ANGUS COUNCIL

EDUCATION COMMITTEE

7 MARCH 2000

EDUCATION FOR WORK

REPORT BY THE DIRECTOR OF EDUCATION

ABSTRACT

This report seeks the Committee's endorsement of an "Education for Work" policy.

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1   RECOMMENDATIONS

It is recommended that the Education Committee approves the proposed policy on Education for Work (Appendix).

2   BACKGROUND

2.1   For some time now, staff have been preparing a draft Council policy on Education for Work. An early draft of the proposed policy was the basis of consultation with the Angus EBP Steering Group and with all schools. On the basis of comments received, minor revisions have been made to the policy now attached (Appendix).

2.2   The detailed operational issues covered by Education for Work include Careers Education and Education Industry Links. At its meeting on 24 August 1999, the Education Committee approved a Careers Education policy statement and noted that this statement should be seen as one strand in an emerging Education for Work policy framework (Article 12 of the minute of the meeting refers).

2.3   In February 2000, HMI published a report on Education for Work in Schools - one of the key recommendations in which is that education authorities should emphasise the importance of Education for Work in their schools and provide them with good support by stating clearly the authority's policy on Education for Work.

3   CONSULTATION

In accordance with the Standing Orders of the Council, this report has been the subject of consultation with the Chief Executive, the Director of Finance and the Director of Law & Administration.

Jim Anderson
Director of Education

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 any material extent in preparing the above report.

APPENDIX   JAA/CJ

Angus Council Education Department - Education for Work

Angus Council Education Department endorses the Scottish CCC document "Education for Work - Education Industry Links in Scotland - *A National Framework*". The Council commends also the HM Inspectors of Schools report on "Education for Work in Schools" (February 2000). The Council wishes to encourage and support a relevant, progressive and coherent framework of Education Industry Liaison (EIL) activities for pupils and staff in all its schools - Nursery, Primary and Secondary. This framework should include advice on and support in the organisation, co-ordination, monitoring and evaluation of these activities.

Organisation and Management

Education for work should be an integral part of the education of young people and, as such, will be managed through existing systems within the Education Department and its schools. There is, however, a need for specific organisation and administration provided centrally by an EIL Projects Officer, and in schools by individuals and groups of staff delegated to do so.

Education for Work encompasses two existing aspects of the school curriculum namely:

- **Education Industry Liaison**

- **Careers Education**

A detailed policy statement for each of these is incorporated within this document.

Primary schools focus mainly on EIL and should offer a programme involving pupils in a range of activities relevant to their stage of development and appropriate to their learning.

Secondary schools will cover both dimensions. Specific groups of appropriate staff will be established to manage them effectively. It is possible that there will be only one Education for Work management group but, where there are separate groups, it is essential that there is clear co-ordination between them, that areas of overlap are identified and that responsibilities are clearly delegated and understood.

Angus Education Business Partnership Steering Group (EBP)

Policy and practice will be influenced by the EBP steering group which has representation from Local Business, Scottish Enterprise Tayside, Schools (Primary and Secondary), Tayside Careers Ltd., Angus College. Angus Council is represented on the Steering Group by members of the Education Department and of the Economic Development Unit of the Chief Executive's Department.

Education Industry Liaison (EIL) Policy

1. Rationale

Education Industry Liaison and the partnerships involving business, the community and education which underpin them are essential components of Education for Work. Education for work activities may take the form of Work Experience / Work Shadowing, insight / enterprise courses and teacher placements in industry.

All those with a stake in work-related learning …. young people, parents, education staff, employers, employees, self-employed people, voluntary workers and the wider community … stand to gain from a range of appropriately and effectively organised education industry liaison activities.

2. Aims of Education Industry Liaison

2.1 **General aim:**

- to work in appropriate partnerships to develop the essential components of work-related learning.

2.2 **To enable young people to:**

- see purpose and relevance in their learning at an appropriate level

- recognise and identify tasks carried out by workers

- understand appropriately the work of business

- understand the realities of the modern labour market including the demands and pace of change in products and technology

- be prepared to enter the world of work, and to work in safety

- develop core skills in communication, numeracy, problem solving, information technology and working with others

- develop enterprising skills

- face the challenges of life in a rapidly changing society.

(Note - these broad aims are relevant to young people of all ages and abilities. They confirm that education for work goes well beyond education-industry liaison to include a wide range of more general life skills.)

2.3 **To enable business and workers to:**

- make contact with potential customers and employees

- contribute to the skills development of the future workforce

- receive information about education and qualifications

- provide opportunities for people in industry and business to influence the curriculum

- enhance their public image

- access expertise in schools for personal and professional development.

2.4 **To enable education staff to:**

- enhance teaching and learning and update specialist knowledge

- provide realistic and motivating contexts for learning

- enhance their personal and professional development through access to business skills

- share their management expertise.

2.5 **To enable parents to:**

- contribute their own skills and experience to the young person's learning.

3   Role of the Local Authority

The Authority will have the responsibility of implementing the National Framework document on Education for Work 3-18 through various types of appropriate activities. These activities may be centrally organised and co-ordinated where the Council has a legislative responsibility relating to Health and Safety, Risk Statements and Control Measures particularly in the context of pupils who are under the age of 16. Publicising and encouraging participation in activities can be supported with training where appropriate for staff. Officers of the Education Department will liaise with other councils and business partners to carry out a quality assurance role in monitoring and evaluating programmes with school staff.

3.1   Duties to be carried out by central support staff:

Maintain a database of employers who have volunteered to participate by:

- writing to employers annually to confirm their involvement, the services they are willing to offer and to which schools;

- ensuring that they have appropriate and current insurance;

- confirming that premises and working conditions conform to appropriate health and safety standards;

- collecting risk statements and control measures from employers;

- collating this information in such a way that it can be easily accessed by schools;

- regularly updating the information to secondary schools;

- approaching new employers as and when requested by schools to meet their needs;

- liaising with other Councils to confirm safety of employers outwith Angus being used for work placement, etc.

Represent Angus in a range of fora to the benefit of pupils and staff, such as:

- Angus Education Business Partnership Steering Group

- Angus CITB Curriculum Centre

- Scottish Councils Education Industry Links Network

- Scottish EBP network

- Scottish Enterprise Tayside working groups

- The National Centre: Education for Work and Enterprise

- Scottish Executive Education Department and Scottish Consultative Council for the Curriculum.

Support Schools by:

- co-ordinating involvement in inter-school activities where appropriate;

- providing information on local and national initiatives;

- updating information on legislation or policy changes;

- distributing exemplar material;

- providing an interface between schools and business.

Communicate with and support staff in schools by:

- meeting with primary schools - individually or in cluster groups;

- meeting with EIL co-ordinators from secondary schools regularly;

- supporting staff in schools in the use of the database;

- arranging and publicising staff development on such things as enterprise education, etc;

- encouraging and supporting education staff to be able to spend more time actively involved with local business/industry.

Monitor and Evaluate programmes by:

- collecting quantitative and qualitative information from schools on the activities they undertake;

- assisting schools in evaluating their EIL activities with reference to *How Good Is Our School At Education Industry Links*, and other relevant performance indicators;

- sharing best practice within and outwith the Authority;

- drafting progress reports for inclusion within the Education Department's Service Plan;

- encouraging schools to have their own EIL policy and development plan.

4   Management of Education Industry Liaison within a Secondary School

It is possible that Education Industry Liaison and Careers Education will be managed by one group of staff because of the overlap of these two areas. If however, there is a Careers Education Management Group and an EIL Group, the membership of the latter should be drawn from some or all of the following:

- Member of Senior Management Team (EIL Co-ordinator)
- Principal Teacher of Guidance with EIL responsibilities
- Assistant Principal Teacher of Guidance with EIL responsibilities
- Subject teachers (promoted / non-promoted)
- Support for Learning staff / Special Educational Needs staff
- Education Business Partnership representative / employer or employee

The EIL Group has responsibility for :

- consultation within and outwith the school to identify the needs of pupils

- preparing a policy statement on EIL which is regularly reviewed

- monitoring and evaluating training requirements of staff

- informing staff, pupils, parents and other interested parties of EIL provision and opportunities

- encouraging and implementing EIL activities across the curriculum (extending the range of teaching methods, providing realistic and motivating contexts for learning and contributing to improved attainment)

- providing an annual development plan for EIL, to be incorporated within the Guidance development plan

- providing up-to-date information and resources for Social Education programmes and for subject staff

- monitoring and evaluating external provisions from other organisations (Local Authority, employers, Higher and Further Education institutions, etc)

- monitoring and evaluating the effectiveness of the policy and updating it as appropriate

5   Management of EIL within a Primary School

Within each Primary school a designated member of staff should be given responsibility to co-ordinate EIL activities. Organisation of these should be done in conjunction with participating class teachers. In large schools there may be a need for a group to be formed because of the range and quantity of activities.

The role of the Co-ordinating teacher will include :

- preparing a policy statement on EIL which is regularly reviewed

- monitoring and evaluating EIL activities within the school

- monitoring and evaluating training requirements of staff

- informing staff, pupils, parents and other interested parties of EIL provision and opportunities

- encouraging and implementing EIL activities across the curriculum (extending the range of teaching methods, providing realistic and motivating contexts for learning and contributing to improved attainment)

6   Monitoring and Evaluating EIL Activities

It is important that the quality of work undertaken is evaluated and that processes are regularly monitored to ensure that they are effective and efficient. A number of evaluation tools are available but it is expected that significant use will be made of the performance indicators contained in *"How Good is our School at Education Industry Links ?"* and the checklist of good practice given in "*Education Industry Links in Scotland"* to determine current levels of performance, identify strengths and development needs, set targets and produce well-informed development plans.

ANGUS COUNCIL - EDUCATION DEPARTMENT

CAREERS EDUCATION - A POLICY STATEMENT

1   RATIONALE

1.1   Careers Education is a continuing process, which begins in primary school, proceeds throughout the secondary school and throughout adult life.

1.2   Careers Education is not a discrete activity. It is a process, which takes account of pupils' needs and their stage of development. It is more than a series of specially designed lessons time-tabled at strategic points. It is a key area for continued development of an integrated approach, which should involve, in a deliberate and planned way, the formal, informal and hidden curriculum of the school.

1.3   In secondary schools Careers Education should begin with what a pupil has learned about the world of work at primary school. Some primary school work, for example in Environmental Studies, contains basic Careers Education. Education Industry links may also have been advanced through the primary curriculum.

1.4   This knowledge, understanding and development of skills should continue to be built upon through secondary schooling and encourage individuals to invest in life long learning.

2   AIMS

2.1   Careers Education should aim to develop in pupils.

- Self - awareness - being aware of their strengths and weaknesses, their skills, abilities, interests and values, so that they can describe the person they are and their aspirations, including the development of a sense of self worth.

- Decision making skills - the development of skills required to make informed reasoned decisions.

- Opportunity awareness - interest in and awareness of the opportunities available in education and work, the demands which they make and the rewards and satisfaction which they offer. Issues related to equality of opportunity should be considered.

- Transition skills - the development of the skills needed in coping with significant changes in their lives such as moving from school to college or to a paid job.

- Information awareness - how to access vocational information via careers libraries and computer databases.

- World of Work awareness - understanding of how this is changing and how these changes relate to themselves.

3   POLICY IMPLEMENTATION : FRAMEWORK

3.1   The Framework for delivering Careers Education has 4 distinct features

through the general curriculum

3.1.1

The careers dimension of the pupil's subject curriculum is overt. Pupils are helped to recognise the relevance of what they do within the curriculum to the world beyond the classroom and the applications within industry and commerce of aspects of their subject-

based learning.

Pupil-centred learning styles provide opportunities for pupils to practice core skills. For example, pupils learn problem-solving skills by being given real problems to address and decision-making skills by taking and implementing real decisions. They learn to work effectively in groups or teams which take joint responsibility for the management and completion of tasks. The greatly increased use of electronic technology in all areas of the curriculum provides young people with an important set of transferable skills for the future.

Career-related material should be incorporated in subject-based work and many subject departments have established Careers reference material and notice boards.

"Industrial consultants" often join teachers and pupils in classrooms for specific reasons which enhance learning, its relevance and applications.

3.1.2 through Special Programmes of Personal and Social Education

Within programmes of Personal and Social Education more concentrated and personalised activities take place to prepare pupils for career-related decision-making. Starting with general awareness-raising, the programme should progress through various stages of self-assessment, opportunity evaluation, information search and analysis, and moving on to consultancy with representatives from post-school education and industry.

Special Programme provision should be differentiated taking account of the full range of abilities including pupils who have Special Educational Needs. As pupils mature and individual areas of career interest become clearer, there is also increasing differentiation of content. For example, guest contributors to Careers Education meet only those pupils for whom the visit has relevance. Since the purpose of inviting guest contributors is to respond to pupil needs, prior briefing of visitors is essential, and pupils should prepare their questions so that useful dialogue can
take place. Visits by guest speakers aimed specifically at recruitment are discouraged.

The methodology of effective Personal and Social Education programmes promotes pupil confidence and self-esteem, responsibility for learning, group co-operation, creativity, and skills such as self-assessment, negotiation and decision-making which are taught through appropriate exercises and put into practice throughout the programme. All these elements are 'core' aspects of Careers Education.

3.1.3 through extended activities

Activities which extend beyond the day to day classroom work include a variety of work-related experience, community service, business enterprise, investigative projects, residential experience, attendance at college and university open days and Careers conventions.

3.1.4 through individual Guidance

Pupils at all stages receive Careers Guidance from their own Guidance teacher. Guidance teams usually have one member with a specialist responsibility - to develop, support and manage the provision of effective Career-related Guidance in the school. Guidance staff are also central to related activities such as profiling.

More specialised Careers Guidance is provided to schools by Careers Advisers. They also provide Guidance in group sessions and Careers "clinics". An "open door" policy of self-referral is also available.

Both Guidance staff and Careers Advisers work together to offer information and advice to parents at parents' meetings and, as required, by individual appointment.

3.2   POLICY IMPLEMENTATION - MANAGEMENT

3.2.1   Careers Education is overseen by the Council's Careers Education Standing Group. This group has

- a representative from each secondary school.
- two representatives from Tayside Careers Ltd
- one representative from the Council Educational Development Service

The group reports to the Director of Education and the Chief Executive of Tayside Careers Ltd.

3.2.2   The remit of the group is:

- To provide a framework to assist schools to develop and monitor the effectiveness of Service Level Agreements (SLA)

- To maintain an overview of the effectiveness of the SLA.

- To review the role and function of Careers Education Management Team.

- To maintain an overview of careers education resources and make recommendations as appropriate.

- To monitor licensing agreements for careers education software and suggest alternative / additional software where appropriate.

- To monitor new developments and disseminate good practice.

- To provide a forum to exchange information and provide feedback on matters of common interest.

3.2.3   Each secondary school should have an identifiable Careers Education Management Team.

Membership of the team should comprise of some or all of the following:

1   Senior manager with responsibility for Careers.
2   Principal Teacher of Guidance with responsibility for Careers.
3   Careers Adviser for the School.
4   Librarian.
5   Principal / Assistant Principal Teachers of Guidance
6   Subject teachers (promoted/non-promoted)
7   Learning Support Senior Staff

Remit of the Careers Education Management Team.

- Consult within and outwith the school to identify the needs of pupils.

- Prepare a policy statement on Careers Education which is regularly reviewed.

- Monitor and evaluate the Careers Education provision in the school, including the implementation of the programme across the curriculum for all pupils.

- Review and up-date the Career Library core resources.

- Provide an annual development plan or targets for careers education within a guidance development plan.

- Identify the in-service training requirements for staff.

- Inform staff, pupils, parents and interested parties of the Careers Education provision.

- Monitor and evaluate service level agreements with the careers service.

4   MONITORING AND EVALUATION

4.1   The Careers Education Standing Group has a major role in the monitoring and evaluation of Careers Education in Angus schools. The group meets once a term with additional meetings arranged if necessary.

On-going monitoring of Service Level Agreements ensures that any difficulties are identified and dealt with expeditiously.

Licensing agreements and software are reviewed annually.

4.2   Careers Education Management Teams (CEMT) have the responsibility of monitoring and evaluating Careers Education programmes and activities within their school. Performance Indicators from "How Good is Our School?" and "How Good is Our School at Education Industry Links?" are appropriate tools to support this evaluation. The information collected should be fed back to the Careers Education Standing Group.