

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

**Calderglen High School : Inspirational learning delivered in partnership**

The following document provides a brief summary of the key elements of this approach:

**1. Introduction**

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| **Establishment** | Calderglen High School |
| **Contact name and details** | Elizabeth White (Head teacher)  Calderglen High School  Hi Common Road  East Kilbride  South Lanarkshire  G74 2LP |
| **About the establishment:** | Calderglen High has a clear strategy and well-established approaches to developing in its young people’s skills for learning, life and work. This strategy involves establishing ever-increasing local, regional, national and global partnerships to support all Faculties to provide real- life contexts for learning. Curricular leaders are using external partners to help put learning in the classroom and beyond within a context of the working environment. Young people find this relevant, motivating and engaging.  Partners contribute to the 4 contexts for learning and to the S1-S6 skills agenda. Calderglen has radically overhauled its curriculum to meet more appropriately the needs of all learners and to prepare young people for the opportunities, jobs and courses which are likely to exist for them |

**2. Current developments:**

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| **Current practice** | * Using partners to help us plan, deliver and embed new courses, some leading to senior phase qualifications:   **BGE**:  S1 & S2 IDL projects – for example Numeracy, Our World Is Changing [developing critical thinking and problem-solving through projects based on STEM and entrepreneurial activities and global citizenship]   * **S3 Masterclasses** – such as:   Painting & Decorating with business partner and local college  Sports Journalism & Football studies with EKFC Manager  Photography  Child Care  Fashion & Design Textiles  Patisserie  Outdoor Learning  **Senior Phase** Cybersecurity, Lab Skills, Scottish Studies, Personal Development, Lifeskills Maths, Media Studies. Photography, Cosmetology, Hairdressing, Electronics, Employability & Enterprise, Volunteering Awards, Health Care, Games Design, Music Technology, Dance, Science with John Muir Award   * Increased levels of staff engagement with partners – businesses, third sector, agencies, cross-sectoral employees] for learning and skills development and to provide wider perspectives for teachers. Alongside this we have used whole-staff collegiate sessions to inform of current labour market information and trends and to outline the CES * Following on from a successful modern Formal Apprenticeship programme for S5 pupils with a local training provider we have expanded awareness of all stakeholders – pupils, staff, parents and partners- of modern apprenticeship benefits and opportunities and have seen a rise in young people opting for this pathway * Through collaboration with schools and policymakers across Europe on raising achievement for all learners we have shared the positive impact of our DYW strategy particularly on those at risk of disengaging – this has led to higher levels of attainment, improved confidence levels and participation of pupils and for some destinations even beyond high aspirations. * Through an intentional strategy to build teacher leadership capacity and understand CES we have been able to have a successful whole-school, approach to developing career management skills – teachers have quickly grasped the potential impact of effective career goals and planning in raising aspirations and levels of attainment. Linked to this an increasing number of staff are promoting more and more opportunities for the wider achievement of pupils. * Increased distributed leadership of pupils across the school has been significant this session. For example, our DYW Improvement Plan was devised and implemented through consultation and collaboration with pupils, partners, a parent and teachers and pupils quickly took ownership and led the following:   Entrepreneurial workshops for senior phase, including arranging for external entrepreneurs to  deliver sessions and attracting high numbers of peers for them  Pupils set up a Calderglen Alumni through Twitter to engage former pupils to give back to the school community as partners in learning – with great success and more partners to support learning and skills development in pupils.   * Had an effective and engaging parental strategy for DYW – through newsletters every 8 weeks, debriefing sessions at Options’ Evenings and regular updates via the school website and our Calderglen Partners & Calderglen Alumni Twitter Feeds. These have engaged both pupils and parents more than previously. * This session we have had a particular focus on Gender Equality and have actively encouraged girls into STEM areas through competitions, IDL and engagement in the Regional Stemette event, as well as introducing a Girls Can Code Club which has been highly successful. |
| **Best piece of advice** | Raise awareness with all stakeholders of current and local/regional labour market information  Let pupils lead and be part of shaping the DYW strategy and decision-making |
| **CfE/Curriculum link/ skills development** | Our skills development is mapped from S1-S6 and launched with a Skills for the 21st Century programme used with all S1 pupils and involves identification of key skills developed through curricular areas  As well as a focus on skills for employability we also have a strong focus on growth mindset approaches for staff and pupils and some work with parents. This includes health and wellbeing indicators across some curricular areas but is having clear impact on developing the four capacities in pupils, notably successful learners and confident individuals. Pupil feedback is hugely positive on the impact of growth mindset approaches in learning. |
| **Partnerships** | Almost every Faculty has business partners to support learning in and through the curriculum.  Long-established partnerships with many employers and industry have been maintained but many new added and those from the pupil-led Alumni are showing great signs of promise.  We also network well with local colleges and training providers. |
| **Watch this space!** | * Work with primaries and the Learning Community on skills development and CES * Increased work with parents to inform of LMI,skills development and how they can support. * Wider accreditation and improved CMS for targeted BGE pupils through the Prince’s Trust * Increase entrepreneurial opportunities for young people and focus on self-employment * Enhanced provision for pupils progressing to training opportunities with modern apprenticeship aspirations * Further develop pupil leadership opportunities through the DYW strategy across all stages |
| **Quotation** | "At Calderglen High we have capitalised on the flexibility Curriculum for Excellence provides and embrace Developing the young workforce by establishing a range of regional, national and global partnerships which give young people insight into and meaningful experience of the world of work. These partnerships also offer great support to teachers in delivering innovative courses and new qualifications.  We have grasped the amazing benefits of pupils leading in DYW and bringing innovative and creative strategies to the school community and working collaboratively with our partners and staff.  Exciting times in education!"  Liz White, Head Teacher at Calderglen High School, South Lanarkshire. |

**3. Added value**

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| **Resources** | Education Scotland Health & Wellbeing Resource  Skills for 21st Century materials |
| **Web links** | [www.calderglen.s-lanark.sch.uk](http://www.calderglen.s-lanark.sch.uk) |
| **Contacts** | [jdodds@calderglen.s-lanark.sch.uk](mailto:jdodds@calderglen.s-lanark.sch.uk)  [ewhite@calderglen.s-lanark.sch.uk](mailto:ewhite@calderglen.s-lanark.sch.uk) |