

**Developing the Young Workforce - Interesting Practice in Skills (3-18) exemplar:**

**Woodfarm High School : A whole school approach to career education**

The following document provides a brief summary of the key elements of this project.

**1. Introduction**

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| **Establishment**  | Woodfarm High SchoolRobslee RoadGlasgowG467HG |
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| **About the establishment/ programme** | Woodfarm High School has sought to prepare young people with the skills for learning, life and work to ensure that learners achieve a positive destination when they leave school and to raise attainment and achievement. |
| **Main tags (please delete / add)** | * Secondary,
* Employability
* Employer engagement
* Equalities and inclusion
* Parents
* BGE
* Senior phase
* Career Management Skills
* Developing the Young Workforce
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**2. Current developments:**

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| **What are you doing just now?** | * Working with learners and partners to embed opportunities to develop skills across the curriculum.
* Reviewing our work placement model in line with the ‘Work Placements Standard’ to create bespoke opportunities tailored to the needs of the young person
* Ensuring that learners have opportunities to write CVs and practise interview skills before they leave school.
* Enhance learners’ understanding of different career routes and the skills required to achieve these by offering curricular programmes and regular engagement with employers.
* Offering a ‘vocational qualifications package’, which allows young people to develop skills for learning, life and work through their senior phase curriculum.
* Up skilling staff through a Teaching and Learning Community group. Professional learning is also provided to all staff at inset days and collegiate events.
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| **How was this done?** | **Careers Ambassadors** S6 careers ambassadors have:* audited the curriculum against the Careers Education Standard;
* organised a business breakfast and personally delivered invitations to local businesses;
* carried out 1:1 mentoring sessions with S1 learners to discuss and record progress and targets in skills development and achievements;
* presented at assemblies to challenge career stereotypes;
* delivered a workshop to the parent council to inform them of progress in DYW;
* supported with STEM lessons.

**Flexible work placement model**Woodfarm High School has reviewed its provision of work experience and embedded the following programme:* 1 week work experience in September for all S4 learners.
* S4 learners studying ‘Personal Development’ attend a second work placement in December to build on skills from previous placement.
* Flexible ‘Getting Ready for Work’ placements from January – April of S4 for National 3 and 4 learners who have completed all necessary coursework.
* ‘Step Forward’ placements at colleges and with employers for young people studying mostly National 3 and 4 qualifications during the SQA exam diet to ensure a meaningful experience.

**S5 Mock Interviews**All S5 pupils undertake a 5 week programme on Interview Skills, culminating in mock interviews for every learner, offered by Youth Services. **Employer Partnerships**Woodfarm have developed a database of employer partnerships by way of directly approaching employers, presenting at the East Renfrewshire Chamber of Commerce, and offering a business breakfast. Employers have supported young people in preparing for the workplace in the following ways:* Skills visits: Learners have visited places of work to find out more about what different jobs entail. For example, learners visited Ellen Conlin to learn about careers in Hairdressing. Employers have also visited our school to explore different career opportunities with young people. For example, Scottish Power delivered a workshop on Engineering.
* Developing the Young Workforce Days: Learners in the BGE experience a full day each year working with employers and other partners to apply their skills for learning, life and work. These engaging and interactive learning experiences also illustrate to the wider school community how the young people are supported in developing their skills across the curriculum.
* Careers Evening: Employers host stalls in our school to support learners and parents to make informed decisions about post school destinations.
* Creative Arts Skills Event: Our Creative Arts Faculty hosted an event where they invited 8 different delegates from the world of work to work with groups of learners to explore career opportunities in the arts. Learners were able to ask questions about the skills, qualities and qualifications necessary for each particular role.
* Collaboration on curricular design: Hudson Recruitment have collaborated with us to develop a scheme of work for learners on CV writing to ensure that our learners’ CVs meet industry standards. Hudson have also offered 1:1 support to learners in the lowest 20% attainment group with their CV writing skills.
* Promotion of routes into work: Partners have come to Woodfarm to promote different routes into work. For example, Clark Contracts have provided talks on Modern Apprenticeships.

**Vocational qualifications package**Woodfarm High School offer a variety of courses as progression pathways appropriate for all learns to ensure that they are well prepared for the world of work. These include:* The Employability Award
* Personal Development
* Lab Skills
* Languages for Life and Work
* Practical Woodwork
* Financial Maths
* Travel and Tourism
* Refereeing
* Sports Coaching

**Skills TLC Group**Woodfarm High School has recently established a teacher led – teaching and learning community focussed on strategies to help learners develop skills for life, learning and work. These sessions focus on things such as developing digital literacy and working with employers to enhance learning and teaching.**DYW Newsletter**The purpose of this newsletter is to provide the wider school community with an update on how young people are being supported in the development of their skills for learning, life and work.**Skills for Work and Life posters**Development of skills for work and life posters. These have been developed in partnership with learners, staff and parents/carers. Other key partners such as employers have also played a key role by providing advice/guidance on the statements being shared with the young people. The posters are being shared across the wider school and are being embedded across the curriculum to ensure learners are able to articulate and recognise the skills which they are applying within their learning experiences.A workshop has been delivered with the Parent Council to further emphasise how the school is supporting young people in developing their skills for learning, life and work. **S2 STEM project**The project is divided into two yearly blocks and consists of four innovative STEM themes which are delivered by science, technologies, ICT and mathematics. The project is being delivered to 15 learners in each block, allowing 30 learners who experience socio-economic disadvantage to benefit from the opportunity of raising their attainment. The four themes are:* Robotics and Creative Building
* Product Design – mobile phone and micro bit covers
* App Design
* Fuels of the Future

Each theme is interlinked through the integration of staff and STEM ambassadors. Learners are engaged through inspiring digital approaches to learning whilst resilience, aspiration and social relationships are promoted throughout each theme.Learners reflect upon their achievements and strategies for overcoming problems encountered.**Skills Weeks**Skills Weeks allow young people the opportunity to engage with skills across the full week in their subjects.Faculties across the school share their full suite of learning experiences designed to integrate and promote skills for learning, life and work in their existing lessons. |
| **What is the (intended) impact of your initiative/programme?** | * To meet the ‘I Can’ statements within the Career Education Standard for the BGE and Senior Phase.
* To prepare young people for the world of work.
* To increase the percentage of learners in positive destinations when they leave school.
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| **What have you learnt from your journey so far**  | * The importance of working with employers to ensure that our school curriculum fully prepares young people for the world of work.
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| **Best piece of advice**  | * Empower learners to engage in curriculum design and delivery with a key focus on developing their skills for learning, life and work.
* Consider ways in recognising employers’ contributions, to show them that they are valued by the school (e.g. a plaque, certificates and advertising on the school website).
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| **CfE/Curriculum link/ skills development**  | * Career Education Standard (3-18)
* Education Working For All! (June 2014)
* Building the Curriculum 4: Skills for learning, life and work
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| **Wider DYW context?** | * We worked with DYW West to identify employer links and to share best practice.
* We worked with East Renfrewshire’s Community Benefits team to make employer links.
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| **Partnerships**  | * The Chamber of Commerce supported us by allowing us to make a presentation to employers to encourage them to link with our school.
* Local businesses.
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| **Standards and guidance materials** |  Did you use any of the following documents in preparation or alongside the development of this project:[Career Education Standard](https://www.education.gov.scot/Documents/dyw2-career-education-standard-0915.pdf)[X](https://www.education.gov.scot/Documents/dyw2-career-education-standard-0915.pdf)[Work Placements Standard](https://www.education.gov.scot/Documents/DYW_WorkPlacementStandard0915.pdf)[X](https://www.education.gov.scot/Documents/DYW_WorkPlacementStandard0915.pdf)[X](https://www.education.gov.scot/Documents/DYW_WorkPlacementStandard0915.pdf)[School/Employer Partnership Guidance](https://www.education.gov.scot/Documents/DYW_GuidanceforSchoolEmployerPartnerships0915.pdf)  |
| **Watch this space!**  | * We intend to extend the S1 mentoring to S2 learners by utilising our school’s buddy system.
* Utilising our Skills for Life and Work posters to support learners on their work experience placements in the senior phase, to identify the skills they are developing.
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| **Quotation(s)**  | One young person commented on their experience of their flexible work placement:“*this helped me to develop my confidence because I had to speak to people I didn’t know… By working with the elderly, this helped me to prepare for my future career where I would have to do this every day*” (AK S4) |

**3. Added value**

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| **Resources**  | Video clip – flexible work placements.DYW Newsletters. |
| **Web links** | **S1 DYW day**<https://www.youtube.com/watch?v=WkWA8GCv0xE>**S2 DYW day**<https://www.youtube.com/watch?v=-Jvt5yX7vPI>**S3 DYW day**<https://www.youtube.com/watch?v=SIdUB9d2Oc0>**Skills for work poster**<https://blogs.glowscotland.org.uk/er/Woodfarm/files/2016/08/Skills-for-work-A3-pdf.pdf> |
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