

Parkhill Secondary School Career Education

Updated October 2019

Introduction

Parkhill Secondary School is an Additional Support Needs School in the East End of Glasgow. The roll is currently 62.

As part of the continuing development of the Enterprise Academy and the work of the school itself we have revisited the Career Education Standards to produce this document that profiles Good Practice and Areas for Development. The Self-evaluation and reflection Tool allowed staff to discuss and reflect upon current developments and on-going practice within the school. This is a working document that will be reviewed on a regular basis and emphasises a whole school approach to career education.





CES Expectation 1

“work with a range of partners to design and deliver an appropriate personalised curriculum that takes account of the individual needs of children and young people and genuinely equips them for learning, life and work in all settings”

Example of good practice in this area

At Parkhill we work with a range of partners to deliver an appropriate, personalised curriculum. With a small roll and specialist staff we are able to take account of every young person’s needs. Our partners support us by offering opportunities which equip young people for learning, life and work. The school is constantly looking at new ways to engage with young people and parents and to listen to their views. During the establishment of the Enterprise Academy a steering group was formed. Both a parent and pupil representative were part of this group with the young person regularly feeding back to the whole school on developments.

At every stage and in every area of the school, partnership meetings are key to ensuring that activities are well planned and have a positive impact for the Profile Forms are used to requirements that have to be



learners involved. Work Experience Pupil communicate individual needs or support implemented for successful outcomes.

CES Expectation 2

“engage children and young people in meaningful discussion about their skills development and assist them in profiling to support their career journeys”

Example of good practice in this area

Young people at Parkhill are encouraged to take an active part in decisions about their own learning and career journeys through a variety of activities and strategies from options choices and on-going Skills Development Scotland (SDS) interviews to industry visits to business partners and employability workshops.

A wide variety of partners are involved in discussions with young people and their parent carers about skills development and their future including Radisson Red Hotel, Crowne Plaza Hotel, Milnbank Housing Association, ENABLE and SDS.

Profiling is a very important part of the school week and curriculum. Young people have 30 minutes each week to work on their profiles with their key teachers. The profiles allow them to reflect on their learning and development of skills in different areas across the school. We have recently redesigned the S1-3 profile to more closely reflect the S4-6 profile with its emphasis on skills and reflection. At the end of S3 young people are presented with their profiles as part of the whole school end-of-year Award ceremony. S6 pupils also work on transferring their profile into a definitive Record of Achievement which is also presented to them at the Awards

| | | | |
|---|--|--|--|
| achieving | Strengths/skills/qualities: I was good at cleaning out the catruns. I was responsible. | Strengths/skills/qualities | Strengths/skills/qualities |
| College/Vocational experiences GIRFEC Achieving Nurturing Included Responsible | Activities: I went to Cat Protection League for 1 week. Pupil Comment: It was amazing and the staff really good. Strengths/skills/qualities: I cleaned the cat pens really well. I got on really well with others. They told me I could come back voluntarily later. | Activities: Attending Tinsmen's professional cookery course. On the 28 th of February, my classmates and I took part in a whole school assembly about vocational training. My role was as a tour guide showing our invited guests around the school's new vocational hub. On the 28 th of March 2017, I took part in the Parents Enterprise Academy Open day. Pupil Comment: Course great I love it. Strengths/skills/qualities Katie skills Learning French names for different cookery skills and techniques | Activities: Pupil Comment Strengths/skills/qualities |
| Wider interests and Achievements GIRFEC Safe Healthy Nurturing Active | Fitness Jogging Cycling | I am currently trying to improve my fitness levels by going runs in my local park, with my next goal to join my local gym. I have started to take an interest in equitation and eventing. This has happened due to the influence of one of my favourite teachers | |

ceremony. The profiles allow us to discuss activities that young people participate in outside of school and develop a more comprehensive picture of each young person.

Profiles have been linked to GIRFEC and allow staff an opportunity to develop positive relationships with all young people.

CES Expectation 3

“through professional learning and having access to up-to-date resources, develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these”

Example of good practice in this area

As part of the on-going developments within the Enterprise Academy at Parkhill, staff have been encouraged to develop their professional practice by engaging with business and community partners.

The Outdoor Education teacher has achieved an SVQ 1 Horticulture Award by working with Glasgow City Council Land and Environmental Services. He is now working towards SVQ level 2. This has raised his awareness of the components of the course as well as the assessment arrangements. It has also raised awareness of the opportunities and pathways available in this sector.

Another colleague completed training at the Hilton Hotel learning about the everyday practice of a number of departments including Housekeeping and Front of House. By engaging with our key business partner in this way the teacher is better equipped to talk about the activities and skills required to work in a hotel. This has allowed her to deliver the Introduction to Hotel Skills course which was created as part of the suite of courses available in the Enterprise Academy.



This work is supported by termly 16+ meetings, Enterprise Academy Staff meetings, DYW Business Plan and Monitoring Impact meetings. Through robust planning with partners the school is able to secure the best outcomes for learners and positive and sustained destinations for leavers.

CES Expectation 4

“relate relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment”

Example of good practice in this area

The Food School Scotland Programme is an opportunity for pupils to discover more about the hospitality industry and the jobs available. Over the course of 10 weeks, the Pop-up Kitchen in Parkhill Secondary School has been transformed in to the Food School Scotland. Hub International has structured & led each session with a network of suppliers to bring local food (and where appropriate drink) in to the classroom, or to take the pupils to the suppliers themselves.

Each session is unique, ranging from hands on cookery lessons with local professional chefs to visits to growers and suppliers. Each session is aimed at increasing the awareness of the pupils of the hospitality industry and the myriad of jobs available.

These classes have taken the young people, and their parents on a journey to demonstrate the supply chain from growers and producers, to the suppliers and chefs and to the restaurant table. Pupils from



Smithycroft Secondary School join with Parkhill pupils for the programme enriching the sessions for both sets of pupils as they work together in different teams.

CES Expectation 5

“develop children responsibilities and

Examples of good



and young people’s understanding of the duties placed on employees and employers”

practice in this area

Attendance in Enterprise Academy courses gives pupils the opportunity to develop realistic skills and knowledge in a real-life context. Young people are encouraged to arrive early to get changed into their uniforms and to prepare to start the lesson.

The courses focus on a number of key practical skills and activities that are intrinsic to working in realistic environments with the focus being on young people working together in different roles.

Weekly attendance updates at assemblies outline the importance of responsibilities in the work place.

Bespoke work experience placements are offered in the senior phase the opportunity to develop skills as well as understand the importance punctuality and other responsibilities in the work place.



punctuality and

and give young people of attendance,



CES Expectation 6

“make use of relevant digital and online resources, in particular My World of Work”

Example of good practice in this area

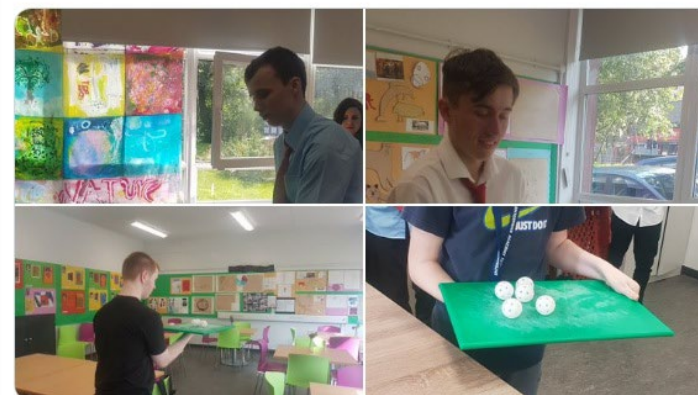
Parkhill Secondary School and the Enterprise Academy make strong use of social media. Both staff and young people understand the importance of social media as a modern day communication method and a leading tool for the business community. Business partners and relevant other organisations are included in social media posts. Senior pupils in English classes are able to work towards Media Studies units focusing on the use of social media and media content. Staff are signed up to relevant newsletters and bulletins that

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cover career education in its widest form, for example DYW, Education Scotland and SDS.

CES Expectation 7

“encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities”

Example of good practice in this area

Outdoor Education has been an important element of the curriculum at Parkhill for several years and has a dedicated teacher who specialises in Horticulture and maintaining the school garden and grounds. From S1 young people have the opportunity to develop their skills in this area. Outdoor education allows young people in the Broad General Education to develop an interest in and to take pride in their own environment. Outdoor Learning is not restricted to this department alone and many



other departments involve young people in outdoor leaning experiences such as industry visits to Tennents Training Academy and local hotels, horse riding and trips to areas of local interest.

Young people and parents requested drama be included on the timetable and this was implemented in BGE classes. Business Administration was included in the BGE timetable to allow pupils to develop the skills they will need to successfully move on to the Enterprise Academy course. By diversifying the curriculum in this way it allows young people to achieve and experience learning in new and different contexts. Furthermore, by personalising their learning and listening to the views of all partners and stakeholders the curriculum reflects their interests and ensures more engaged with young people becoming more confident, optimistic in their outlook.

learners are resilient and



with a rapidly
opportunities”

CES Expectation 8

*“facilitate young people’s learning and their ability to engage
developing landscape of work/career and learning*

Example of good practice in this area

Parkhill are involved with a range of partnerships including key business partnerships as well as a link school -Alfred Wekker Schule- in Nuremberg, Germany. During the planning for the initial visits for each school in the international partnership it became clear that a key learning activity should be industry visits to hotels and suppliers in Glasgow as well as Nuremberg as this would meet key learning objectives.

The two schools have engaged in developing learning activities which would support the industry visits. The visits have been hugely beneficial for the young people and staff and allowed them to compare the differences between hotels and suppliers in terms of location, clientele and size. It also allowed the young people to understand the importance of transferable skills within the industry as well as different expectations.



CES Expectation 9

“further develop links with employers, work-based learning pathways, work placements and a wide choice of options in the senior phase of education, with appropriate support from DYW Regional Groups, Skills Development Scotland (SDS) and local authorities”

Examples of good practice in this area

The Food School Scotland programme has supported the school to diversify our links with partners and to engage pupils in different forms of work based learning. It has also increased the range of partners to include suppliers within the hospitality industry.



The Enterprise Academy offers pupils a variety of work-based learning pathways allowing pupils to focus on specific industries and Skills for Learning, Skills for Life and Skills for Work.

The school offers a wide range of options in the senior phase and also through the Enterprise Academy. Pupils in Parkhill have up to 6 options choices in the senior phase, which gives them 3 years to develop skills and gain qualifications.

All of this work is supported by Monitoring Impact and 16+ meetings with the school Educational Psychologist, GCC Inclusion Officer, ENABLE and SDS. The school also benefits from regular DYW meetings.



CES Expectation 10

“take account of individual needs when planning to support children and young people with career information and guidance (CIAG) and draw on the expertise and support of partners as appropriate”

Example of good practice in this area

Within Parkhill we use a wide range of information and partnership working to plan and support young people in their learning and to plan for their future. 16+ meetings allow partners to share information as well as to plan cohesively for the future.

Monthly Pupil Update meetings ensure staff are aware of the individual needs of every young person in the school and any changes in circumstance. Key teachers discuss targets with young people based on the Glasgow Wellbeing Motivational Tool (GWMT) and work with young people on a weekly basis to update profiles. Annual review meetings for every young person ensure that individual needs are discussed with staff, parents and young people. Year Heads write Wellbeing Assessment Plans for every young person, using targets discussed with young people during the GWMT interview.

The Monitoring Impact working group evaluates the impact of the Enterprise Academy in a variety of ways. In partnership with the school Educational Psychologist, GCC Inclusion Officer and SDS the group have decided to monitor the resilience and self-esteem of young people involved with the Enterprise Academy and pilot was completed in June 2019. A twice yearly Enterprise Academy staff meeting also supports planning for young people and draws on the expertise of staff.

Areas for development:

- To develop strategies to allow Young People with communication needs to be able to discuss their skills development and futures more fully with staff, parents and other partners.
- To develop staff knowledge of Career Educations Standards and related areas, e.g. DYW, LMI in order to better implement CES across all subjects and year groups.
- To further develop media and technology, most specifically My World of Work in partnership with relevant agencies.
- On-going review of the implementation of CES



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