools workers work with children (ages 5 to 11) and young people (ages 11 to 19).

The key areas defined within the functional map are not proposed to be of equal size or complexity as they reflect activities undertaken by individuals of varying levels of experience, responsibility and seniority across a wide range of organisations and agencies in the voluntary sector. It is not suggested that a single schools worker would undertake all of the activities described, but that any schools worker should be able to identify the key functions in the varying roles that they might find themselves undertaking throughout their career.

What are the underlying policy and legislative contexts?

The policy and legislative context for the informal and non-formal educational of “Schools Workers” has been defined in **England** by *Every Child Matters* (2003), *Youth Matters* (2005), *Youth Matters (Next Steps)* (2006) and *Aiming High for Young People* (2007). The context for formal education is further defined by *The Importance of Teaching* (2011). The impact of the cuts to public services, especially children’s work and youth services, combined with the Coalition Government policy for *The Big Society* means that there will be an increased role for the voluntary/community sector, which is where these workers are based.

Whilst the Standards are currently being used to develop a qualification in England, research is continuing with regard to the policy and legislative contexts for Scotland, Wales and Northern Ireland and the relevance for the qualification in those nations.

In **Scotland** the context is determined by *Getting It Right For Every Child* (Scottish Executive 2006) and the *Curriculum for Excellence in Scotland*. A significant feature of the Scottish policy is that the child comes first, before institutional and organisational needs. The four pillars of the Curriculum for Excellence are: Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. With regard to Youth Work in schools the main reference document is *Moving Forward ~ A Strategy for Improving Young People's Chances Through Youth Work* (2007) This is the National Youth Work Strategy which aims to support long-term growth in the sector with more opportunities for young people, volunteers and youth workers. Scottish schools are required to connect more fully to the community and to other service providers for children and young people. As such “schools workers” are part of the local community and may well expect to be invited in. Scottish Schools have a minimum chaplaincy/ Religious input, which includes four or five Religious Observance assemblies in an academic year. Religious Observance is defined as 'community acts which aim to promote the spiritual development of all members of the school community and express and celebrate the shared values of [that] community'. The way the Scottish Curriculum is worded means that there are a number of areas that Schools Workers can engage in and assist with the meeting of the pupils learning needs.

In **Wales** Education and skills in Wales is the responsibility of the Department for Children, Education, Lifelong Learning and Skills (DCELLS), within the Welsh Assembly Government (WAG). The WAG's Education Act 2002 gave school governing bodies increased powers to provide services to the communities they serve. Guidance to assist schools and their partners in developing or enhancing a community focus was issued in December 2003. The Department for Children, Education, Lifelong Learning and Skills published *Children and Young People: Rights to Action (2004)* which gives guidance on the action intended to improve services to children and young people. Aim 2 commits to a comprehensive range of education, training and learning opportunities, and commits schools to their local communities. The Welsh Baccalaureate's Core includes key areas which can be supported by Voluntary Support Workers: PSE; Preparation for the world of employment; Wales and the World; Community participation; and European awareness.

An important dimension of both the legislative and practice frameworks is that there are two languages, Welsh and English. There is a need for Voluntary Workers to recognise the important place of the Welsh language in all schools and the challenges of delivering learning in bilingual schools.

The Department of Education is responsible for the central administration of all aspects of education and related services in **Northern Ireland** - excepting the higher and further education sector, responsibility for which is within the remit of the Department for Employment and Learning. The mission statement of the Department aims to "...work together as partners in education and youth services to ensure a high standard of education for all children and young people, which will put them at the centre of education, motivate them, build their confidence and enrich their lives, and provide the foundation for a strong and vibrant economy." The statutory provision for the youth service is contained in the Education and Libraries (Northern Ireland) Order 1986 and the Youth Service (Northern Ireland) Order 1989.

What principles and values underpin the Schools (Voluntary Support) Work sector?

Across the four nations Schools (Voluntary Support) Work recognises that the worker is a guest in another place. This means that workers do not have a right to work within and alongside an educational establishment, but are invited to be involved.

Our principle activity is to enhance the well-being of children and young people and thus reinforce the work of the educational establishment, making a positive difference to the life of all those present.

The values distinguish Schools (Voluntary Support) Work from other, sometimes related activities, involving children, young people and educational establishments. These values are at the core of the work undertaken and underpin the standards. It is also recognised that these values need to be placed within the local, social and political context within which schools work activities are undertaken, and of which schools workers will need to be aware. These values also illustrate how schools work is involved in the holistic development of children and young people, and are as follows:

- Every child and young person is unique and special
- Children and young people are treated with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas;
- Schools (Voluntary Support) Work is underpinned by the principles of equity, diversity and interdependence;

- The child and young person are treated as a partner in a learning process, complementing formal education, promoting their access to learning opportunities which enable them to fulfil their potential;
- The welfare of children and young people is safeguarded, and provides them with a safe environment in which to explore their values, beliefs, ideas and issues;
- Learning and growing should be fun and creative;
- Working in partnership brings benefits
- Learning happens in both formal and informal ways and contexts and both are equally valuable and viable

How was the functional map developed?

This map is based upon the Youth Work: Functional Map published by Lifelong Learning UK (2009) and the Functional Map for Supporting Teaching and Learning in Schools published by the Training and Development Agency (July 2007) (TDA). Further desk research has been undertaken, especially alongside schoolswork.co.uk and in association with the Community Learning and Development Panel of LLUK and the Standards & Qualifications team at the TDA. The final version has been developed in consultation with employers and senior practitioners from the four nations through meetings and discussions during 2010/2011.

An understanding of terms

The following terms are used throughout this document and are understood in specific ways:

FORMAL EDUCATION

Education is the process of teaching, from the perspective of the provider, or learning and development from the perspective of the person or group being taught. Formal education is the term used to describe teaching or learning which is required by law or where a recognised 'contract' exists. For pupils in secondary schools, formal education would be assemblies and lessons. For a student in a Further Education college it would refer to the lectures, seminars and tutorials which would form the learning for a particular course which the student has signed to undertake. The agenda is normally driven by the state or educational institution.

NON-FORMAL EDUCATION

This is generally presumed to refer to "any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning

objectives.”¹ With regard to the work undertaken in this profession, it could include work with excluded pupils, work in Pupil Referral Units and work which a pupil/student participates in voluntarily and which has an agenda based on mutual agreement between the pupil and the educator, selected from the formal system.

INFORMAL EDUCATION

This is education where no formal contract exists, but where teaching or learning takes place through and alongside information giving, events, activities or conversations. The term is used within Youth Work where it is understood to take place in, and be driven by, conversation; involving exploring and enlarging experience. It can occur in any setting and any place where the children and/or young people choose to attend.² The agenda is normally driven by the child or young person.

CURRICULAR ACTIVITY

Activity which is prescribed by the curriculum of the subject being studied, or activity which is prescribed by law for that particular educational establishment. This is normally found within ‘Formal Education’

EXTRA-CURRICULAR ACTIVITY

All other activity, carried on within and/or alongside the educational establishment, either by the establishment or by another body with the approval of that establishment, which enhances the learning process and the general education of the children and young people.

CHILDREN

The understanding though this document is that childhood and children refers to those aged 4 – 11 years. Within formal education this is the primary sector.

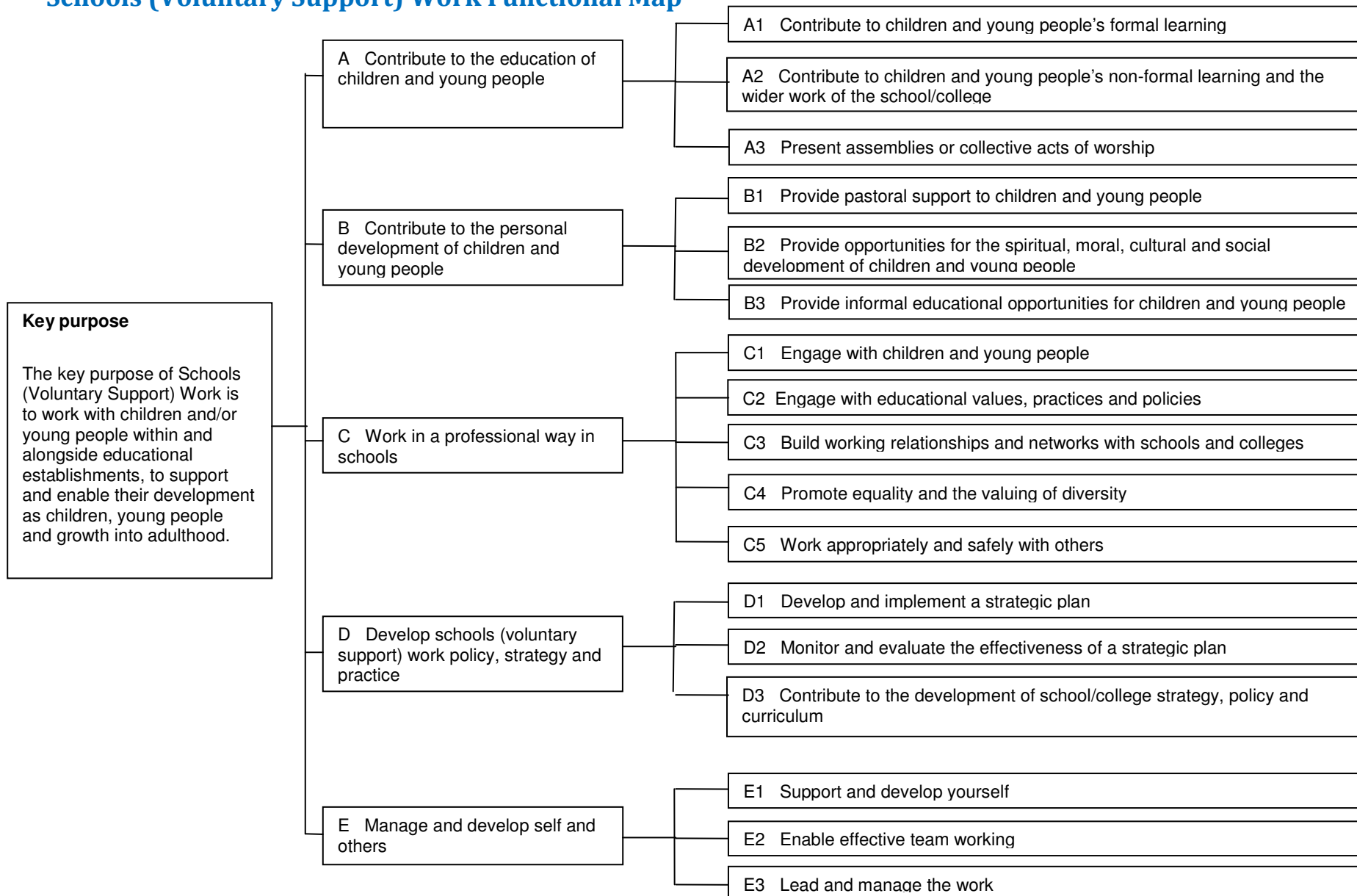
YOUNG PEOPLE

The governments of the four UK countries each have a different definition for the age of ‘youth’. In this document we understand young people to be those between the ages of 11 and 18 years of age. In the English context young people are currently in formal education (school or college) up to the age of 16 years. Further Education is normally undertaken by young people aged 16 – 19. If they have left school then they could be at educational establishments such as Further Education Colleges or Sixth Form Colleges.

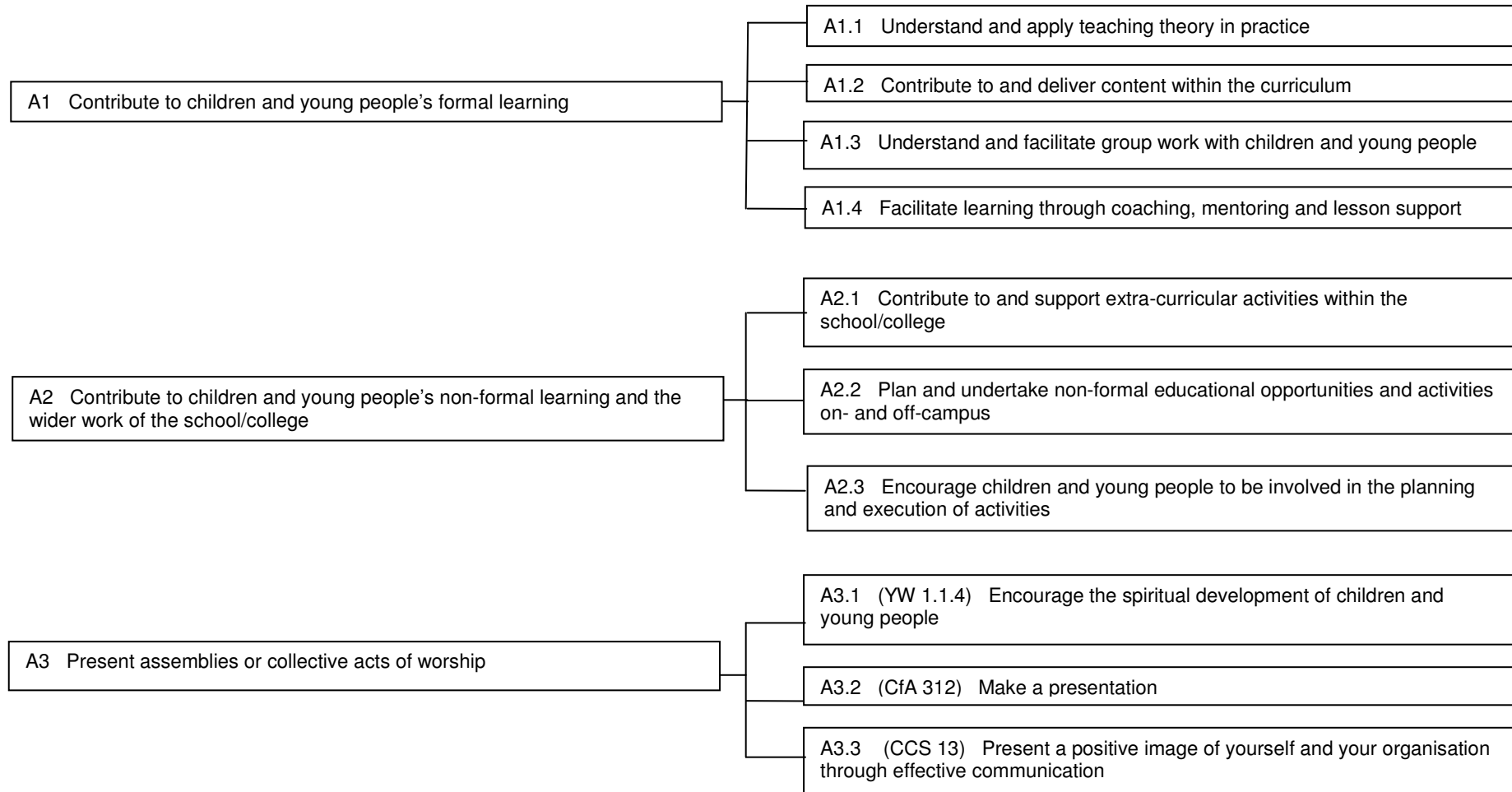
¹ From the Informal Education website <http://www.infed.org/biblio/b-nonform.htm> accessed 21Apr10

² from the Informal Education website <http://www.infed.org/i-intro.htm> accessed 23Mar10

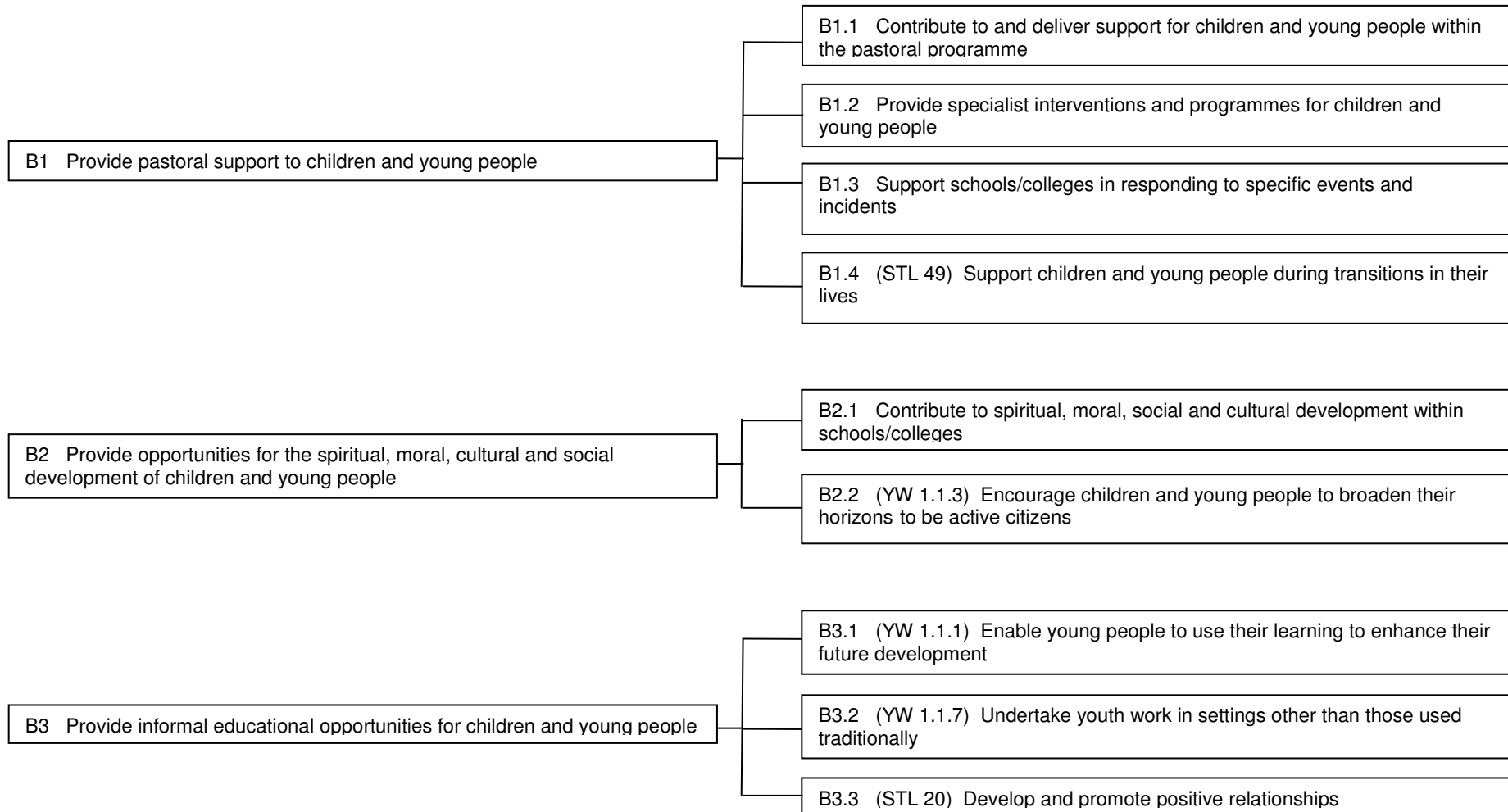
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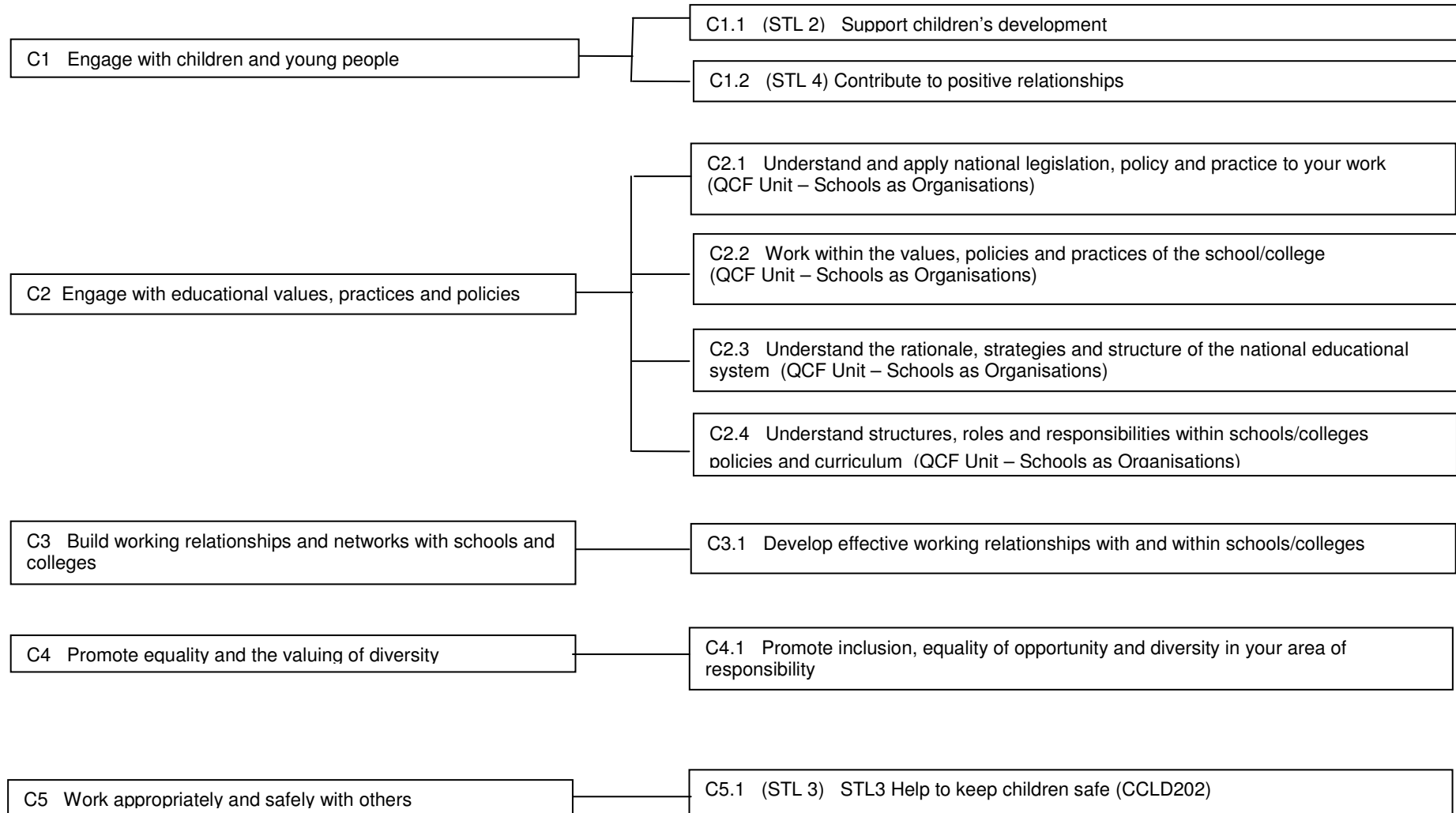
A Contribute to the education of children and young people



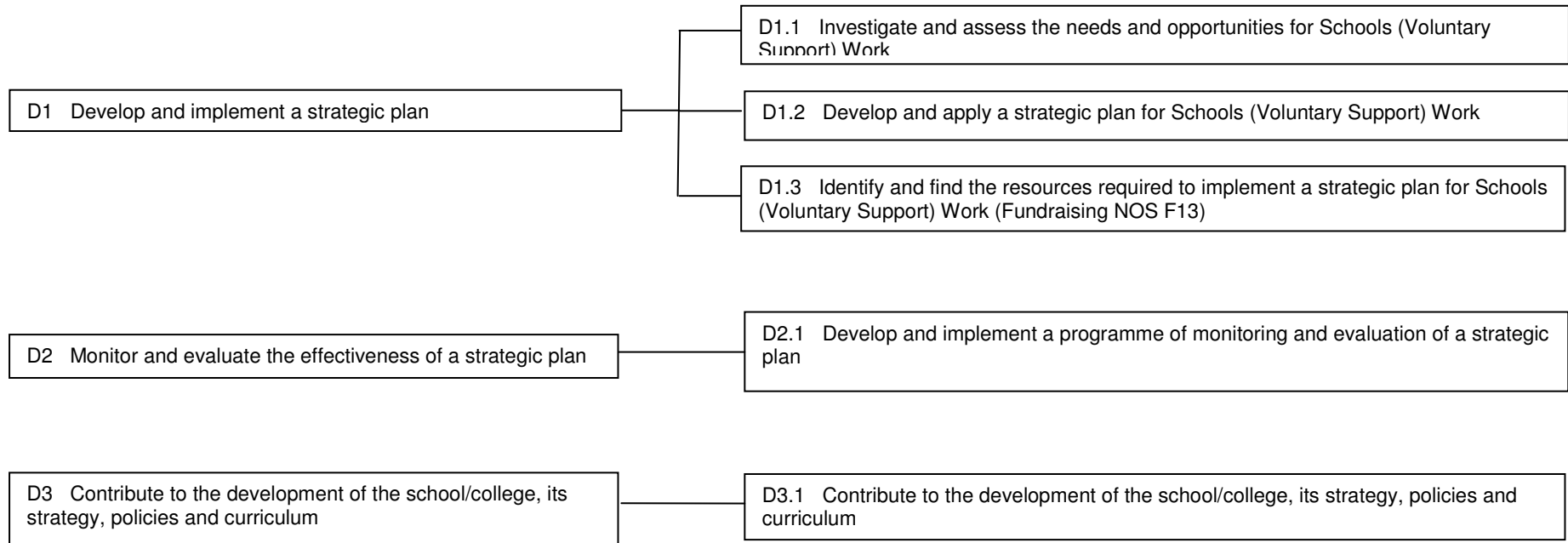
B Contribute to the personal development of children and young people



C Work in a professional way in schools



D Develop schools (voluntary support) work policy, strategy and practice



E Manage and develop self and others

