Workshop for senior leaders in schools, colleges, SDS and Post-16 partners.

Arrangements for supporting young people in transition from secondary school to post-school provision during the COVID-19 pandemic

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1   Background

This workshop provides questions for senior managers to consider to support young people, prior to, and during their transition from school to post-school learning. Although the questions focus on the transition from school to locally based provision, there are also relevant to arrangements between schools and universities.

The workshop focuses on **6 themes** which are critical to each part of transition. These are:

- **Adjust educational provision and services to accommodate changes to the learning landscape emerging through COVID-19.**
- **Preparing and supporting young people to make informed decisions about their future learning.**
- **Selecting and recruiting young people on to post-school provision.**
- **Providing learners with access to support services to ease and enable transition to post-school options.**
- **Preparing and equipping young people to engage productively in post-school learning situations and activities.**
- **Provide an infrastructure which supports future learning.**

2   Potential ways to utilise the workshop questions

The workshop questions are designed to be used by partners within a local or regional context to respond to the current and emerging impact of COVID-19.

The 6 themes are underpinned by a series challenge questions intended to:

- Stimulate and direct discussion to inform future planning;

- Build the capacity of partners in forming a shared understanding and vision of the opportunities available to young people; and

- Provide a basis for joint ownership and joint planning of services and resources.

The themes could be used separately as stand-alone discussion items, or as part of a series. Involvement of staff could be adjusted and varied to reflect local and regional contexts. Where possible, arrangements should be made to enable learners input to workshops.

3 **Workshop questions**

Slide 1: Arrangements to adjust educational provision and services to accommodate changes to the learning landscape emerging through COVID-19.
• What arrangements are in place to identify the range of options which will be available to young people from August 2020? • How will the types and levels of programmes (SCQF) be understood and promoted by key influencers? • How we will we collaborate to ensure our shared knowledge of post-schools options is up-to-date? • How can we work together to maximise our resources and expertise, for the benefit of all our young people?
Slide 2: Arrangements for preparing and supporting young people to make informed decisions about their future learning.
• What arrangements are in place across partners to ensure all young people are provided with accessible opportunities to discuss and explore their post-school options? • How will we ensure that young people receive sufficiently comprehensive information about the range of options available to them and the progression opportunities to work further learning? • How will we raise the awareness of subject teachers of the range of post-school opportunities linked to their specific subject area? • How will we ensure that young people and their parents/carers receive appropriate advice and information about ancillary services, such as funding and transport arrangements, to prepare for transition? • How can we draw on feedback form young people to influence and improve arrangements? • How can we work together to maximise our resources and expertise to support young people to make informed choices?
Slide 3: Arrangements for selecting and recruiting young people on to post-school provision.
• What processes are in place to select and recruit young people onto the various types of post-school options? • How can we ensure that young people understand the different types of selection processes applied by different organisations? • How will we prepare and equip our young people to engage productively in different types of selection processes? • How can we draw on feedback form young people to influence and improve arrangements? • How can we work together to maximise our resources and expertise to ensure young people to enter appropriate post-school provision?

Slide 4: Arrangements for providing learners with access to support services to ease and enable successful transition to post-school options.

- How can we ensure that we all have up-to-date knowledge of the full range of support services available to young people within post-school options?
- How can we ensure that young people are aware of the support services available to them, and are able to access them quickly and easily?
- How can we ensure that additional support requirements are in place for young people at the point of entering post-school provision?
- How can we draw on feedback form young people to influence and improve arrangements?
- How can we work together to maximise our resources and expertise to ensure support services ease and enable successful transition to post-school options?

Slide 5: Arrangements for preparing and equipping young people to engage productively in post-school learning situations and activities.
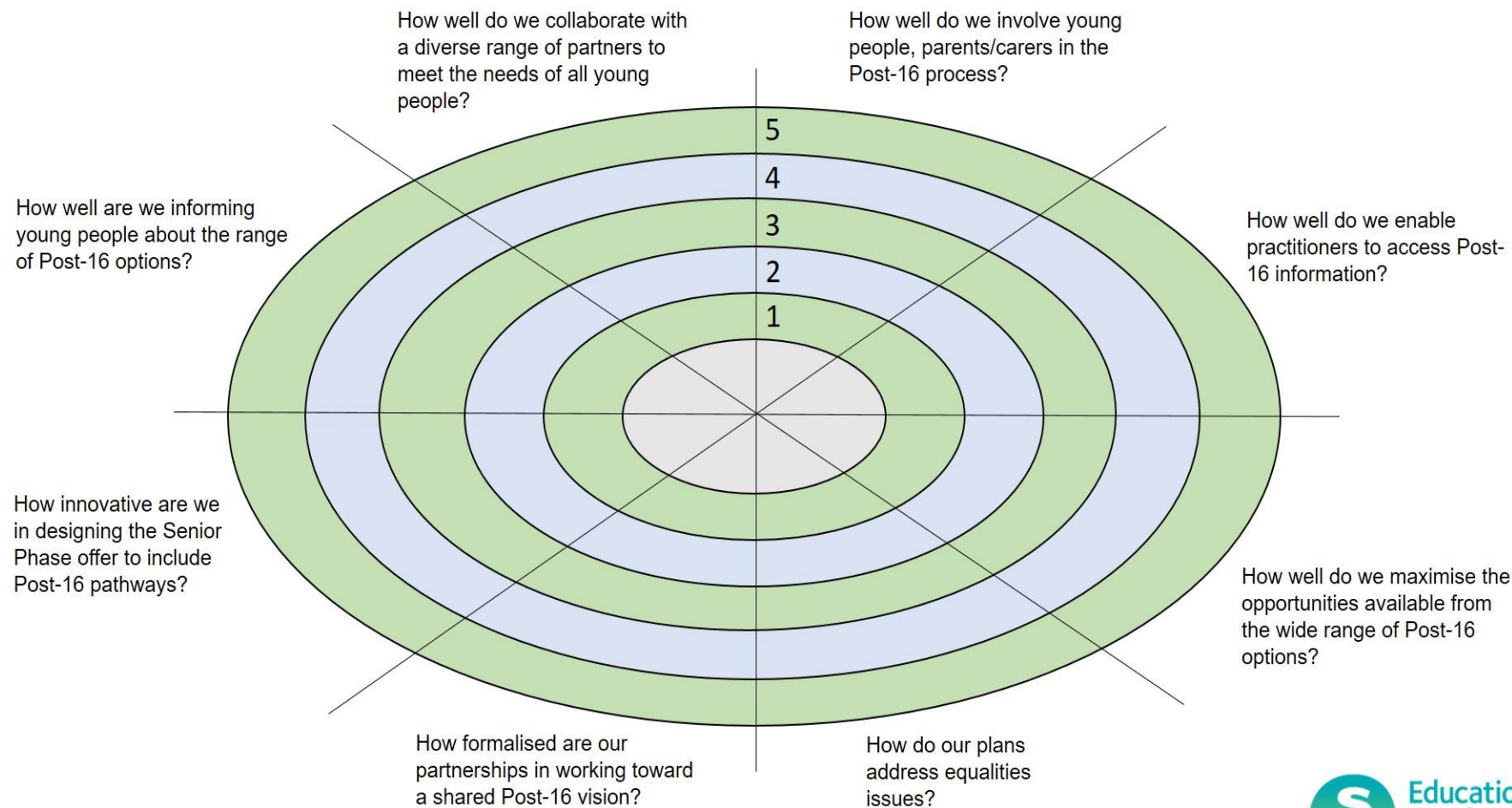
- What arrangements are in place to introduce and induct young people into new learning situations and environments?
- What arrangements are in place to assess the confidence and skills of young people to engage in projected types of leaning activities?
- What arrangements are in place to support young people to identify and address the gaps in skills required to engage productively in all types of learning activities?
- What arrangements are in place to monitor the engagement and performance of young people experiencing different types of learning contexts?
- How can we work together to maximise our resources and expertise to support young people to engage in different types of learning contexts?
- How can we draw on feedback form young people to influence and improve arrangements?

Slide 6: Arrangements to provide an infrastructure which supports future learning.

- How can we share best practice to inform adjustment of internal and shared policies and practices to take account of the impact of COVID-19?
- How can we coordinate and timetable joint learning activities, to enable young people to access to learning opportunities across different partners?
- How will funding arrangements take account of hardship and changing circumstances?
- How can we draw on feedback form young people to influence and improve arrangements?
- How will we monitor the effectiveness of our arrangements and draw collectively on our findings to refine and enhance our provision?

Appendix 1

Post-16 Benchmarking Exercise

How well do we collaborate with a diverse range of partners to meet the needs of all young people?

How well do we involve young people, parents/carers in the Post-16 process?

How well are we informing young people about the range of Post-16 options?

How well do we enable practitioners to access Post-16 information?

5
4
3
2
1

How innovative are we in designing the Senior Phase offer to include Post-16 pathways?

How well do we maximise the opportunities available from the wide range of Post-16 options?

How formalised are our partnerships in working toward a shared Post-16 vision?

How do our plans address equalities issues?

Education Scotland
Foghlam Alba

5 for confident, 1 for less confident