

Sharing terminology between practitioners

This glossary supports the [Lost in Translation](#) resource. Its aim is to share terminology used by youth workers, teachers and school leaders to strengthen collaboration.

Attainment - In education terms, this is used to describe the level of young person's progress through the curriculum. It is measured and captured in the form of teacher professional judgement (Broad General Education) exams and awards. Attainment is one element of young person's achievements.

Attainment Scotland Fund (ASF) - The Attainment Scotland Fund is a targeted initiative focused on closing the attainment gap between the most and least disadvantaged children. The fund provides support for the Scottish Attainment Challenge and includes the following funding streams:

- Strategic Equity Funding (SEF) - This funding should be used by local authorities to undertake strategic approaches to achieve the mission of the Scottish Attainment Challenge, with a clear focus on delivering equity through improving outcomes for learners impacted by poverty. The funding should be focused on resources, activities and approaches focused on learners impacted by poverty, which will lead to improvements in literacy, numeracy and support health and wellbeing. Consideration should be given to how the local authority can work with wider local services, such as Community Learning and Development, Social Work or Family Services, and with community or third sector partners to support the health and wellbeing, attainment and outcomes of children and young people impacted by poverty. The three organisers of learning and teaching; leadership; and, families and communities should shape local approaches. Within those, the following five key indicators may be helpful to take into consideration when deciding which approaches would have the most impact for children and young people impacted by poverty. • Attainment • Attendance • Inclusion • Engagement • Participation.
- Pupil Equity Funding (PEF) - The Pupil Equity Funding is allocated directly to schools and targeted at closing the poverty related attainment gap. Every council area is benefitting from Pupil Equity Funding and 97% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals. This funding is to be spent at the discretion of the head-teacher working in partnership with each other, their local authority, and the wider learning community, with PEF national operational guidance designed to help support those plans.
- Care Experienced Children and Young People Fund - The Care Experienced Children and Young People Fund is a targeted resource provided to local authorities to support care experienced children and young people from birth to the age of 26. The funding is provided to local authorities and aims to improve the educational outcomes for care experienced children and young people, supported by the strategic goals of The Promise and the Scottish Attainment Challenge.

- National Programmes—Funding is allocated to several national programmes that support the Scottish Attainment Challenge, including [YouthLink Scotland](#), [Child Poverty Action Group](#), [CELSIS](#), and [Young Scot](#).

Broad General Education (BGE) - Every child and young person is entitled to a BGE that includes well-planned experiences and outcomes across all curriculum areas from early years through to S3. Learners are entitled to experience a BGE across all four contexts (opportunities for personal achievement, interdisciplinary learning, ethos and life of the school as a community and curriculum areas and subjects) to ensure that they have every possible opportunity to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

Child poverty - The sociologist Peter Townsend, who was a founding member of Child Poverty Action Group, defined poverty in 1979:

"Individuals, families and groups in the population can be said to be in poverty when they lack resources to obtain the type of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged and approved, in the societies in which they belong."

Community Learning and Development (CLD) - A field of professional practice that enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. Education authorities in Scotland have a statutory duty to secure CLD provision with young people, adult learners and community groups/organisations in their area.

Curriculum for Excellence – Scotland's curriculum is defined as the totality of all that is planned for children and young people, across contexts and settings¹. That totality can be planned for and experienced by learners across four contexts.



Curriculum experiences and outcomes - Experiences and outcomes (often called Es+Os) are a set of clear and concise statements about children's learning and progression in each curriculum area. They are used to help plan learning and to assess progress² **Benchmarks**³ have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression. Their purpose is to make clear what learners need to know and be able to do to progress through the levels (BGE) and to support consistency in teachers' and other practitioners' professional judgements in assessing progress and achievement of a level.

¹ [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot)

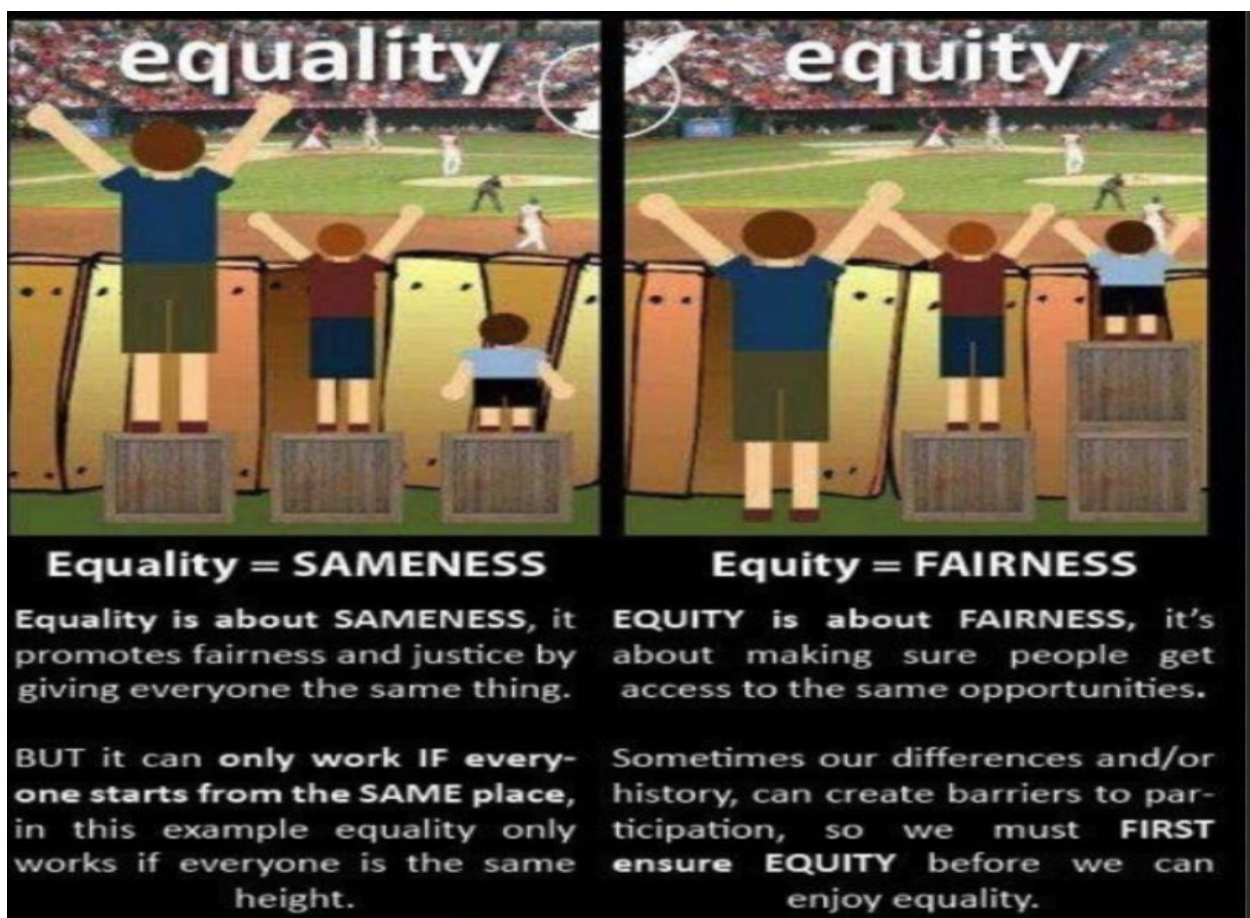
² [Experiences and Outcomes | Curriculum for Excellence documents | Curriculum for Excellence | Education Scotland](#)

³ [Benchmarks | Curriculum for Excellence documents | Curriculum for Excellence | Education Scotland](#)

Detached youth work (sometimes referred to as street work) - a term used to describe a model of youth work practice targeted at young people on their territory. This can be streets, parks or other open spaces. Participation is voluntary and engagement is on young peoples' terms.

Diversionary youth work- can be a range of activities (sports, arts or cultural) that attempt to divert young people away from offending or other anti-social activity. It may also contribute to raising educational achievement, reducing substance misuse or school exclusions.

Equity and Equality - This is helpfully summarised by the diagram below:



Family learning - Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning⁴.

GIRFEC (Getting it Right for Every Child) - Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential. GIRFEC is central to all Scottish Government policies which support children, young people and their families and is delivered through services and people who work with young people and families. It is implemented in partnership with local delivery partners (local authorities, health

⁴ [What do we mean by Family Learning? \(education.gov.scot\)](http://www.education.gov.scot)

boards and the third sector), by providing access to early help, planning and co-ordination of services where beneficial.

Insight - Insight is an online tool for benchmarking the senior phase. The Insight Tariff Scale places a notional point value to attainment so that schools and local authorities can compare attainment between the virtual comparator, schools, local authorities or other breakdowns of cohorts in the senior phase. Further information [Technical Guide \(scotxed.net\)](http://scotxed.net)

The National Improvement Framework (NIF) - [The National Improvement Framework and Improvement Plan](#) for Scottish education is designed to help deliver the twin aims of excellence and equity in education. This document serves as the single, definitive plan for securing educational improvement. It takes into account the information on the [national improvement framework interactive evidence report](#). The NIF includes six drivers of improvement. The drivers are all equally important. The key drivers of improvement are:

1. school leadership
2. teacher professionalism
3. parental engagement
4. assessment of children's progress
5. school improvement
6. performance information

Non-formal or informal learning - tends to refer to out of school activity that takes place in the community but can also take place in a school environment. Although it is informal, it does not mean that it is less valuable. It can be facilitated by youth workers including volunteer youth workers.

Outdoor learning - Outdoor learning experiences can contribute positively to the learning journey of Scotland's children and young people. The following resources contain useful information about outdoor learning experiences and the role of outdoor learning providers:

- [Curriculum for Excellence through outdoor learning \(education.gov.scot\)](#)
- [Outdoor Education Centres: fit for the future](#)

Parental engagement/involvement - *'Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners'*. (Scottish Schools (Parental Involvement) Act Guidance, 2006)⁵

Personal achievement (sometimes also referred to as wider achievement) - Personal learning and achievement is recognised as an integral part of the curriculum learning experiences throughout children and young peoples' education. It is one of the four contexts through which children and young people experience CfE. The term is used to encompass all learning and achievements both within and out with formal education. This can include a wide range of activities such as sports, volunteering, and mentoring, and can take place across diverse settings, including school, youth work or college. Personal learning helps young people develop and demonstrate a range of CfE skills, knowledge, capacities and experiences that may help them improve

⁵ [Engaging parents and families - A toolkit for practitioners | Resources | Education Scotland](#)

attainment and achievement. All establishments need to plan to offer opportunities for personal achievement and to provide the support and encouragement which will enable children and young people to step forward to undertake activities which they find challenging. This is one of the key areas where schools need to work closely with a wide range of partners to help young people access information and opportunities and make their voices heard⁶

Scottish Attainment Challenge (SAC) - The refreshed mission of the Scottish Attainment Challenge was published on 30 March 2022. The mission is: to use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty related attainment gap. This mission recognises the need to reflect the breadth of achievements and experiences and the importance of health and wellbeing to contribute to improved outcomes for children and young people including through improved post-school participation in positive destinations.

Senior Phase - This defines education after S3. It provides opportunities to gain qualifications as well as to continue the development of the four capacities of Curriculum for Excellence. It can be delivered in schools, youth work settings and colleges.

Universal youth work (also known as community-based youth work) - As a type of provision, universal youth work is open to all young people (not targeted at particular groups), and its purpose is not pre-determined or aimed at addressing specific issues or problems as defined by policy makers⁷. It can be particularly important in supporting young people to engage in learning/building readiness to learn.

Wellbeing Web - The wellbeing web is intended to be an interactive and engaging process to measure outcomes. It is used by a range of practitioners including teachers and youth workers. The wellbeing web is used to support and assist growth and change. The process of using the wellbeing web to capture outcomes enables children, young people and their carers to recognise where they are, where they would like to be and what steps they need to get there. The web uses the Getting It Right indicators of wellbeing to guide discussion about key areas of an individual's life. Its function is to provoke discussion about issues and create a graphic scale which shows the person's progress and journey of change.

Youth participation - Youth participation refers to young people having the right, means, skills, confidence, support and space to have their say, take actions and influence decision making at all levels of their lives, organisations and communities. Meaningful youth participation involves recognising and nurturing the strengths, interests, and abilities of young people through creating and providing opportunities for them to become involved in decision-making that affect them at individual, community and national levels.

Youth voice – Empowering young people to speak for themselves and express their views and ideas so that subsequent positive action is taken based on what they say. As stated in Article 12 of the UNCRC, every young person has the right to have their opinions heard and taken seriously, and young people should be supported to use and amplify their voices to reflect the interests, needs and perspectives of both themselves and other young people. This often requires creating a platform and forum for young people to

⁶ <https://education.gov.scot/media/bzhdqub5/learning-resource-8.pdf>

⁷ <https://www.youthlink.scot/policy-influence/research/impact-of-universal-youth-work/>

express their voice and allowing young people to take on positions of genuine leadership and influence.

Youth work - is a recognised education practice, contributing to young people's learning and development. It is one strand of Community Learning and Development (CLD).

The key purpose of youth work is to 'enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential'⁸

Youth Work has three essential and definitive features:

1. Young people choose to participate
2. The work must build from where young people are
3. Youth Work recognises the young person and the youth worker as partners in a learning process

Youth workers, in the third sector and local authorities, plan and deliver person-centred non-formal learning and development, working with the young person as a whole, within their family and community.

Youth workers, many of whom are volunteers, engage with children and young people through age and stage appropriate learning and activity. They use a diverse range of engagement tools and vehicles for learning to respond to the needs and priorities of children, young people, families and communities. This includes both universal youth work and targeted interventions. As a human rights-based practice, youth work offers opportunities for all young people, whilst making a unique contribution to those who are vulnerable and those with protected characteristics.

Youth Work Outcomes - There are seven [National Youth Work Outcomes](#), which help young people understand their progress and development. The outcomes framework also illustrates the sector's commitment to evaluate and report on quality and improvement as part of Scottish education.

If you have any suggestions of terms you would like to see added to this glossary, please email Marielle Curran at mcurran@youthlink.scot

⁸ <https://www.youthlink.scot/training-development/professional-frameworks/national-occupational-standards/>