

ABC SKILLS FRAMEWORK AND TOOLKIT



CONTENTS

KEY MESSAGES.....	2
IMPLEMENTATION.....	2
NAR FLOWCHART.....	3
WHAT ARE SKILLS?.....	4
SKILLS LIST.....	5
CURRICULUM EXAMPLES.....	7
BTC 4.....	10
NEXT STEPS BTC4.....	11
BRIEFING NOTE.....	12
THE WAY FORWARD.....	12
DEVELOPING A CLUSTER PROGRAMME.....	14
SKILLS PROGRESSION CPD.....	15
CAPABILITIES AND ATTRIBUTES.....	16
ASSESSMENT AND MODERATION.....	17

KEY MESSAGES

Skills for Learning, Skills for Life and Skills for Work:

- Are integral to learning and teaching;
 - are planned and the learner is at the centre;
 - Children and young people should be aware of and understand the value of the skills they are developing;
- Build capacity in practitioners to make professional judgements underpinned by professional dialogue;
 - Pupil progress is discussed with the learner and shared with parents/carers;
- Are holistic and informative;
 - Recognise achievement both in and outside school;
 - Incorporate opportunities for learning within the community, businesses and beyond.



'Thinking of the curriculum as the 'totality of experiences' that young people have as they grow and develop means that skills will be developed across a wide range of contexts and settings. These skills should be reflected across the breadth of the curriculum but also from early years

right through the senior phase of learning, reflected in the Experiences and Outcomes, qualifications framework, and a wide range of learning settings.'

pg.21, Building the Curriculum 4

IMPLEMENTATION – Where could I begin?

'A journey of a thousand miles begins with a single step' – Lao Tzu

Argyll and Bute have identified forty key skills under five headings that form the framework for learning (pages 5 & 6). For those teachers beginning their skills journey, we recommend that they identify one skill that is relevant to the class and plan for the delivery of that skill within the curriculum and everyday practice. An implementation example is outlined below:

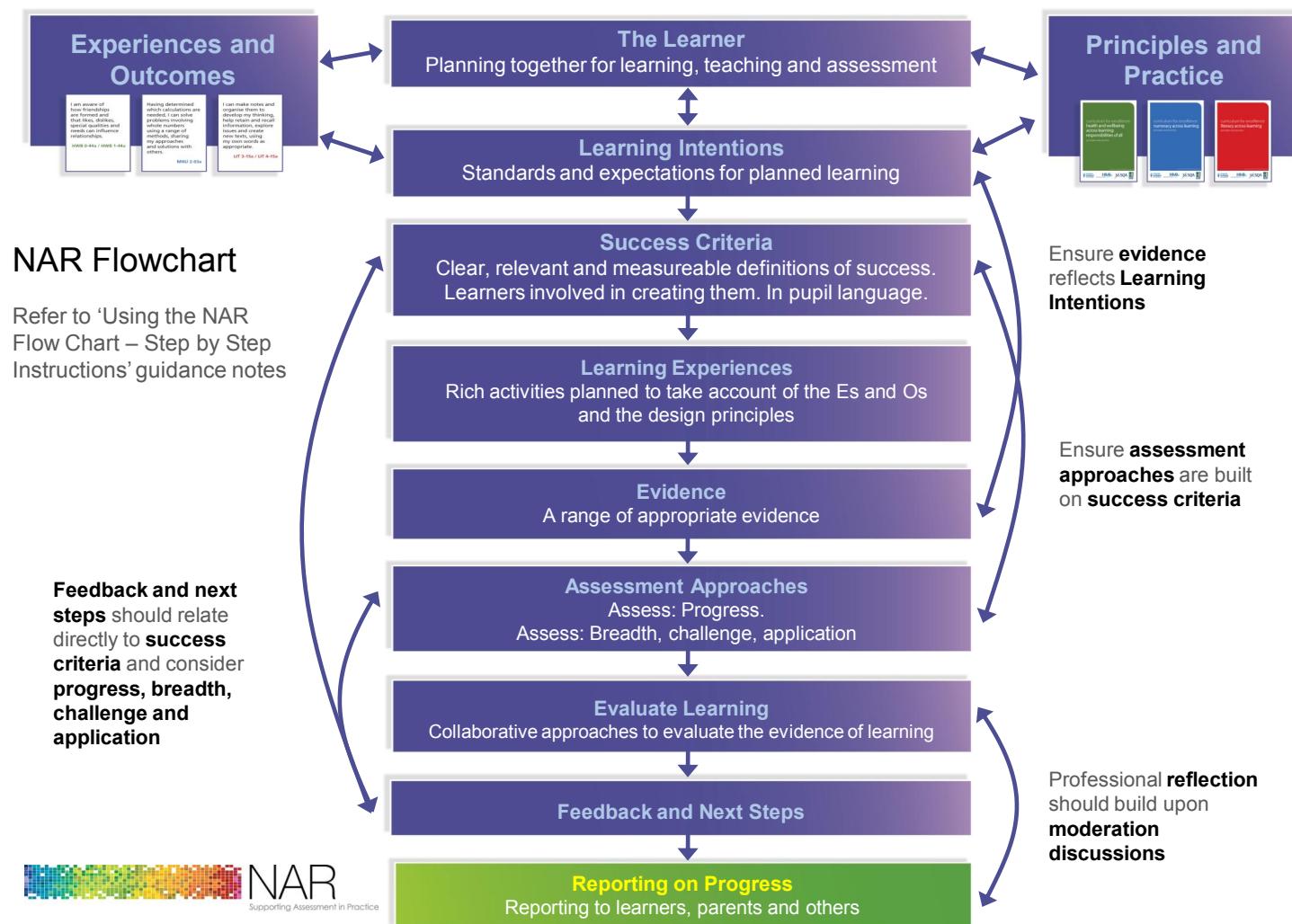
- 1) The teacher introduces the new skill and defines with the children what it means.
- 2) The teacher then provides opportunities for the children to develop that skill.
- 3) The pupils then practise and consolidate their learning of that skill with recognition given through discussion.
- 4) Pupils also record their progress towards acquiring that skill using the agreed format, e.g. Personal Learning Plans (PLP's) or Skillsbook.

As with other areas of learning, when assessing progress in skills you will need to:

- Provide opportunities for learners to show what they have learned and what they can do;
- Gather a range of evidence of learners' progress in acquiring and applying skills in different ways;
- Provide timely, focused feedback and plan next steps in learning;
- Involve learners in assessing and recording their own progress;
- Track and share information on learners' progress.

It is expected that skills development should form part of the authority moderation process (pg.17). Argyll and Bute recognise that implementing skills for learning, life and work may mean a considerable change in practice. However, all of the above can be achieved with commitment, time and effort. The end result will be schools where children and young people have the language of skills at their fingertips, understand their own personal strengths and areas for development. It is important to remember that skills will become embedded if individual skills are unpicked and related to pupil learning as part of an ongoing process.

Skills development is reflected in the National Assessment Resource (NAR) flowchart:



'Our young people live in a globally competitive world and Scotland's economic success will depend on our skills, productivity, innovation, work ethic and global outlook. There is nothing more important to Scotland's medium term economic future than getting the skills of its young people in tune with the very fast changing skills, technology and knowledge requirements of the modern world ... The Commission for Developing Scotland's Young Workforce study has highlighted the importance of building bridges between schools, colleges, businesses and industry – there should be a continuum from primary school right through into employment.'
pg 4, Education Working for All.

Reflecting upon BtC4 and the Commission for Developing Scotland's Young Workforce recommendations, Argyll and Bute have produced the ABC Skills for Learning, Life and Work toolkit for teachers which contains a range of support materials. It is important that as well as having a common language for skills we have a common methodology, format

and consistent approach across each of our cluster areas. This approach should be developed and agreed across the cluster, with discussion and support provided by the Education Officer. Please see the Skills Briefing note issued February 2015 for further information (pages 12 & 13).

WHAT ARE SKILLS?

For the purpose of this framework 'skills' include both intellectual and physical skills as well as personal qualities, attitudes and behaviours that help people to acquire and utilise skills. These qualities are, in effect, 'success-promoting skills'.

There are different types of skills:

- The skills that are embedded in the Experiences and Outcomes tend to be highly specific such as identifying letters or detecting bias. Many are clearly linked to particular areas of the curriculum.
- Basic or transferable skills of literacy and numeracy are prerequisites for further educational progress. These skills are relevant not only to further learning but to virtually every context in life. Basic thinking skills also fit into this category.
- Advanced or 'higher order' cognitive skills include analysis and systems thinking. Like literacy and numeracy these are transferable skills that are useful in many contexts.
- Skills can also be categorised by function. Building the Curriculum 4 seeks to identify separate categories of skills as being particularly relevant to learning, life or work such as teamwork, self-awareness and conflict management.
- Personal qualities, attitudes and behaviours that predispose people to act in particular ways and to be successful (or not) in learning and in acquiring any of the other kinds of skills. These would include taking the initiative, being resilient or thinking positively.



All of these are valid ways of looking at skills. In helping learners to develop an extensive set of skills, teachers will find it useful at different times to look at skills in all of these ways. All, therefore, feature in the following

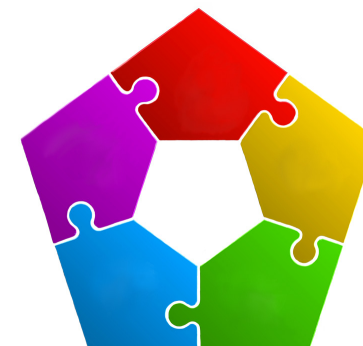
framework, which is designed in such a way as to be manageable while, at the same time, using all these kinds of categorisation.

ARGYLL AND BUTE COUNCIL SKILLS LIST

Communication	Active Listening	Demonstrating a number of strategies that show you are listening – eye contact, reflecting back what you have heard and showing you understand what you have heard.
Communication	Giving & Receiving Feedback	Knowing/acknowledging what you/others are good at; identifying strengths and areas for development.
Communication	Presenting	Ability to show others what you have produced in an effective/clear way; appropriately using ICT systems and emerging technologies to present information.
Communication	Reflecting	Ability to make connections and links to other areas; identifying areas that went well or that did not go quite so well.
Communication	Speaking	Being able to express yourself through spoken words in a way that is accessible to the listener.
Communication	Writing	Being able to express yourself in written form – report, poetry, letter etc.
Employability	Assertiveness	Being able to offer your opinion and views in a clear but non-threatening way.
Employability	Awareness of Self/ Local/National/Global issues	Knowing and understanding your place in your family, community, world. Contributing to helping the planet by recycling, saving energy and having an understanding of Eco issues. Knowing and understanding the local and national labour market and how to apply for work.
Employability	Conflict Management	Recognising signs of potential conflict and having strategies you can use to overcome areas of conflict.
Employability	Managing Resources and Time	Being able to organise self and resources effectively; able to complete tasks within set timescale.
Employability	Putting yourself in another's place	Consideration of how others may be feeling, dependent upon their situation and circumstances.
Employability	Teamwork	Being able to work well with others in a group – knowing when to speak up, when to listen and how you can best support the group.
Leadership	Adhering to principles	Having an understanding of the difference between right and wrong and being able to explain your reasoning to others.
Leadership	Extending the thinking of others	Suggesting ideas/options that challenge/support others in a positive way.
Leadership	Offering Encouragement	Being supportive of others and recognising their strengths; helping others to adopt a 'can do' attitude.
Leadership	Recognising and using the strengths of others	Identifying strengths and helping to support others in developing them.
Leadership	Being Enterprising	Creating, planning and developing a business opportunity independently and/or in a team; applying a skill in a real and relevant setting to further understanding.
Learning	Remembering	Being able to retrieve relevant knowledge from your long term memory - identify, recognise and recall facts, events and sequences.
Learning	Understanding	Being able to confidently teach/explain something to someone else.
Learning	Applying	Using knowledge that has previously been developed in a new context; making links with learning.
Learning	Analysing	Comparing and contrasting ideas; determining a point of view, identifying bias as appropriate; commenting on findings.
Learning	Synthesising	Combining separate ideas to create a new or fuller understanding. Being able to bring together ideas or information from different sources and put them into an overall picture that you can understand.
Learning	Evaluating	Being able to look at how you are behaving/working and knowing what you could be better at and what you need to be able to do to achieve this. Making decisions based on in depth reflection, criticism and assessment.
Learning	Systems thinking	Understanding how things influence one another. E.g. physical or institutional.
Learning	Creativity	Using your imagination to develop something original; being able to see something from a different perspective.

WHAT ARE SKILLS? Contd.

Learning	Formulating Success Criteria	Knowing and understanding what you have to do to produce work of high quality.
Learning	Information handling	Being able to take information and present it to others in a way that they can understand; appropriately using ICT systems and emerging technologies to handle information; using the internet safely and making informed decisions based on information obtained using technology.
Learning	Investigating and Problem Solving	Finding an answer/conclusion using a variety of sources and relating to real life contexts.
Learning	Peer- and Self-Assessment	Being able to analyse your own work and that of others in a supportive and fair way.
Self-Management	Accessing support	Knowing or finding out where you can get help; asking advice.
Self-Management	Adaptability	Trying different ways of finding answers to a problem; or being willing to change your plans to go along with other people's.
Self-Management	Balancing Life and Work	Ensuring you make time for the fun things you enjoy; ensuring you make time for work and study.
Self-Management	Coping Techniques	Recognising when something is bothering you and being able to working through the issue without getting upset.
Self-Management	Making informed choices	Gathering information, seeking advice as appropriate and using this effectively to make positive decisions.
Self-Management	Perseverance	Being able to keep on at something, even when you feel you are not getting anywhere, or might even fail.
Self-Management	Positive Thinking	Believing you can do a task, activity etc.
Self-Management	Resilience	Being strong and focused, even in difficult times.
Self-Management	Risk Management	Recognising potential dangers and taking appropriate action to ensure your own and others safety.
Self-Management	Self-discipline	Being responsible for yourself, actions and work.
Self-Management	Taking the Initiative	Being able to come up with your own way of doing things, without having to be reminded.



SKILLS FOR LEARNING, LIFE AND WORK – CURRICULUM EXAMPLES

Practical Context	Possible Skills and Examples	Links to “Digital Literacies”
<p>Enterprise in education enables young people to build the skills associated with employability, enterprise, entrepreneurship and vocational occupational sectors.</p> <p>Example: RNLI sale</p>	<p>Active listening - plan roles Giving and receiving feedback - reflect on next steps Speaking - engage with customers, explain the charity Writing - present using a variety of contexts Managing resources and time - preparation and set up Teamwork - collaborate with peers Offering encouragement - be positive to all members of team Being Enterprising - create, plan and develop the sale Applying - numeracy e.g. money within a real context Self-discipline - take responsibility, handle money, work with others</p>	<p><i>Be Creative</i> create a poster or leaflet <i>Be Connected</i> use a blog to promote the event <i>Be Safe</i></p>
<p>Outdoor learning – in the garden</p> <p>Example: Planting and harvesting potatoes</p>	<p>Giving and receiving feedback - report to peers Evaluating –look at how you are working Synthesis - connect effects of weather and own actions on growth of plants Accessing support - seek advice from experienced gardeners, including online forums Perseverance - can't see potatoes growing but continue nevertheless</p>	<p><i>Be Informed</i> bookmark favourite sites, searching, uploading materials to online storage <i>Be Creative</i> photographing evidence <i>Be Connected</i> use a blog to inform others of the project's progress <i>Be Technical</i> operating a computer and associated peripherals safely <i>Be Safe</i></p>
<p>Forest schools activity</p> <p>Example: Den building Raft building</p>	<p>Giving and receiving feedback - from within the team and from adult supporters Conflict management - recognise and resolve potential arguments Extending the thinking of others - make suggestions that support in a positive way Creativity - create a new structure Adaptability - be willing to change plans Risk management - recognise potential dangers Self-discipline - take responsibility for own actions and work</p>	<p><i>Be Informed</i> uploading materials to online storage <i>Be Creative</i> filming and photographing evidence <i>Be Connected</i> use a blog to inform others of the project's progress <i>Be Technical</i> operating a computer and associated peripherals safely <i>Be Safe</i></p>
<p>Sustainability development activities could include environmental and community activity and participation in the Eco-schools programme</p> <p>Example: Energy-use survey</p>	<p>Presenting - show others what you have produced Awareness of self/local/national/global issues - want to do your part in helping the planet by saving energy Managing resources and time - complete tasks in a given time Information handling - take information and present to others Making informed choices - gather information in order to inform next steps in the school</p>	<p><i>Be Informed</i> categorising and editing information <i>Be Creative</i> publishing - using online questionnaires (e.g. Survey Monkey)</p>

Practical Context	Possible Skills and Examples	Links to “Digital Literacies”
<p>Sustainability development activities could include environmental and community activity and participation in the Eco-schools programme</p> <p>Example: Pupil council</p>	<p>All communication skills - actively listen during consultations and meetings, receive feedback and represent the views of others, present decisions and outcomes, speak articulately, make written notes</p> <p>Assertiveness - express opinion in a clear but non-threatening way</p> <p>Awareness of self and local issues - know your place in the world and want to help</p> <p>Teamwork - know when to speak up, when to listen and how best to help the group</p> <p>Adhering to principles - know right from wrong and persuade others about what you think is right</p> <p>Investigating and Problem Solving - gather the views of others</p> <p>Synthesising - bring together ideas to inform decisions</p> <p>Balancing life and work - ensure you make time for fun things</p> <p>Taking the initiative - be able to come up with your own way of doing things</p>	<p><i>Be Informed</i> editing materials on and offline</p> <p><i>Be Creative</i> presenting- creating a presentation containing text and image with notes to help me</p> <p><i>Be Connected</i> networking using social media sites to share and gather ideas</p> <p><i>Be Safe</i></p>
<p>Presentations and working together</p> <p>Example: School show</p>	<p>All communication skills - listen to producer, feedback, performance skills, create publicity materials and programme</p> <p>Managing resources and time - learn words, meet deadlines</p> <p>Teamwork & Putting yourself in another’s place - work well with others and understand the feelings of peers</p> <p>Evaluating - own role or contribution to performance</p> <p>Balancing life and work - ensure making time for academic commitments</p> <p>Coping techniques - recognise when something is getting to you without getting upset</p> <p>Resilience - be strong and focussed even in difficult times</p> <p>Self-discipline - be responsible for your actions</p>	<p><i>Be Creative</i> create a poster or leaflet</p> <p><i>Be Connected</i> use a blog to promote the event , networking using social media sites</p> <p><i>Be Technical</i> operating a computer and associated peripherals safely</p> <p><i>Be Safe</i></p>
<p>Organisation and team working skills, life skills, health and interpersonal skills</p> <p>Example: Participating in a team sport, e.g. shinty, football, netball</p>	<p>Active listening - demonstrate a number of strategies</p> <p>Assertiveness - offer an opinion in a non-threatening way</p> <p>Teamwork - work well with others in a group</p> <p>Offering encouragement - adopt a “can do” attitude</p> <p>Recognising and using the strengths of others</p> <p>Applying - use skills learned at training when playing a game</p> <p>Peer- and self-assessment - analyse your own performance and that of others in a fair and supportive way</p> <p>Coping techniques - work through issues without getting upset</p> <p>Self-discipline - be responsible for your actions and performance</p>	
<p>Community sports and leisure activities</p> <p>Example: Highland dancing Horse riding Solo musical performance</p>	<p>Giving and receiving feedback - identify strengths and areas for development</p> <p>Managing resources and time - complete tasks in a given timeframe</p> <p>Formulating success criteria - know what you have to do to produce work of high quality</p> <p>Self-assessment - analyse your work in a supportive and fair way</p> <p>Remembering - locate memory and knowledge</p> <p>Balancing life and work - make time for fun things</p>	

Practical Context	Possible Skills and Examples	Links to “Digital Literacies”
<p>Participating in skills for work qualifications</p> <p>Example: SQA S4W Awards John Muir Award Duke of Edinburgh Award</p>	<p>All communication skills - listening strategies in different contexts, share feedback, keep a log book</p> <p>Awareness of self/local/national/global issues - want to do your part in helping the planet)</p> <p>Managing resources and time (be able to organise self and resources)</p> <p>Adhering to principles - know right from wrong</p> <p>Being Enterprising - create, plan and develop an opportunity independently or as part of a team</p> <p>Applying - use knowledge in a new context</p> <p>Formulating success criteria - know what you have to do to produce high quality work</p> <p>Synthesising - combine ideas to create new and fuller understanding</p> <p>Adaptability - try different ways to solve problems</p> <p>Risk management - recognise potential dangers and taking appropriate action to ensure safety</p>	<p><i>Be Informed</i> bookmarking, searching, recording and editing progress online, uploading evidence</p> <p><i>Be Creative</i> photographing evidence, creating a presentation about experiences, publishing experiences using software</p> <p><i>Be Connected</i> collaborating using an online space, networking using social media</p> <p><i>Be Technical</i></p> <p><i>Be Safe</i></p>
<p>Work placements and work shadowing create an opportunity for a more individualised approach which is more meaningful for young people</p> <p>Example: Work experience</p>	<p>All communication skills - listen effectively in a variety of contexts, speak to customers and colleagues, use a variety of written ways to record</p> <p>All employability skills - offer views of your own performance, take account of the views and feelings of others, know when to listen and when to talk</p> <p>Applying - make links with learning</p> <p>Evaluating - look at how you are working and know what you could be better at</p> <p>All self-management skills - know when to ask for help, find solutions and work through problems, persevere, be focussed, ensure safety, be responsible, come up with your own way of doing things</p>	<p>There will be many ICT skills which are job-specific while on placement. The following are based on the post-placement evaluation and assessment:</p> <p><i>Be Informed</i> uploading and editing evidence</p> <p><i>Be Technical</i> running software, operating computer and peripherals</p>
<p>Interdisciplinary topics provide opportunities for learners to consolidate skills developed across the curriculum</p> <p>Example: World of Work topic Subject Choice and Career Goals Job Fair Completing P7 and S3 profiles</p>	<p>Active Listening – gathering information from speakers</p> <p>Giving and receiving feedback – identifying strengths</p> <p>Awareness of local/national/global issues – understanding of the local labour market, school leaver destinations and career progression routes</p> <p>Offering encouragement – a ‘can do’ attitude</p> <p>Systems Thinking – social, environmental, political, philosophical and economic impact on choices</p> <p>All self-management skills</p>	<p><i>Be Informed</i> bookmarking, searching, recording and editing progress online, uploading evidence</p> <p><i>Be Creative</i> photographing evidence, creating a presentation about experiences, publishing experiences using software</p> <p><i>Be Connected</i> collaborating using an online space, networking using social media</p> <p><i>Be Safe</i></p>

Building the Curriculum 4: Skills for Learning, Life and Work

1. Development of skills:

- Essential to learning and education
- Sound basis for children and young people for their development as life long learners
- Children and young people must be aware of and understand the value of skills.

2. All entitled to opportunities for developing skills for learning, life and work:

- From 3 – 18 and beyond.

3. Skills developed across:

- All curricular areas
- Interdisciplinary learning
- All learning settings
- Embedded in E's & O's.
- Responsibility of all adults working with children and young people and the children and young peoples' parents/carers.

4. Progression signposted in Es & Os:

- Learners build on, extend and apply similar skills developed at previous levels.

5. Focus on the learner:

- Opportunities offered to suit learners needs, e.g. active learning, interdisciplinary learning, practical context.
- Allow children and young people to develop, demonstrate and apply a wide range of skills.

6. Children and young people are aware of and understand the value of the skills they are developing:

- Adults/practitioners/learners reflect together on their progress of the range of skills important to learning, life and work!

7. Assessment process:

- Help children and young people understand why skills are important
- Reflect on how they are developing skills
- Identify the next steps in their skills development
- Understand how the skills they have acquired can be used:
 - across the curriculum
 - in their lives inside/outside the classroom.

8. Entitlement to appropriate support to gain from the opportunities to develop skills:

- Timely support to allow children and young people to engage.

9. Partnership working:

- Share common understanding
- Share language around skills development and application
- Together plan/deliver learning and experiences.



NEXT STEPS BTC4 & KEY MESSAGES

Teaching Staff / Pre-School

- Design and deliver learning opportunities which enable children and young people to develop and demonstrate a broad range of skills
- Share information and establish effective working relationships
- Work in partnership to build a common understanding of the skills which will be important in a modern society and economy
- Ensure children and young people are aware of and understand the value of the skills they are developing.

Early Years/School Leaders

- Strengthen existing and look for wider partnership opportunities
- Involve partners in planning as well as delivery and transition.
- Help with PLP, Profiles and career management skills
- Provide opportunities to develop a broad range of key milestones and skills
- Develop and nurture a shared understanding and common language with partners.

National Agencies and Bodies

(SDS, SQA, SCQF, Sector Skills & Employer Bodies)

- Strengthen partnerships to innovate, create and deliver services which support skills across CfE
- Reflect the reality of young people's lives, address barriers and help young people to build and demonstrate a range of skills
- Build capacity and capability in local delivery staff and those who influence young people.

College/University/Employers

- Work with schools to develop senior phase courses relating to labour market opportunities
- Work with schools to develop the range of skills that they need/wish to see in young people
- Work to develop a shared language and understanding about the skills they value and how these skills are developed.

Local Authority Staff

- Advise, support and challenge establishments in delivery of skills
- Promote partnership working with key agencies
- Focus on ensuring our young people make a positive and sustained post school transition.

Local Delivery Partners

(SDS, Vol, ASG, Private TP's and Learning Communities)

- Potential for building and strengthening links as appropriate to support the delivery of a wide range of skills
- Opportunity to support the development of career management skills
- Develop support to help children and young people acquire a wide range of skills.

Parent Councils

- Share and disseminate information about the importance of skills development within the curriculum
- Engage parents in discussion about the skills which will be important in a modern society and economy
- Value of Labour Market Information and self-knowledge in enabling young people to choose learning and work pathways, and the impact this may have on future life chances.

Scottish Government

- Provide exemplification to support the development and delivery of skills through CfE
- Raise awareness of all related policies around skills and why skills are vital to our future
- Review guidance on work placements.



ABC SKILLS FOR LEARNING, LIFE AND WORK BRIEFING NOTE, 25th FEBRUARY 2016

In 2011 we launched a framework for developing skills in Argyll and Bute schools, involving all children and young people aged between 3 and 18. The framework was produced in response to the Scottish Government guidance outlined in Building the Curriculum 4 – Skills for Learning, Skills for Life and Skills for Work and Building the Curriculum 5 – A Framework for Assessment. Our children and young people need to develop and be equipped with the skills needed to continue learning throughout their lifetime, and acquire a range of transferable skills that will ensure they are able to contribute and prosper in their communities and the workplace.



Securing an extensive range of skills is a gradual process that takes place in tandem with the development of knowledge and understanding. Over the course of the last 4 years there have been further developments nationally in education and within our economy. The most recent guidance produced by the Scottish Government covers both of these areas through the launch of Education for All – Developing Scotland's Young Workforce. A series of 39 recommendations have been produced for schools, colleges and employers emphasising in the need for our children and young people to develop skills for work.



THE WAY FORWARD – 2015/16

The ABC Skills Forum has been tasked with updating our skills framework based on the changing landscape and a refreshed document will be available by April 2015. This framework includes a specific list of skills associated with learning, life and work that will shape the core skills language that teaching and education staff use with our children and young people. It is important that as well as having a common language for skills we have a common methodology, format and consistent approach across each of our cluster areas. This approach should be developed and agreed across the cluster, with discussion and support provided by the Education Officer (Area).

The local authority's preference is that each cluster area uses Skillsbook to record children and young people's skills development and progress. We have invested considerable resources, both staffing and financial, in Skillsbook and a number of schools are currently using it, particularly primary schools. Work is underway to develop the system further based on feedback received from secondary schools. Should your establishment wish to support this development work please contact the Skills Forum group directly. The local authority holds a signed data sharing agreement with EdICT that ensures Skillsbook complies with data protection legislation.

THE WAY FORWARD – 2015/16

We are aware that a number of schools, either individually or in small clusters, currently use alternative skills packages. The local authority is happy for these alternative options to be used however these packages will not be funded centrally and must meet the following criteria:

- Skills tool identified has been agreed across the cluster area
- Skills tool delivers progression of learning, teaching and recording of skills
- Skills tool should reflect children and young people's significant aspects of learning
- Skills tool references skills for learning, skills for life and skills for work
- Skills tool links with pupil profiles in P7/S3 and informs learning
- Skills should be explicit in teaching and learning; identified, planned and recorded
- Skills model used reflects professional dialogue, involvement of staff and pupil discussions and has inbuilt assessment and moderation procedures.

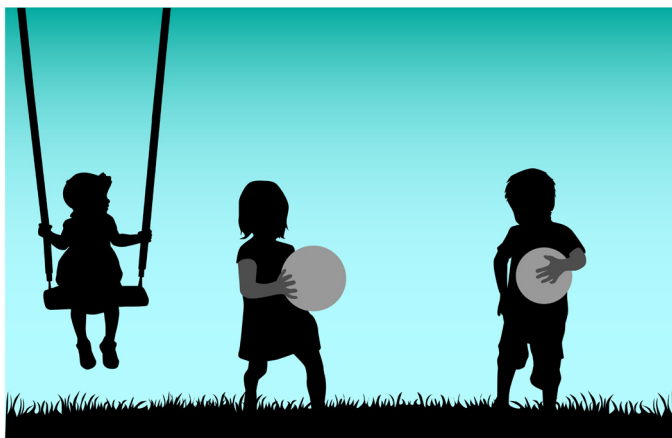
In addition, for those cluster areas currently using an online skills tool, has the appropriate permissions been granted by:

- IT security - covering issues such as firewalls
- Governance and Law regarding data sharing protocols and data protection legislation
- Head of Service (Education) in respect of central staffing resourcing requirements needed to administer the secure file transfer protocol.

Responsibility for ensuring that any alternative skills tool being used complies with the above lies with each cluster area. A decision on which skills tool each cluster area has agreed to use should be communicated to the central contact for the ABC Skills Forum by Friday 5th June 2015. The ABC Skills Forum will be offering CPD sessions to each of the cluster areas between April and October 2015. The session will focus on the

rationale and language of skills. Further training on Skillsbook will be available to cluster areas during this period.

Should you wish to discuss this briefing or skills in general the contact for the ABC Skills Forum is Aileen Goodall, Education Officer: Lifelong Learning, CLD and Learning Technologies (Acting)
aileen.goodall@argyll-bute.gov.uk t: 01369 708544



DEVELOPING A CLUSTER PROGRAMME FOR SKILLS

Skills Development – Keir Bloomer and Chris McIlroy

'One function of school is to provide a preparation for later life. The time is long gone when teachers believed that this meant that they should give their pupils a complete toolkit of all the knowledge and learning they would ever need before leaving school. The aim now is to develop lifelong learners. Partly, this is a matter of motivation. Partly, however, it is about equipping them for the task. This involves developing a set of generic or transferable skills that will help them cope with the challenges of future learning, life and work.'

3 Aspects of Skills Development

To focus directly on skills development, it may help you to think about three aspects:

- How you introduce a new skill?
- How you practise and consolidate the skill?
- How you encourage its application in new or unfamiliar contexts so that secure learning is promoted?

Assessing and Tracking Progress in Skills

As with other areas of learning, to assess progress in skills you will need to:

- Provide opportunities for learners to show what they have learned and what they can do;
- Gather a range of evidence of learners' progress in acquiring and applying skills in different ways;
- Provide timely, focused feedback and plan next steps in learning;
- Involve learners in assessing and recoding their own progress;
- Track and share information on learners' progress.

Provide timely, focused feedback and plan next steps in learning

By working through this process together with your learners and helping them to both give and receive careful feedback you can help them to understand better:

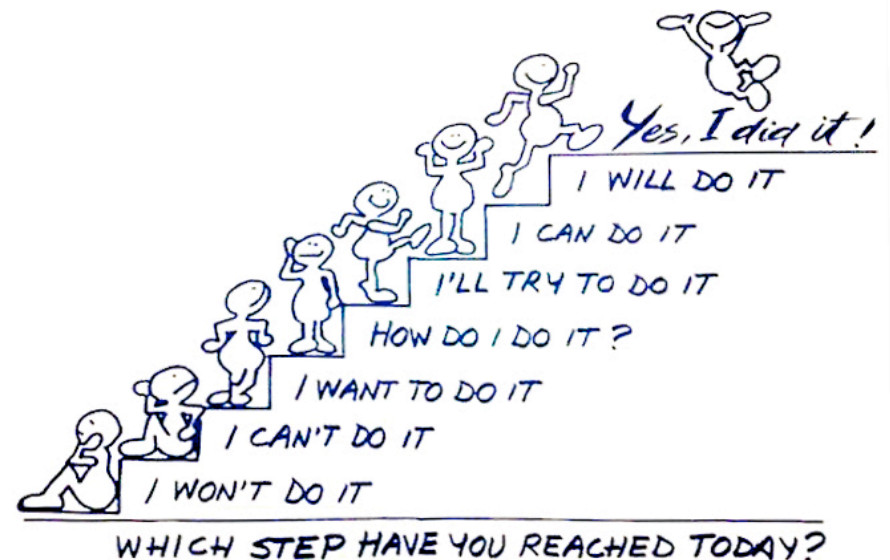
- What the skills in focus are about;
- What success in using and applying them in different ways looks like;
- Where their own strengths lie;
- How they can improve their learning.

Track and share information on learners' progress

- Tracking of progress in skills needs to be manageable and to involve the learner wherever possible;
- Involve learners in self- and peer-assessment and personal learning planning;
- Building the Curriculum 5 advises that from time to time you will need to take stock of and record progress, providing 'summary statements of progress within and through the curriculum levels'. For this process the focus should be on the 'big picture' of skills development, rather than the detail of separate skills;
- It is also important to carry out regular moderation activities within your school and across the authority, raising confidence by providing opportunities for professional dialogue.

Time to Talk – 2

- Where are you within your school/cluster setting in developing a programme for skills?
- Have you considered skills progression?
- What should your next steps be?
- What help and support do you need to take forward your next steps?



DEVELOPING A PROGRAMME FOR SKILLS PROGRESSION CPD

Programme for the Day

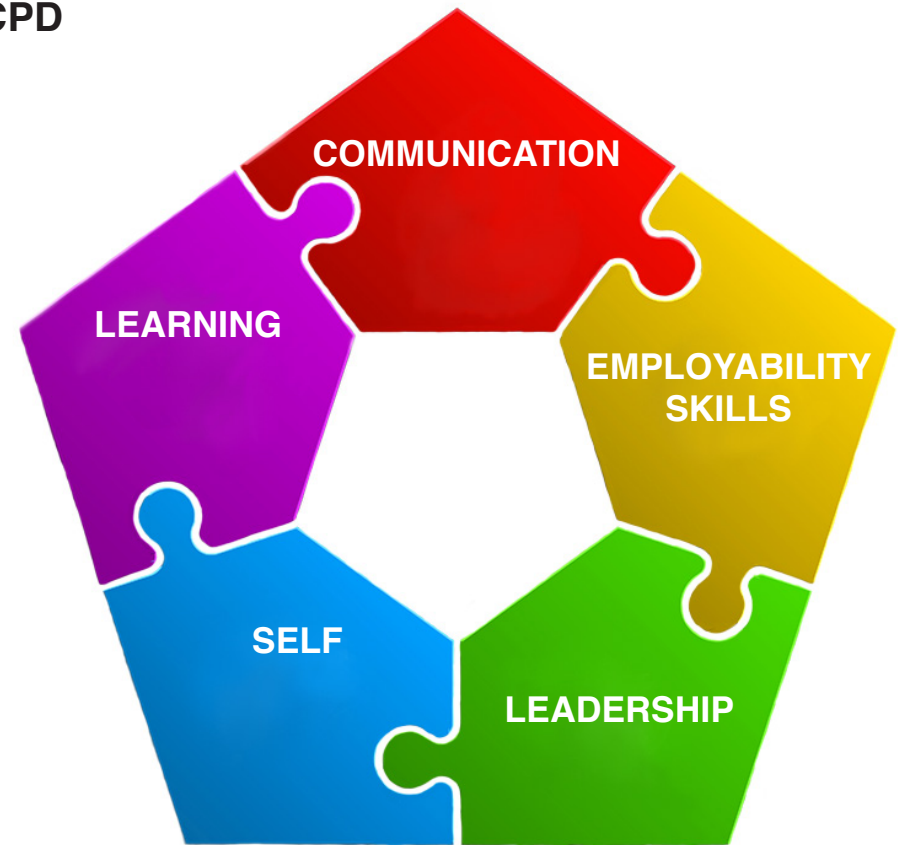
- Argyll and Bute Skills Framework
- Time to Talk – reflective questions
- Commission for Developing Scotland's Young Workforce
- Creating a Programme for Skills Progression – points to consider
- Time to Talk – reflective questions
- Over to you

Skills for Learning, Life and Work

- Building the Curriculum 4
- Commission for Developing Scotland's Young Workforce

A Starting Point

- There are so many skills to cover, which ones should we focus on?
- How can we show progress in skills?
- I already have so much paperwork, I don't need any more
- How can I manage skills development along with everything else we have to do?



Building the Curriculum 4

'The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a **sound basis** for their development as **lifelong learners** in their adult, social and working lives, enabling them to reach their **full potential**.'

CAPABILITIES AND ATTRIBUTES

successful learners	confident individuals	responsible citizens	effective contributors
<p>attributes</p> <ul style="list-style-type: none"> enthusiasm and motivation for learning determination to reach high standards of achievement openness to new thinking and ideas <p>capabilities</p> <ul style="list-style-type: none"> use literacy, communication and numeracy skills use technology for learning think creatively and independently learn independently and as part of a group make reasoned evaluations link and apply different kinds of learning in new situations. 	<p>attributes</p> <ul style="list-style-type: none"> self-respect a sense of physical, mental and emotional well-being secure values and beliefs ambition <p>capabilities</p> <ul style="list-style-type: none"> relate to others and manage themselves pursue a healthy and active lifestyle be self-aware develop and communicate their own beliefs and view of the world live as independently as they can assess risk and make informed decisions achieve success in different areas of activity. 	<p>attributes</p> <ul style="list-style-type: none"> respect for others commitment to participate responsibly in political, economic, social and cultural life <p>capabilities</p> <ul style="list-style-type: none"> develop knowledge and understanding of the world and Scotland's place in it understand different beliefs and cultures make informed choices and decisions evaluate environmental, scientific and technological issues develop informed, ethical views of complex issues. 	<p>attributes</p> <ul style="list-style-type: none"> an enterprising attitude resilience self-reliance <p>capabilities</p> <ul style="list-style-type: none"> communicate in different ways and in different settings work in partnership and in teams take the initiative and lead apply critical thinking in new contexts create and develop solve problems

Developing the Skill – Exemplar

- Choose a skill that you can incorporate into your current planning. Discuss with class/group/individual child as appropriate;
- Make connections with the skills and activities ongoing in the class/school/at home;
- Most vital step – child makes the connection with the skill and something s/he has done at home/in class/in school and uses this as evidence for having developed the focus skills;
- Teacher and child/children discuss progress within skills – this can be done as a whole class/within a group/one-to-one, and
- It is very important that at least one one-to-one discussion is carried out with the child on their skill progression. Next steps can be identified on the basis of this discussion and any evidence shared.

More from BtC4...

'It is important that children and young people are aware of, and understand the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work' (BtC4)

Time to Talk – 1

- What are the main messages which you have taken from the presentation?
- What will be your starting point for developing skills for learning, life and work within: Your classroom? Your school? Your cluster?

ASSESSMENT AND MODERATION OF SKILLS

Assessment Focus

1. Skills for learning
2. Skills for life
3. Skills for work

Application of Skills

Learners will:

- Develop the language of skills
- Explain their own & others' learning
- Transfer skills across & within curriculum areas
- Take responsibility for developing & demonstrating skills
- Develop an awareness for the skills being built
- Plan, review & evaluate skills
- Work with others
- Develop leadership skills
- Develop enterprise & employability skills
- Develop literacy & numeracy skills
- Develop thinking skills
- Develop mental, emotional, physical and social skills

Opportunities for Skills Development

Learning which engages and challenges children's thinking using real and imaginary situations.

- Spontaneous play
- Planned, purposeful play
- Investigating and exploring
- Events and real life experiences
- Focused learning and teaching

Opportunities for Partnership

1. A broader range of opportunities are offered
2. Scope for greater personalisation and choice is present
3. Increased contribution and recognition of Lifelong Learning
4. Additional expertise and information available

Skills: Key Aims of Learning

1. Equipping young people with opportunities to **build, develop, present and demonstrate** a wide variety of skills.
2. Help learners to fulfil their social and intellectual potential and benefit the wider Scottish economy.

Assessing Progress in Skills - Process

As with other areas of learning, to assess progress in skills teachers will need to:

1. Provide opportunities for learners to show what they have learned and what they can do;
2. Gather a range of evidence of learners' progress in acquiring and applying skills in different ways;
3. Provide timely, focused feedback and plan next steps in learning;
4. Involve learners in assessing and recording their own progress;
5. Record and share information on learners' progress.

Assessing Progress in Skills - Evidence

Teachers will need to take stock of learners' progress in skills periodically by:

- Considering strengths and needs across the breadth of skill development indicated in the experiences and outcomes;
- Discussing each learners' progress in aspects of skills development which are challenging for them;
- Consider how well they can apply skills in new contexts as evidence of deep learning.

Contexts for Skills Development

Not a 'bolt-on' or alternative form of provision, but integrated.

- Enterprise in education activities
- Learning out of doors
- Eco-Schools / Health Promoting
- Cultural and creative
- Out of school hours learning
- Community sports and leisure
- Specific – S4W, ASDAN, Duke of Edinburgh
- Work Placements
- School/college partnership
- Planning and carrying out projects in small groups
- Embedded in the E's & O's across all curriculum areas for all stages of learning.