

Introduction

SKILLS FOR LEARNING, LIFE AND WORK

Scotland's Curriculum for Excellence, and in particular Building the Curriculum 4 (http://www.educationscotland.gov.uk/Images/BtC4_Skills_tcm4-569141.pdf) identifies the importance of skills for learning, skills for life and skills for work.

A 'skill', in its narrower sense, is an acquired capability that enables an individual to engage in particular activities. It is the ability, competency, proficiency or dexterity to carry out tasks that come from education, training, practice or experience. It can enable the practical application of theoretical knowledge to particular tasks or situations. 'Skill' is also applied more broadly to include behaviours, attitudes and personal attributes that make individuals more effective in particular contexts such as education and training, employment and social engagement.

The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential. All children and young people

are entitled to opportunities for developing skills for learning, life and work. The skills are relevant from the early years right through to the senior phase of learning and beyond.

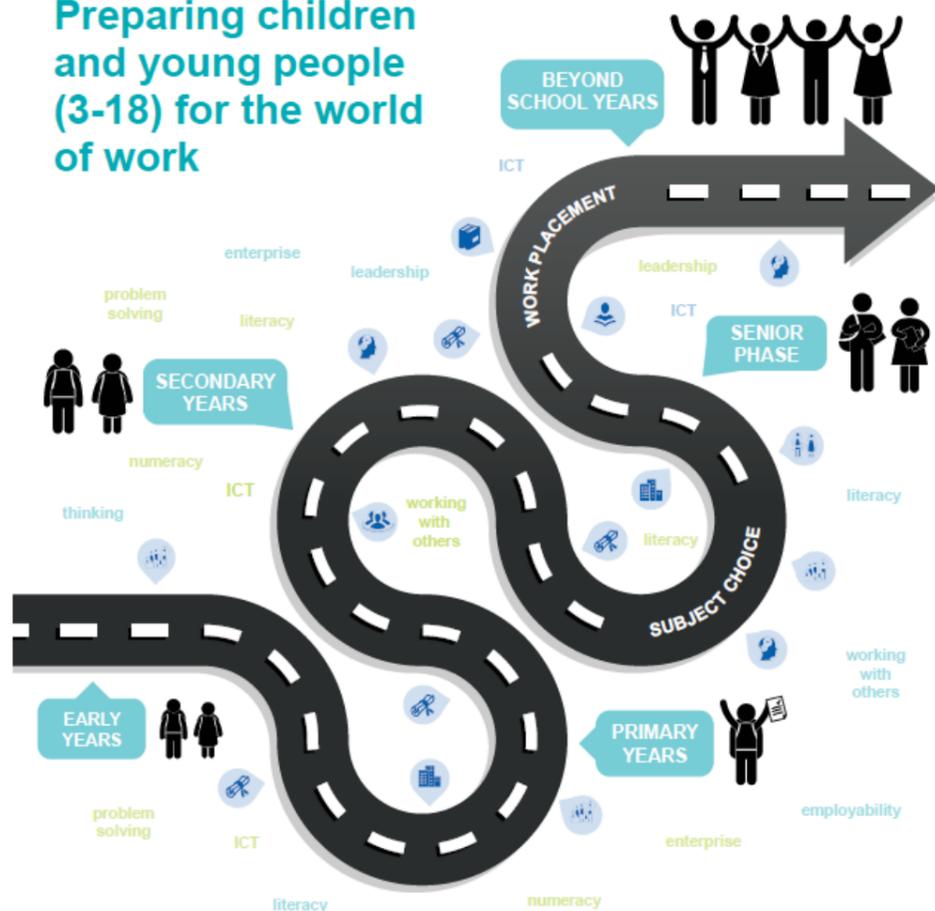
It is the responsibility of all pre-school, school and college staff, professionals and adults working with children and young people to support the acquisition of skills for learning, life and work. It is important to recognise and reflect on the role of parents and carers in influencing young people.

It is important that children and young people are aware of, and understand, the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work. The assessment process should help children and young people to understand why skills are important, reflect on how they are developing their skills, identify the next steps in their skills development and understand how the skills they have acquired can be used across the curriculum and in their lives in and outside the classroom or establishment.

The skills and attributes can best be delivered through **partnership working**. All establishments should work with partners and share a common understanding and language around skills development and application. Together, we should plan and deliver learning and other experiences which meet the needs of individual children and young people.

The partnership between Education and Economic Development will support key stages 3-18 years and focus on employability skills alongside those for learning, life and beyond to a positive destination. This innovative partnership draws on expertise in education, employability and the business sector to offer Dumfries and Galloway Employability Awards at bronze, silver, gold and platinum levels from a range of modules based on national SCQF levels from the SQA. The award will be endorsed by national and local business organisations and will be based around the set of Employability Competencies identified by schools and employers.

Preparing children and young people (3-18) for the world of work



Developing the Young Workforce

Children and young people develop interests, strengths, skills and aspirations through experiences as part of the curriculum and life beyond school. A range of partners support this exciting journey through co-design and co-delivery and together shape children and young people's decisions about their future and the pathways they follow. Where will the journey take children and young people and how can YOU contribute?

www.educationscotland.gov.uk/developingtheyoungworkforce



https://www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf

Every child and young person is entitled to develop skills for learning, skills for life and skills for work.

All staff have a professional responsibility to ensure this entitlement is fulfilled for all young people.

Staff in schools will be familiar with 'Building the Curriculum 4' (2009) which sets out key messages about how children and young people develop and apply skills. It sets out skills for learning, life and work and shows how they are embedded in the experiences and outcomes and the senior phase.

We now need to think about evidence of progression in those skills and how they can be developed and applied across learning and in different contexts. There are different skills sets: where learners enjoy rich and active learning these skills will be developed.

It is the recognition of a variety of skills sets and a shared dialogue between a learner, their peers the teacher and ultimately employers that is key to fulfilling their entitlement .

The purpose of this publication is to recognise the different skills sets and demonstrate how they can be applied as the learner progresses through the pathway from school to positive sustained destinations.

This resource has been developed through a collaborative approach involving SDS, Chamber of Commerce , Local Employers, Local authority and school staff recognising the essential contribution each partner makes to the progression of skills development.

Employability partnerships are a key development within Curriculum for Excellence Implementation Plan 2015-16 section on **Employability and Skills (DYW) delivered in partnership with Skills Development Scotland and Scottish Funding Council**

http://www.educationscotland.gov.uk/resources/c/genericresource_tcm4863260.asp



The resource includes

SECTION ONE: Developing Skills for Learning, Life and Work

A skills and attributes toolkit from the early years through the Broad General Education, with accompanying DVD (appendix 1)

This flexible toolkit raises awareness of identified core skills for learners, staff, parents, and partners in learning. It can be used to promote a consistent approach to skills development in the classroom and could be used for tracking the progression of skills development through an audit tool. The film can be used to promote professional dialogue to develop further understanding of the relevance of these essential skills for staff, learners and parents.

Case Study 1: Lockerbie Cluster

This shows how one cluster used the resource to audit current opportunities for learners and skill areas requiring further development.

Kathryn Fraser, Partner Head Teacher of Applegarth and Hutton Primary Schools, was part of a Scottish Government Leadership Development Programme where the chosen 'wicked issue' was to develop a 3-18 toolkit which can be implemented by all schools to

increase opportunities for positive and sustained employability for all of our young people.

A survey was used to research employers' views from local business and services on the strengths and areas for development our young people present on entering the workforce. The results, along with National research and statistics e.g. Developing Scotland's Young Workforce and anecdotal evidence from Dumfries and Galloway Chamber of Commerce, demonstrated the aspects and learner outcomes which needed to be highlighted and reinforced in schools.

From this information and further research, the Skills for Learning, Life and Work Toolkit was devised by the SLDP3 Dumfries and Galloway group, as part of the Dumfries and Galloway Skills Pathway shaped and supported by employers. Within the toolkit a film was made to illustrate the discrepancy between the preconceived understanding local young people have about the World of Work and the actual skills employers require. It was decided to pilot the toolkit within Lockerbie Cluster as it consists of a large Secondary school and twelve Primary feeder schools of varying sizes and demographics, which provided a wide range of feedback.

At a Cluster meeting all Headteachers discussed whether to focus on a particular skill area e.g.

communication, as this would be less onerous or several or indeed, every area. It was felt that all the skills included in the toolkit have equal importance and therefore the Cluster chose to gather feedback on every area through an Audit questionnaire. The questionnaire results revealed that learners had very limited opportunities to develop certain skills and also indicated that there was little consistency in the skills being taught across the Cluster making it difficult for the Secondary to plan progression for learners and agree common areas for development.

It was decided that due to other Cluster priorities, focussing on communication and teamwork had synergy with the 'Working with Others' programme already being undertaken and gave a platform for promoted staff to develop across the Cluster. Next steps are that the promoted staff involved are to meet regularly to plan and evaluate implementation of skill strategies through the small test of change philosophy (Plan, Do, Study, Act).

Appendices:

Appendix 2: How to use the toolkit

Appendix 3: Audit Tool

Appendix 4 Employers survey

SECTION TWO: Developing skills for Work (Employability)

This section focuses on the key skills for work. It incorporates identified key skills required by employers. It includes an online skills progression framework to be used by learners and employers to evaluate strengths and areas for development in relation to ten key areas.

- Communication and interpersonal skills
- Using problem solving abilities and initiative
- A positive work ethic
- Specific ICT skills
- Numeracy skills
- Valuing diversity and difference
- Working under pressure and deadlines
- Organisational skills
- Teamworking skills
- Customer services

Case Study 2: Wallace Hall Academy

Employability skills progression card
(Appendix 5)

Employers, parents and school leavers were keen for the school to develop a structured approach to the development of employability skills to ensure they could track these skills through the Secondary Curriculum. They were keen to raise awareness of these skills in young people and to give them the opportunity to develop these further. Ultimately, the purpose is to increase their employability as part of a 21st Century workforce.

Dumfries and Galloway Authority aim to increase;

- The percentage of school leavers attaining vocational qualifications
- The percentage of young College students moving into employment or higher level study
- The percentage of employers recruiting young people directly from Education
- Participation in education, training and employment from under represented communities

The Employability Skills Progression Card **(Appendix 5)** will help all of the young people in Dumfries and Galloway to assess their level of skill and identify areas for development. This will also enable staff to focus on the skills which will have the greatest impact on future employability.

Wallace Hall Academy's approach to employability skills development:

**THE QUEENSBERRY INITIATIVE:
Addressing the Recommendations
of the Wood Commission**

The Queensberry Initiative (QI) is a community education charity which links Wallace Hall, its cluster primary schools, the Buccleuch and Queensberry Estate and the surrounding communities of Mid-Nithsdale in order to enhance the learning experiences of pupils and to develop their employability skills. The principal beneficiaries are around 800 children and young people from Wallace Hall and our six cluster primary schools. QI also works closely with around 100 local partners including the Buccleuch and Queensberry Estate, our fifteen partner farmers and the Forestry Commission. The employability agenda is at the heart of our core programmes:

The employability skills progression card will be used to assess the development of skills in the areas described below. There will be regular opportunities to track and monitor progress during Social Education, subject teaching, Inter-disciplinary learning and in the SQA Employability course which has been developed by nine Secondary schools in Dumfries and

Galloway. (Wallace Hall Academy Castle Douglas High, Kirkcudbright, Dumfries Academy, Dumfries High School, Sanquhar, Dalry, Stranraer and Moffat).

The employability skills progression card will also be used by the learner to self-assess and by staff and peers moderate judgements. Learners will also be asked to collect evidence to support their judgement. (See Electronic capture example available from Wallace Hall Academy)

Vocational Courses

Wallace Hall has a broader, more engaging, curriculum as a result of QI's successful implementation of vocational courses built around ongoing consultation with businesses representing key sectors of the local economy. Courses such as Rural Skills, Forestry and Activity Tourism are very much in line with the skills development agenda of A Curriculum for Excellence and provide pupils with practical experiences and tangible connections with local businesses and communities.

The 'Outdoor Classroom'

QI works with teachers at Wallace Hall and the six local primary schools - Wallace Hall Primary, Closeburn, Penpont, Moniaive, Dunscore and Duncow - to promote and deliver outdoor

learning opportunities in a wide variety of subjects, from English and Art to Biology and Maths. This means that our children and young people have the opportunity to explore local employment opportunities, both traditional and modern, and to enhance their employability skills through direct interaction with a range of community partners. Our local partners are able to directly contribute to the delivery of the curriculum, to showcase their sector to a new generation of potential recruits and to support and advise those pupils who demonstrate a real aptitude and passion.

Career Mentoring

Wallace Hall's senior pupils have the chance to apply for the QI Career Mentoring programme, a scheme which matches them with a mentor from the local business community and uses a series of one-to-one sessions to help them to prepare for further or higher education, an apprenticeship or a job. These mentors have a wealth of experience and a network of connections which are invaluable in raising awareness of employment opportunities and in supporting our young people as they make crucial decisions on their futures.

Work Experience

Every Wallace Hall pupil in their leaving year has the opportunity to work with the Queensberry Initiative team to arrange a programme of work experience which is tailored to their career aspirations and to the demands of their school timetable. Pupils complete an initial profile and then work with QI to source a relevant provider. Once the placement has been arranged, the QI team liaise with the provider and with the pupil at regular intervals, helping to ensure an invaluable experience for all involved.

Transitions

It is planned that QI's S4 transitions programme will focus on supporting pupils who have expressed a desire to leave school at the end of the academic year. These pupils will be helped to prepare for a successful move into further/higher education, training or employment. QI will provide a broad range of experiences - such as outdoor learning sessions, site visits and College link courses - which focus on enhancing key strands of employability, such as communication skills, teamwork and an awareness of local opportunities.

Social Enterprise

QI supports Wallace Hall's social enterprise - Whapples community orchard - an initiative which develops the employability/entrepreneurial skills of the pupil board members and engages the wider community in the enterprise agenda. The Whapples board is currently seeking funding which would enable them to have the orchard site landscaped in order to create an accessible community learning space. The crop has yet to mature but the board are already drawing up commercial plans and consulting representatives of the local business community as they decide on the range of products to offer and on the most viable outlets for these products. Pupils gain an appreciation of what it takes to run a successful business and they see, first-hand, the importance of supporting the local food industry.

Rural Opportunities Day

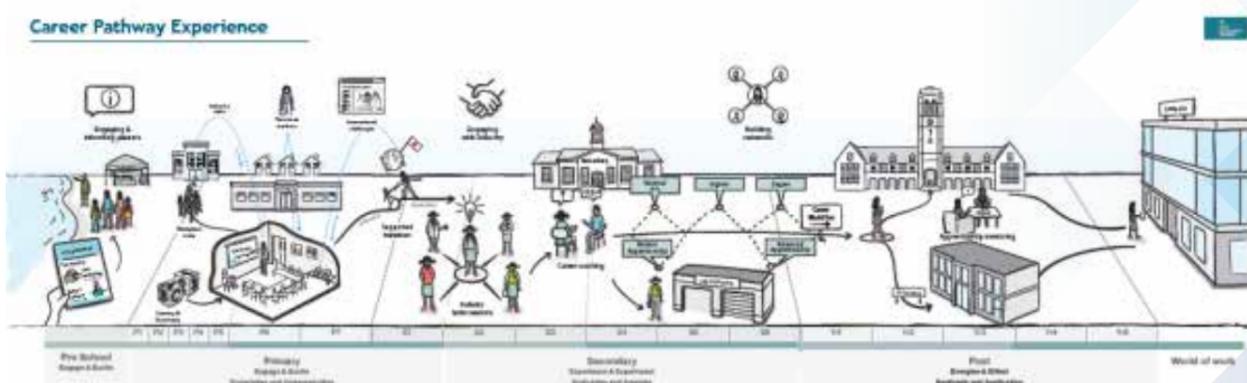
QI organises and hosts Rural Opportunities Day, a large-scale careers event which brings together a wide range of local businesses and community organisations in order that they can have a direct impact on the career goals and post-school destinations of pupils who may otherwise have overlooked the diverse opportunities accessible in Mid-Nithsdale and beyond. Pupils are able to seek expert advice and to make connections that may have a huge influence on their career paths.

Case Study 3 – Dumfries Learning Town

The focus for this work is based around Dumfries Learning Town which is adopting an innovative approach to provide a new model of 2 to 18 education delivery. Through new purpose built facilities, this model will provide a greater range of subjects in learning environments that better meet the needs of all our learners. The curriculum model will be better integrated, both in theory and in practice with further/higher education and businesses to support positive destinations for young people supporting our Councils priorities to;

- Improve the level of skills within our communities and workforce
- Ensure early intervention, in particular to keep our region's most vulnerable children safe
- Invest in creating schools fit for the 21st century which are at the heart of our communities
- Raise ambition and attainment, in particular to address inequalities
- Support children to be healthy and active

The Vision of DLT is to establish an engaging and exciting learning pathways plan that integrates a 'vocational' education offering and skills/competencies' based learning opportunities through core curriculum planning across our schools developed with the Dumfries



Learning Town Executive and Practitioner teams to ensure educational providers are reflected in the process and are able to support Innovation into practice.

The key aims are the development of a career pathway approach to:

- achieve sustainable economic growth by better preparing young people for the world of work and ensuring they can make more informed choices.
- build on the strengths of the current system, fusing academic and work based learning reflecting national ambitions from the Wood Commission, with local ambitions and need.
- provide new, improved opportunities for employers to achieve a skilled workforce and enable young people to gain useful qualifications and additional routes into the world of work.
- develop learning opportunities for students who wish to enter the world of work that is currently represented by business, trades, creative arts traditionally, but not helpfully, known as 'vocational' learning from primary settings onwards

Partnership Working with Dupont Teijin Films

At Cargenbridge their collaboration and partnership with Dupont Teijin Films helps all learners to see the link between the skills they develop across the curriculum and how these are used in the world of work. This then opens up new possibilities for learning. Their partnership enhances their pupil's learning in many ways. It provides their pupils with the opportunity to develop a range of skills including their teamwork skills, critical thinking, problem solving, communication and leadership and personal development. The partnership also provides the pupils with a real life experience to develop and enhance their learning and career aspirations. Curriculum for Excellence describes a number of statements which sets out what every learner is entitled to. Through this partnership, children are given many opportunities within their Broad General Education to develop many skills for life, learning and work, numeracy, literacy and health and well being. It also starts to introduce them to thinking about positive and sustained destinations beyond school.

Dupont Teijin Films is in the school community and the partnership not only benefits the pupils but also the company. It provides the staff at Dupont with opportunities to enhance their

skills and develop their career further. This joint working has promoted Dupont Teijin Films in the local community and promoted possible careers within the company.

Every year for the last five years in partnership with Dupont Teijin Films, all the primary school pupils at Cargenbridge are involved in a World Quality Day Project. In industry World Quality Day is held annually to recognise the importance of Quality Work. Each year the staff from Dupont set the pupils a challenge. Each year the theme, which always links to the experiences and outcomes, is different but it is always related to polyester film which is made at DupontTeijin Films. Some of the themes which have been used for the challenges are - recycling, the forces, food and food packaging and fashion. The outcome of these challenges are judged by staff from Dupont and winners are awarded. All the children enter into their challenge whether it be an individual task or a team task with enthusiasm to ensure that they produce quality work. They follow the plan, do review model.

Another aspect of the partnership is the P7 Careers Project. As we know career education can support learning and the important decisions that young people make about subjects, pathways, future learning and job opportunities. Teachers and practitioners

working with children and young people play an important role in career education as it supports the development of skills for learning, skills for life and skills for work. The project gives the P7 pupils at an early stage, an opportunity to learn about the different career opportunities in the company. Their employees talk to pupils in school about their job role, what the job involves, qualifications needed and how people got into their job and likes/dislikes about the job. Pupils then choose one of these jobs and visit the factory for an afternoon to learn about security and safety in the workplace, work alongside their chosen job holders, undertake real work activities and get a real time experience of a chosen career. This great opportunity gives the pupils an opportunity to see first hand the world of work and the skills needed in the workplace.

Staff, pupils and parents all value the support from the Staff at Dupont Teijin Films and continuous evaluation of the partnership and collaborative working takes place to measure the impact and to identify the outcomes of the collaboration.

SECTION THREE: Dumfries and Galloway Employability and Skills Framework (Appendix 6)

An employability award for all underpinned by a quality assessment tool for employers

Working in partnership it was agreed that the innovative ambition for Dumfries & Galloway region was to create an agreed set of core employability competencies that each young person would achieve before leaving school. It was agreed that these competencies should reflect the known expectations of employers, the Senior Phase of the Curriculum for Excellence, Skills Development Scotland Careers Management Framework and local knowledge; it was also important to align in-school provision with post-school employability services.

The competency framework was derived from a series of evaluation and research exercises conducted by the Local Employability Partnership as well as wider partners including SQA research and employer engagement events. This research helped identify the key competencies and transferable skills required for any employment setting, providing young people with the tools that will help them unlock the door to a successful future.

The results of this research also reflect the employability skills developed by STEMNET <http://www.stemnet.org.uk/> and the Confederation of British Industry endorsed Employability Framework:

- A positive attitude
- Self-management
- Team working
- Business and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy
- Application of information technology

The central importance of work experience identified in Developing Scotland's Young Workforce suggests an employer-led assessment to be central to the achievement of a quality employability award. Our Dumfries & Galloway award will be based upon the set of employability competencies identified in consultation with schools and employers and will be triple certified by SQA, Dumfries & Galloway Council and by national business organisations.

SECTION FOUR: Developing Scotland's Workforce (formerly known as the Wood Commission Report)

This is work in progress. There are three local working groups taking forward the recommendations from Developing Scotland's Young Workforce

Further information can be found in the following link to Developing Scotland's Young Workforce Employment Strategy

<http://www.gov.scot/Resource/0046/00466386.pdf>

Developing the Young Workforce - Scotland's Youth Employment Strategy: The remit given to Sir Ian Wood was to explore how we might develop a modern, responsive and valued system for vocational training and emulate the labour markets of the best performing European countries.

The 39 recommendations in "The Wood Report" build upon the Scottish Government's Economic Strategy, the introduction of Curriculum for Excellence and the extensive reforms of Post 16 Education.

Dumfries and Galloway Council is drawing on the expertise of a range of partners within and out with the Council to help create an effective strategy that will engage all young people in appropriate destinations post school. The response to The Wood Report is to begin with Skills for Learning, Life and Work from the earliest of stages and continue to engage in activities and skills development through all levels of education to the Awards for Employability designed by the Council and recognised nationally.



