

Employer/Education Relationship

- How can we encourage **young people to think of vocations early?**
- How can we encourage **working with employers/colleges/universities** in S1/S2 instead of Senior Phase?
- How might we **better identify and articulate the opportunities for businesses to get involved in schools?**
- How might we engage with **32 local authorities?**
- How might we **challenge the view of employers to engage with HMYO1 Polmont's young people?**
- How might we **give employers the opportunity to work within a custodial environment?**
- How might we create **opportunities for parents and employers to influence the curriculum?**
- How might we better **integrate key players** in the **senior phase - lecturers/teachers/employers?**
- How might we **create more partners** with **local businesses and employers?**
- How might we get **post school vocational training priorities** - in the schools to support progression beyond school? How might we help schools find employer partners who meet the needs of their learners?
- How might we get **industry more involved in designing the curriculum to ensure it is current and relevant?**
- How might we encourage pupils to **progress beyond the school at the best time to support the individual?** (not everyone has to stay at school until 6th year)

Use these questions to explore
Employer/Education Relationships.

Parent Relationships

- How might we better **inform parents/influencers** that the **HLT industry is a great place to work**?
- How might we **reassure parents** that new and **vocational courses** can have **better outcomes** for their children?
- How might we **educate every parent** on the **different journeys on offer** to young people now?
- How might we **truly engage hard to reach parents**?

Use these questions to explore
Parent Relationships.

Focus and Culture of School

- How might we **challenge the perception** that the **most able young people should aim for university**?
- How might we stop the **chasing of qualifications** being at the core of a school's business?
- How might we **encourage academically able pupils to see the value in undertaking a vocational qualification**?
- How might we engage with the **most disengaged young people**?
- How might we **challenge communities views** of young people who have been in HMYOI or Polmont?
- How might we **prevent young people from coming into custody in the first place**?
- How might we **create a more open and collaborative culture**?
- How might we **broaden the interest in youth awards** and their **benefits to parents and headteachers**?
- How might we make **vocational courses have parity of esteem** with **academic courses** and stop using these terms? (Parity is perception not just metrics)
- How might we prevent **DYW** approaches being seen as **additional workload for teachers**?

Use these questions to explore
Focus and Culture of School.

Measuring Impact/Outcome

- How might we ensure more **forms of attainment** in schools are measured and not just academic graded qualifications?
- How might we **recognise a “value” for work based education within the system?**
- How might we **achieve parity of esteem, official realisation of vocational education?**
- How might we **measure pupils / schools according to outcomes** not academic qualifications?
- How might we get the **main focus of an inspection to more than attainment** (even though that’s the mantra)?
- How might we get all **council services to realise the role they have to play in DYW?**
- How might we **encourage risk taking and innovation?**
- How might we make **funding / bidding** landscape **easier to access** in order to **provide varied programmes required?**

Use these questions to explore
Measuring Impact/Outcome.

Across the Board

- How might we ensure **key stakeholders are best informed about routes to employment post - school?**
- How might we ensure more **young people leave school with skills and knowledge** needed for **future jobs** in Scotland?
- How might we be flexible in our offer in all sectors in timely way and not take years 5 develop?
- How might we encourage more **young people to make choices** in senior phase that help support them to **attain / achieve?**
- How might we ensure there is a **qualification route for high achievers that is not just academic based?**
- How might we **provide appropriate meaningful pathways for youngsters with ASN?**

Use these questions to explore these issues.

Governance, Ownership & Partnership

- How might we actively **involve community planning partners?**
- How might we **achieve consistency** across **32 local authorities?**
- How might we get **schools, colleges and employers to work collaboratively and build partnerships to develop pathways?**
- How might we encourage each school to **develop subject champions to spread the word to pupils about different career pathways?**
- How might pupil **support staff engage more with colleges?**
- How might school departments and college/university departments be better engage to support each other?

Use these questions to explore
Governance, Ownership and Partnership.

Work Experience and Work Based Learning

- How might we **promote effective models of work based learning?**
- How might we **accredit work based learning on insight** and give that **learning value within the system** (ei. UCAS)?
- How might we get to a stage where all forms of education have the **same value as a degree?**
- How might we clarify that **work experience is not the same as work based learning?**
- How might we use **examples of best practice** within schools around **C of E work placements for links to industry** with other schools?
- How might we **do better for learners who are not academically inclined?**
- How might we **ensure that learners are aware of employability skills from primary stage?**
- How might we support young people to articulate their experience and attributes, ensuring they have specific information about knowledge and qualifications that employers are looking for?
- How might we ensure all learners receive a **meaningful work experience?**

Use these questions to explore Work Experience and Work Based Learning.

Promoting Entrepreneurship

- How might we develop and **embed entrepreneurship / enterprise education** to promote next generation entrepreneurs, innovative pedagogy and promote employability skills in all subjects?
- How do we **engage businesses systematically** to **establish business growth through engaging in education?**
- How might we **foster collaborations / partnerships** to provide more varied, engaging, and bespoke appropriate experiences for senior phase pupils?
- How might we ensure a **strategic approach to linking schools with businesses in an equitable way, rather than schools doing their own things?**
- How might we **create a culture** where **young people are at the heart of business success?**

Use these questions to explore
Promoting Entrepreneurship.

Communication and Language

- How might we promote SCQF to **explain levels and routes?**
- How might we **promote apprenticeships** as a preferred way of learning?
- How do we **broaden our understanding of what constitutes 'work'?**
- **Valuing vocational & work based education** means we value difference in ways of learning
- How might we ensure **wider curriculum opportunities are equally available to all?**
- How might we (the public sector) lead the way in **providing apprenticeships?**
- How do we ensure that **young people with recognised needs such as dyslexia and SEBN, have positive interactions?**

Use these questions to explore
Communication and Language.

Logistics, Timetabling and Design

- How might we **simplify the number of national policy priorities we are asking schools and colleges to deliver and demonstrate?**
- How might we develop the **knowledge of practitioners** about the **learning opportunities for young people out-with their own establishment?**
- How might we convince headteachers the **value of vocational learning for all their young people**, not just certain groups?
- How might we create a **meaningful space in the curriculum to develop of attributes and life skills?**
- How might we **reconsider timetabling to optimise learner pathways?**
- How might we really achieve a **flexible senior phase experience?**
- How might we offer a **wider range of courses** with the **same numbers of staff?**
- How might we improve 3-18 **transitions** relation to skills for **work and career education?**
- How might we **integrate DYW opportunities** into already **busy curriculum?**
- How might we **develop a flexible work based curriculum** that is **not stifled by exams?**
- How might we give **young people in custody work placements which meet their needs?**
- How might we use **staffing more creatively to deliver courses** which are more appropriate?

Use these questions to explore Logistics, Timetabling and Design.

Employer & Education Relationships

- How might we **support industry and employers better understand all qualifications?**
- How might we **change the mindset of staff** who think that **DYW** doesn't affect them/see it as increased workload?
- How might we better **inform teachers about employability pathways, and work opportunities for their pupils?**
- How might we **redefine 'competition'** to mean something positive and constructive?
- How might we **reassure teachers and practitioners that new and vocational course could have better outcomes for their students**
- How might we **improve the quality of career education as part of our core curriculum?**
- How might we **better equip teachers to understand a range of pathways rather than the presumption of university?**
- How might we **encourage more secondary teachers / lecturers to be teachers of skills and attributes, rather than subjects** - build understanding that it's not just about the core curriculum?
- How might we **better inform teachers about vocational opportunities and 21st century jobs** so that learning is more relevant and less exam driven?
- How might we make time for teachers to **explore alternative courses and qualifications, and gain confidence in delivering new learning?**

Use these questions to explore
Education and Employer Relationships