

**Interesting Practice in Skills (3-18) – Developing the Young Workforce context**

**Currie Community High School: A shared vision for all learners**

The following document provides a brief summary of the key elements of this approach:

**1. Introduction**

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| **Establishment** | Currie Community High School |
| **Contact name and details** | John Schmidt  Currie community High School Dolphin Avenue Edinburgh EH14 5RD admin@currie.edin.sch.uk |
| **About the establishment/ programme** | We are a very forward-thinking school, which underpins all developments with the principles of good curriculum design, effective learning and teaching, and partnerships (HGIOS 4). These partnerships and networks, including social media, have allowed us to drive forward the progression for our students into a positive destination – with 99.2% of school leavers at Currie Community High School going into either FE, HE or employment.  Our vision has grown from the establishment of a strategy group in 2016-2017 with representatives from all faculties, including Pupil Support and Support for Learning, who aimed to identify strengths and areas to develop and implement DYW, including discussion with the leadership team. These key areas then influenced our [three-year strategy](http://curriehighschool.co.uk/wp-content/uploads/2018/05/DYW-Strategy-Paper.pdf) and the opportunities we now offer, as part of our curriculum that develops our young workforce. |
| **Main tags** | Skills  Partnerships  Workforce  Employability  Community  Leadership  Profiling  Destinations |

**2. Current developments:**

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| **How was this done?** | We continue to reflect and develop, using data through baseline testing with S1, S3 and S5 (every two/three years), to lead and develop creative and innovative opportunities for students, including our:   * [Senior Phase Roadshow](https://www.youtube.com/watch?v=5xbfH2MJIw0) * [Road Trip Series](https://www.youtube.com/watch?v=ajpgD7hm9Aw&list=PLiGZGO-OvhKLo3VPkIxf44_TqNAb2F3Tj) * [S3 STEM Networking Event](https://www.youtube.com/watch?v=9X2a5waMVWI) * [WOW (World of Work) Week](https://www.youtube.com/watch?v=WF5xhjANq4Q&list=PLiGZGO-OvhKJ2wDjwermv0dS2JfN-vuQD)   To enhance our curriculum offerings, we are working as an SCQF Ambassador School, raising awareness of different levels of qualifications and how they can influence an individual student’s learning journey. Included in this are our work-based learning opportunities, including Foundation Apprenticeships and work placements.  We have also created a [series of webpages](http://curriehighschool.co.uk/index.php/developing-the-young-workforce-dyw/) to share information and opportunities with students and parents, while being an effective tool to engage partners.  Each department has conducted an evaluation, through using a revised tool, constructed from the [Education Scotland’s CES Learning Resources](https://education.gov.scot/improvement/documents/dyw2-career-education-standard-learning-resource.pdf), to reflect on the teacher/practitioner entitlements. Each department identified two or three areas that need developing as part of their improvement planning. Our customised CLPL, [’Staff Industry Insight Sessions’](https://www.youtube.com/watch?v=IpflQQCZHKg), work to meet these development needs, along with industry support and partners such as Scotland’s Enterprising Schools (SES). |
| **What is the impact of approach?** | Through each year, we work to raise awareness with staff, students, parents and partners on the importance of a curriculum that develops the young workforce.  All our opportunities embed the Career Education Standards (CES) (3-18) and our [Skills Framework](https://blogs.glowscotland.org.uk/glowblogs/eslb/files/2015/12/Fact-Sheet-No-2-3-18-Skills-for-Careers-Framework-A4.pdf) (based on [BTC 4: Skills for Learning, Life and Work](https://scqf.org.uk/media/1142/btc4_skills_tcm4-569141.pdf)), giving students the opportunity to become more aware of where their learning, skills and subject choices will lead them on their learning journey. |
| **What have you learnt from your journey so far?** | To manage the workload of staff and members of the strategy group, it is vital that someone has the strategic responsibility for driving DYW forward, however it does not solely sit with them, allowing the sustainable development and longevity of DYW beyond 2021. For this to be sustainable, support from partners for opportunities, including financial support, will allow this to grow and embed for years and students to come! |

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| **Best piece of advice** | Establish a Strategy group from across the whole school, including PSL and SfL, to ensure you can collaboratively improve outcomes for students, not just one person |
| **Wider DYW context** | Career Education Standards (3-18)  Work Placement Standards  Learner Journey (SCQF Ambassador School) |
| **Watch this space!** | We have a major focus on skills and careers awareness (CES) which begins from P7 (as part of transitions) to S3, which engages parents, along with plans to expand this throughout the Senior Phase.  We are currently reviewing our work placement strategy through utilising the [Education Scotland Work Placement Benchmarking tool](https://education.gov.scot/improvement/documents/dyw4-wps-benchmarking-exercise.pdf), based on data and student voice, to provide tailored opportunities for individual pathways.  After our successes over the last 3 years, from 2019-20 we are moving forward as a cluster, including Special School, to develop our new ‘Currie Cluster DYW Strategy Group’, truly 3-18! |
| **Quotation(s)** (eg. head of establishments, Local authority representative, young person, parent etc.) | S1: ‘I feel inspired to create my own bookstore and read more’  S1: ‘Getting a job or the right person for a job is very competitive’  S2: ‘I learnt about how teamwork is important in real life’  S2: ‘I had a chance to explore different jobs in a calm and free environment’  S3: ‘I learnt about tactics of persuasion and how to trade and invest’  S3: ‘Some parent/carer jobs are high level, which made me think about what I needed to do’  S5/6: ‘I want to go to college and it was great way to see what the different options are for me’ |

**3. Added value**

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| **Contacts** | John Schmidt  John.Schmidt@currie.edin.sch.uk |