DYW Senior Phase design workshop
'How Might We' statements

How Might We statements were used near the start of the session, after we had presented, edited and created relevant personas. These statements were then reviewed and clustered into emerging themes. *Total tool completion time: 35 mins*

Tool in context
This is a group activity involving all workshop participants. Using their own knowledge and experience, whilst keeping in mind the personas we have just reviewed, participants are asked to consider the challenges, problems and barriers that is facing those in Senior Phase education. Instead of just listing these issues, they are framed as an opportunity, starting with the phrase: "How might we…?"

After listing all potential statements, they are reviewed by the workshop participants and clustered into the various emerging themes. Any duplicates are removed.

Why How Might We statements?
This tool and the framing of problems as "How Might We…?" statements allows the challenges to be viewed in a more positive way, that instead feel like a challenge that can be solved. Including the entire group with clustering the statements into themes it also ensures that everyone reads the range of statements put forward and they can begin to see they share common concerns.

Core tool learnings: How to transform challenges into opportunity questions. They learnt how to generate many ideas without judgement and at speed.

Workshop participants brainstorming and discussing HMW questions during the session.

Workshop participants clustering HMW questions into themes, refining the focus of the day.

Theme: Employer & Education Relationship

- **Pupils should start to think of vocations early**
- **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 blur the boundaries between education and employers?
- **How might get post school vocational training priorities – in the schools to support progression beyond school?**
- How might we better engage small local businesses in working in partnership with the local secondary school?
- How might we share examples of schools found and establish employer partners based on learner needs?
- **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)**
- How might employers and teachers fully understand each other's worlds?
- Micro employer engagement
- Define a role for employers in supporting education and learning
- How might we better plan for the senior phase across partners, including better shared understanding and use of data?
- Lack of community between schools/pupils and employers leading to poor choices on pupil development beyond school
- The system can get in the way of real sustainable change

Theme: 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?**
- School staff need training / advising / experience of the different pathways available to a young person
- **How might we encourage more secondary teachers / lecturers to be teacher of skills and attributes, rather than subjects - build understanding that it's not just about the core curriculum?**
- How do we give teachers knowledge about the world of work when most have no direct experience of any workplace other than a school?
- How might we encourage pupils to think about MA, FA and vocational pathways?
- **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?**
- What can teachers learn from other employers to enrich learning experience – build it into CPD

- How do we help teachers manage competing demands to improve attainment, wellbeing and employability outcomes?

Theme: Parents

- How do we give confidence to parents who don't have sufficient bravery to join 'parents who 'lunch'
- **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 will have better outcomes for their children?**
- Parents don't grasp changing policy - allow time for change to bed in public bodies needs to be clear in comms
- **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?**

Theme: 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?**
- Encourage schools to change their culture and ethos
- **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 a metrics
- Stop schools 'playing the game according to the roles by which they judged' i.e. stop schools using all their resources towards academic attainment
- Achieve achieve cultural change in our schools guidance teams
- **How might we prevent DYW approaches being seen as additional workload for teachers?**

Theme: Measuring impact/outcome

- **How might we systematically capture the wider achievement of our pupils?**
- **How might we recognise a "value" for work based education within the system?**
- **How might we ensure more forms of attainment in schools are measured and not just academic graded qualifications?**
- **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 not solely focus on "insight" as the only way to describe learning experiences within schools?
- **How might we get the main focus of an inspection to more than attainment** (even though that's the mantra)?
- How might we trust each other enough to share
- **How might we get action outcomes in the system?**
- How do we encourage innovation that breaks the Scottish mould (sic!)?
- **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 "scale things up" so that all pupils get a quality DYW experience?**
- **How might we make funding / bidding landscape easier to access in order to provide varied programmes required?**

Theme: 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 should develop subject champions to spread the word to pupils about different career pathways?**
- How might we make it easier for co-delivery of learning in senior phase?
- Pupil support staff need to engage more with colleges, this would be workshops in different areas of colleges
- **How might pupil support staff engage more with colleges?**
- **How might school departments and college/university departments be better engage to support each other?**

Workshop participants exploring the theme: "Work experience and work-based learning."

Theme: 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)?**
- Give work based learning "value" within the system i.e. UCAS
- **How might we get to 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 CofE work placements for links to industry with other schools?**
- **How might we do better for kids 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 pupils receive a meaningful work experience?**

Theme: 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 might we inspire the next generation of entrepreneurs?
- How might we get all businesses (especially SMEs) to commit to the DYW principles?
- **How do we engage businesses systematically to establish business growth through engaging in education?**
- How might we fully engage small and medium entrepreneurs with this agenda?
- **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 and 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?**
- How might we help small businesses help schools without it being too big a burden
- How might we create a universal offering from employers that suits school / college pupils i.e. not all asking the same employer

Theme: 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 dyslexia and SEBN, have positive interactions?**

Theme: Logistics, Timetabling and Design

- **How might we simplify the number of national policy priorities we are asking schools and colleges to deliver and show?**
- **How might we develop the knowledge of practitioners about the learning opportunities for young people outwith their own establishment?**
- **How might we convince headteachers the value of vocational learning for all their young people, not just certain groups?**
- Inertia of existing timetable … 2+2+2 – traditional courses
- **How might we provide a more balanced offer to meet the needs of all?**
- **How might we use existing mechanisms when leaders gather together to 'open up' / redesign the system?**
- Incentivise the desire for change and action to be the norm?
- **How might we develop and meaningful space in the curriculum to develop time to support development 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 involve partners in delivering the curriculum?
- **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?** (too many constraints)
- **How might we give young people in custody true work placement which meet their needs?**
- **How might we use staffing more creatively to deliver courses which are more appropriate?**
- Get a better balance between academic and vocational / work based options within senior phase pathways
- How might we compete with German / Swiss systems?

Theme: TBC / Miscellaneous

- **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 support more young people to make choices in senior phase that help support then to attain / achieve?**
- **How might we stop society / community / schools judging those who do are not in mainstream pathways?**
- Share the "post-it trick" ?!
- **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?**

SNOOK

How might we?

What is the problem?