

ANGUS COUNCIL
EDUCATION COMMITTEE
21 APRIL 2011
DETERMINED TO SUCCEED
REPORT BY THE DIRECTOR OF EDUCATION

ABSTRACT

The purpose of this report is to brief the Education Committee about the impacts of Determined to Succeed in Angus Schools.

1 RECOMMENDATION

It is recommended that the Education Committee:

- (i) note the considerable work which has been undertaken in Angus over Phase 2 of *Determined to Succeed* 2008 - 2011
- (ii) note how the key messages of *Determined to Succeed* are wholly consistent with and integral to *Curriculum for Excellence*
- (iii) note how the aims and principles of *Determined to Succeed* will be sustained by being fully embedded within *Curriculum for Excellence*.

2 BACKGROUND

- 2.1 *Determined to Succeed* is a national strategy to develop the enterprise and employability skills for our young people, better preparing them for work and life in a globalised society through embedding enterprise in education across and within the curriculum and ethos in every school in Scotland.
- 2.2 *Building the Curriculum 3: A Framework for Learning and Teaching* (Scottish Government 2008) describes the new curriculum for children and young people from 3–18 years of age. It places a strong emphasis on the development of skills for learning, life and work, and the importance of partnership with other agencies, including employers, who contribute to young people's learning.
- 2.3 *Building the Curriculum 4: Skills for Learning, Life and Work* (Scottish Government 2009) outlines the skills for learning, life and work that are embedded in the experiences and outcomes and the senior phase of the new curriculum. It supports their development, application and progression in different contexts.
- 2.4 *More Choices, More Chances* (Scottish Executive, 2006) and *16+ Learning Choices: Policy and Practice Framework* (Scottish Government 2010) seek to improve outcomes for **all** young people, and particularly those most at risk of not moving into positive and sustained destinations after school.
- 2.5 Determined to Succeed recognises the fundamental need to ensure that all young people are outward looking, confident about themselves and their nation and have a modern, enterprising world view. It has helped learners in Angus to develop their knowledge and understanding of the world and their place in it – at all stages of their learning.
- 2.6 The ring-fenced status of what has been a major national initiative has ensured that funding was used to support the wider aims of enterprise in education and Curriculum for Excellence

3 LOCAL AUTHORITY DELIVERY OF DETERMINED TO SUCCEED – ANGUS

- 3.1 Angus Council is fully committed to developing enterprise in education and enterprising approaches to learning for all pupils and so addressing the recommendations set out in *Determined to Succeed: Policy Expectations for Local Authority Delivery 2008-2011* (Scottish Government, 2008).
- 3.2 The Angus Council Enterprise in Education Action Plan (2008 – 2011) reflects six inter-related themes within the national guidance:
- supporting development of skills for life, skills for work
 - engaging employers
 - broadening the reach of Determined to Succeed
 - embedding enterprise in the curriculum
 - building capacity
 - enhancing our international profile.
- 3.3 In addition to staff within the Education Development Service (EDS), a number of other groups and partners have played significant roles in developing and embedding enterprise across Angus. These focus on particular aspects of the broad enterprise agenda and include representatives of key partners in delivering the Determined to Succeed and including:
- the Enterprise Coordinator in each Angus school who helps plan (in consultation with cluster Head Teachers), take forward and evaluate the breadth of enterprise across each cluster
 - Work-Related Learning Steering Group: informs strategies for building capacity in delivering accredited vocational learning, monitors outcomes and impact and facilitates the exchange of ideas and practice
 - On2FEET Mentors: secondary school staff who identify and support young people at risk of not moving to a positive destination as a complement to the 16+ Learning Choices process
 - Angus College: via the School-College Partnership
 - Skills Development Scotland: key partners in progressing Determined to Succeed and 16+ Learning Choices in Angus.
- 3.4 Supplementary to Angus Council Enterprise in Education Action Plan (2008 – 2011), clusters have an annual 'enterprise action plan' that addresses the breadth of enterprise in education and is informed by robust self-evaluation.

4 PROGRESS AND OUTCOMES OF DETERMINED TO SUCCEED 2008-2011

4.1 Theme 1: Supporting the development of skills for life, skills for work

- dedicated funding has been devolved to clusters to support all enterprise developments. EDS staff provide advice, guidance, resources, networking opportunities and other continuing professional development (CPD) opportunities
- partnership working, particularly with employers, is a mainstay in contextualising learning and developing skills for life and skills for work. Schools continue to increase the number and diversity of formal and informal partnerships that promote and support enterprise in education. The contribution of employers is recognised in a range of ways including through annual partnership recognition event. This event is the highly regarded locally and nationally
- over 600 pupils across all Angus secondary schools participate in SQA accredited work-related learning programmes, both through the school-college partnership and through an increasingly diverse and rich range of other partnerships with local employers. Two dedicated Vocational Learning Centres have been developed in North Angus (Brechtin) and West Angus (Forfar). All schools have had access to a

work-related learning supplementary fund to support in-school developments. As a result, accredited work-related learning courses are now delivered within schools and vocational learning centres as well as on the college campus in Arbroath so increasing capacity, choice and improving access

- all young people in Angus have access to well managed work experience delivered in more diverse ways to better meet young people's needs and aspirations. This ranges from the 'traditional' one week placement in S4 through to extended placements and professional job shadowing for senior pupils. There is increasing quality and consistency in its use and in accrediting the achievement of young people who participate, where appropriate
- schools are active in establishing a meaningful parity of esteem between newer work-related courses and familiar well established subjects. Teaching staff are increasingly viewing enterprise as a key element of Curriculum for Excellence.

4.2 Theme 2: Engaging employers

- all Angus schools actively engage in formal and informal partnerships with employers; more recently with the focus being upon 'active' partnerships. These partnerships are across a diverse range of employment sectors and include private, public and voluntary as well as with Skills Development Scotland (SDS), and Angus College
- varied entrepreneurial learning opportunities are offered within and across schools, linked to Curriculum for Excellence. Entrepreneurial learning has increased the awareness and understanding among young people of private and social enterprise and self-employment or entrepreneurship as a viable career opportunity
- in conjunction with Economic Development, an annual Labour Market Intelligence (LMI) bulletin has been produced and shared with all schools which provides a further means of support to schools in relating learning in class and subject choices to the local and national labour market
- recognition of the contributions of employers is carried out by schools at a local level and also by EDS (e.g. through partnership agreements, newsletters, annual award events, media coverage, school/authority websites and presentation ceremonies). This has a positive impact on sustaining relationships, as well as increased levels of employer commitment
- for young people, key impacts are an increased number of work placements in their area, a capacity to contextualise their learning, an understanding of the qualifications and skills required by employers, an opportunity to see what work opportunities are available to help them enter into positive and sustained destinations, and increased motivation.

4.3 Theme 3: Broadening the reach of Determined to Succeed

- a wide range of activities have been undertaken to broaden the reach of Determined to Succeed. In the pre-school sector this has provision of CPD and resources to promote the initiative 'Developing the Learning Potential of Snack'. This has been developed in all schools, along with private and voluntary providers
- the On2FEET programme (On to future education, employment and training) has been established in each of our secondary schools and uses a flexible, partnership approach to developing tailored programmes that seek to increase the engagement and motivation of those identified as being at greatest risk of not moving to a positive and sustained destination after school. This is supported by a robust early identification system (risk matrix) for all young people from S1 onward
- in relation to supporting transitions for young people, schools have an increasing level of strategic coordination of partners and closer cross-sectoral links so resulting in a more 'joined up' approach. Enterprise activities featured strongly in programmes to support young people through transition phases at all stages.

4.4 Theme 4: Embedding enterprise in the curriculum

- all aspects of Enterprise in education are now embedded within Curriculum for Excellence across all Angus schools. Specific guidance on development and

progression is provided in The Skills for Learning, Life and Work in Angus document and support pack and schools have responded positively to this and taken forward the guidance with increasing confidence

- the report published by Her Majesty's Inspectorate of Education Improving Enterprise in Education (HMIE, 2008) captured and highlighted effective practice across Scotland developed during the first phase of Determined to Succeed. The recommendations contained in this report have in turn informed actions for the second phase of Determined to Succeed as described in the Angus Enterprise in Education Action Plan 2008-2011
- Angus schools are assisted in making a valid and reliable evaluation of their progress using the locally developed 'How Good is Our Enterprise in Education' as a tool for self-evaluation.

4.5 **Theme 5: Building capacity**

- through varied CPD opportunities, mutual support within and between clusters and schools and via direct support from EDS, school staff are addressing all dimensions of enterprise in education with increased confidence. This in turn has helped contribute to increased motivation among young people as a result of their engagement in stimulating and relevant learning experiences
- awareness of entrepreneurship and social enterprise among staff has risen. Schools have participated in a wide range of social enterprise activities, including involvement in Fairtrade, Kiva (a micro lending scheme for entrepreneurs in developing countries) and global enterprise activities
- Excellence in Education through Business Links (EEBL) teacher placements have continued. Some evaluation reports suggest that there have been positive impacts of EEBL, including changes in classroom practice, enhancement of lessons and the development of strong employer links
- evidence from teacher evaluations of CPD, QIO quality assurance visits and HMIE school inspection reports all suggest a range of positive impacts of enterprise-related CPD experiences. These include learning and teaching which includes a focus on enterprise, making learning more relevant to the world of work, embedding enterprise across the curriculum and improved links to Curriculum for Excellence.

4.6 **Theme 6: Enhancing our international profile**

- links with other schools and organisations exist in a wide range of countries and schools are involved in a wide range of relevant initiatives. Schools are applying enterprise in education across the curriculum, and global citizenship and links between schools, business and the community have been strengthened by links with schools and charities abroad, hosting visitors from abroad, and teacher and pupil exchange programmes.

5 **FUTURE DEVELOPMENTS**

5.1 Despite the ending of ring-fenced funding in March 2011, schools in Angus are well-placed to continue to deliver the aims and principles of Determined to Succeed as an embedded part of the new curriculum. Considerable prior thought and preparation has been given to ensuring that the gains and momentum that have been established can and will be maintained.

5.2 There is an ongoing brokerage role for EDS with schools to help ensure that opportunities continue to be identified and capacity increased, in developing meaningful and active partnerships with employers and other organisations and in recognising and celebrating their valuable contribution.

5.3 On-going networking and sharing of effective practice will help ensure that enterprise in education continues to develop as a securely embedded aspect within the new curriculum.

6 CONCLUSION

- 6.1 Considerable progress has been made in relation to delivering the aims and principles of the second phase of Determined to Succeed. There has been a secure and positive trend in the extent and quality of engagement with relevant partners. This has helped to make learning more relevant and better contextualised. There is every reason to expect that this can now be sustained as an embedded way of working.
- 6.2 Through building effective partnerships with colleges, employers (including the third sector) and other partners, schools are developing a greater overall capacity and a wider range of choice in accredited work-related learning. This is one way of broadening personalisation and choice for young people while maintaining or enhancing the level of challenge.
- 6.3 In addition to the positive and measurable impacts for young people in terms of choice, motivation, engagement, confidence and self-esteem, there has also been manifest benefit for teachers and employers. They have developed a better understanding of their respective roles and functions and an appreciation of the benefits of partnership working in making the learning experience of young people more relevant to their aspirations and the skills they will need for future life and work.

7 FINANCIAL IMPLICATIONS

- 7.1 The ongoing commitment to Determined to Succeed and related enterprise in education strategies can be resourced within the education service's revenue budget.

8 HUMAN RIGHTS IMPLICATIONS

- 8.1 There are no Human Rights implications arising directly from this report.

9 EQUALITIES IMPLICATIONS

- 9.1 The issues dealt with in this report have been the subject of consideration from an equalities perspective. An [equalities impact assessment](#) is not required.

10 SINGLE OUTCOME AGREEMENT

- 10.1 This report contributes to the following local outcomes contained within the Angus Single Outcome Agreement:
- Young people and adults in Angus maximise their potential through learning opportunities (National Outcome 3)
 - Children and young people in Angus will have access to positive learning environments and opportunities to develop their skills, confidence and self-esteem to the fullest potential (National Outcome 4)

11 CONSULTATION

- 11.1 The Chief Executive, Director of Corporate Services, Head of Finance and Head of Law and Administration have been consulted in the preparation of this report

**NEIL LOGUE
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NOTE: No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to a material extent in preparing the above report.

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