



Highland Council

Skills for learning, life and work

June 2015

Acknowledgement

The Highland Council Skills for Learning, Life and Work framework is based on the work of Highland Schools, Moray, Dundee City and Perth and Kinross Councils, Education Scotland, Skills Development Scotland and the Wood Commission Report. It has also been informed by Bloom's and SOLO taxonomies and Costa's Critical Thinking materials.

Planning Skills Development

Planning for the development of the skills for learning, life and work should be an integral part of short and medium term planning for learning, and should be planned for using the Experiences and Outcomes to provide deep and relevant learning experiences which meet the needs of all learners and young people.

Planning for skills development should:

- help young people become successful learners, confident individuals, responsible citizens and effective contributors
- be developed within and across the curriculum (their progression is 'signposted' in the Experiences and Outcomes)
- occur in a variety of contexts, including through partnership working, and through a range of learning experiences appropriate to learners' needs with its potential to add value and relevance
- be informed by the need to provide appropriate challenge through the context for the Skills for Learning, Life and Work
- take account of prior learning for children and young people at all stages across the curriculum
- allow for skills to be developed within a context
- allow for learners to have a clear understanding of the skills they are developing, why they are developing them and give them an opportunity to self-assess their progress
- understand how they can be transferred to other aspects of their learning within and beyond school
- link each set or group of skills, seeing them as inter-related and complementary, not discrete.

KEY MESSAGES

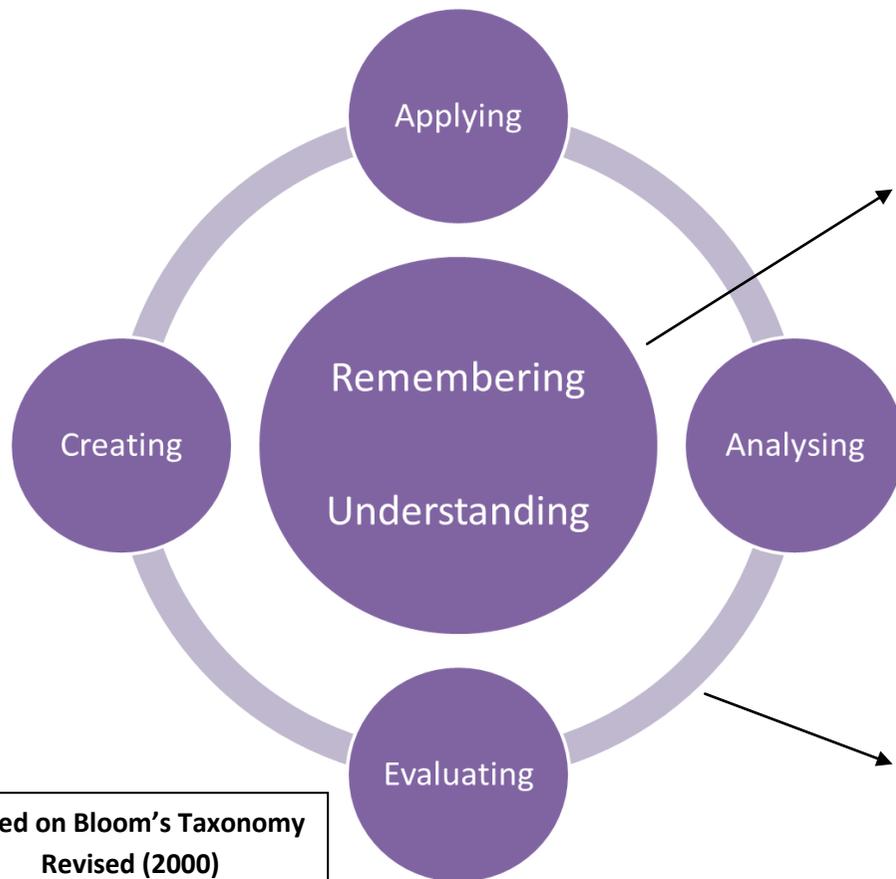
- ❖ Each section in the document details the different skills which permeate through the 3-18 curriculum
- ❖ You should identify the skills within the Experiences and Outcomes, planning for meaningful activities (including real life contexts where possible) which will foster the development of the relevant skills detailed within the Skills for Learning, Life and Work grids
- ❖ In our delivery of our curriculum we should be specific about the skills which learners are developing, and provide feedback on their skills development.

Skills for Learning, Life and Work are an entitlement for all young people within Curriculum for Excellence.

Skills for Learning

The skills for learning include the development of cognitive, metacognitive, creativity and higher order thinking skills. The skills for learning grid details the skills which should be planned for under each of these organisers.

Higher Order Thinking Skills: To further develop Higher Order Thinking Skills within your school’s curriculum, use the [Developing Thinking](http://highlandliteracy.com/developing-thinking/) PowerPoint from the Literacy Toolkit as a resource during collegiate time: <http://highlandliteracy.com/developing-thinking/>



Based on Bloom’s Taxonomy Revised (2000)

“At the base of the taxonomy is what Bloom describes as remembering and what others have talked about as knowledge. There is no doubt that knowledge is the foundation on which all of the other skills rest. And equally, the one that comes immediately above that, which is understanding, progressing from knowing to really having internalised your knowledge, is unquestionably also a foundation skill, it is the next most fundamental to knowledge.”

Keir Bloomer:
<http://www.educationscotland.gov.uk/resources/s/skillsinpractice/developingthinkingskills.asp?strReferringChannel=resources&strReferringPageID=tcm:4-711002-64>

The other skills in the taxonomy: Applying, Analysing, Evaluating and Creating permeate and should not be seen as hierarchal.

They “relate to any of the rest in a wide variety of different ways so you can see . . . how the taxonomy can be used in order to relate one skill to another and to build from one skill to another.”

Keir Bloomer:
<http://www.educationscotland.gov.uk/resources/s/skillsinpractice/developingthinkingskills.asp?strReferringChannel=resources&strReferringPageID=tcm:4-711002-64>

Skills for Learning Grid						
Cognitive Skills		Metacognitive Skills		Creativity Skills for developing people who are...		
Decision making and problem solving <ul style="list-style-type: none"> Information handling Option appraisal Risk management Applying values and beliefs constructively Critical thinking <ul style="list-style-type: none"> Detecting influence and bias Analysing attitudes, values & beliefs Identifying and evaluating evidence 		Before learning <ul style="list-style-type: none"> Setting goals and targets Communicating goals and targets Formulating success criteria During learning <ul style="list-style-type: none"> Analysing progress Communicating progress Identifying needs as they arise Accessing relevant support Adapting learning approaches to meet personal needs and style After learning <ul style="list-style-type: none"> Peer and self-assessment against criteria Evaluating the learning experience 		Constructively inquisitive <ul style="list-style-type: none"> Curious Registering patterns Making use of previous knowledge Researching productively Formalising good questions Open minded <ul style="list-style-type: none"> Using lateral thinking Using divergent thinking Hypothesising Exploring multiple viewpoints Being flexible and adaptable Functioning well with uncertainty 		Able to harness imagination <ul style="list-style-type: none"> Exploring and synthesising Refining multiple options Generating and refining ideas Inventing Able to identify and solve problems <ul style="list-style-type: none"> Understanding and defining problems Crafting, delivering and presenting solutions Demonstrating initiative, discipline, persistence and resilience Evaluating impact and success of solutions Identifying and implementing the next steps in refinement or development process
Higher Order Thinking Skills						
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Skills	<ul style="list-style-type: none"> Observation and recall of information Knowledge of dates, events, places Knowledge of major ideas Mastery of subject matter 	<ul style="list-style-type: none"> Interpretation of facts, compare and contrast Order, group and infer causes Predict consequences Understanding information Grasping meaning Translate knowledge into new context 	<ul style="list-style-type: none"> Use information Apply methods concepts and theories in new situations Use skills and knowledge to solve problems 	<ul style="list-style-type: none"> Seeing patterns Organisation Recognise hidden meaning Identify components 	<ul style="list-style-type: none"> Assess values of theories Make choices based on reasoned arguments Verify value of evidence Recognise subjectivity Compare & discriminate between ideas 	<ul style="list-style-type: none"> Generalise from given facts Relate knowledge from several areas Predict, draw conclusions Use old ideas to create new ones
Key Vocabulary	List Show Quote Define Label Name Tell Collect Who Describe Examine When Identify	Explain Interpret Outline Discuss Predict Restate Compare Describe Summarize Extend Contrast Distinguish	Apply Illustrate Modify Demonstrate Show Relate Calculate Solve Change Complete Examine Classify	Analyse Separate Order Connect Classify Arrange Divide Compare Select Infer Debate	Assess Decide Rank Grade Test Measure Recommend Convince Select Judge Support Conclude	Combine, Integrate Modify Rearrange Substitute Plan Create What if? Compose Formulate Rewrite Prepare Generalize

Skills for Life and Work

The skills for life and work include the development of personal, interpersonal, employability, leadership, cognitive, self-management, communication, co-operation and career management skills. The skills for life and work grid details the skills which should be planned for under each of these organisers.

Literacy

Learners develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, use feedback for improvement and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading.

Numeracy

Learning in numeracy enables young people to:

- develop essential numeracy skills which will allow them to participate fully in society
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Health & wellbeing

A learner can expect a learning environment to support them to:

- develop self-awareness, self worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in a school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on strengths and skills to help me make informed choices when planning next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Developing Scotland's Young Workforce

Following the [Wood Commission](#) report, learners should be provided with an education which explores:

- Career Education: Careers information, interviews, success at work, changing patterns of employment
- The World of Work: Rights and responsibilities, health and safety at work, equal opportunities, trade unionism, pay and taxation
- Entrepreneurial and Enterprise activities: Business and wealth creation; basic principles in starting and running a business; markets and research, advertising methods and standards and technological change and manufacturing.

Skills for Life and Work Grid						
Personal Skills	Interpersonal Skills	Employability skills	Leadership skills	Self-management	Communication	Co-operation skills
<p>Skills for influencing events</p> <ul style="list-style-type: none"> *Self-esteem and confidence *Self-awareness *Goal setting skills *Self-evaluation <p>Skills for managing stress</p> <ul style="list-style-type: none"> *Time management *Positive thinking *Relaxation techniques 	<p>Negotiating and advocacy skills</p> <ul style="list-style-type: none"> *Negotiation *Conflict management *Assertiveness *Influencing *Networking <p>Empathy skills</p> <ul style="list-style-type: none"> *Listening *Understanding others' needs and circumstances *Expressing understanding *Putting yourself in another's place <p>Health & Wellbeing</p> <ul style="list-style-type: none"> *Resilience *Confidence *Active *Positive 	<p>Organisational skills</p> <ul style="list-style-type: none"> *Planning *Organisation *Keeping to deadlines *Managing resources and time *Effective written and oral communication <p>Skills of working in an organisation</p> <ul style="list-style-type: none"> *Ability to manage and be managed *Timekeeping *Ability to work with others *Understanding of roles and responsibilities *Skills of continuous learning 	<p>Motivational skills</p> <ul style="list-style-type: none"> *Valuing the contributions of others *Offering encouragement *Acting as a role model *Demonstrating determination to achieve high standards *Knowing the strengths and weaknesses of others *Inspiring others <p>Skills of initiative</p> <ul style="list-style-type: none"> *Showing enterprise and initiative *Exerting influence *Extending the thinking of others *Perseverance *Serving as a model to others 	<p>Personal qualities</p> <ul style="list-style-type: none"> *Perseverance *Adaptability *Positive outlook and optimism *Reflectiveness *Balancing life and work *Adhering to principles <p>Managing feelings</p> <ul style="list-style-type: none"> *Self-discipline *Anger management *Dealing with grief and anxiety *Coping with loss abuse and trauma 	<p>Interpersonal communication</p> <ul style="list-style-type: none"> *Verbal and non-verbal communication *Active listening *Expressing feelings *Giving and receiving feedback <p>Background skills for communication</p> <ul style="list-style-type: none"> *Investigating *Analysing *Evaluating *Reflecting <p>Literacy</p> <ul style="list-style-type: none"> *Read *Communicate *Listen & Observe *Contribute 	<p>Working with others</p> <ul style="list-style-type: none"> *Knowing when teamwork will be the most productive approach *Contributing to the team *Drawing strengths from the group *Being open to others' thinking *Taking responsibility for group tasks *Evaluating personal contribution to the team *Constructively evaluating the work of other team members <p>Relationship skills</p> <ul style="list-style-type: none"> *Developing confidence when expressing views *Adhering to convictions *Expressing respect for others and their opinions *Encouraging the contributions of others *Building on the ideas of others *Supporting other group members
Career Management Skills - SDS - Career Management Skills Framework						
SELF	STRENGTHS		HORIZONS		NETWORKS	
<ul style="list-style-type: none"> ➤ I develop and maintain a positive self-image ➤ I maintain a balance that is right for me in life, learning and work roles ➤ I adapt my behaviour appropriately to fit a variety of contexts ➤ I am aware of how I change and grow throughout life ➤ I make positive career decisions 	<ul style="list-style-type: none"> ➤ I am aware of my skills, strengths and achievements ➤ I build on my strengths and achievements ➤ I am confident, resilient and able to learn when things do not go well or as expected ➤ I draw on my experiences on formal and informal learning opportunities to inform and support my career choices 		<ul style="list-style-type: none"> ➤ I understand that there are a wide variety of learning and work opportunities that I can explore and are open to me ➤ I know how to find and evaluate information and support to help my career development ➤ I am creative and enterprising in the way I approach my career development ➤ I identify how my life, my work, my community and my society interact 		<ul style="list-style-type: none"> ➤ I interact confidently and effectively with others to build relationships ➤ I use information and relationships to secure, create and maintain work ➤ I develop and maintain a range of relationships that are important for my career journey 	