

## A Learner Journey Approach

# SGA Annual Conference & AGM

## 18<sup>th</sup> September 2021



## A Learner Journey Approach

### Format:

- Brief update on context
- The Learner Journey Approach
  - ❖ Dundee City exemplar
- SDS CIAG Education Team support
- Any questions ...

## National Drivers for A Learner Journey Approach

### *“What is the purpose of education?”*

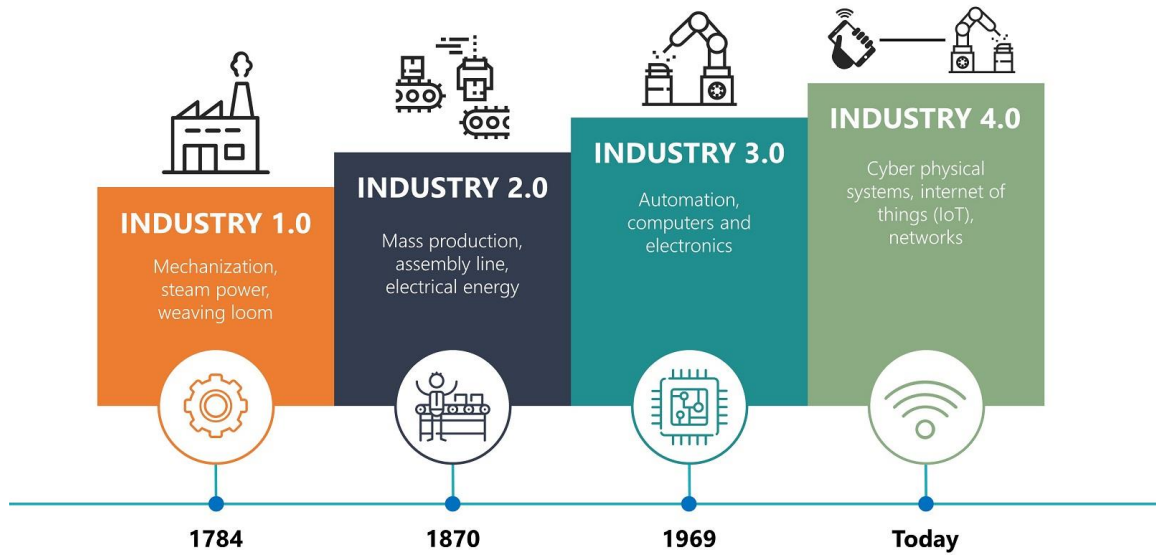
*‘That is the question we have considered at the heart of our efforts to achieve a fully aligned and coherent education and skills system. I am clear that we want our young people to be equipped with the skills and knowledge they need to reach their full potential in both their careers and their wider lives’.*

*‘Partners across the system need to take forward together to make sure that happens’.*

*‘We have the opportunity to ensure that all of our young people can follow pathways that are tailored to their strengths and interests’.*

*John Swinney  
Deputy First Minister and Cabinet Secretary for Education and Skills  
15 – 24 Learner Journey Review (May 2018)*

## National Drivers - Industry 4.0



## National Drivers for A Learner Journey Approach

Both call for **more collaboration on the future development of the skills and learning system** and, crucially, to accelerate the pace and implementation of a **'learner journey approach'** so that young people leaving education are fully equipped with the skills and attributes that they will need to be able to enter and thrive in the future world of work

COVID19 has not altered the ambitions within these policies but has simply heightened the urgency of the need for systemic change **based on a common skills framework and making greater and more effective use of digital technologies**



## National drivers – NIF and DYW

### Achieving Excellence and Equity

#### 2021 National Improvement Framework and Improvement Plan

"The IEA feels that Scottish education exhibits many strengths. It values equity as well as excellence. It has an excellent standing internationally. It is investing effort and resources to narrow attainment gaps, working with and strengthening the teaching profession."

International Council of Education Advisors, December 2020

December 2020



Scottish Government  
Rèignidhean na h-Alba  
gov.scot

*"The purpose of Scotland's curriculum is to **provide young people with the skills, knowledge and experiences that will prepare them for their life beyond school** and provide them with the best possible opportunity to fulfil their potential....It is essential that the curriculum supports our children and young people to develop fully in school, to achieve positive destinations and to be **provided with the full range of skills, attributes and capacities to be resilient within a rapidly changing world.**"*



Developing the Young Workforce  
Career Education Standard (3-18)  
September 2015



Developing the Young Workforce  
Work Placements Standard  
September 2015



Developing the Young Workforce  
School/Employer Partnerships  
Guidance for employers  
September 2015

## National Drivers - The Cumberford-Little Report

### THE CUMBERFORD-LITTLE REPORT

ONE TERTIARY SYSTEM:  
AGILE, COLLABORATIVE, INCLUSIVE

*'We recognise that the notion of 'a job for life' is now essentially defunct. So too is that of 'an initial pre-employment education for life'. Lifetime learning and lifetime employability are vital'*

#### **Increasingly important –**

- Integrating knowledge and skills – every learner's path to success
- A richer understanding of the world of work
- A wide range of pathways to employment
- Creating our own futures
- Developing and embedding meta-skills

*Commissioned by Scottish Govt  
Published Feb 2020*

## Career education matters now more than ever





# The Learner Journey Approach

## The Learner Journey Approach: Definition

**The Learner Journey Approach seeks to support our partners working with learners from an early age, throughout their time in education and beyond, to develop the skills that will help them enter and thrive in the future, uncertain and volatile world of work.**

*If we, who are engaged in supporting the development of young people, are all taking differing approaches at different stages, this will manifest itself in the experience of the learner. However, working together and taking **a consistent and cohesive approach** to how we support them, can only enhance and deepen the educational experience and outcomes.*

**Impact** – our young people are **engaged** in their own skills development, **articulating** their skills and achievements and **building** an effective personal profile

**Successful Learners - Confident Individuals - Responsible Citizens - Effective Contributors**

## Recording/evidencing the Learner's Journey



## The Learner Journey Approach

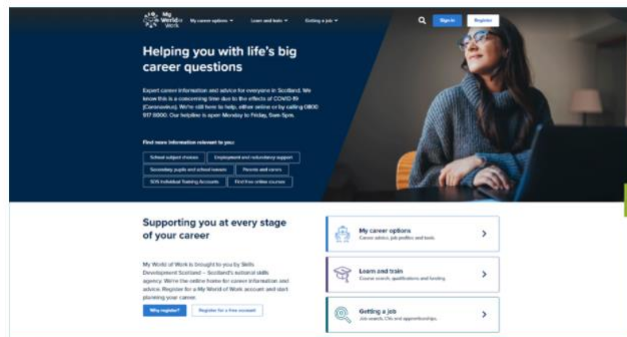
### What key elements support The Learner Journey Approach?

- ☐ A portable online learner account – *My World of Work*
- ☐ A common language – *Skills 4.0* (meta-skills)
- ☐ The golden thread – continuous and consistent skills profiling
- ☐ An understanding of **each step of the journey** – professional learning

**It is critical, if we are collectively to deliver the learner journey approach, that practitioners know what the learner entitlements are at each stage so they can help build on progress to date and prepare learners for what will happen next.**

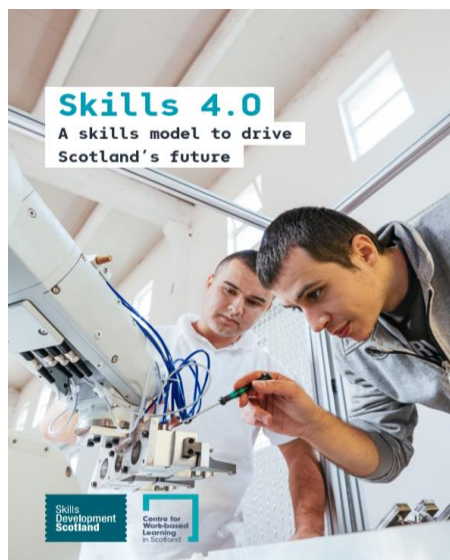
# The Learner Journey Approach

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)



- ☐ Personalised account and profile
- ☐ Meta-skills recognition, development, evidencing and articulation
- ☐ Job profiles matched to skills
- ☐ Routes and pathways
- ☐ Reliable information and advice
- ☐ Teaching resources mapped to CfE, CES and CMS
- ☐ Portable and accessible 24/7

# The Learner Journey Approach



- SQA new generation qualifications
- Scottish Apprenticeship programmes
- Skills Tools and Profile on My World of Work
- Upskilling Scotland Report
- Cumberford-Little FE Report
- OECD Review of Education

Skills  
Development  
Scotland

## Meta-Skills and attributes



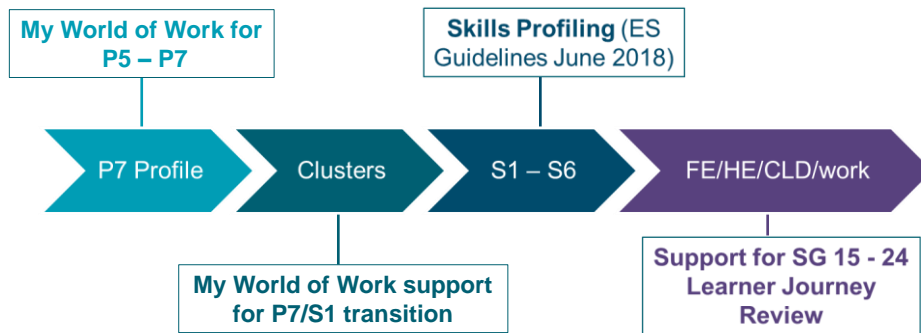
Adapting	Collaborating	Communicating	Creativity
Positive attitude	Networking	Reading	Creative
Persuading	Building relationships	Listening	Innovative
Resilience	Compromising	Verbal communication	Resourceful
Adaptability	Cooperating	Written communication	Designing
Reflecting	Supporting	Working with technology	
	Mediating		
Critical thinking	Curiosity	Feeling	Focussing
Problem solving	Questioning	Social conscience	Concentrating
Working with numbers	Observation	Respecting	Attention to detail
Evaluating	Researching	Empathising	Filtering
			Sorting
Initiative	Integrity	Leading	Sense making
Risk taking	Flexible	Making decisions	Recording
Self esteem	Self awareness	Motivating others	Understanding
Time management	Ethical	Negotiating	Analysing
Managing resources		Delegating	
Developing a plan		Coaching	
Implementing ideas		Mentoring	
Taking initiative		Taking responsibility	

## The Learner Journey Approach

### **What are the benefits of The Learner Journey Approach?**

- ☐ Consistency for learners and practitioners
- ☐ Continuity for learners and practitioners
- ☐ Personalised for the individual
- ☐ Portable
- ☐ Builds skills and achievements and captures progression
- ☐ Enables learners to take ownership of their skills development
- ☐ Remains current during the learner journey into and throughout the world of work

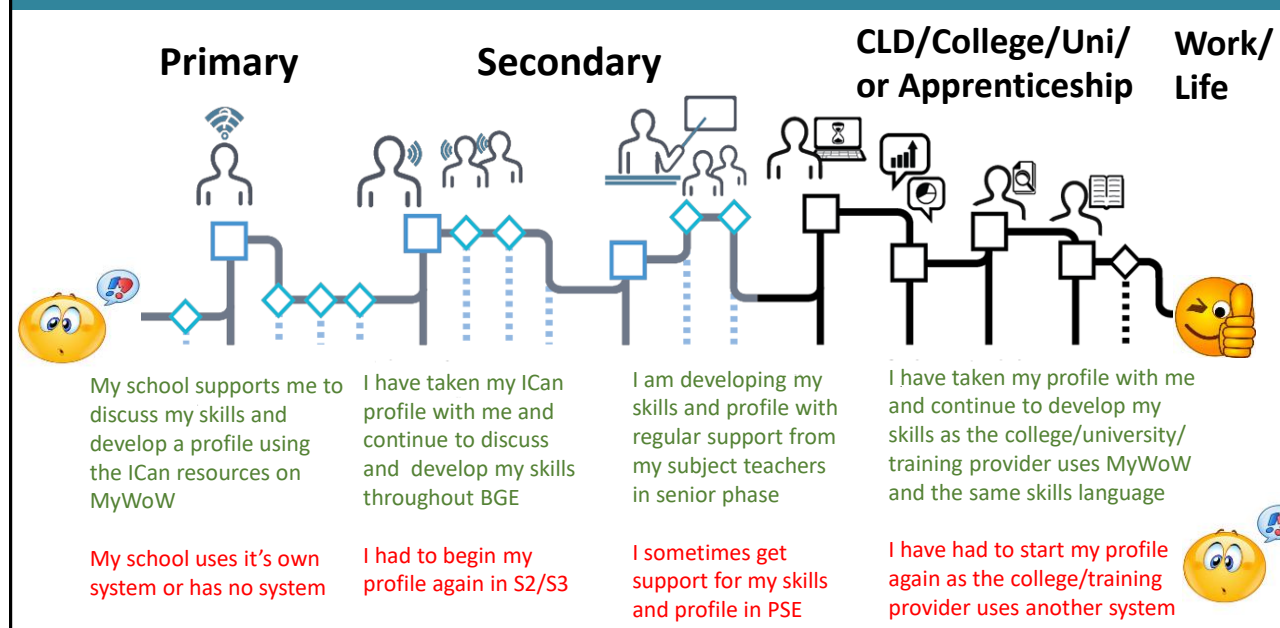
## The Learner Journey Approach



➡ Skills profiling using the tools and resources on My World of Work ➡



## Skills and profiling using MyWoW – where are your learners?

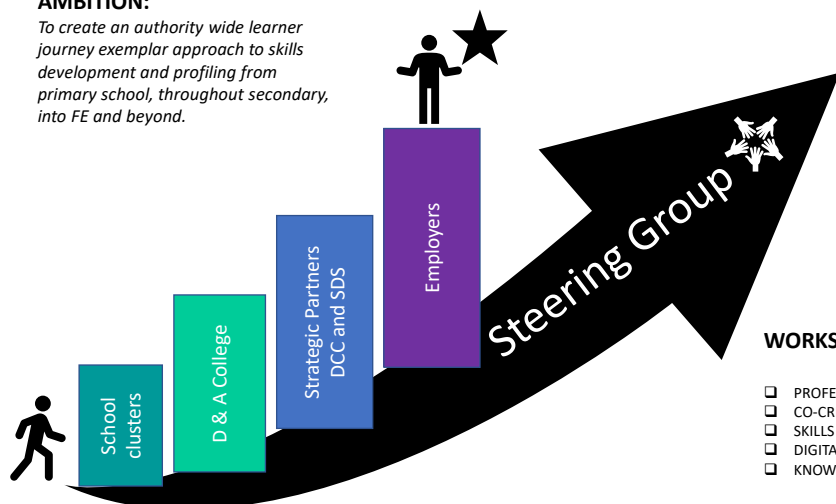


## Dundee City Exemplar

## The Learner Journey Approach – Dundee City

### AMBITION:

*To create an authority wide learner journey exemplar approach to skills development and profiling from primary school, throughout secondary, into FE and beyond.*



### WORKSTREAMS:

- ☐ PROFESSIONAL LEARNING FOR PRACTITIONERS/PARTNERS
- ☐ CO-CREATION OF LEARNING AND TEACHING RESOURCES
- ☐ SKILLS FRAMEWORKS AND PROFILING
- ☐ DIGITAL CONFIDENCE/DEVELOPMENT OF MY WORLD OF WORK
- ☐ KNOWLEDGE TRANSFER



## The Learner Journey Approach – Dundee City

### **AMBITION: Creation of an Exemplar Learner Journey approach through**

- ☐ **PROFESSIONAL LEARNING FOR PRACTITIONERS/PARTNERS**
  - ☐ *Greater awareness and confidence in the use of My World of Work, the language of meta-skills and the benefits of a consistent and continuous approach to skills profiling from primary school, throughout secondary, college and into the workplace*
- ☐ **CO-CREATION OF LEARNING AND TEACHING RESOURCES**
  - ☐ *Development of innovative approaches and materials to support the learner journey through key transition stages*
- ☐ **SKILLS FRAMEWORKS AND PROFILING**
  - ☐ *Refreshed levels 1-4 Progression Frameworks to include the language of meta-skills and make profiling a more meaningful experience for learners and practitioners*
- ☐ **DIGITAL CONFIDENCE/DEVELOPMENT OF MY WORLD OF WORK**
  - ☐ *Greater confidence in the use of digital resources*
  - ☐ *Partner involvement in insight work to inform new developments on MyWoW*
- ☐ **KNOWLEDGE TRANSFER**
  - ☐ *Sharing of knowledge and good practice at both local and national level*

**SDS Education Team support**

## SDS Education Team support

## Experiments

- **performance for all** is paramount: discipline, consistency and the ongoing ability to adapt
- **work with others** to meet targets (e.g. the School Partnership Agreement now sets targets for schools to improve to match the performance of average schools)
- **flexibility** to overcome obstacles and improve things that don't respond
- **identify and support** others to meet their own and your own personal, financial and professional goals
- **continuous learning** is a daily effort: measure and capture learning experiences
- **continually improve** the work and knowledge in your field as a signifier of high support for the performance/learning of others and continuous development
- **take time** to ensure a vibrant, healthy, sustainable, and *fun* environment at every level
- **be a role model** in all that you do, ensuring for a clear example and role. Display the respect you expect of all others in all that you do
- **offer great** resources to all staff, including opportunities to gain content and skills relevant to their own goals and the school's goals and vision, within systems and roles
- **offer time** to develop your capabilities and to work in a *fun* manner, and to be engaged and inspired for your own goals and to be better prepared to deliver on the school's goals and vision for your own role



**Supporting teachers, other practitioners, parents and a range of other partners across Scotland to play their role in delivering young people's entitlement to a meaningful career education.**

<b>Professional learning</b>	High-quality professional learning that explores why career education matters, essential career related themes and practical approaches to incorporating these into learning across the curriculum.
<b>Partner support and resources</b>	Partner support in using World of Work with young people, partners and parents, with tools for learners, lesson plans and learning resources in the partner area.
<b>DYW/employer engagement</b>	Work with DYW regional groups to connect businesses with education. One way is through Marketplace; the online tool connecting schools / colleges and businesses (underpinned by a School Employer Partnership Framework).

## 2021/2022 Education Team Offer to local authorities



### National CIAG Education: Support for Local Authorities 2021/22

The SDS National Education team works with local authorities to broaden and deepen our engagement with schools and other partners. We offer a range of approaches that can be tailored to complement existing authority-based support for DYW and career education.

#### Engagement with local authority groups and networks

Contribute to strategic and operational local authority networks to provide:

- professional learning
- offer information and guidance
- explore potential collaboration and plan implementation



#### Professional learning

To complement school activity, we can contribute to authority-wide professional learning including:

- NQT CLPL programmes
- Central LA CLPL programmes
- Bespoke professional learning eg CLD, employability partners
- Keynotes and workshops at conferences or events



#### Collaborative projects

- Develop and test new approaches
- Advice and CLPL for primary clusters
- More in-depth and extended support for selected schools/clusters
- Support shared developments between schools, local authority and college – the learner journey approach



#### Engagement with parents and carers

- Share information with parent councils and work with other groups to support parents and carers to engage with SDS
- Improve access to SDS resources to equip parents and carers in their role as career influencers.



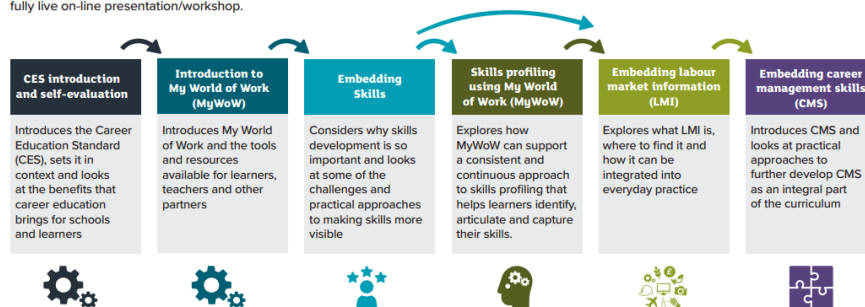


## 2021/2022 Professional learning

### National CIAG Education: Online professional learning workshops 2021/22

The graphic below summarises the range of online professional learning workshops available and reflects our suggested sequential approach to embedding career education. This allows schools and practitioners to engage at the point that best reflects prior progress and professional learning.

This online learning can be delivered either through a combination of independent study e-learning with a live follow-up workshop or through a fully live on-line presentation/workshop.




For more information about the work of the Education team visit:

[skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team/](https://skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team/) or email [education@sds.co.uk](mailto:education@sds.co.uk)

# The Learner Journey Approach: Resources


The collage displays a variety of resources for the Learner Journey Approach:

- CIAG Education Documents:** Several documents from the National CIAG Education team, including "Online professional learning 2021/22", "Support for Colleges 2021/22", and "Support for Local Authorities 2021/22". These documents outline engagement with local authority groups and professional learning opportunities.
- YouTube Video:** A video titled "My World of Work: Pupil transition guide for P7 teachers" by the Education Team. The video is part of a collection of resources for transitioning P7 pupils to their full My World of Work account.
- Origins of the Career Education Standard:** A presentation slide titled "Origins of the Career Education Standard" showing the progression from "Youth unemployment" to "The nature of employment", "Further education", "Economic shocks", and "Pace of technological change".
- Learning and teaching resources:** A collection of materials including "Meta-skills" (Focus, Communication, Curiosity), "Maths lesson plans", and "Packaging of lesson plans with supporting worksheets and presentations".
- Worksheets and Presentations:** Various worksheets and presentations are shown, including "Meta-skills: Focus for the future", "Maths: Lesson plans", and "Packaging of lesson plans with supporting worksheets and presentations".



# Any questions?

Making skills work for Scotland



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**My  
World of  
Work**

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk)

**SDS Education Team**

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/scotlands-careers-services/education-team/>