



July 2016

**Developing the Young Workforce (DYW):
Career Management Skills in the Primary School –
One Area School Group's (ASG's) Approach**

Developing the Young Workforce Career Management Skills in the Primary School



Acknowledgement

The programme outlined in this document was developed in partnership between Highland Council schools in the Millburn Area School Group cluster, Barnardo's Works, Skills Development Scotland (SDS) and industry partners: Anderson, Shaw and Gilbert, Bank of Scotland, Carbon Dynamic, Construction Industry Training Board (CITB), Kingsmills Hotel, Mercure Hotel, New Look, Scottish and Southern Energy (SSE), and Tesco.

Background

The final report of the Wood Commission for Developing the Young Workforce was published in June 2014 – <http://www.gov.scot/Resource/0045/00451746.pdf>.

The Government's response to this was a Youth Employment Strategy which includes milestones over seven years - <http://www.gov.scot/Resource/0046/00466012.pdf>.

Within the report, recommendations 2, 13, 15, 26 and 27 highlighted the importance of developing Career Management Skills throughout the 3 – 18 curriculum, beginning in the Early and Primary years.

Recommendation 2: *A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.*

Recommendation 13: *Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.*

Recommendation 15: *Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder primaries should be supported by at least one business in a long-term partnership.*

Recommendation 26: *Scotland should embed equality education across Curriculum for Excellence.*

Recommendation 27: *Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.*

Developing the Young Workforce Career Management Skills in the Primary School



Education Scotland published their Career Education 3-18 support materials in 2015/2016:
<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/careerseducation/index.asp>

In September 2015 the 'Career Education Standard' was published which details the entitlements for Developing the Young Work Force (DYW) and is illustrated by 'I Can' statements for each level of the Broad General Education (BGE) and Senior Phase.
http://www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf

Building the Curriculum 4: Skills for learning, life and work

Building the Curriculum 4 (BTC4): Skills for learning, life and work – outlines a learner's entitlement to personal learning planning and career management skills.

Personal learning planning and career management

*Building the Curriculum 3 – A Framework for Learning and Teaching states:
“Learning, teaching and assessment should be designed in ways that reflect the way different learners progress to motivate and encourage their learning. To support this, all learners should be involved in planning and reflecting on their own learning through formative assessment, self- and peer-evaluation and personal learning planning.”*

By talking about and planning their own learning from early years onwards, children and young people will develop the skills to:

- *identify, discuss and reflect on their own evidence of learning*
- *use appropriate language for self-evaluation*
- *take responsibility for managing their own learning*
- *help to plan their own next steps in learning and set their own learning goals*
- *make informed choices and decisions about their future learning.*

BTC4, page 13 - http://www.educationscotland.gov.uk/Images/BtC4_Skills_tcm4-569141.pdf

Programme Outline

Following the release of the Wood Commission report, in the 2014/2015 academic session a fourteen week Career Management Skills programme was developed with Primary 6 and Primary 7 learners in Lochardil Primary School, Inverness. The programme was co-ordinated by the Employer Liaison Officer from Barnardo's Works, the Literacy and Assessment Development Officer from Highland Council and practitioners from Lochardil Primary School.

This work was published on the Education Scotland website:

<https://blogs.glowscotland.org.uk/glowblogs/eslb/2015/11/24/highland-council-career-management-skills-in-primary-school-a-resource/>



Developing the Young Workforce

Career Management Skills in the Primary School

Following its success, the programme was up scaled within the Millburn Area School Group, co-ordinated by the Depute Head Teacher at Crown Primary School, the Employer Liaison Officer at Barnardo's Works and partners within SDS to encompass all 208 Primary 7 learners across the Millburn Area School Group (ASG).

The programme focused on five key industries within the local area:

- The Consumer Chain (retail)
- Hospitality (the hotel industry)
- Finance (banking and estate agency)
- Construction
- Science, Technology, Engineering and Maths (STEM)

Further information can be found on Education Scotland's National Improvement Hub:

<https://education.gov.scot/improvement/Pages/dyw9-career-management-skills.aspx>

The aims of this programme for pupils as learners were:

- To develop an awareness of the skills required to work in different industries
- To develop an awareness of the opportunities which are available in local industry
- To practise the skills of oral and written communication and presentation
- To research and experience job roles in a variety of industries
- To make connections between the skills required in industry and the skills developed across the curriculum in school.

The aims for teachers as learners were:

- To develop an awareness of the skills required to work in different industries
- To support learners in making connections between the skills in industry and skills development across learning
- To make connections with local industries, SDS and third sector organisations to support Skills for Work and Career Management Skills

Twelve Week Overview

Prior to the twelve week block of learning, the Depute Head Teacher at Crown Primary School liaised with Head Teachers and Primary 7 teachers in the Area School Group (ASG), developing communication links between schools, Skills Development Scotland (SDS) and Barnardo's Works. The nine businesses had been identified and contact had been made by the Employer Liaison Officer from Barnardo's Works. The Employer Liaison Officer worked with local businesses to design interactive workshops which complemented the learning within the classroom environment around Career Management Education. SDS designed and delivered interactive workshops for learners and support workshops for staff.

With regards to Recommendation 15 from the Wood report, if replicating this programme, schools/ Area School Groups (ASGs) could identify industries within their local area to work in partnership with, learners making contact with local businesses and SDS. Links could be made with DYW regional groups.

Developing the Young Workforce Career Management Skills in the Primary School



See Appendix 1 for the curriculum plan used during the programme

The programme, in addition to developing Career Management Skills and Skills for Work, was designed to develop core literacy skills, including: oral and written communication, research, analysing information, evaluating sources and creating presentations.

The programme, in its design, was aligned to the Second Level 'I Can' Statements from the Career Education Standard:

Career Education Standard, page 16:

http://www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf

By end of Second Level: to the end of P7, but earlier or later for some.

- *I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.*
- *I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.*
- *I can recognise the skills I have and need for work.*
- *I can apply my skills to get more information about jobs/careers.*
- *I can use online tools available to me.*
- *I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my families and others.*
- *I can identify people in my network who help me broaden my horizons.*
- *I believe I can maximise my potential in any type of work.*
- *I can identify different types of enterprise opportunities and engage in them.*

Week Number	Learning Activity
1	<p>➤ Writing letters of acceptance to the local businesses – written communication</p> <p>➤ Researching the values and aims of the local businesses – research, analysing and evaluating information and oral communication</p> <p><i>Learners used search engines to research the values and aims of the local businesses. These were then compared with the values and aims of the school: How are they the same? How do they differ?</i></p> <p><i>If replicating, learners may make contact with the local businesses to discuss how they can support the programme.</i></p> <p><i>My World of Work – P7 Teacher training – Skills Development Scotland (SDS) – SDS provided a practitioner workshop on using the resource.</i></p>

Developing the Young Workforce Career Management Skills in the Primary School



Week Number	Learning Activity
1	<p>➤ Use The Buzz Test (linked to Myers-Briggs) to explore their strengths, possible career paths and leadership styles – analysing and evaluating information and sources</p> <p><i>The Buzz Test was completed online by learners and the whole group explored class trends: http://icould.com/buzz/?buzz_page=0.</i></p> <p><i>If replicating, learners could use the ‘Animal Me’ tool available from Skills Development Scotland – due for release Summer 2016.</i> https://www.myworldofwork.co.uk/</p>
2 and 3	<p>➤ Identifying core skills that apply across the world of work – research and evaluating sources</p> <p><i>Learners used My World of Work website to research different industries and identify the skills that are required across a variety of industries. In the Lochardil programme, learners made a list of thirty skills, based on the commonalities of their research, they taught each other the definition of the skills through co-operative approaches and then narrowed these down to the Top 15 World of Work skills through a class agreement.</i></p> <p>See Appendix 2 for the list of skills identified in the project</p>
3	<p>➤ Building a Survey – research, analysing information, evaluating sources and written communication</p> <p><i>P7 learners and families completed surveys to determine their knowledge and understanding of Career Education linked to the chosen industries.</i></p> <p>SEE APPENDIX 3 and APPENDIX 4 for pre/post surveys</p> <p><i>In addition to this, learners analysed survey questions, creating a survey within their own school context to develop the Data Handling skills detailed within the Numeracy and Mathematics Curriculum. Data Literacy skills were developed through the analysis and interpretation of data from the surveys conducted.</i></p> <p><i>Learners discussed the purpose and analysed examples of surveys, identifying some of the question types that are commonly asked in a survey: demographic, multiple choice, rating scale and comment box.</i></p> <p><i>If replicating, it may be appropriate for learners to create the survey that is shared with families together, modelled by the teacher, to demonstrate the survey writing process.</i></p> <p><i>Learners may use online tools, such as SurveyMonkey, to collect their survey data.</i></p>

Developing the Young Workforce Career Management Skills in the Primary School



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4 – 8	<p>➤ Researching job roles within the five industries and identify the core skills required to work in the industry – research, analysing and evaluating information, written and oral communication and presenting ideas</p>																																																									
	<p>Learners used the My World of Work website to work collaboratively to research the job roles, identify the skills and create industry mind-maps. Each group of three/four learners created a mind-map for each of the five industries. The learning was split into five weekly blocks, each block focused on one industry. Learners were provided with example job roles within each of the industries to provide a stimulus for their research using the My World of Work website.</p>																																																									
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Developing the Young Workforce Career Management Skills in the Primary School



Week Number	Learning Activity
<p>4 – 7 (cont.)</p>	<p>➤ Exploring examples of and given opportunities to practise different presentational devices – oral and written communication and presentational creation and delivery</p> <p><i>Over a four week block of learning, learners were given a piece of information from a article and explored four different presentational devices which could be used to present the information:</i></p> <ol style="list-style-type: none"> 1) <i>Poster Presentation – using images and text; supported by oral presentation</i> 2) <i>Digital Animation – using PowToon software to create a digital animation; CLICK HERE for further information</i> 3) <i>Rap – using rhyme and rhythm to present information</i> 4) <i>Drama/ Role Play – retelling information in role using props.</i>
<p>8 And 9</p>	<p>➤ Skills Development Scotland visit to the school to work with learners delivering workshops on the labour market and identifying the four themes: self, strengths, networks and horizons – analysing and evaluating information and sources</p> <p>➤ Families invited in to take part in the workshops alongside their learners – opportunity for information transfer between learners and their families to showcase the learning during the programme (<i>optional – schools may wish to develop this as a pupil event, inviting families to the learning showcase</i>)</p> <p><i>In replicating this programme, schools/ ASGs are recommended to contact Skills Development Scotland to discuss how they could best support the development of Skills for Work and Career Management Skills.</i></p> <p><i>My World of Work – http://www.myworldofwork.co.uk/</i></p> <p><i>Skills Development Scotland: Highland – https://www.skillsdevelopmentscotland.co.uk/area-info/highland/ .</i></p>
<p>10</p>	<p>➤ Employment Extravaganza: Local businesses deliver workshops to learners – each business workshop demonstrated the skills required within their own industry</p> <p><i>The P7 learners across the ASG met in the Mercure Hotel in Inverness to take part in an Employment Extravaganza, having the opportunity to take part in five workshops (one from each industry). Learners were organised within mixed groups across schools; the event also an additional transition event for the learners involved.</i></p> <p><i>The workshops had been designed by each of the businesses to demonstrate the skills required within their industries. The workshops were supported in their design by the Employer Liaison Officer for Barnardo’s Works.</i></p> <p><i>Construction Industry Training Board (CITB) were not available for the event; they supplied their materials for the workshop to be delivered by Barnardo’s Works staff.</i></p>

Developing the Young Workforce Career Management Skills in the Primary School



Week Number	Learning Activity		
10 (cont.)	<i>Each workshop used role play where learners explored different job roles and scenarios:</i>		
	Company	Task Theme	Skill Focus
	Anderson, Shaw and Gilbert	Creating property schedules	Communication, budgeting, advertising and digital/ written presentation
	Bank of Scotland	Financial education and customer service	Communication and team work
	Carbon Dynamic	Product design	Communication, team work and design
	Construction Industry Training Board (CITB)	Bridge Building roles and process	Team work and communication
	Kingsmills Hotel	Role of the chef, waiter/waitress and human resources	Communication, team work and time management
	Mercure Hotel	Role of housekeeping	Communication, budgeting, team work and analysis/ evaluation
	New Look	Selling a product	Communication, team work and design
	Scottish and Southern Energy (SSE)	Renewable Energy	Communication, team work, planning, reviewing and time management
Tesco	Consumer chain: including merchandising, stock control, management and cashier	Communication, time management and team work	
Event Day Programme			
TIME	Schedule		
09:45 – 10:00	Welcome and Group Formations		
10:00 – 10:35	Workshop 1		
10:35 – 10:40	Workshop Changeover		
10:40 – 11:15	Workshop 2		
11:15 – 11:35	Break		
11:35 – 12:10	Workshop 3		
12:10 – 12:15	Workshop Changeover		
12:15 – 12:50	Workshop 4		
12:50 – 13:25	Lunch		
13:25 – 14:00	Workshop 5		
14:00 – 14:05	Changeover		
14:05 – 14:30	Close		

Developing the Young Workforce Career Management Skills in the Primary School



Week Number	Learning Activity
11	<p>➤ Learners present their findings back to SDS, industry and families – oral and written presentation, creating presentations and evaluating sources</p> <p><i>Learners worked collaboratively in groups of 3 – 4 to demonstrate their learning about one of the industries using one of the presentational devices which were explored between weeks 4 – 7. Families, SDS and local businesses were invited to the showcase event.</i></p>
12	<p>➤ Making connections between the skills required in each of the five industries to their learning across the curriculum – written presentation, analysing information and evaluating sources</p> <p><i>Learners worked collaboratively to explore one industry in greater depth. After creating a large industry mind-map, adding any new skills which they learned about through the industry workshops, they made connections from the specific industry skills to aspects of their learning across the curriculum. This was then shared with all learners within the environment.</i></p> <p style="text-align: center;">Example industry mind-map for the Consumer industry</p> <div style="text-align: center;"> </div> <p>See Appendix 6 for further examples of industry mind-maps</p>

Developing the Young Workforce Career Management Skills in the Primary School

Programme Evaluation

Throughout the programme learners demonstrated their wider understanding around the skills required to work across the world of work. Through creating industry mind-maps and presentations learners have demonstrated an understanding around the skills required in work, both industry specific and the wider labour market. Through engaging with the [My World of Work](#) tool learners were able to identify the skills which are a personal strength and make connects to where these skills feature in industry. Through engagement with businesses, learners have demonstrated their ability to transfer the skills developed within the classroom into the business environment in addition to bringing the skills from business back into the classroom.

Learners, families and teachers identify that learners have gained the following from the programme:

- An awareness of the skills needed across different industries in the world of work
- An understanding of the career choices which are available, regardless of their sex
- An understanding of the local employment opportunities
- A developing understanding of skill development across the curriculum
- An awareness of [My World of Work](#) as an information and support resource
- An awareness of the support available from Skills Development Scotland
- Confidence in creating and delivering oral and written presentations.

The programme has been the catalyst for further skills for learning, life and work opportunities across the Millburn Area School Group. The [Drakies Primary School Community Café](#) is one example of this.

Future Recommendations

To further develop the programme the following recommendations have been made by the programme's partners:

- Work with Millburn Academy to further develop the programme with the S1 pupils transitioning in August 2016 and future years
- Further develop the current programme to include partnership with High Life Highland and the University of the Highlands and Islands
- Through the Skills for learning, life and work guidance in Building the Curriculum 4, make connections with skills across all aspects of learning in each of the schools
- Make increased links with local businesses, looking for opportunities for learners to have hands-on experience in the world of work
- Further develop the partnerships between families and SDS
- Further develop the programme to include alternative recording methods, other than the industry maps
- Continue to use the Career Education Standard in the 2016/2017 programme design
- Utilise the learning facilities within the SDS Centre.