

## DYW Senior Phase design workshop

### Persona tools

**Personas** were used near the start of the session. Prior to the session, Education Scotland detailed information related to four main persona groups: students, parents, teachers and employers. Snook then visualised the information into personas. These were presented back to the room, who were invited to review, edit and enrich the personas, or generate any others that were missing. *Total tool completion time: 35 mins*

### Tool in context

This activity involved workshop participants splitting into pairs to review or create personas. Using their own knowledge and experience, participants gave further detail to some of the categories outlined on the persona templates, e.g. the persona background.

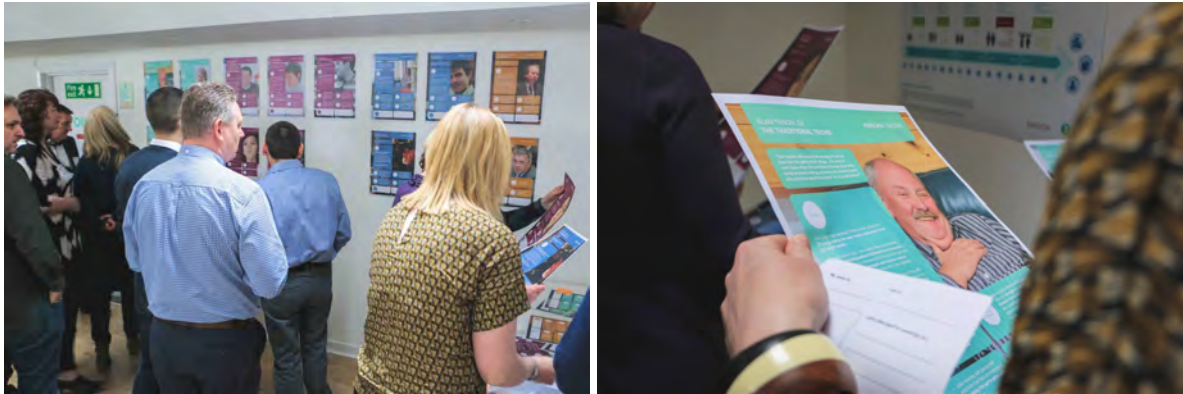
In this case, we had deliberately placed two blank category boxes on each persona to allow for any further information to be included that the participants felt necessary to understand about that persona. The Education Scotland team was tasked to encourage the participants to explore personas they felt were particularly relevant to the DYW.

### Why personas?

Personas are a fictional representation of a group of people. This tool ensures we take into consideration the lives of those they are focusing on, i.e. the customer. Personas are key in supporting the development of services, crafted around the needs of specific target groups. They are a fundamental tool to broaden the focus of workshop participants so that they consider every single stakeholder they are designing for and not just those that are present in that moment.

Whilst this activity was partially completed prior to the workshop, it could also be completed within a workshop setting using blank tool templates. Personas are based on educated assumptions and should be amended as further engagement with students, teachers, parents and employers occurs. Personas develop with projects and users and so should always be updated to ensure they stay relevant and meaningful.

**Core tool learnings:** Move focus from personal knowledge and everyday issues to focus on service users, empathise, think about key users, partners and stakeholder not present in the room.



*Participants discussing personas during the session.*



*Workshop participants creating and discussing new personas.*



# ALAN TENON, 53

## THE TRADITIONAL TECHIE

PERSONA | SNOOK

*“The trouble with society these days is that we have lost the ability to fix things... if it doesn't work these days folk just throw it away. Real skills, really problem solving, are what we need to teach! Life skills are what they need - it's a jungle out there!”*

### Meet Alan

Lifer, Alan has worked in the same school for **27 years since he was made redundant from the steel works.**

He has seen it all... he makes frequent remarks about **what Education Scotland have dreamed up now.** Alan is cheesed off with most things and has **watched his budget and classes reduce** - overtaken by Media Studies and Cake Baking.

Alan has two daughters, one is a chip off the old block and is studying engineering, the other is a dancer. Alan still gets excited by TV programmes about huge machinery and technology but can't understand why young folk don't share his enthusiasm.

### Alan's Motivations

- Alan works hard to **reach kids**
- He likes offering **life advice**
- He thinks it's about time we started talking about **developing the young workforce to get this country back on it's feet**

### Alan's Needs

- Alan is comfortable talking about skills but **struggles to get his students to see the importance**
- Alan is **not that techie** but a student teacher helped him set up his own twitter account

### Alan's Influencers

- Likes working with young staff and finds that they are really good at **helping him get to grips with technology**
- He has also **discovered YouTube** and loves “the how it's made” clips

### Alan's Challenges

- **Not one for professional learning...**
- Struggles to keep up with tech, he'd like someone to tell him what to do

### Alan's Other/Future Needs

*These personas can be added to and enriched*



# CAROL MEESER, 42 BUSY HEAD TEACHER

PERSONA | SNOOK

*“Well of course Developing the Young Workforce is so important and here at my school we work to develop the study skills all children need to pass exams and be successful doctors, lawyers and bankers.”*

## Meet Carol

Carol has battled to the top as a **Primary Head Teacher**.

She is still **living in the 90's**, many of her outfits still feature throw backs to power dressing.

Generally she is **detached from the children in her school and knows very few of them by name**. She is **keen to keep the board of parents happy**. Her staff have learnt it is **easier not to suggest new practice instead make her think it was her idea**.

## Carol's Motivations

- The school has a **great reputation for high achievement academically**, Carol works to keep it that way
- She wants the **parents to be happy with their children's education**

## Carol's Influencers

- **Parents**
- **People that she has to answer to in education**
- She is keen to be seen amongst the **higher powered professionals** where she lives

## Carol's Needs

- She needs help to make the **links between the curriculum and skills**
- School is about **performance and attainment**
- Carol is **busy** running the school

## Carol's Challenges

- High number of **professional parents** has skewed Carol's view of the world
- Carol feels **academic attainment can't be compromised for soft skills**

*These personas can be added to and enriched*

## Carol's Other/Future Needs

- Consider linking experience with employers to understand respective needs



*“Life owes you nothing, but if you work, if ‘do as you would be done by’, if you give - life will give back”*

Meet Polly

**Newly qualified primary teacher.** Polly loved school as a young person, she loves the Girl Guides group she takes and the football team she runs on a Saturday.

Now back in school with her first class, she is in her element. She takes this **responsible role extremely seriously**. She **knows her class and their home situations inside out**. Polly hasn't had it easy, losing a parent when she was young has made her **value teaching the children to be resilient**. Through her training she juggled a number of jobs to pay her way.

Polly is no pushover. She is a good networker and has a strong friendship group who work in a **diverse range of careers**.

Polly's Motivations

- Polly feels it is really important to **support disadvantaged children**
- Believes in **looking after yourself so you can look out for others**
- **Life is a whirlwind**, she ditched her boyfriend last year to make more time for her job

Polly's Needs

- She is the youngest teacher and wants to **forge ahead but doesn't want to upset other staff**
- She likes this school and she **wants her pupils to do really well in life**

Polly's Influencers

- Her friends and their careers are a **source of information about the world of work**
- Polly loves The Hunger Games and Jennifer Lawrence

Polly's Challenges

- She is **developing skills rapidly**
- Needs guidance to make her effective especially around **DYW where she knows less than the other staff in school**

*These personas can be added to and enriched*

Polly's Other/Future Needs

- Encourage and nurture positive attitude to inspire those around Polly





# DEREK MCLAUHLAN, 15 MINI MASTERCHEF

PERSONA | SNOOK

*"I don't like being lumped with poorly behaved groups and I find it hard to get on. I wish... I wish, I was clever at numbers, then I could run my own business or something and get away from all that. If I won the lottery I'd have my own restaurant and cook for mum and my sister every night."*

## Meet Derek

Derek is in **S4**, he lives with his mum and has a younger sister. His mum works mornings and afternoons as a cleaner at the school so is not around when Derek comes home.

Derek is used to **looking after his sister and usually makes breakfast and tea for her**. He likes Home Economics and would **like to be a chef or a cook**. There is not much money in the household so Derek can't do many sports or activities.

Derek has been **offered a place in JET** next year and also **the school EXCEL club**. Derek is smaller than most of his peers and **struggles with organising himself**. He is **liked by most teachers but finds the work hard so tends to keep himself to himself**.

## Derek's Motivations

- A **dreamer**, he'd love to earn a **load of money** to take his mum on a great holiday
- He'd **love to be chef** but he **struggles with organising and numbers**

## Derek's Needs

- **Not sure what he should do next**
- He is **not aware of any other options than school**
- Unsure about subjects and is very **apprehensive about exams**

## Derek's Influencers

- His favourite teacher is Mrs Lamb Head of **Home Economic**
- His **proudest moment** was when he **got to put on the new chef's whites bought by the school** for the seniors before anyone else

## Derek's Challenges

- **Doesn't know anyone** in catering
- His family have **never eaten out**
- He **likes watching cooking shows** but he doesn't have money to buy ingredients to try out dishes and his sister is a very plain eater

## Derek's Other/Future Needs

- Mentor with placement in industry
- More flexible curriculum in senior phase
- Vocational experience combined with work experience



# MEGAN PRENTICE, 16 COMMUTING STUDENT

PERSONA | SNOOK

*"I wish I lived in the future... I'd fly around instead of taking the stupid bus. I guess my dream job would be making films that helped kids, showed them how to survive the adult world."*

## Meet Megan

Megan lives in a **small village, she has to travel 20 miles to school everyday.** It was a pain at first but she has become used to the bus journey. The bus journey means that she **has to leave school at 3.30pm. She'd like to do drama but the group meet after school** and that means a wait until her Dad comes past at 7.00pm to get home.

She knows they are more well off than some folk, she has a **laptop and GoPro** and she makes films that she shares with her fiends. She writes **scripts and they act out and film her drama's in the farm buildings nearby.**

Megan knows she is **bright** and in top sets for most things but **she has no idea what will happen after she leaves school.**

## Megan's Motivations

- Megan says she just wants to **be happy, get a job that pays** so she can get a house and live comfortably
- **Drama, scriptwriting and filming are great fun but not really a job**

## Megan's Needs

- There is **not much information about what to do next**
- She's been on the website she was told to by her school but it's not **helping her to make decisions, just presenting more options**

## Megan's Influencers

- Megan loves dystopia and thoughts of the future
- Most of her films are based around this genre - a world of survival for her and her friends

## Megan's Challenges

- It's hard when **people around you know what they want to do** but the **things you like are not really jobs or careers**
- Living in the village there aren't any **chances to get a lot of work experience**

*These personas can be added to and enriched*

## Megan's Other/Future Needs



# DAN METCALF, 39 DESIGNER DAN

*“Computers are to design what microwaves are to cooking...”*

### Meet Dan

**Business owner Dan runs a small copy shop in town.** He took over the business from a friend of his father.

He had worked there when he was at **college studying graphic design.** The shop doesn't make a huge amount of money but Dan is **slowly modernising** it and is **very protective** of the **small but loyal clientele.**

Dan does all the graphic design but has a **couple of part time staff** who help him run the admin side of the business. **When things are busy they also run the print machines...** Dan is “old school” when it comes to some of the processes he uses so sometimes he **loses out to more lucrative and innovative businesses.**

### Dan's Motivations

- Dan wants to **expand the business**, and move to the high street or to bigger premises
- He likes to **get the job done at a fair price, and on time**

### Dan's Needs

- He **didn't love school**, now that he's working he doesn't look back
- He really needs **someone who is creative, thinks like we do and has time for the customers**
- He needs to **modernise to survive**

### Dan's Influencers

- Likes the graphics of the 50's
- The wall of the shop is painted with Lichtenstein-esque art to show print processes
- He has a few friends in other graphic design roles but they don't talk work

### Dan's Challenges

- He worries that **someone else wouldn't give the same level of service**
- His design work is really **conservative and utilitarian.** Great for the local businesses but it will never make any real money

*These personas can be added to and enriched*

### Dan's Other/Future Needs



# AMY GILMORE, 5 THE FUTURE

*"I want to be a vet, because I really love fluffy kittens"*

### Meet Amy

**Amy is 5 ½ and is in Primary 1. She lives in a town in the East of Scotland.**

She loves reading, writing and doing science experiments but is not too keen on doing sums. She has **loved school from the start** and adored her teacher. The highlight of her week is getting to do jobs for the teacher and playing at break time with her friends.

She has been learning about different jobs people do since she was in nursery. Recently she had a morning at school where all the parents came in to speak about their jobs and the skills they need to do them. Amy has had a few careers in mind - this week she would like to be a vet.

### Amy's Motivations

- Learning interesting new things
- Playing with her friends
- Eating sweeties

### Amy's Needs

- Doesn't yet know what opportunities exist for her in the wider world
- Needs people to feed her imagination, expand her horizons and keep her interested in learning new things

### Amy's Influencers

- Her teacher
- Her mum and dad
- Her friends

### Amy's Challenges

- Not a lot of inspiring professionals around her.
- Class teacher left and vacancy is being temporarily covered by other staff in the school and supply teachers
- Doesn't respond well to instability

*These personas can be added to and enriched*

### Amy's Other/Future Needs

- Ensure that choices are considered by employer/school



# CLLR TERRANCE MILONY, 58 THE COUNCILLOR

PERSONA | SNOOK

*"I was born and bred here and I understand what the community needs."*

## Meet Terry

CLlr Milony was state educated but spent a year at a private school where he gained no qualifications but developed an upper class accent and values.

When he was at school, pupils learnt Latin and he blames its demise for the communication skills of today's youths. Though often seen at school events, Terry has little understanding of what happens in schools these days. He uses distancing phrases; "you'll know better than I", "if that's what you think", "so I have been told".

He drives a large Mercedes, nicknamed "the Rolls". He frequently references his PA, who we have yet to meet. He has additional income from inherited shares and small property holdings.

## Terry's Motivations

- Considers himself an **entrepreneur**
- He is old school and **likes face-to-face business rather than digital**
- He is keen to stop the "**erosion**" of **standards and traditions**
- Terrance embraces public life and is an **obsessive self publicist...**

## Terry's Influencers

- He often takes a moral stance but **backs down when around senior councillors/big businesses**
- His peers call him '**Teflon Terry**' because nothing sticks to him
- Has Twitter, but **prefers to read broadsheets**

## Terry's Needs

- Terry is **out of touch with education**; not part of the business community nor education and also he's not a parent, so he struggles to relate
- He knows this is a **key campaign issue**, particularly around

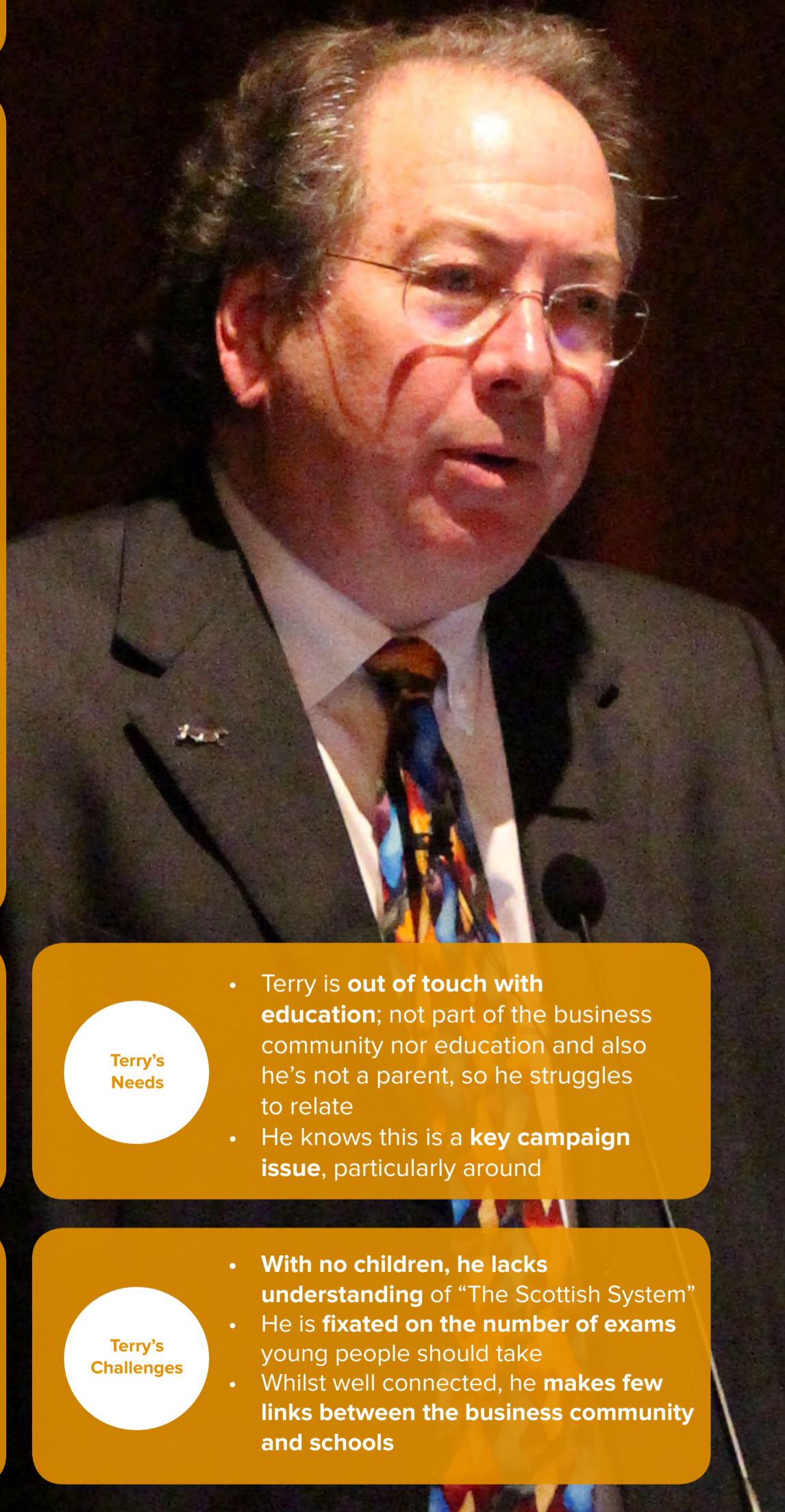
## Terry's Challenges

- **With no children, he lacks understanding** of "The Scottish System"
- He is **fixated on the number of exams** young people should take
- Whilst well connected, he **makes few links between the business community and schools**

*These personas can be added to and enriched*

## Terry's Other/Future Needs

- Link with employer leadership
- Show tangible benefits from change. 'Success breeds success'





# ERIC MIDDLETON, 45 THE DIRECTOR'S CUT

PERSONA | SNOOK

*"Yep - young people they are the future but I'm just not quite big enough to be part of that plan, may be next year eh!"*

## Meet Eric

Eric runs a small video and advertising agency. He makes short promotional videos for inclusion on websites and conferences.

Eric turned his hobby into a business when he was made redundant from his job at the council. Work is rather feast or famine, it can be **very unpredictable**. He employs a part time receptionist, a film editor and a sound recordist – but everyone chips in with different roles. **Eric sometimes uses film studies students to help out on larger shoots.**

He has made films for many schools but has **never engaged young people around the technical side of his job.**

## Eric's Motivations

- Eric loves film, aims to do the best job and provide quality service
- He is trusting of his staff but controlling of editorial decisions
- Nervous that an inexperienced young person could harm the business and his firm's reputation

## Eric's Needs

- His **own kids are a little older** and Eric is **not familiar** with what schools are involved in (**media studies wasn't offered** at his school)
- He is aware **many young people make films but is dismissive** and says they are just playing...

## Eric's Influencers

- **Art house cinema**
- He likes many unknown European film directors and actors
- He listens to business clientele who **give advice for new markets and direction for his business**

## Eric's Challenges

- He receives many **job applications, mainly from graduates**
- He used to write individual replies, but now has a standard template
- He was let down in the past and **hasn't got the need or time** to engage with schools or placements

## Eric's Other/Future Needs

*These personas can be added to and enriched*



# HEATHER BRUSH, 47 THE ENTHUSIASTIC ENTREPRENEUR

PERSONA | SNOOK

*“DYW provides a real opportunity for people like myself to make a difference for young people. It also gives me a chance to influence education in order to enhance the skill-set of young people and increase their chances of landing a job.”*

## Meet Heather

Heather is a dynamic entrepreneur who set up a successful business fitting out houses and maintaining properties.

Her business is located in a deprived part of the city. She struggles to recruit new staff from within the community that have the right skill-set and attitude to support her business.

She finds it particularly hard to find suitable candidates to fill her apprenticeship places.

## Heather's Motivations

- After a **challenging childhood and upbringing**, she has a passion to inspire young people
- She wants to help young people in the local community **develop skills and qualifications** to enable them to progress on their career pathway

## Heather's Influencers

- Heather respects professionals who hold **degrees**, as she **never had the chance to go to university**
- She also has a number of friends who **run successful businesses** and she really **appreciates their opinions and council**

## Heather's Needs

- Heather's vision is to set up a **pre-apprenticeship programme** in the local school, to inspire young people along a **career pathway in the property management sector**
- She **needs key allies within education** who share her vision for a long-term partnership

## Heather's Challenges

- Heather has **little knowledge about the current education system and priorities**
- As a parent, she has **some insight into the way schools work** and the difference **enthusiastic and committed teachers** can make

## Heather's Other/Future Needs

- Nurture the **relationships with entrepreneurs** that allow them to **nurture students and potential employees**

*These personas can be added to and enriched*



# ALI STRONG, 16 THE MUSICAL INTROVERT

*"I don't know what I want to do in the future. I don't think I have any skills that would help me find a job."*

### Meet Ali

Ali is a polite but very quiet and introverted young person who struggles with a communication disorder.

Although he has one good friend, he struggles to interact with others and seeks refuge in the music department to escape from fellow pupils who tend to either ignore or taunt him.

He has had little chance to explore any career pathways so far.

### Ali's Motivations

- Ali **struggles academically** but has a **real passion for music and languages**
- He **plays a number of instruments** and he **plays in the school orchestra**
- He **regularly attends live music events** and is prolific in finding new Indie music online

### Ali's Needs

- Due to his disability **Ali requires additional support** to reach his full potential
- He has **no concept of the labour market** and has **no idea about a career pathway**
- He **struggles to plan ahead** and consider his future

### Ali's Influencers

- Ali's main influences come from the **internet**, as well as his **immediate family members**
- He has **very little contact with the outside world**, except for **one good friend** who is of a similar disposition to himself

### Ali's Challenges

- In order to prevent Ali from drifting through education without a real goal and transition to employment, measures will have to be put in place to **support him sufficiently on his career journey**

*These personas can be added to and enriched*

### Ali's Other/Future Needs

- Ensure that needs are considered and recognised
- Ensure that opportunities for Ali are optimised



# GRAEME DALGLISH, 50 THE PASSIONATE INSPECTOR

PERSONA | SNOOK

*"The senior phase as it currently stands, works for some but not for all."*

*These personas can be added to and enriched*

## Meet Graeme

Graeme works as a school inspector and is proud to be one. He has **great attention to detail whilst also being able to see the big picture.**

### Graeme's Motivations

- He has a **real passion to see the best outcomes for young people**
- Was a **very effective headteacher** who saw transformation change in the school he led, resulting in great outcomes for young people

### Graeme's Needs

- Wants to see **changes and improvements** in education
- Wants to feel that **in his role he can make a difference**

### Graeme's Influencers

- Talks to a lot of **other inspectors**
- Keeps reasonably well abreast of **trends** and is informed about **national policy drivers**

### Graeme's Challenges

- Can see and feel the **difference he makes at an individual organisation level**
- Not so sure that he understands the impact on **system change**

### Graeme's Other/Future Needs



# NIKKI MACFARLANE, 12 THE ASPIRATIONAL SINGER

PERSONA | SNOOK

*“There’s my dreams and then there is the real world... At the moment the real world is where I am heading and it doesn’t look a very bright future...”*

## Meet Nikki

**Nikki is a friendly girl whose aspiration is to become a famous singer like her idol, Adele.**

Nikki lives with her mum. She is new to the area as the family had to move. She still doesn’t have many friends at her new school. There is not a lot of money in the family and so her Mum has to work 2 part-time jobs, meaning that Nikki often has to fend for herself.

Nikki has issues with her weight and sometimes struggles to find clean clothes to wear to school.

## Nikki's Needs

- Nikki is close to her mum and **wants her mum to be happy.**
- She is liked by the other children who think she has a **talent for singing**
- Nikki would like to be **popular**
- Nikki wants to make it in the **music business**

## Nikki's Influencers

- She **loves Adele** and many of the songs resonate with her
- **Her uncle is a significant figure** in her life but has no children and **doesn't know how to guide her**
- A **playground assistant** at school who has been very kind to Nikki and is trying to **encourage her to be more positive about the future**

## Nikki's Needs

- Nikki wants to make it in the **music business.** Her uncle is in a band and knows lots of musicians but Nikki **lacks support for this dream**
- At a recent show, she was **moved to the back because of her dirty clothes.** The teacher told her it was so the little ones could be seen at the front

## Nikki's Challenges

- Nikki **lacks real structure** to her life. **School offers some stability** but she is new and many **support mechanisms have not kicked into place yet**
- Upset about leaving her old home and lacking friends at her new school **she is feeling very isolated**

*These personas can be added to and enriched*

## Nikki's Other/Future Needs



# TOM MCINNES, 52 ENGINEERING LECTURER

PERSONA | SNOOK

*"This is what we should do"*



*These personas can be added to and enriched*

Meet Tom

Tom has **taught in FE for 25 years** and **came into education after a brief career in industry.**

Tom's  
Motivations

- Passionate about his **subject**
- Pushing **students abilities**

Tom's  
Needs

- **Space to develop innovative curriculum**
- **Support of his managers**
- **Current industry experience**

Tom's  
Influencers

- Other professionals in **modern technology**
- Tom is **entrepreneurial** and is inspired by other people who are like him

Tom's  
Challenges

- Motivation has dipped following **lack of support for innovation** by employer
- **Rigid curriculum**
- **Time to engage with employers**



Tom's  
Other/Future  
Needs

- Capacity to **engage more with other education sectors**
- **Flexibility** in quality structures





# HEATHER MACLEOD, 18 THE DISAPPOINTED LEARNER

PERSONA | SNOOK

*"I am a good student but the teachers didn't see past dyslexia"*

*These personas can be added to and enriched*

## Meet Heather

Heather has **just left school** and feels that she has **been let down by the system**, and now **lacks confidence in seeking employment**. She is **creative** and **wants people what she can do**.

## Heather's Motivations

- She knows that she has a **contribution to make**
- She is **very creative** but doesn't share that

## Heather's Influencers

- Heather's main influences come from reading and fashion magazines
- She is socially isolated

## Heather's Needs

- Heather **needs encouragement and strategies to communicate effectively what she can do**
- She needs someone to let her know **what her options are**

## Heather's Challenges

- Finding the **right support and someone to believe in her**

## Heather's Other/Future Needs

*These personas can be added to and enriched*



# SAM DUNNE, 30 HOSPITALITY LECTURER

PERSONA | SNOOK

*"I love working with young people who flourish doing something they love. It is rewarding to see them progress from FE to HE programmes and go on to jobs in the industry at all types of levels."*

*These personas can be added to and enriched*

## Meet Sam

Left school at 16 years old to work in the hotel industry - went to college part time and gathered HE level qualifications in hospitality. Worked in Gleneagles for 10 years as a manager and started teaching in a college part time initially, then decided to lecture full time 5 years ago.

### Sam's Motivations

- To support young people to make the right decisions
- To share experiences to motivate and entrust young people to achieve their own potential

### Sam's Needs

- Better relationships with schools to help demonstrate the options to young people
- Parents to understand routes into the industry

### Sam's Influencers

- Loves the hospitality industry and maintaining strong links with the industry

### Sam's Challenges

- Doesn't get to meet other staff in the school to address how best to link school with industry
- Difficult to communicate with parents about their children's industry needs

### Sam's Other/Future Needs



FIONA SMITH, 46  
THE DISENGAGED PARENT

PERSONA | SNOOK

*“Help.. I can’t cope and schools are not helping people like me”*

*These personas can be added to and enriched*

Meet Fiona

Fiona had a **bad experience at school**. She **lacks confidence in talking to her sons about school and his teachers** - she avoids parents night. **She does care**, work pressure and a fear of hearing bad news stops her from **fully engaging**.

Fiona's Motivations

- Works hard to make ends meet
- Tries to do better for her **2 children to give them a better chance**

Fiona's Needs

- She has 2 children, her **older son is constantly in trouble**
- Younger son is starting to go down the same road and **Fiona blames the school**

Fiona's Influencers

- Previous **negative experience of education**
- Friends and **colleagues at work**
- What her children say about school - **children feel excluded and report this to mum**

Fiona's Challenges

- Since becoming single life has been difficult, between **earning enough money and looking after 2 children**

Fiona's Other/Future Needs

- Breaking down barriers
- **Encouraged to engage with school in a way that she is comfortable with**



# MARY MCPHEE, 43 THE DISENGAGED PARENT

PERSONA | SNOOK

*“School is waste of time. Just want my daughter to leave and get a job - the sooner the better”*

*These personas can be added to and enriched*

## Meet Mary

Mary has **minimal qualifications**, and a **poor expectation of the school**. Her home is domestic chaos, she is a single parent and feels life is against her. She has been **unemployed** for a long time.

### Mary's Motivations

- Surrounded by **family**
- **Wants the best for her children** but is **unsure what options there are**

### Mary's Needs

- To understand how **life could be different for her children**
- This would help her to **support them to choose options that worked for them**

### Mary's Influencers

- **Rely on friends and family for advice** and help but they are not always positive influencers

### Mary's Challenges

- Break the cycle
- No **positive role models**
- **Fear of the system**

### Mary's Other/Future Needs

- Breaking down barriers
- **Encouraged to engage with school in a way that she is comfortable with**



# CONNOR BAIRD, 17 THE LABELLED MECHANIC

PERSONA | SNOOK

*"I've been let down, pushed around and judged all my life... people don't know me, just a reputation. I want people to believe in me."*

## Meet Connor

Connor has just been liberated from a **special learning unit**. Connor lives in an area of **social deprivation in a large city**.

He **does not attend school regularly**. He **doesn't feel like the curriculum is for him - his interests, attributes and strengths don't fit in to its narrow grading system**.

Connor just wants to be like everyone else. He doesn't have **social or language skills to express this**. Connor wants to be a **mechanic and eventually run his own business**.

## Connor's Motivations

- To be accepted
- To have a home
- To have **control of his own destiny, and have a voice**
- Work with his hands, in a **physical job** (Connor likes to do manual work and feel like he's worked hard)

## Connor's Influencers

- His peer group
- The negative environment he is in
- Negative adult role models
- **Trusted professional - he has a social worker**

## Connor's Needs

- Adult role models - **a peer mentor who understood Connor's challenges could help**
- An opportunity to **see beyond current situation**
- To **understand behaviours and have personal insight**

## Connor's Challenges

- He has **several convictions**
- Prejudices and other people's pre-conceptions
- Commitment to long term development
- A different view of success

*These personas can be added to and enriched*

## Connor's Other/Future Needs



# RODDY GRAY, 47 ASPIRATIONAL PARENT

PERSONA | SNOOK

*“All good but 5 As at Highers is really important. My child really needs to be building up stuff they can put in their personal statement”*

*These personas can be added to and enriched*

## Meet Roddy

Roddy is a busy and **successful** with **strong social networks** built up through work and his time in education. He holds a BSc (Hons) and an MBA.

He **bought a house** in a good catchment area so his **2 children would have the best set up in life.**

## Roddy's Motivations

- He wants the **best for his children**
- He works hard for them
- He wants them to **transition smoothly from school to further education**

## Roddy's Needs

- **Stability**
- **Tradition**, Roddy is clear about what he wants and quite conservative in his views of what good education is

## Roddy's Influencers

- **Peers in business**
- **Family**
- **Other parents**
- The media

## Roddy's Challenges

- Competition with other parents
- Inflexible model, he has narrow views of success which can put his children under pressure

## Roddy's Other/Future Needs

- He wants **stable professions** and job roles for his children
- **Ideally** they will grow up to be **accountants, doctors, lawyers**



TEEJAY LEVEN, 15  
**BORDERLINE BORED PUPIL**

PERSONA | SNOOK

*“This is boring - when will I ever need this in real life?”*

*These personas can be added to and enriched*

Meet Teejay

Being raised by his **mum**, he has **2 small brothers**. His family are SIMD 1 (living in poverty). He **enjoys football, cycling and gaming**.

Teejay's Motivations

- Enjoys working with his hands
- **Being outside**
- Wants and needs to **earn money**

Teejay's Needs

- **Confidence**
- **Awareness of attributes**
- **Ambition/possibilities**
- **Active learning**

Teejay's Influencers

- **Friends - strong group of 3/4 pals**
- Grandfather
- Mum likes CDT teacher

Teejay's Challenges

- Expectation to **conform** to normal pupil type
- He knows **volunteering in something outdoorsy like football coaching** would be fun but he can't afford to work for free

Teejay's Other/Future Needs



*"I want all children and young people to have equal opportunities that are tailored to their skills and interests."*

Meet Judy

Judy lives in Edinburgh with her 3 children. She has worked on a range of policy areas, from agriculture to social work but has been in **Education Policy for 8 years.**

She has a real **understanding of the issues faced by different groups** and is able to take a step back and **look at things from a system level.**

Judy's Motivations

- Knows a lot of young people and has seen them take **different routes through education - with some better served than others**
- Wants to make sure all young people have the **same good opportunities and support**

Judy's Needs

- Needs input from practitioners and other professionals who really understand delivery
- Needs policy colleagues to see the links/think bigger
- Time and space to see things through

Judy's Influencers

- **Own children** and their wider **peer group**
- Inspirational **practitioners**
- **Scottish ministers**

Judy's Challenges

- Lacks the **real life detail** on what is needed to implement policies
- Time - balancing the need to make things happen and deliver short term outputs to demonstrate progress
- Continually trying to join up with other policies

*These personas can be added to and enriched*

Judy's Other/Future Needs



# DEMI STRACHAN, 15 SECURE UNIT RESIDENT

PERSONA | SNOOK



*These personas can be added to and enriched*

## Meet Demi

Demi currently is a **resident in a secure unit** she has a **history of extreme self-harm**, and has previously attempted to take her life. She was sex-trafficked by her grandfather. No concept of **risk taking behaviours and has huge trust issues**.

Demi wants to work in **either beauty therapy or in child care but has no experience of either**. She has never attended secondary school on a regular basis.

## Demi's Motivations

- **Take control of her life**

## Demi's Needs

- **Affection and family**
- **Support network**
- **Life skills and experience**
- **Work placement**
- **A positive peer group**

## Demi's Influencers

- **A few friends** met at secure unit
- **Counsellor** who she doesn't like but sometimes listen to

## Demi's Challenges

- **Non-functional literacy and numeracy ability**
- **Wants to be a parent (soon)**
- **No family network**
- **Lack of stability in life leads to unstable emotions**



## Demi's Other/Future Needs







*These personas can be added to and enriched*

Meet Magda

Arrived in Scotland in 2014 from Poland with very **limited English**, Magda's parents speak no English and she translates for them.

**Academically able but struggling to access the curriculum, Magda is very sporty and outgoing.**

Magda's Motivations

- Warm, energetic personality and wants to be accepted/build a network of friends
- Wants to progress to Higher Education and achieve a good job

Magda's Needs

- Support with **language development (including peer support)**
- **Future pathways advice** - Magda knows she wants a good job and doesn't mind too much what it is

Magda's Influencers

- **Teachers very encouraging** - she is very well liked
- Very **positive peer group**

Magda's Challenges

- **Support from parents in terms of school engagement**
- **Establishing new friends**



Magda's Other/Future Needs



Name:

Title:

# PERSONA | SNOOK

“

What Would  
This Person  
Say?

”



Sketch the person here

Background

Needs

Motivations

Challenges

Influencers



Other/Future  
Needs

