

Developing the Young Workforce

The last piece of the CfE jigsaw

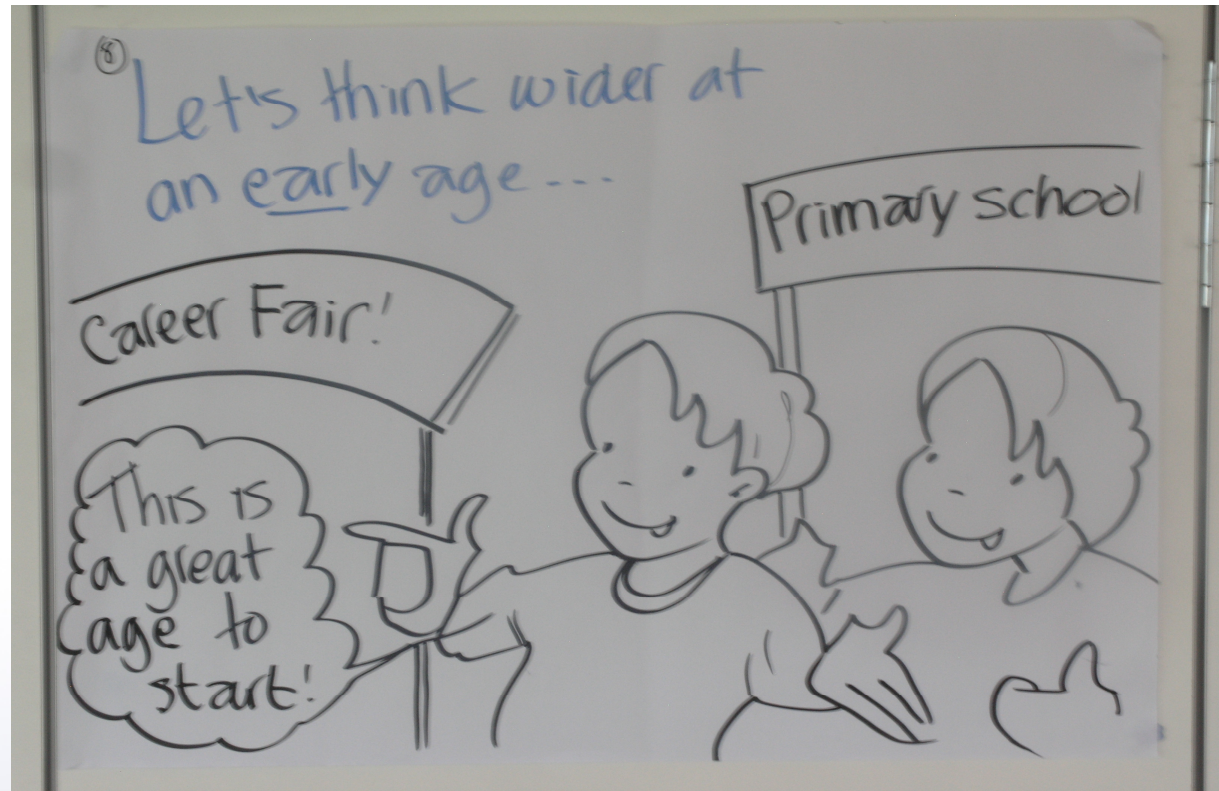


Aims of the Day

- To highlight the key improvement priorities within DYW
- To take stock of where your school is in relation to DYW developments
- To highlight the support available or planned
- To support planning and implementation of DYW activity



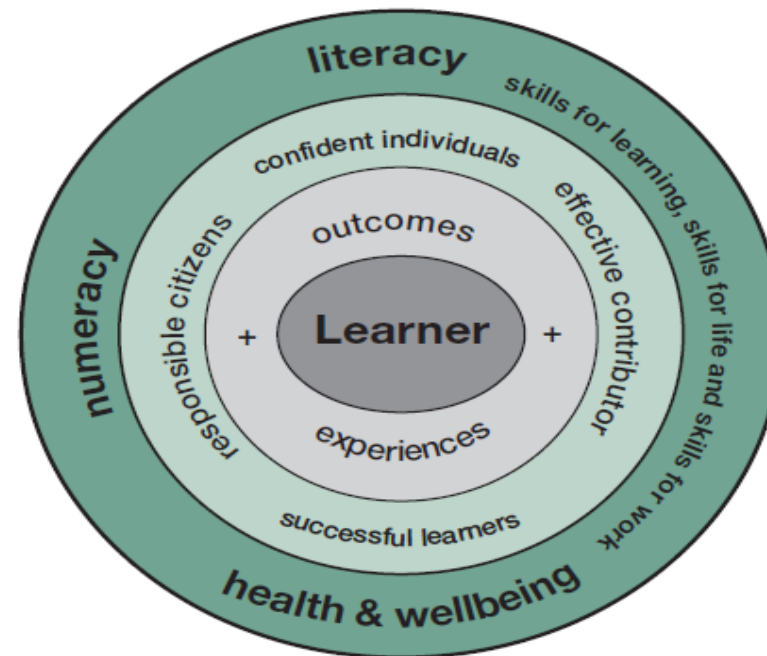
Does DYW Matter?



The Heart of CfE

...Curriculum for Excellence, both through the broad general education, from aged 3 to the end of S3 and the senior phase from S4-S6, provides a strong basis for developing young people's skills for learning, life and....work

(Developing the Young Workforce)



Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

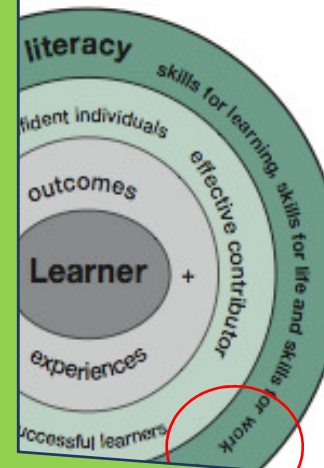
Six entitlements for all learners:

Entitlement 4:

Opportunities for developing skills for learning, skills for life and skills for work

Entitlement 6:

Opportunities to move into positive and sustained destinations beyond school



All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Principles of curriculum design:

and enjoyment

- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

- Personalisation and choice
- Coherence
- Relevance

Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

support the purposes of learning

Developing the Young Workforce: Scotland's Youth Employment Strategy

Government response to Wood Commission Report's 39 recommendations

5 Sections:

1. Schools - Work Relevant Learning from 3-18
2. College – A Valued and Valuable Choice
3. Apprenticeships – Access to Work Based Learning For All Young People
4. Employers – Their Investment in the Workforce
5. Equality – Developing the Talents of All Our Young People



Developing the Young Workforce
Career Education Standard (3-18)
September 2015

Section 1: Schools - BGE



Work Required

Cluster/School Approaches:

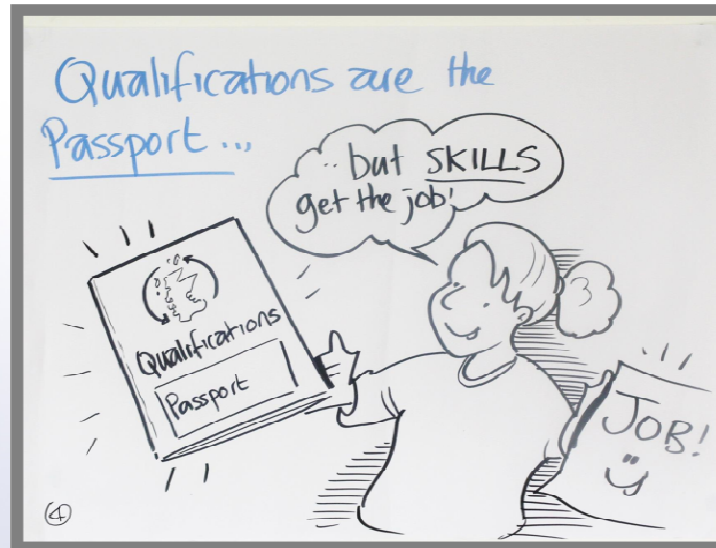
- **Implementation of Career Education Standard**
- Build Employer/School Relationships – build curricular links; encourage employer engagement, including career inspiration activities

Support Available/Planned

- Careers Education Standard Support Document
- Careers Fair Guidance (Primary)
- SDS Primary Offer
- Employer Engagement Support
- DYW NES

Section 1: Schools – BGE: skills

- Greater emphasis on skills for work – employability skills
- Skills profiling – pupils able to talk about skills
- Emphasis on STEM/STEAM
- Aberdeenshire Skills Document
- RAISE Programme
- STEM ambassadors



Section 2 – Colleges

- More young people experiencing college
- Foundation Apprenticeships delivered in school and college
- Need for work placements in early year settings – Primary school support needed
- New **pathways** to qualifications/employment



Section 4: Employers

Work required

- Formation of Cluster DYW Group
- Two way School-Employer Partnership development - curricular links;
- Employer engagement events
- Work-place visits
- Opportunities to bring parents and employers together

Support Available/Planned

- Employer Engagement Support
- Careers Fair Guidance – templates, planning sheets
- DYW NES

Section 5: Equalities

Work Required

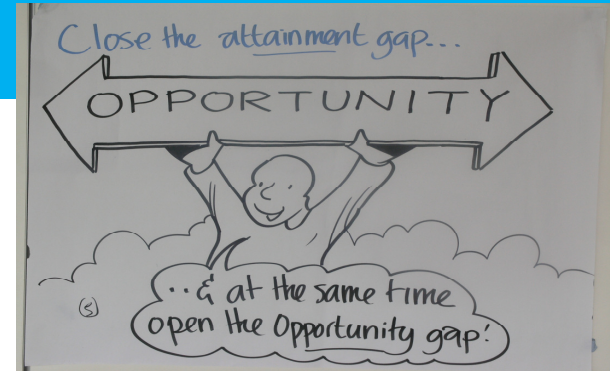
- Opportunities for **all** – ASN to most able;
- Special focus on
 - Challenging gender bias and stereotyping
 - Black and minority ethnic groups
 - Young disabled people
 - Young care leavers

Support available/planned

- “Redraw the Balance”
- GEENES – #nae gender limits
- Aberdeenshire Family Firm Support
- NUT resources

(www.teachers.org.uk/equality/equality-matters/breaking-mould)

National Priorities



- Improvement in attainment, particularly in literacy and numeracy;
 - Closing the attainment gap between the most and least disadvantaged children;
 - Improvement in children's and young people's health and wellbeing;
- and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Why does DYW matter?

- Motivates and inspires
- Widens attainment possibilities
- Skills gaps
- Links learning to the world of work – gives new meaning for many
- Prepares young people for a changing employment world



Last Piece of the Jigsaw

Partnerships between schools, colleges, employers and parents

