

Developing The Young Workforce – School Baseline Questionnaire

The questions which follow are designed to establish the progress your school has made in implementing requirements of Developing The Young Workforce (DYW). All schools will be at different stages in implementation and no one is expected to have done everything listed here!

School - Specific Information

School Name	
Person with overall responsibility for DYW	
DYW Working Group membership, if applicable; - please list names and roles of those involved - Is this a school based or cluster based group?	

Completing the Questionnaire

- 1 In your groups, discuss the statements given in each of the sections of this questionnaire. Take the opportunity to share what has been happening in your school and hear what has been done, or is planned, elsewhere.
- 2 At the end of the discussion of each section, complete the relevant section of the questionnaire for your school, as honestly as possible. Provide comment/ details/ clarification, where appropriate, as you move through the questions and/or provide some comment at the end.

Completed questionnaires will be collected and copied. We will retain a copy and return a copy to you.

Section 1: Skills for Learning, Life and Work

Ensuring young people are given opportunities to develop Skills for Learning, Life and Work lies at the heart of DYW. Following a discussion of practice in the schools represented, indicate which of the following your school has been involved in:

Activity	√	Comment, where appropriate
Whole staff engagement with Aberdeenshire's Skills Guidance		
Is there a cluster approach to the development of key skills for learning, life and work?		
Focus on skills development in wider achievement opportunities – clubs etc		
Focus on reporting of skills for learning, life and work in pupil reports		
Discussion with business partners about skills needed for work.		
Pupils are able to talk about the skills for learning, life and work they are developing in lessons and in wider achievement activities		

If you have an agreed set of core Skills for Learning, Life and Work, please list these below:

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Section 2: Career Education Standard

Following discussion, as before, indicate what stage you feel your school is at with implementing the Career Education Standard:

- Red: very little work done here
- Amber: reasonable level of work done but more required
- Green: Considerable work done and continuing – well embedded in work of school

Activities	R/A/G	Comment/Clarification
Whole staff awareness raising re the Entitlements and Expectations contained in the Career Education Standard		
Staff CLPL related to career education encouraged		
Variety of methods used to help pupils to think about possible career paths/jobs – eg parents talking about jobs; Council roadshow on apprenticeships; linking classwork to related careers; visits to workplaces		
Links are regularly made by teachers between the skills covered in classwork and skills needed in workplace		
Work has been done to support parents in understanding the importance of career education, and their role in it		
Profiling process supports pupils in thinking about career pathways		
Links with employers are used to develop career education activities		
Staff are aware of local Labour Market Information		
Leadership Award programmes are available to young people through the curriculum		
Entrepreneurship opportunities are available to young people through the curriculum		
Opportunities to accredit wider achievement are exploited		
Staff promote the idea that careers are open to all, regardless of gender		

Section 3: Employer Engagement /School-Business Links

Following discussion, indicate which of the following apply to your school. Tick those that are relevant and provide comments/clarification as necessary.

Activity	v	Comment/Clarification/Detail
The school has long-standing relationship(s) with business partner(s)		
Business Engagement Events - eg Careers Fair, Business Breakfast - are planned across the year and involve the whole school		
There is adhoc business support for school run events		
Parents offer employer/business support for school events		
Attracting sustained, regular business/employer support is difficult		
Working group(s) involving employers, Clusters and school representatives set up		
Business/employer links contribute to curricular programmes/projects/ subject delivery		
Support is required to help the school develop a long-term business partnership		

Where are We With DYW?

Take some time to reflect on your responses to the questionnaire and to the presentations you have heard today. Consider:

- What is going well?
- Where is work required to improve?

a) What do you think should be your immediate priorities:

b) What support, if any, do you think you need to address these priorities – eg CLPL sessions; support documentation; support from Council Support staff/ support from DYWNES

