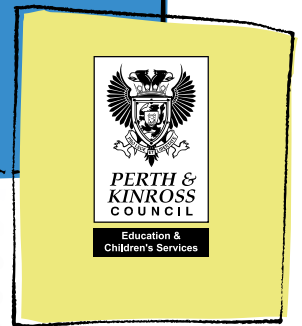


Perth and Kinross

# A Skills Framework

abc



Updated January 2019  
<http://goo.gl/C4c4L>



## A Skills Framework

The purpose of this framework is to:

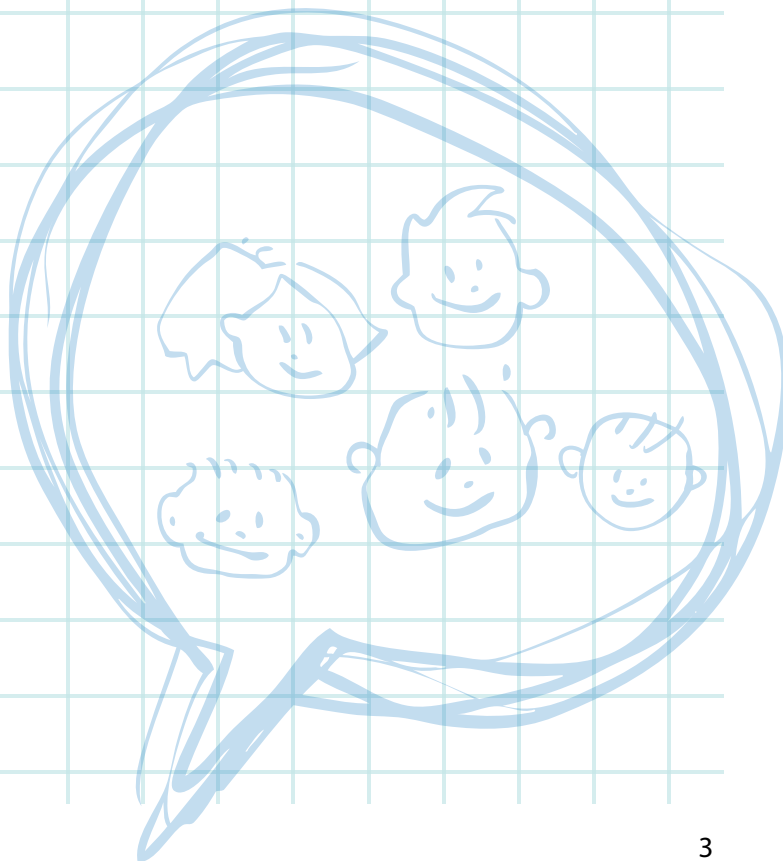
- set out key employability skills/skills for learning, life and work;
- provide practical support in planning and delivering learning experiences to develop these skills;
- provide guidance for developing career management skills through the profiling process.

# Setting the Context

Setting the Context

Skills for Life

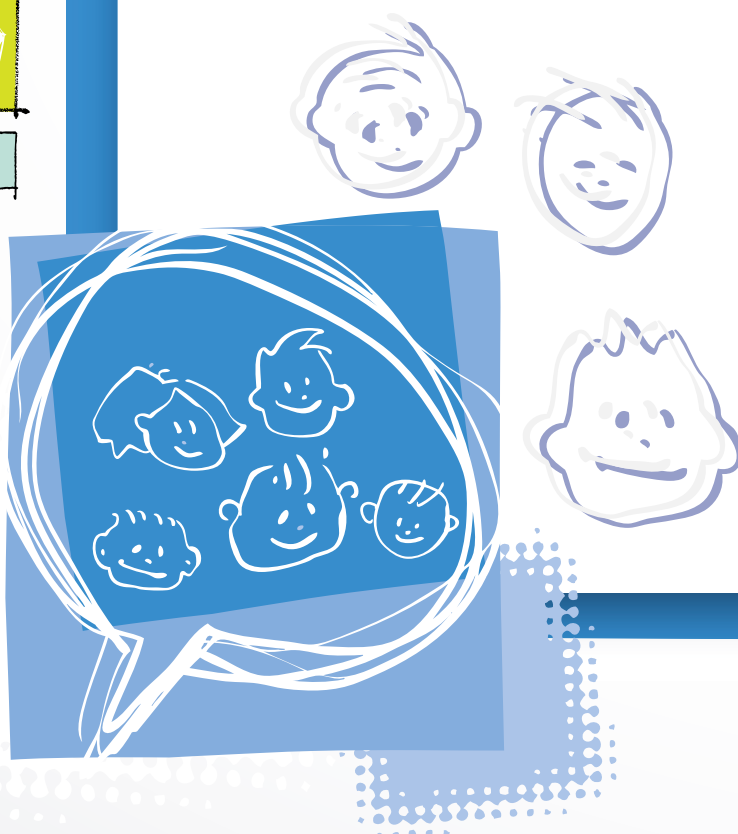
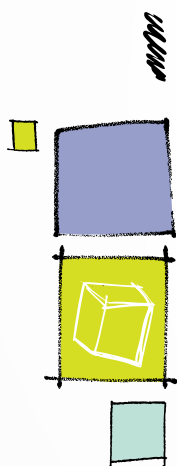
Profiling

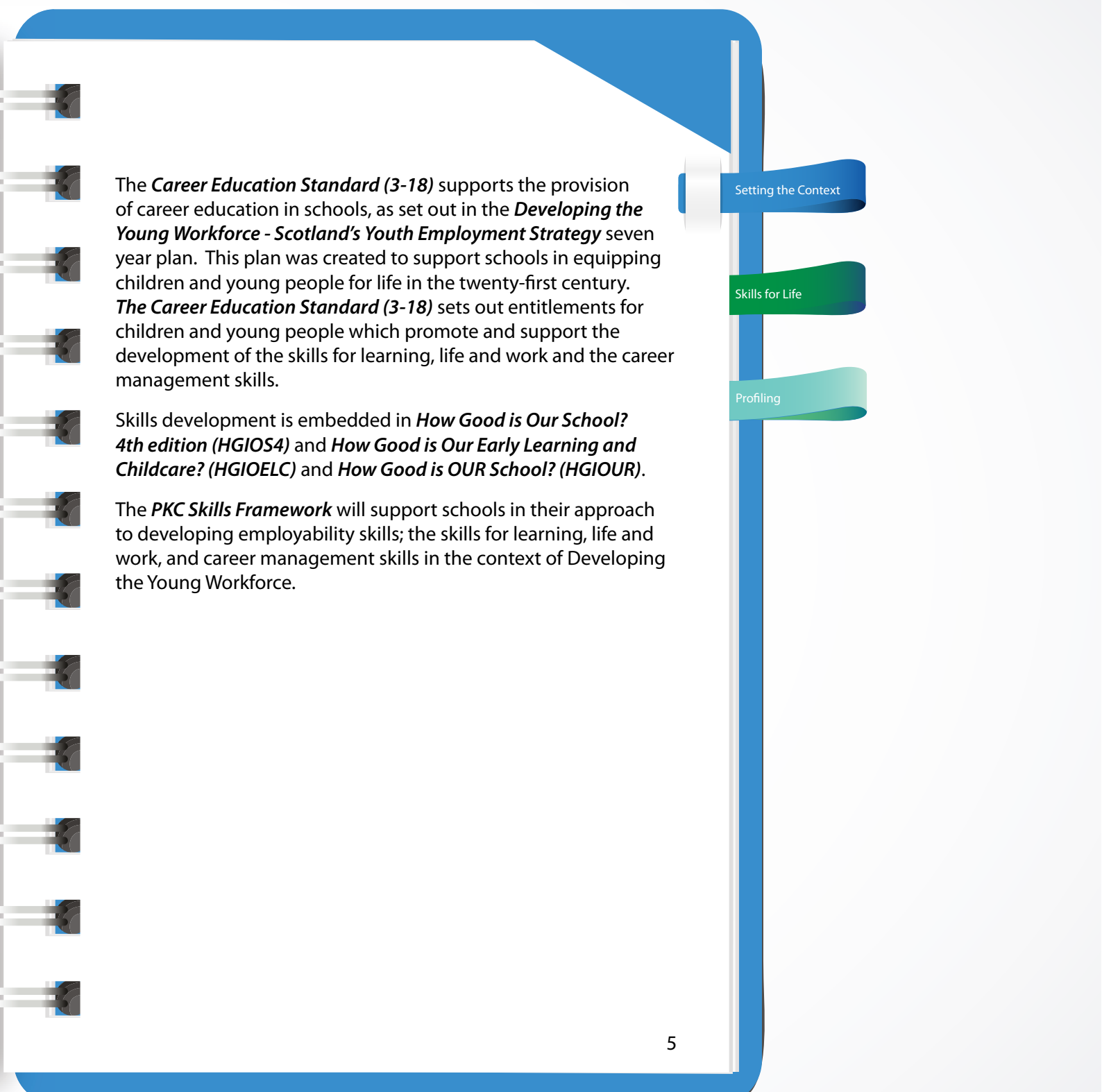


## Setting the Context

The **2017 National Improvement Framework and Improvement Plan** sets out clearly the priority for all schools to improve employability skills and sustained, positive school leaver destinations for all young people to achieve the government's ambition for excellence and equity in Scottish Education.

**Curriculum for Excellence** is designed to equip young people with a wide range of knowledge, skills and attributes which will prepare them for life in the twenty-first century. **Building the Curriculum 4: skills for learning, skills for life and skills for work** sets the context and expectations for skills development.





The **Career Education Standard (3-18)** supports the provision of career education in schools, as set out in the **Developing the Young Workforce - Scotland's Youth Employment Strategy** seven year plan. This plan was created to support schools in equipping children and young people for life in the twenty-first century. **The Career Education Standard (3-18)** sets out entitlements for children and young people which promote and support the development of the skills for learning, life and work and the career management skills.

Skills development is embedded in **How Good is Our School? 4th edition (HGIOS4)** and **How Good is Our Early Learning and Childcare? (HGIOELC)** and **How Good is OUR School? (HGIOUR)**.

The **PKC Skills Framework** will support schools in their approach to developing employability skills; the skills for learning, life and work, and career management skills in the context of Developing the Young Workforce.

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## The Framework

### Section 1

#### Skills for Learning, Life and Work - Employability Skills

- *Sets the skills to focus on and their key features.*
- *Provides sample learning intentions and success criteria.*
- *Suggests coaching questions.*
- *Provides links to key documents and resources.*

#### Planning Learning Experiences with Skills in Mind

- *Outlines considerations and approaches to planning skills development.*

#### Assessing Progress

- *Outlines considerations and approaches to assessing skills development.*



## Section 2

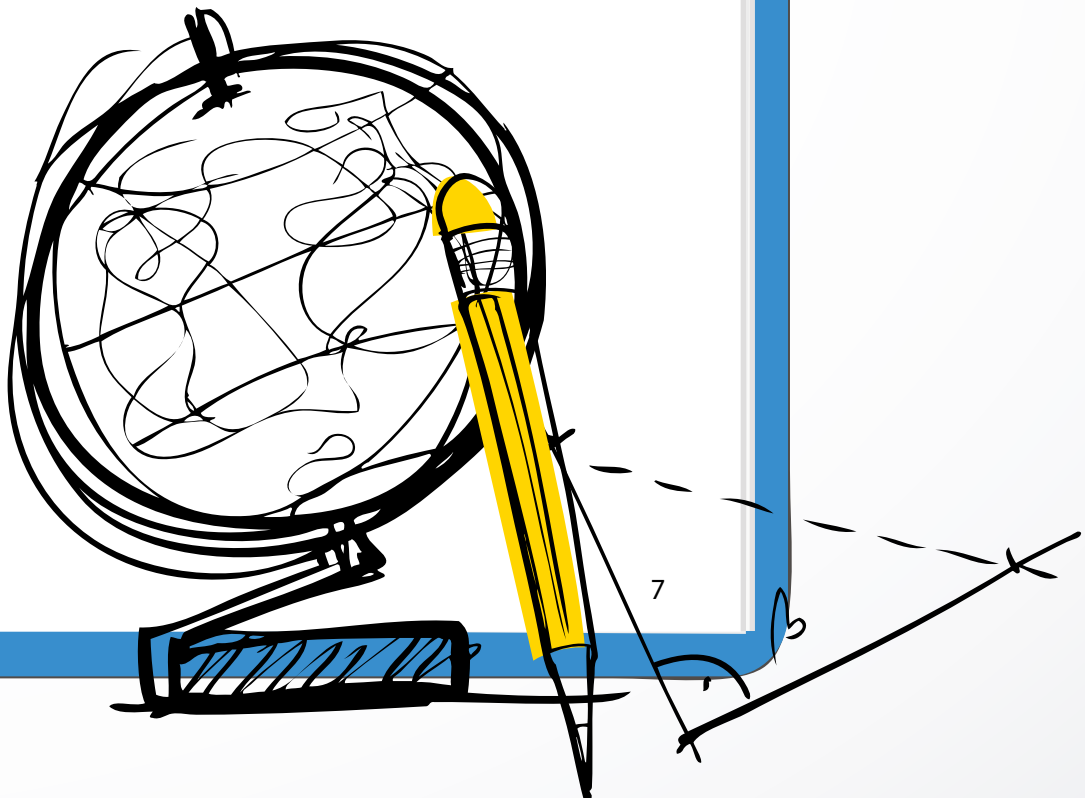
### Profiling

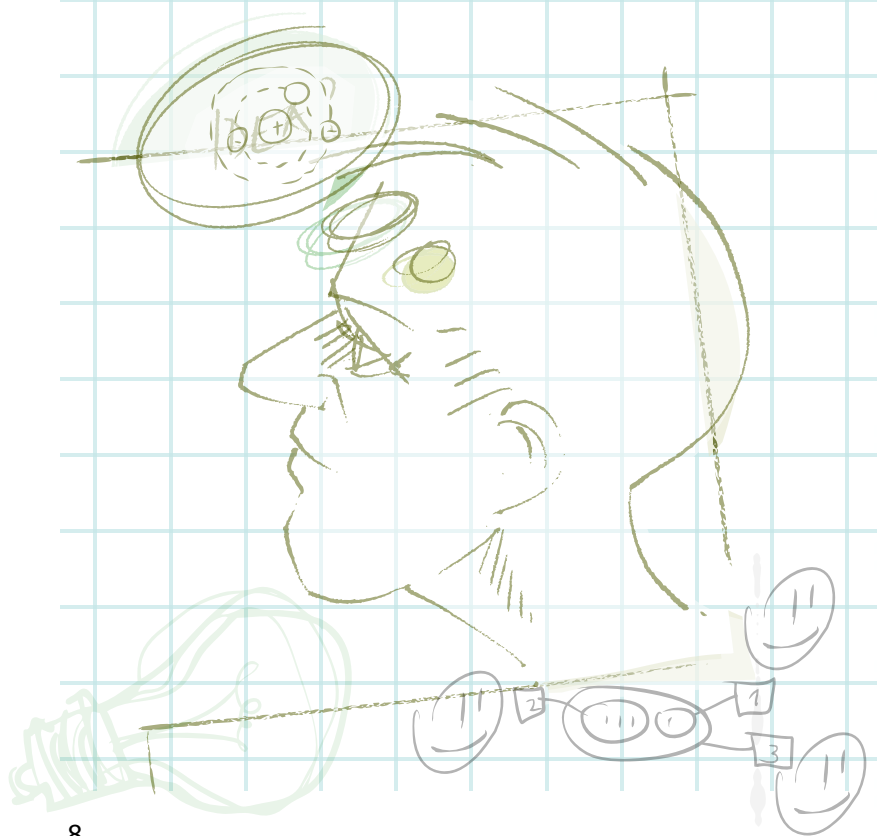
- *Describes the profiling process.*
- *Shares the purpose of and guidance in producing profiles.*
- *Outlines roles and responsibilities and guidance for staff.*
- *Provides support in ensuring effective learning conversations.*

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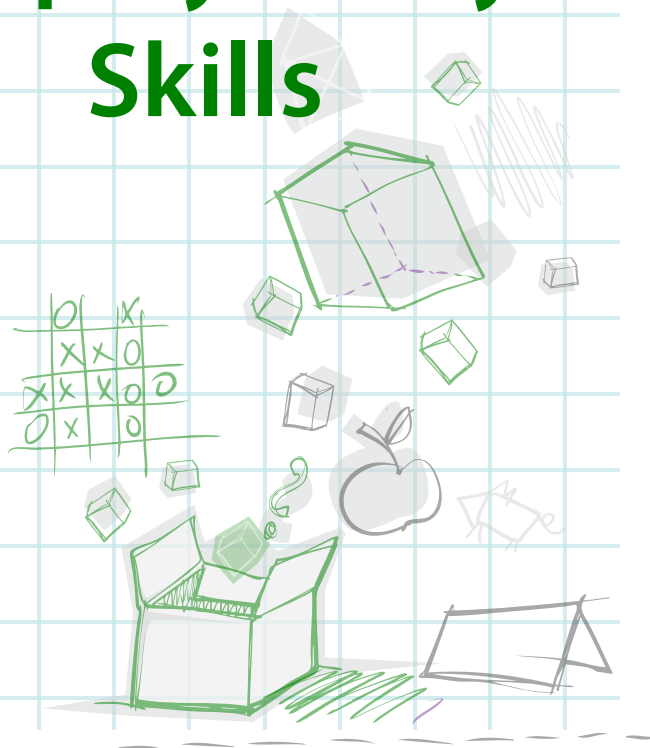


# Skills for Learning, Life and Work - Employability Skills

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# Contents

## The Skills for Learning, Life and Work

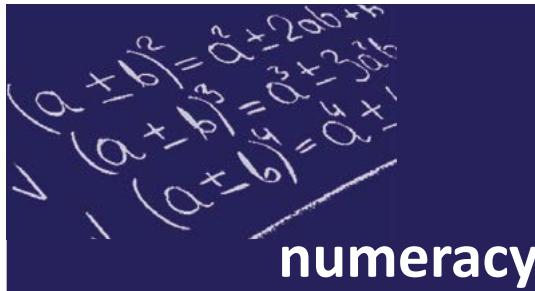
- *Leadership*
- *Working with Others*
- *Problem Solving*
- *Enterprise*
- *Creativity*
- *Digital*
- *Thinking Skills Across Learning*
- *Literacy Across Learning*
- *Numeracy Skills Across Learning*
- *Health & Wellbeing Across Learning*

This section looks at each of the skills by suggesting possible:

- *key features of each skill;*
- *learning intentions;*
- *success criteria;*
- *coaching questions which can be used to engage learners.*

## Appendix

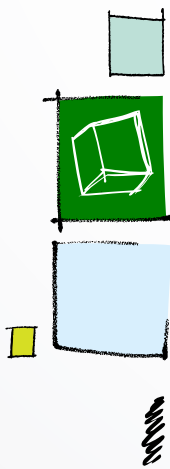
- 1 *Rubrics as a tool for assessing skills*
- 2 *Overview of the SQA Skills Framework and BtC4 skills*
- 3 *Skills Development and Co-operative Learning*
- 4 *Key Links and Resources*



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## Leadership

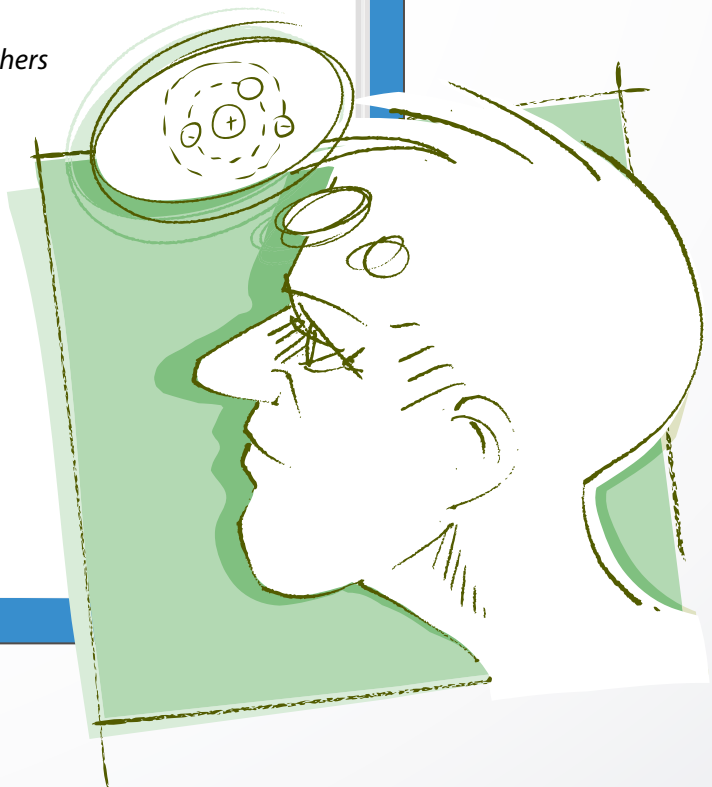
*'Working with others in a wide range of settings can also help young people to develop their leadership skills which will become increasingly important to them as they move through their school years and beyond compulsory education into lifelong learning and adulthood. They will need to understand that everyone can develop leadership skills, which can be used across learning, life and work settings. Effective leaders may show different styles and characteristics, but often share common characteristics.'*

*BtC4, p15*

The list of key features is not definitive and should be used, adapted and added to as appropriate to the context and learners.

### Key Features of Leadership

- *Value the views and contributions of others in their group.*
- *Exert influence and help others to envisage new ways of thinking, seeing and working.*
- *Show a determination towards achieving the highest standards for everyone in the group.*
- *Show initiative and actively pursue their objectives.*
- *Be good listeners and know the members of their group or team well.*



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### Sample Learning Intentions

When considering skills based learning intentions it is important to focus on the skill rather than the context or content, for example:

- *I am able to take turns.*
- *I am able to ensure that everyone's ideas are heard.*
- *I can influence the group to consider everyone's point of view and reach consensus.*

For more information on formulating effective learning intentions see '*Planning learning with skills in mind*'.

### Sample Success Criteria

Success criteria are the response to the question "*How will I/you know?*"

One useful technique for generating success criteria is to ask the question "*What will that look like/sound like/feel like?*"

I am able to take turns:

- *One person talking at a time.*
- *Looking at the person who is talking.*

I am able to ensure that everyone's ideas are heard:

- *Positive body language, eg eye contact.*
- *Encouraging phrases, eg good idea, can you tell me more?*



I can influence the group to consider everyone's point of view and reach consensus:

- *Persuasive language, eg I strongly, repetition of ideas.*
- *Equal opportunity, all voices being heard.*

*It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made.*

For more information on formulating effective success criteria see 'Planning learning with skills in mind'.

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### Possible Coaching Questions for Leadership

*What could you do to get him/her more involved?*

*How are you ensuring that everyone is doing their bit?*

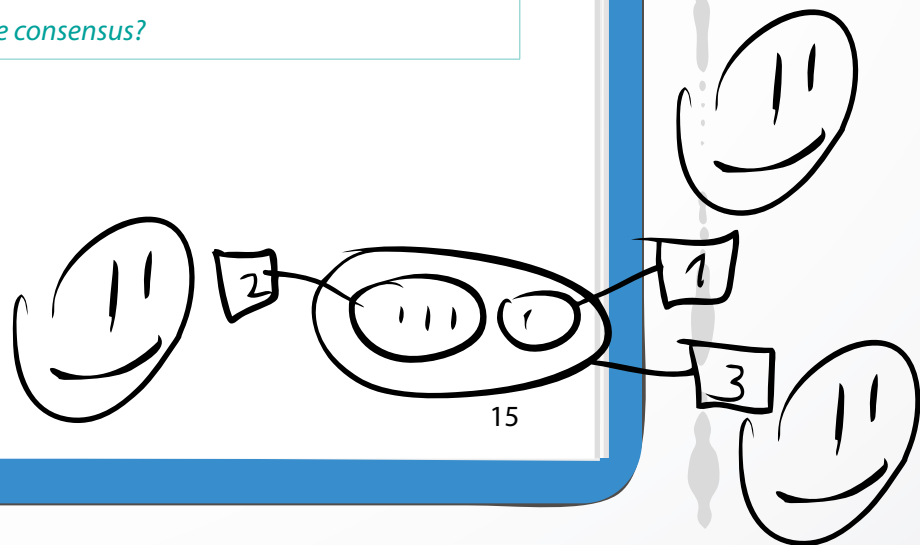
*Have you got a clear sense of where you are going with this?*

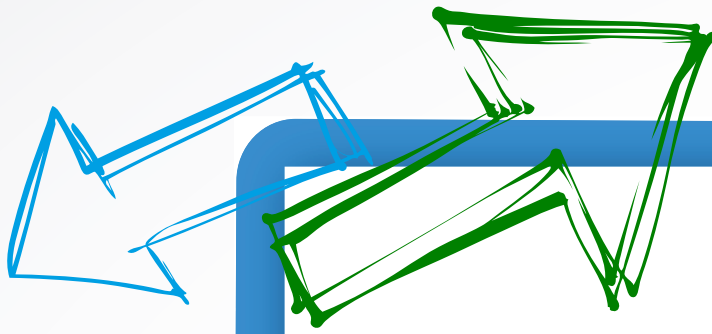
*Why do you need a leader to accomplish this?*

*Can you find some common ground, or perhaps seek even higher ground?*

*Why do you need a leader to accomplish this?*

*How did you achieve consensus?*





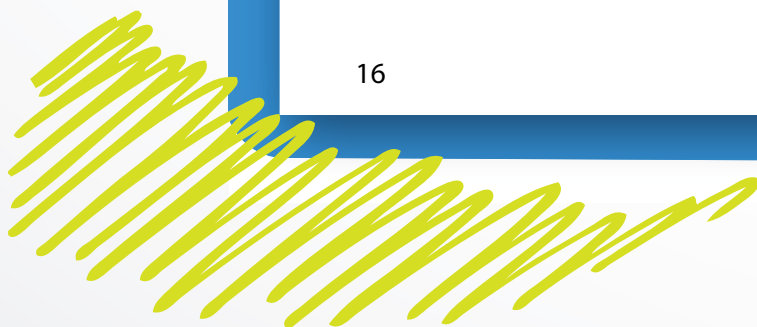
## Working with Others

*'Skills in working with others and leadership may include planning and carrying out projects in small groups, sharing tasks and responsibilities, and being ready and willing to learn from and with others as well as on their own.'*

*BtC4, p14*

### Key Features of Working with Others

- *Recognise when they will do best by working with others, and when they need to work on their own.*
- *Have the courage of their convictions, knowing when and how to assert their own views.*
- *Act as a good team learner, knowing how to draw from the strengths of the group and also how to help build those strengths.*
- *Put themselves in other people's shoes, to hear them accurately and enrich their own learning perspectives.*
- *Be open to other people's smart ways of thinking and learning, picking up values and habits that develop their own learning.*
- *Agree and take responsibility for their contribution to group tasks, seeking and providing information.*
- *Evaluate the effectiveness of their own contribution to group tasks and activities.*





### Sample Learning Intentions

When considering skills-based learning intentions it is important to focus on the skill rather than the context or content, for example:

- *I know what my job is and can do it.*
- *I am able to take on different roles within a group.*
- *I can use my strengths to make a high-quality contribution to the group.*

For more information on formulating effective learning intentions see *'Planning learning with skills in mind'*.

### Sample Success Criteria

Success criteria are the response to the question *'How will I/you know?'*

One useful technique for generating success criteria is to ask the question *'What will that look like/sound like/feel like?'*

I know what my job is and can do it:

- *Say what your job is.*
- *Show others how to do it.*

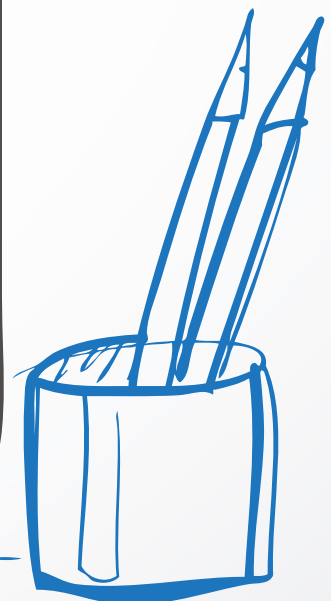
I am able to take on different roles within a group:

- *Explain the different roles within a group, eg recorder, timekeeper, resources manager, encourager, scribe, clarifier.*
- *Demonstrate my success in some of these roles.*

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I can use and reflect on my strengths to make a high-quality contribution to a group:

- *Explain my strengths and describe how they contribute to the success of the group.*
- *Discuss my contribution to the group and identify next steps.*

*It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made.*

For more information on formulating effective success criteria see 'Planning learning with skills in mind'.

#### Possible Coaching Questions for Working With Others

*What expertise and skills have you got in your group that you could use?*

*Has everyone 'bought' into this idea?*

*How are you going to make decisions in the group?*

*How can you make sure everyone contributes to the end product?*

*How are you going to structure the group for this piece of work?*

*How might you deal with problems within the group?*

*Have everyone's ideas and thoughts been heard?*

## Problem-Solving

The SQA skills framework defines problem-solving as follows:

*'The three components of this skill are the stages involved in tackling issues and problems in personal, social, and work contexts. They are often used in sequence, and repeatedly. Each component can also be a focus of activity in its own right.'*

SQA p4

### Key Features of Problem-Solving

(as identified in SQA Core Skills Framework p1):

- *Think critically.*
- *Analyse situations and suggest courses of action.*
- *Plan and organise work and carry it through to completion.*
- *Reflect on what has been done and draw conclusions for the future.*

### Sample Learning Intentions

When considering skills-based learning intentions it is important to focus on the skill rather than the context or content, for example:

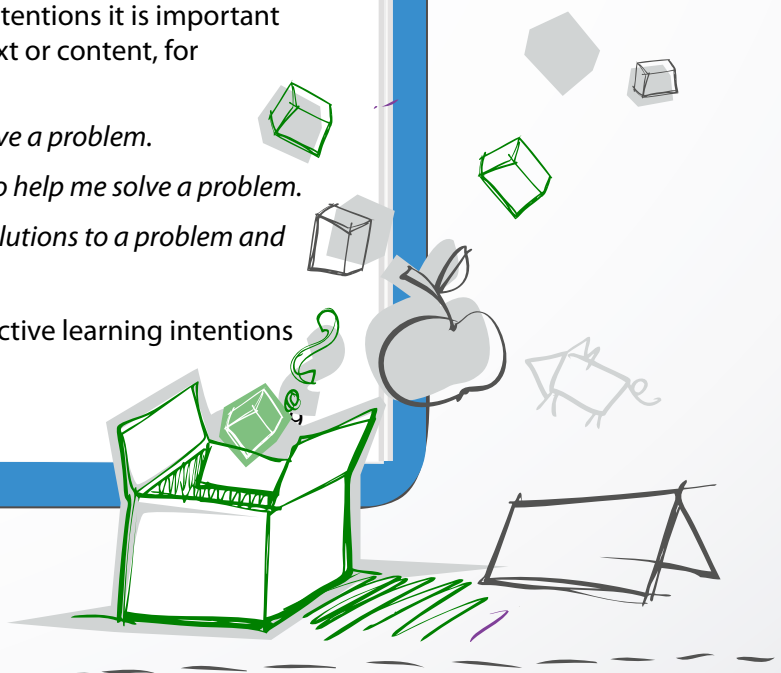
- *I can choose resources to help me solve a problem.*
- *I can select an appropriate strategy to help me solve a problem.*
- *I can evaluate a range of potential solutions to a problem and select the most appropriate.*

For more information on formulating effective learning intentions see 'Planning learning with skills in mind'.

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### Sample Success Criteria

Success criteria are the response to the question 'How will I/you know?'

One useful technique for generating success criteria is to ask the question 'What will that look like/sound like/feel like?'

I can choose resources to help me solve a problem:

- *Explain what they have used and why.*

I can select an appropriate strategy to help me solve a problem:

- *List possible strategies.*
- *Identify the pros and cons for each strategy.*

I can evaluate a range of potential solutions to a problem and select the most appropriate

- *Clearly define the problem.*
- *Identify a range of potential solutions.*
- *Evaluate and modify ideas.*

*It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made.*

For more information on formulating effective success criteria see 'Planning learning with skills in mind'.

## Possible Coaching Questions for Problem-Solving

*What is so important about solving this problem?*

*Is there more than one solution?*

*Compare what you already know with what you need to know*

*Does your original strategy require any changes?*

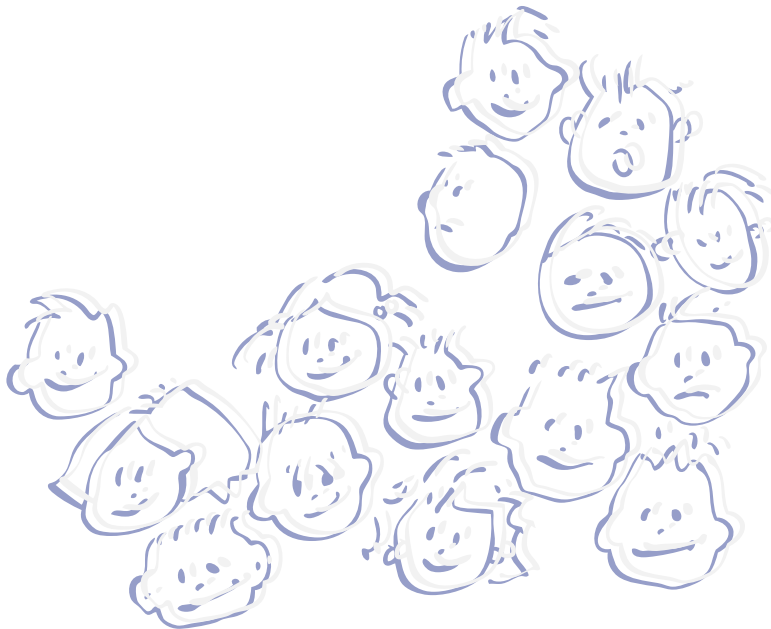
*Can this problem be broken it to any smaller problems? What are they?*

*Where does the problem lead you? Is this where you expected?*

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## Enterprise

*'Enterprise skills are often linked to employability skills. Collectively such skills ensure an individual is ready for the world of work in general, rather than for a specific occupation and are transferrable to a variety of contexts.'*

*BtC4, p18*

### Key Features of Enterprise

(as identified in BtC4 p15):

- *Recognising need and opportunity and influencing and negotiating with others to take ideas forward.*
- *Evaluating risk to inform individual and collective decision-making.*
- *Taking the initiative, working with and leading others.*
- *Being creative, flexible and resourceful with a positive attitude to change.*
- *Having self-awareness, optimism and an open mindset.*
- *Having a modern world view and showing resilience, adaptability and a determination to succeed.*
- *Discussing, setting and meeting roles and expectations within a working environment.*

## Sample Learning Intentions

When considering skills-based learning intentions it is important to focus on the skill rather than the context or content, for example:

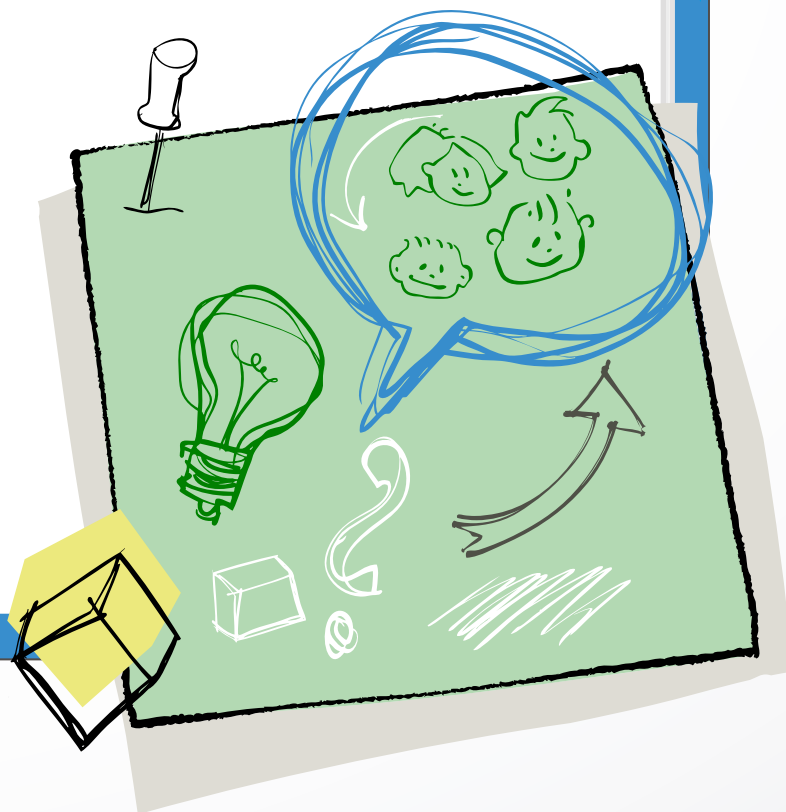
- *I can work with different people.*
- *I can work with others and recognise our collective strengths and differences.*
- *I can work with a wide variety of people in different situations to achieve a successful outcome.*

For more information on formulating effective learning intentions see '*Planning learning with skills in mind*'.

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### Sample Success Criteria

Success criteria are the response to the question 'How will I/you know?'

One useful technique for generating success criteria is to ask the question 'What will that look like/sound like/feel like?'

I can work well with different people:

- *Say who I have worked with.*
- *Tell me what went well.*

I can work with others and recognise our collective strengths and differences:

- *Describe the strengths and differences of the group.*
- *Explain how you used the strengths.*
- *Explain how you overcame the differences.*

I can work with a wide variety of people in different situations to achieve a successful outcome:

- *Use what you know about strengths and differences to create a group.*
- *Evaluate the success of the group.*

*It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made.*



## Possible Coaching Questions for Enterprise

*Can you compare how you made this decision to an earlier one?*

*How would you set up an action plan and timeline?*

*Could we design a framework for approaching, defining and solving all our problems?*

*How could we do this more efficiently?*

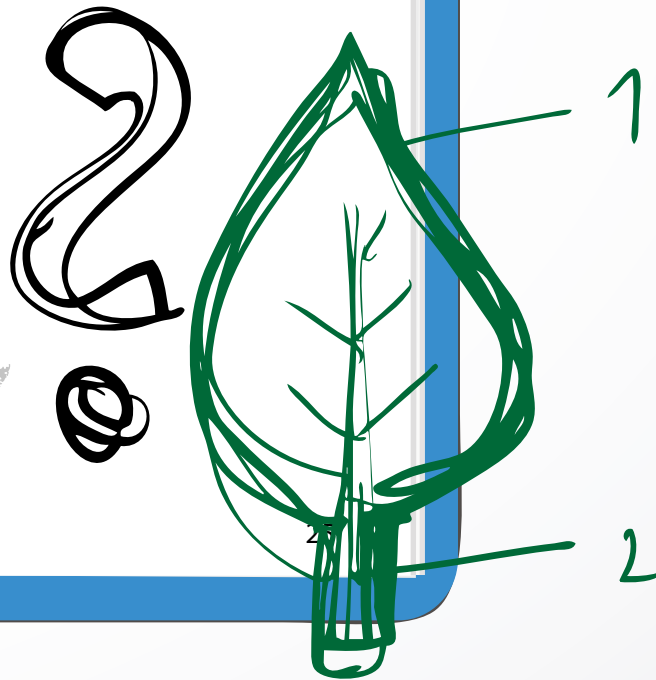
*You have the criteria for a quality piece of work. How would you modify or add to them?*

*How could you resolve conflict in a group?*

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## Creativity

Creativity is a high-order thinking skill. In Scotland, creativity across learning is defined as:

*“The capacity to generate ideas; things that have value to the individual. Looking at things with a fresh eye: examining problems with an open mind: making connections: learning from mistakes and using the imagination to explore new possibilities.”*

The list of key features is not definitive and should be used, adapted and added to as appropriate to the context and learners.

### Key Features of Creativity

- *Curiosity - learners are constructively inquisitive and can demonstrate this by:*
  - *being curious;*
  - *registering patterns and anomalies;*
  - *making using previous knowledge;*
  - *researching productively;*
  - *formulating good questions.*
- *Open-mindedness - learners are open to new ideas and can demonstrate this by:*
  - *using lateral thinking;*
  - *using divergent thinking;*
  - *hypothesising;*
  - *exploring multiple viewpoints;*
  - *being flexible, adaptable and functioning well with uncertainty.*

- *Imagination - learners are able to harness their imagination and can demonstrate this by:*
  - *exploring, synthesising and refining multiple options;*
  - *generating and refining ideas;*
  - *inventing.*
- *Problem-solving skills - learners are able to identify and solve problems and can demonstrate this by:*
  - *understanding and defining problems;*
  - *crafting, delivering and presenting solutions;*
  - *demonstrating initiative, discipline, persistence and resilience;*
  - *evaluating impact and success of solutions.*

See the section 'Problem-Solving' for further information.

### Sample Learning Intentions

When considering skills-based learning intentions it is important to focus on the skill rather than the context or content, for example:

- *I am learning to share my ideas for a given task.*
- *I am able to suggest appropriate ideas for a task.*
- *I can assess the situation and respond appropriately.*

For more information on formulating effective learning intentions see 'Planning learning with skills in mind'.

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### Sample Success Criteria

Success criteria are the response to the question 'How will I/you know?'

One useful technique for generating success criteria is to ask the question 'What will that look like/sound like/feel like?'

I am learning to share my ideas for a given task:

- *Ask relevant questions.*
- *Show or tell someone my ideas.*

I am able to suggest appropriate ideas for a task:

- *Identify potential challenges.*
- *Explore ideas.*
- *Explain my ideas with confidence.*

I can assess a situation and respond appropriately:

- *Give a hypothesis.*
- *Explain my thinking.*
- *Evaluate the effectiveness of my work.*
- *Adapt my ideas.*

It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made.

For more information on formulating effective success criteria see 'Planning learning with skills in mind'.

A useful resource which provides more information on Creativity Skills is the Career Education Standard 3-18 Learning Resource 5: Introduction to Creativity Skills

## Possible Coaching Questions for Creativity

*What questions did you need to think about or ask?*

*What might be the challenges?*

*What solutions did you consider?*

*How confident are you in your ideas?*

*How did you show resilience?*

*Did you need to adapt your ideas? Why?*

*Did you use anybody's suggestions?*

*Did you consider different points of view?*

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## Digital Skills

*'Digital technology can make a significant contribution... digital technology can enrich learning and teaching, help to raise levels of attainment and close the attainment gap. The skilful deployment of digital technology in our schools and early learning settings will also ensure our learners develop a level of general and specialist digital skills that are so vital for learning, life and work in an increasingly digitised world.*

*If used effectively and appropriately, digital technology can enhance learning and teaching, equip our children and young people with vital digital skills and crucially, it can lead to improved educational outcomes.'*

*(Enhancing Learning and Teaching Through The Use of Digital Technology, A Digital Learning and Teaching Strategy for Scotland, 2016)*



The list of key features is not definitive and should be used, adapted and added to as appropriate to the context and learners.

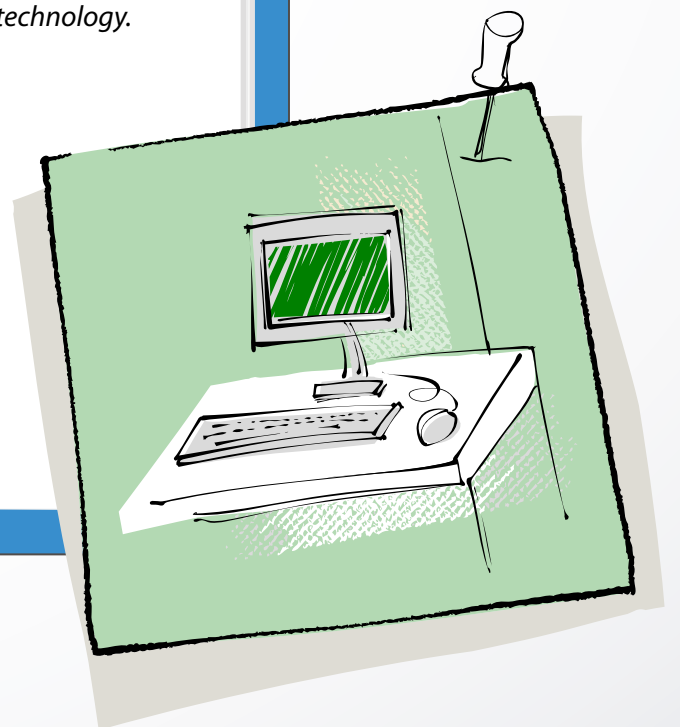
### Key Features of Digital Skills

- *Digital Literacy:*
  - o *Using digital products and services in a variety of contexts to achieve a purposeful outcome.*
  - o *Searching, processing and managing information responsibly.*
  - o *Cyber resilience and internet safety.*
- *Technological Developments in Society and Business:*
  - o *Awareness of technological developments (Past, Present and Future), including how they work.*
  - o *Impact contribution and relationship of technologies on business, the economy, politics, and the environment.*
- *Computing Science:*
  - o *Understanding the world through computational thinking.*
  - o *Understanding and analysing computing technology.*

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### Sample Learning Intentions

When considering skills-based learning intentions it is important to focus on the skill rather than the context or content, for example:

- *I am learning to search for information.*
- *I am learning to access and retrieve information.*
- *I can search for specific information.*

For more information on formulating effective learning intentions see '*Planning learning with skills in mind.*'

### Sample Success Criteria

Success criteria are the response to the question '*How will I/you know?*'

One useful technique for generating success criteria is to ask the question '*What will that look like/sound like/feel like?*'

I am able to search for information:

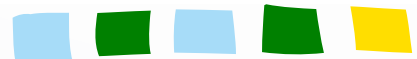
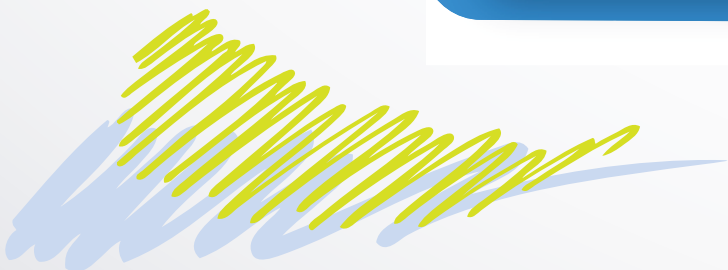
- *Suggest a key word to find information.*

I am able to access and retrieve information:

- *Discuss how to keep safe online.*
- *Use a bookmark.*

I can search for specific information across a range of applications:

- *Refine a search, eg using filters or quotations marks.*
- *Locate information within a webpage or document.*
- *Verify information across different sources.*





It should be noted that in skills development some learning intentions may run over an extended period of time and success criteria will change and become more challenging as progress is made. For more information on formulating effective success criteria see *'Planning learning with skills in mind'*.

### Possible Coaching Questions for Digital Skills

*Why have you chosen this tool or application for this task?*

*How do you know the information you have found is accurate?*

*What measures do you take to keep yourself safe online?*

*What skills are you developing which would be useful for future careers?*

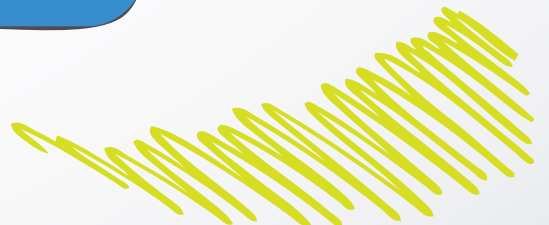
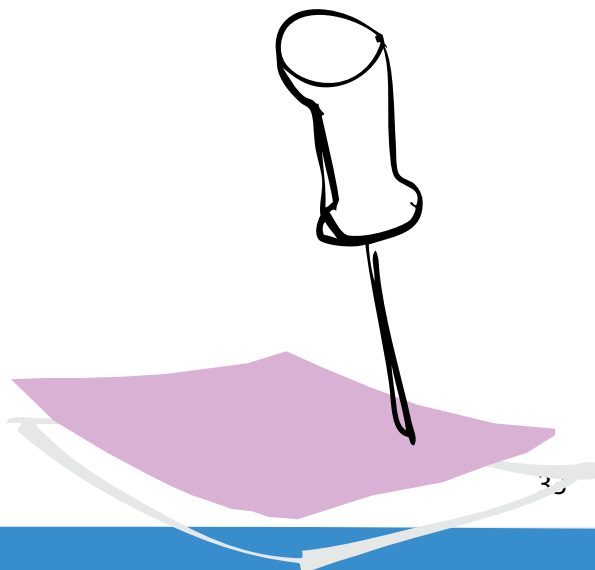
*Can you describe the sequence or steps you have taken to solve the problem?*

*What other ways could you have presented or described your learning?*

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## Thinking Skills Across Learning

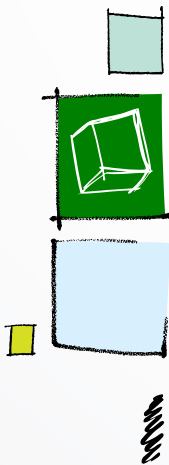
*'It is important that all learners are given appropriate opportunities to develop their thinking skills. These skills can be developed across a range of contexts including through more practical or applied learning opportunities.'*

*BtC4, p11*

It is particularly necessary to ensure there are sufficient opportunities for learners to develop the higher-order thinking skills of analysis, evaluation and creation.

### The thinking skills are:

- *Remembering involves such activities as recall, recognition, locating information, listing, naming, recalling, recording, relating, repeating, stating, telling, and underlining.*
- *Understanding might involve such activities as comparing, describing, discussing, explaining, expressing, identifying, recognising, restating, telling and translating.*
- *Applying requires the learner to use or apply their knowledge and understanding in different contexts, including activities such as applying, completing, constructing, demonstrating, dramatising, employing, illustrating, interpreting, operating, practicing, scheduling, sketching and using.*
- *Analysing requires learners to break down information into component parts and search for relationships by, for example, analysing, appraising, categorising, comparing, contrasting, debating, creating diagrams, differentiating, distinguishing, examining, experimenting, inspecting, questioning, testing.*



- *Evaluating involves making an informed judgement about something, for example, an issue or method. Activities such as prioritising, appraising, arguing, assessing, choosing, comparing, concluding, estimating, evaluating, interpreting, judging, justifying, measuring, rating, revising, scoring, selecting, supporting and valuing could involve learners in evaluating.*
- *Creating happens when learners are required to generate new ideas and products through activities such as designing, creative writing, planning, reconstructing, inventing, formulating, producing and composing.*

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### Possible Coaching Questions for Thinking Skills

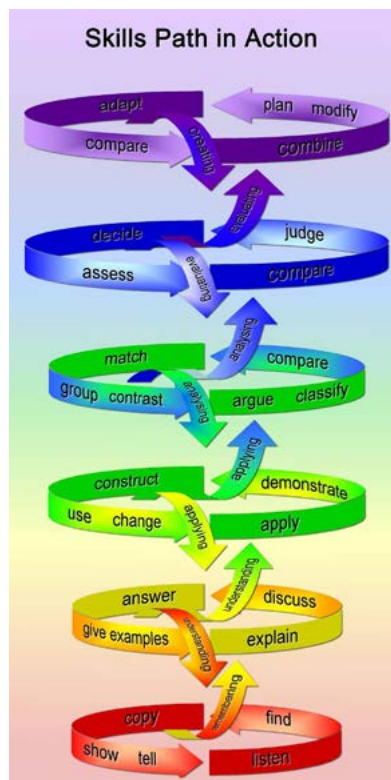
*How many possible solutions/ideas can you come up with?*

*What if you looked at this from a different perspective?*

*How might you deal with unexpected glitches?*

*How have you adjusted or changed your thinking as you went along?*

*Why are you sure that's the best solution?*



Source: Education Scotland

## Literacy Across Learning

It is widely recognised that the key to unlocking potential in learners is to provide them with the skills and confidence in reading, writing, talking and listening which will enable them to access and make choices in all areas of learning, life and work. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work and contributes strongly to the development of all four capacities of CfE.

All schools and centres should embed literacy across learning for every child and young person. All practitioners should be aware of their responsibility in planning for and providing opportunities for breadth, challenge and application of literacy skills across the curriculum. Full details on literacy are set out in the *Principles and Practice Papers* from the *Experiences and Outcomes*.

The '*PKC Literacy Strategy*' and '*Literacy in Perth and Kinross: Achieving Excellence and Equity*' framework are key documents which provide clear direction to all staff involved in delivering improved outcomes in literacy.

## Possible Coaching Questions for Literacy

*How well do you communicate?*

*In what ways do you communicate?*

*What are the main ideas?*

*What do you think the writer/speaker is trying to say?*

*What is your opinion? Why do you think that?*

*How confident are you in listening/talking/reading/writing?*

*How have you used your skills in other areas?*

Setting the Context

Skills for Life

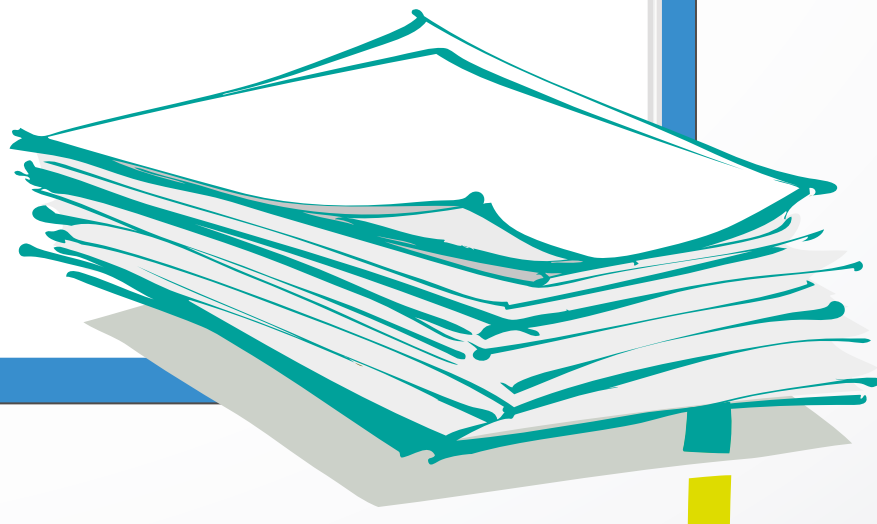
Planning Learning

Profiling

Assessing

Appendices

Profiling and Profiles

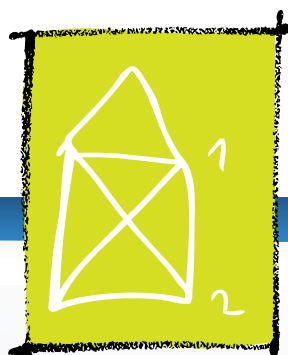


## Numeracy Across Learning

Being numerate helps us to function responsibly in everyday life and contribute effectively to society. It increases our opportunities within the world of work and establishes foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it is also a life skill which permeates and supports all areas of learning, allowing young people access to the wider curriculum.

All schools and centres should embed numeracy across learning for every child and young person. All practitioners should be aware of their responsibility in planning for and providing opportunities for breadth, challenge and application of numeracy skills across the curriculum. Full details on numeracy are set out in the *Principles and Practice Papers* from the *Experiences and Outcomes*.

The '*PKC Numeracy Strategy*' and '*Numeracy in Perth and Kinross: Achieving Excellence and Equity*' framework are key documents which provide clear direction to all staff involved in delivering improved outcomes in numeracy.



### Possible Coaching Questions for Numeracy

*How confident are you in this task?*

*What is the data telling you? How can you use this data?*

*Can you explain your thinking? How did you come to that answer/solution?*

*What thinking/strategy/knowledge will you use to help you?*

*When have you/will you use that knowledge in a real life situation?*

Setting the Context

Skills for Life

Profiling

$$1 + 1 = \cancel{2} 2$$

A

$$a^2 + b^2 = c^2$$



## Health and Wellbeing Across Learning

Good health and wellbeing is essential for successful learning and happy lives for children and young people.

How we feel about ourselves and others influences everything we do. It has a huge impact on learning and success in life. Curriculum for Excellence recognises this. It emphasises the importance of nurturing learners to help them develop the knowledge and skills they need for positive mental, emotional, social and physical wellbeing at school, in their everyday lives which will be sustained into adult life. Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.

All schools and centres should embed health and wellbeing across learning for every child and young person. All practitioners should be aware of their responsibility in planning for and providing opportunities for breadth, challenge and application of health and wellbeing skills across the curriculum. Full details on health and wellbeing are set out in the *Principles and Practice Papers* from the *Experiences and Outcomes*.

The '*PKC Health and Wellbeing Strategy*' is a key document which lays out key guidance for schools, curricular priorities and standards for practice, with links to associated guidance.



## Possible Coaching Questions for Health and Wellbeing

*How well do you respond to challenge?*

*What are your particular strengths?*

*How have you used others' strengths?*

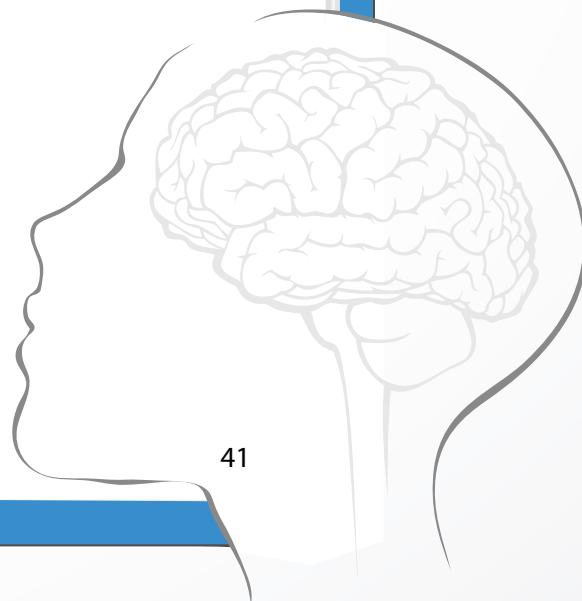
*When have you shown a positive attitude?*

*How confident are you when something unexpected happens or something changes?*

Setting the Context

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## Planning Learning Experiences with Skills in Mind

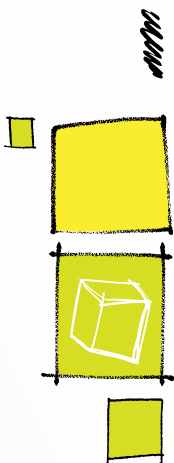
When planning a block of work, be it a course, unit of work or individual lesson, it is important to plan the skills that are to be developed alongside other learning which is to be undertaken. The acquisition of knowledge runs in parallel to the development of skills.

The starting point for making a decision about which skills are to be developed will either be:

1. *the learner, based on prior learning;*
2. *the Experiences and Outcomes;*
3. *the relevant unit specifications for the new SQA qualifications.*

The Experiences and Outcomes describe expectations in the development of skills and attributes as well as knowledge and understanding. Looking at the Experiences and Outcomes across two levels can make it easier to identify which skills are to be developed and what progression might look like.

Consideration also needs to be given to what skills progression within a level looks like. This would most likely entail the consolidation and extension of identified skills using them in increasingly complex ways and in a variety of contexts.



	0		X	
	X	X	0	
X	X	X	0	0
0	X		0	

### 1. Select a small number of skills to focus on.

*Due to the complex nature of skills development other skills will inevitably feature during the planned learning but in order to ensure manageability, consistency and progression a clear focus on a small number of skills is recommended.*

### 2. Decide whether the skill is to be developed on its own or in a relevant context.

*This is likely to depend largely on learners' previous experience and progression through a level.*

### 3. Develop coherent learning intentions and success criteria.

*It is important to be explicit with learners about the skills they are focussing on. Therefore developing coherent learning intentions and success criteria for the identified skill is vital. Where appropriate, involve learners in dialogue to generate learning intentions and success criteria. Examples of possible learning intentions and success criteria are provided for each of the identified skills.*

Consistently developing tools and routines, such as co-operative learning strategies, as part of classroom practice can also be an effective way to embed skills in learning. As learners become familiar with these tools and routines they become able to use and transfer them in increasingly complex learning situations.

See **Appendix 3** for more information on co-operative learning.

Setting the Context

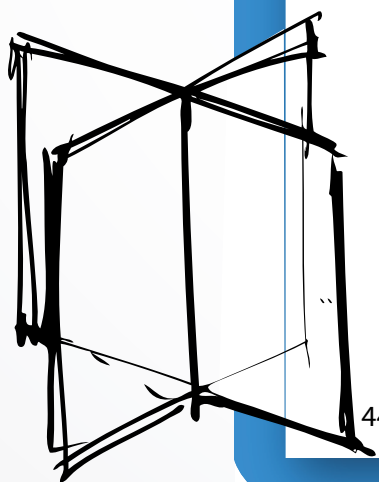
Skills for Life

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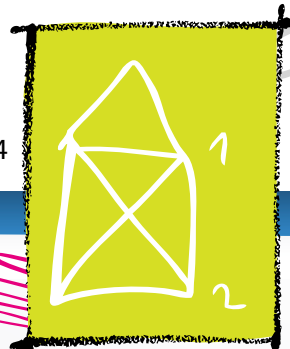
## Assessing Progress

*'In Curriculum for Excellence, a wider range of learning than before, including the whole range of skills for learning, life and work, needs to be assessed. Effective assessment helps to provide an emerging picture of progress and achievement for all learners as they develop the knowledge, skills and attributes that underpin the four capacities. It also helps young people to understand how their skills are developing, why they are important, and how they can be used across the curriculum and in their lives in and outside the classroom or establishment.'*

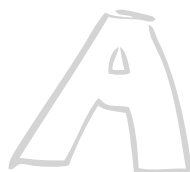
BtC4, p24



44



$$1 + 1 = \cancel{2} \quad 2$$



$$a^2 + b^2 = c^2$$

Young people must be able to assess how their own skills are developing. They need to be able to:

- *understand why skills are important;*
- *decide which skills are appropriate in a given situation;*
- *identify next steps for improvement.*

When planning assessment of skills, consideration needs to be given to breadth, challenge and application in:

- *the range of skills to be assessed;*
- *how well the skills are used;*
- *how well the skills are used in different contexts.*

Different types of assessment activity are likely to be best suited to different skills. For example:

- *leadership and working with others may be easiest to assess by observing learners working collaboratively;*
- *some elements of literacy may be easiest to assess through a piece of writing or a presentation;*
- *some of the higher order thinking skills may need a more open-ended task and require a higher degree of professional judgement from teachers.*

All learners should have regular opportunities to discuss their progress either with an appropriate adult or their peers. Planning time for dialogue is essential to the process of supporting learners in being able to identify their progress in developing skills and understanding when and where to apply them. This is a vital part of the ongoing profiling process.

The recording of learners' progress in skills needs to be manageable for teachers. Involving learners in the recording process, where possible, can help with this.

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## Appendix 1: Rubrics

One potentially very useful tool for assessing progression in skills is the rubric.

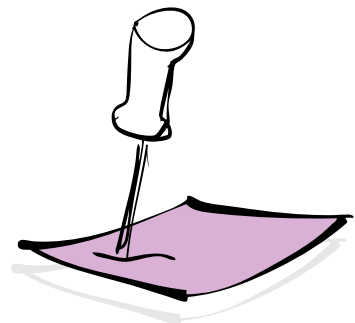
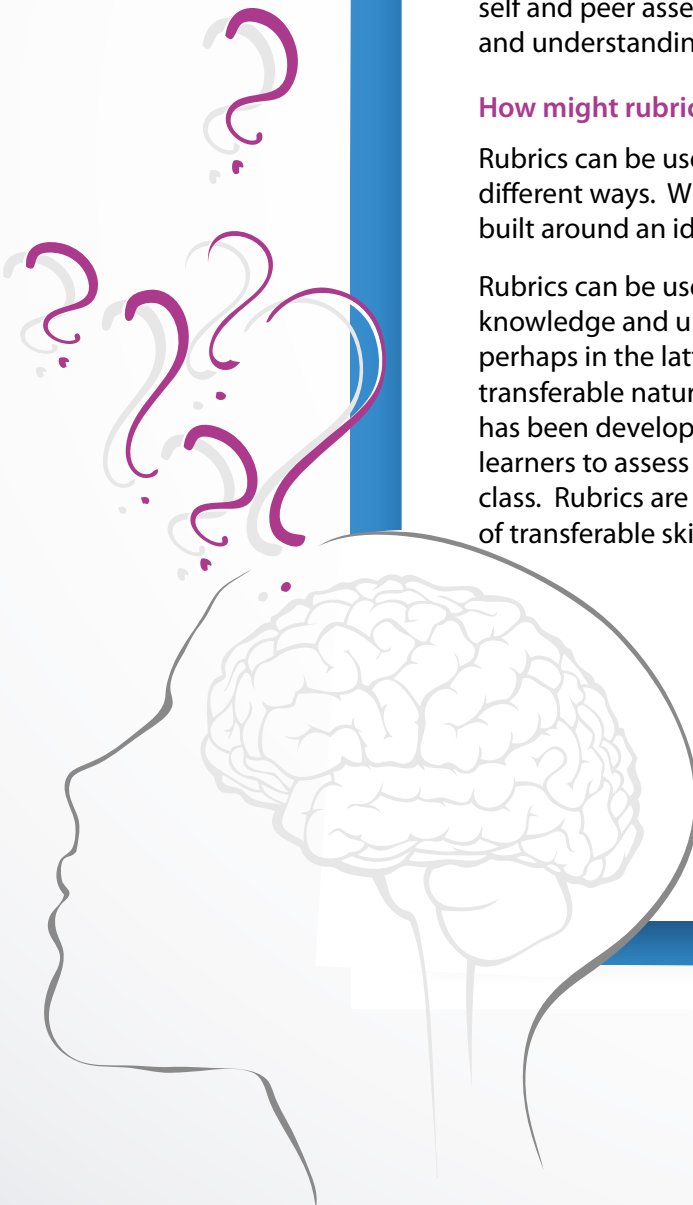
### What is a rubric?

A rubric is a way of describing levels of learners' performance; it's a measurement tool, a scale of sorts. It can be used in any number of ways and contexts. They are particularly useful in supporting self and peer assessment and promoting consistency of standards and understanding of expectations. See examples below.

### How might rubrics be used?

Rubrics can be used to help measure and assess progress in many different ways. Whatever context a rubric is used in, it needs to be built around an identified set of coherent success criteria.

Rubrics can be used to support assessment of progress in knowledge and understanding and skills development. It is perhaps in the latter where they are particularly useful due to the transferable nature of many skills. For example a rubric, which has been developed for communication, can be used by and with learners to assess progress in this area in any learning context or class. Rubrics are a useful tool to support the ongoing assessment of transferable skills.



## Considerations

Rubrics can be time-consuming to create therefore it is worth giving careful thought to the areas where you might choose to use them. It is possible to write a rubric that you can use once for a particular lesson but it is likely to be a better use of time to create one which can be used and changed to reflect learners' progress over a longer period of time.

It is worth considering involving learners in the creation of rubrics. By doing this there is a much higher degree of learner engagement and shared understanding of expectations.

Begin by developing a rubric for something familiar to the learners. Once they understand the concept it is possible to create rubrics for increasingly complex concepts and skills. For example, creating a photo-based rubric for tidying up the room is likely to be an easier starting point than jumping straight into looking at an aspect of communication.

It is vital to establish the learning intention and success criteria for the focus skill before creating the rubric. By doing this the key features of the skill, which are to be broken down, will be identified. This will be more complex with some skills than others and will depend on the level the learners are working at.

You can find some examples of rubrics here on pages 48 and 49. They are provided here to demonstrate the process of rubric creation and are not definitive for those particular skills.

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## Social Studies - making a contrast

### Learning intention:

- *I am learning to make a contrast.*

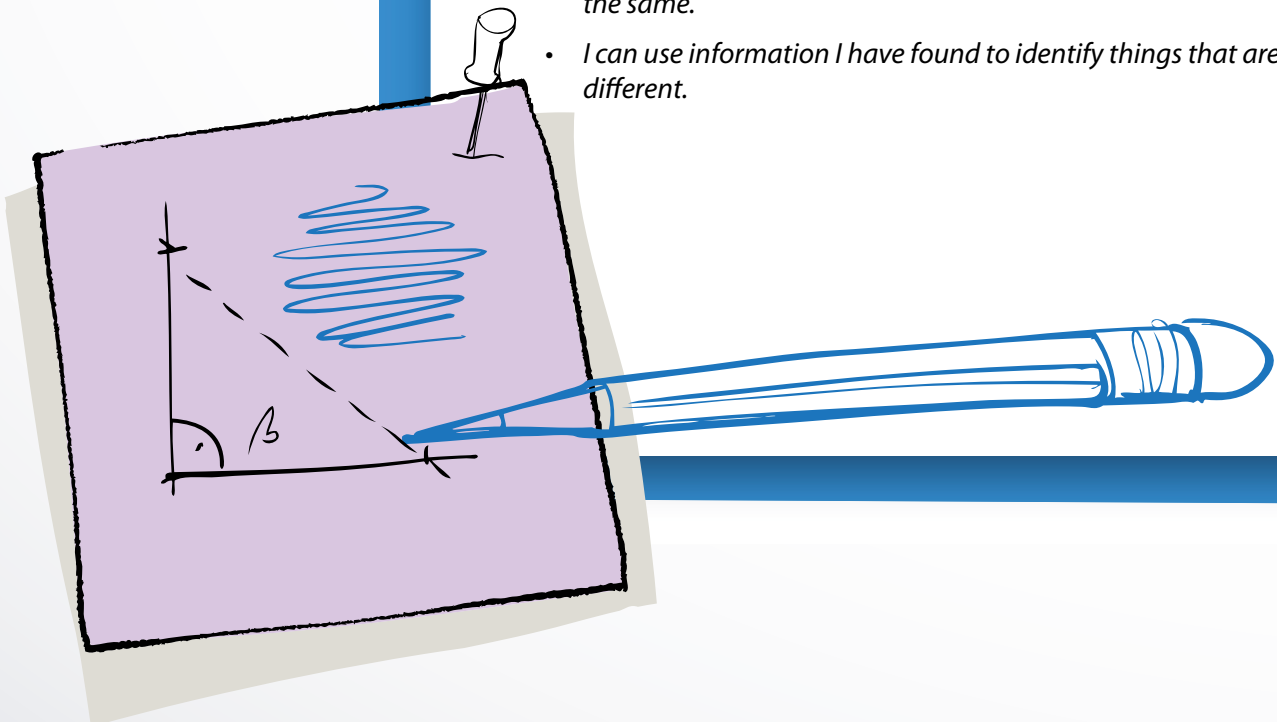
### Success criteria:

- *I can select appropriate information.*

I am learning to make a contrast			
I can select appropriate information	I can find relevant sources and select appropriate information from them.	I can find information from a given source.	I can find information from a simple source.

The success criteria identified above is a step towards achieving the learning intention. Subsequent success criteria might include:

- *I can use information I have found to identify things that are the same.*
- *I can use information I have found to identify things that are different.*





## Communication - show audience awareness

### Learning intention:

- *I am learning to give a talk to an audience.*

### Success criteria:

- *I spoke clearly.*
- *I faced my audience.*

I am learning to give a talk to an audience.			
<b>Voice</b>	My voice could be heard by all of the audience.	My voice could be heard by some of the audience.	The audience found it difficult to hear me.
<b>Speed</b>	All of the audience could make out what I said.	I spoke a bit too fast or a bit too slow.	I spoke far too fast or far too slow.
<b>Body language</b>	The audience could see my face all the time.	The audience could see my face for some of the time.	The audience couldn't see my face.

As learners progress it will be necessary to change the rubric to reflect this. In the example above this may mean adding extra columns or rows, for example it may be that eye contact is identified as a next step for developing audience awareness. The success criteria added could be:

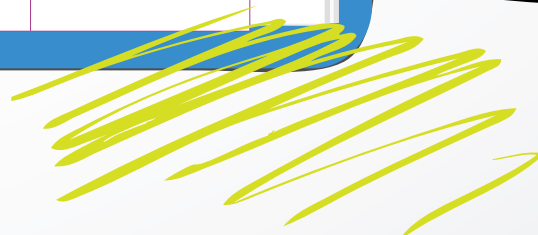
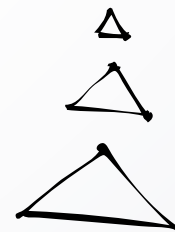
- *I used eye contact*

<b>Eye contact</b>	I looked at most of the people in the audience.	I looked at a few people in the audience.	I didn't look at the audience.
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Setting the Context

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## Appendix 2: Overview of the SQA Skills Framework and BtC4 skills

### SQA's Skills Framework

#### Skills for Learning, Skills for Life and Skills for Work

This framework has been developed for use in the National Qualifications development programme in support of Curriculum for Excellence.

The main skill areas are:

<b>1 Literacy</b>	This is the ability to communicate by reading, by writing, and by listening and talking.
<b>2 Numeracy</b>	This is the ability to use numbers to solve problems by counting, doing calculations, measuring, and understanding graphs and charts. This is also the ability to understand the results.
<b>3 Health and wellbeing</b>	This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others.
<b>4 Employability, enterprise and citizenship</b>	This is the ability to develop skills, understandings and personal attributes - including a positive attitude to work, to others and to the world's resources.
<b>5 Thinking skills</b>	This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.

## Summary of Building the Curriculum 4 Skills

Building the Curriculum 4 identifies the skills for learning, life and work for Curriculum for Excellence and shows how they are embedded in the Experiences and Outcomes. The skills and some of their key features listed below are relevant to all children and young people and are the responsibility of all practitioners.

All learners are entitled to a continuous focus on literacy, numeracy and health and wellbeing. Full details of these can be found in the Experiences and Outcomes and principles and practice papers for these curriculum areas.

### *Enterprise and employability*

- *Recognising need and opportunities in ideas.*
- *Influencing and negotiating with others.*
- *Show initiative in working with and leading others.*
- *Being creative, flexible and resourceful.*
- *Showing a positive attitude to change.*
- *Being self-aware, optimistic with an open-mindset.*
- *Showing resilience, adaptability and a determination to succeed.*
- *Discussing, setting and meeting roles and expectations.*

### *Thinking skills across learning*

- *Remembering*
- *Understanding*
- *Applying*
- *Analysing*
- *Evaluating*
- *Creating*

It is important that all learners are given appropriate opportunities to develop their thinking skills. These skills can be developed across a range of contexts including through more practical or applied learning opportunities.

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### *Personal learning planning and career management*

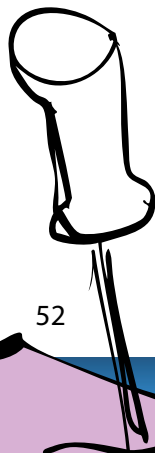
- *Identify, discuss and reflect on own learning.*
- *Use language of self-evaluation.*
- *Take responsibility for own learning.*
- *Plan next steps and set learning goals.*
- *Make informed choices and decisions about future learning.*

### *Working with others*

- *Know when to work with others or alone.*
- *Know when to assert own views.*
- *Draw and build on group strengths.*
- *See others' perspectives.*
- *Be open to others' ways of thinking and learning.*
- *Take responsibility for own contribution to group.*
- *Evaluate effectiveness of own contribution.*

### *Leadership*

- *Value the views and contributions of others.*
- *Support others in thinking, seeing and working in new ways.*
- *Show determination to achieve the highest standards for all.*
- *Show initiative.*
- *Be a good listener and know team members well.*
- *Model effective behaviour to others.*
- *Seek the original.*



## Appendix 3: Skills Development and Co-operative Learning

Below is a table which suggests how the tools and strategies of Co-operative Learning can contribute to the development of the skills for learning, life and work. In order to enable learners to develop their skills using the tools and strategies of Co-operative Learning they need to be embedded in classroom practice and seen as an integral part of learning and teaching as opposed to something they only use when they are working in co-operative groups or doing a Co-operative Learning lesson.

This table is intended as a starting point for consideration and is not definitive since many of the tools and strategies will fit into more than one category. It is worth considering how the tool and strategies are being used and whether learners have the opportunity to use them in increasingly complex and demanding ways. This may mean

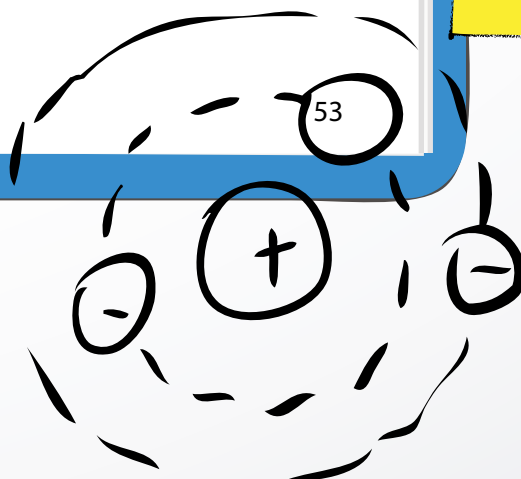
- *learners becoming more independent in selecting appropriate tools and strategies to solve a problem;*
- *learners taking greater responsibility; and*
- *learners using strategies in a more sophisticated way.*

For example, the allocation of task roles within a group may initially be teacher directed, however as learners' progress you would expect them to use the roles more independently and fluidly.

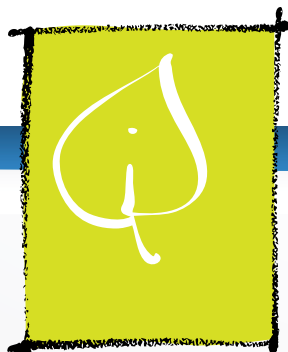
Setting the Context

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	Positive Interdependence	Individual Accountability	Face-to-Face Interaction	Social Skills	Group Processing
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Role</li> <li>• Goal</li> </ul>	<ul style="list-style-type: none"> <li>• Including everyone taking turns</li> <li>• Everyone participating equally</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing support</li> <li>• No put-downs</li> <li>• Criticising ideas, not people</li> <li>• Using non-verbal encouragement</li> <li>• Energising the group</li> <li>• Pacing of group work</li> </ul>	
<b>Working with others</b>	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Sequence</li> <li>• Environment</li> <li>• Sharing materials</li> </ul>		<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Using quiet voices</li> <li>• Sharing space</li> <li>• Active listening</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting with the group</li> <li>• Staying with the group</li> <li>• Praising</li> <li>• Moving quietly into groups</li> <li>• Staying on task</li> <li>• Being gentle</li> <li>• Saying kind things</li> <li>• Using names</li> <li>• Saying 'please' and 'thank you'</li> <li>• Encouraging</li> <li>• Disagreeing in non-hurtful ways</li> <li>• Describing feelings</li> <li>• Controlling anger</li> <li>• Being a good sport</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of their own contribution to group tasks and activities</li> </ul>



	Positive Interdependence	Individual Accountability	Face-to-Face Interaction	Social Skills	Group Processing
<b>Problem-Solving</b>				<ul style="list-style-type: none"> <li>• Asking for help</li> <li>• Following directions</li> <li>• Asking questions</li> <li>• Accepting difference</li> <li>• Being assertive in acceptable ways</li> <li>• Reaching consensus</li> <li>• Resolving conflicts</li> </ul>	
<b>Thinking Skills Across Learning</b>		<ul style="list-style-type: none"> <li>• Asking for clarification</li> <li>• Extending another's answer</li> <li>• Asking for justification</li> <li>• Summarizing</li> <li>• Paraphrasing</li> <li>• Clarifying ideas</li> <li>• Elaborating</li> </ul>	<ul style="list-style-type: none"> <li>• Asking in-depth questions</li> <li>• Probing</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding</li> <li>• Brainstorming</li> </ul>	
<b>Enterprise</b>	<ul style="list-style-type: none"> <li>• Goal</li> <li>• Resource</li> <li>• Incentive</li> <li>• Outside force</li> <li>• Managing materials</li> </ul>	<ul style="list-style-type: none"> <li>• Being responsible</li> </ul>		<ul style="list-style-type: none"> <li>• Negotiating</li> <li>• Integrating ideas</li> </ul>	

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## Appendix 4: Key Links and Resources

Building the Curriculum 4 Skills for Learning, Skills for Life and Skills for Work <https://education.gov.scot/Documents/btc4.pdf>

Developing the Young Workforce Resources: <http://bit.ly/2rnQN85>

Career Education Standard 3-18: Suite of Learning Resources  
<https://education.gov.scot/improvement/learning-resources/Career%20Education%20Standard%203-18:%20Suite%20of%20learning%20resources>

National Improvement Framework <https://education.gov.scot/improvement/self-evaluation/nationalimprovementframework>

How Good is our School? resources <https://education.gov.scot/improvement/self-evaluation/HGIOS4>

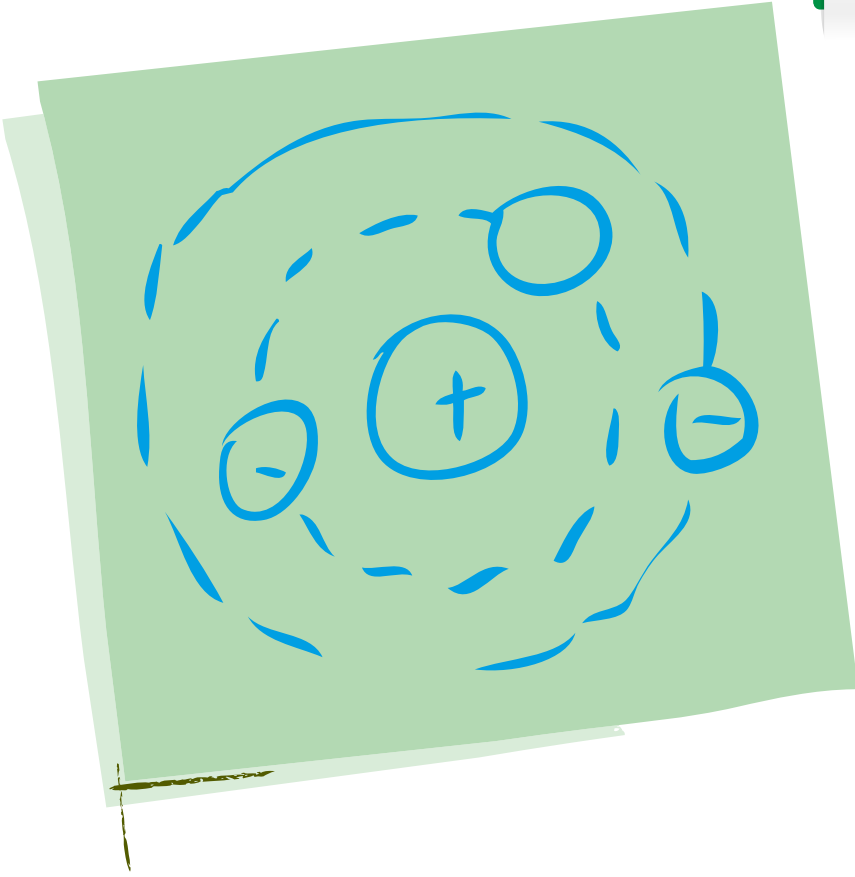
Profiling Skills and Achievements in the Context of Career Education <https://education.gov.scot/improvement/practice-exemplars/dyw47-profiling-skills-and-achievements-in-the-context-of-career-education>




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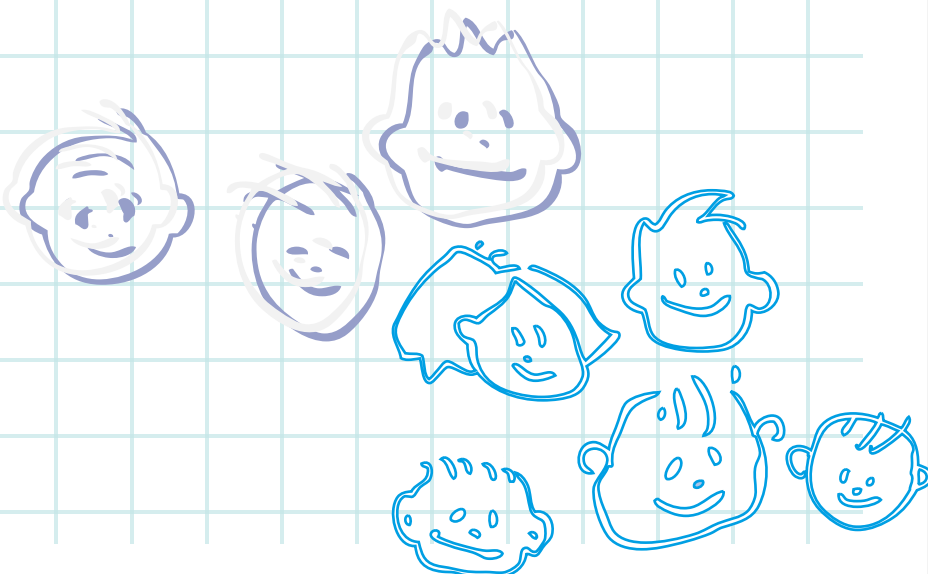
The purpose of this guidance is to support staff engaging with learners in the profiling process

# Profiling

Setting the Context

Skills for Life

Profiling



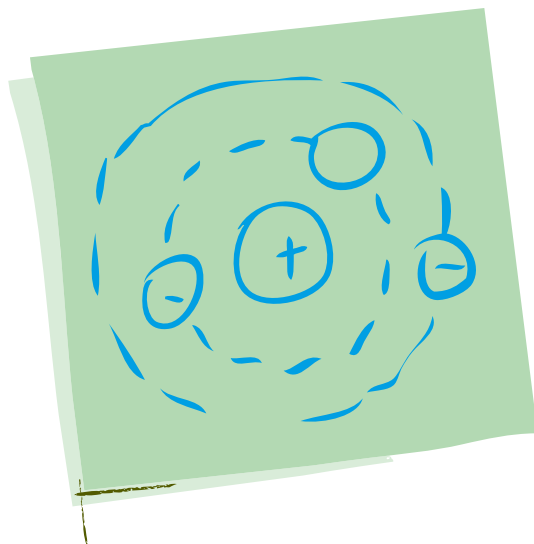
## Developing Career Management Skills through Profiling

Engaging in profiling allows learners to develop a greater understanding of themselves and their learning. It enables them to gain skills in reflection, evaluation and self-management. These skills are Career Management Skills.

<p><b>Self</b></p> <p>Knowing who you are and how you fit into society</p> <ul style="list-style-type: none"> <li>• I develop and maintain a positive self-image.</li> <li>• I maintain a balance that is right for me in my life, learning and work roles.</li> <li>• I adapt my behaviour appropriately to fit a variety of contexts.</li> <li>• I am aware of how I change and grow throughout life.</li> <li>• I make positive career decisions.</li> </ul>	<p><b>Strengths</b></p> <p>Knowing what you are good at, and how to make the most of those strengths</p> <ul style="list-style-type: none"> <li>• I am aware of my skills, strengths and achievements.</li> <li>• I build on my strengths and achievements.</li> <li>• I am confident, resilient and able to learn when things do not go well or as expected.</li> <li>• I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices.</li> </ul>
<p><b>Horizons</b></p> <p>Knowing where you could go in life and how to get there</p> <ul style="list-style-type: none"> <li>• I understand that there is a wide variety of learning and work opportunities that I can explore and are open to me.</li> <li>• I know how to find and evaluate information and support to help my career development.</li> <li>• I am confident in responding to and managing change within my life and work roles.</li> <li>• I am creative and enterprising in the way I approach my career development.</li> <li>• I identify how my life, my work, my community and my society interact.</li> </ul>	<p><b>Networks</b></p> <p>Knowing how to build relationships, ask for help and make the most of your social and professional network</p> <ul style="list-style-type: none"> <li>• I interact confidently and effectively with others to build relationships.</li> <li>• I use information and relationships to secure, create and maintain work.</li> <li>• I develop and maintain a range of relationships that are important for my career journey.</li> </ul>

Profiling helps learners to reflect on relevant experiences and the development of skills that flow from this. Continuous engagement in this process fosters the ability to articulate their learning and skills in the context of the world of work. It also equips them with the ability to formulate future aspirations about employment or career pathways which are best suited to their abilities, attributes and capabilities. Young people will be able to share this with potential employers and other learning providers in a meaningful and knowledgeable way.

A profiling process which includes reflection on career education and work-based learning experiences will ultimately provide a deeper understanding of the importance of their learning and a sound basis for making choices about future pathways. As a direct consequence it will also directly support the process of finding, applying for and successfully getting and sustaining a job.



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In Perth & Kinross Council, all children and young people will be given regular opportunities to develop their ability to reflect on their learning and achievements through the profiling process. Ultimately, the process should equip young people with the ability to talk and write about themselves with the goal of a positive sustained destination. All staff who are engaged with children and young people, have a role and responsibility to engage in the profiling process.

Parents/carers can support learners in the profiling process by discussing with their child on a regular basis, their learning, achievements and aspirations.



# Contents

## Profiling and Profiles

- *What is the profiling process?*
- *What does the profiling process look like?*
- *Skills for Life, Learning and Work*

## The Profile

- *What will I write in my profile?*
- *The Profile*
- *What does the PKC template look like?*

## Roles and Responsibilities

- *Secondary phase of BGE - roles and responsibilities*
  - *Principle teachers*
  - *Senior managers*
  - *Subject teachers*
  - *Guidance teachers/personal support tutors*
- *Writing a good profile*
- *Senior phase roles and responsibilities of staff*

## Supporting Learning Conversation

## Appendix

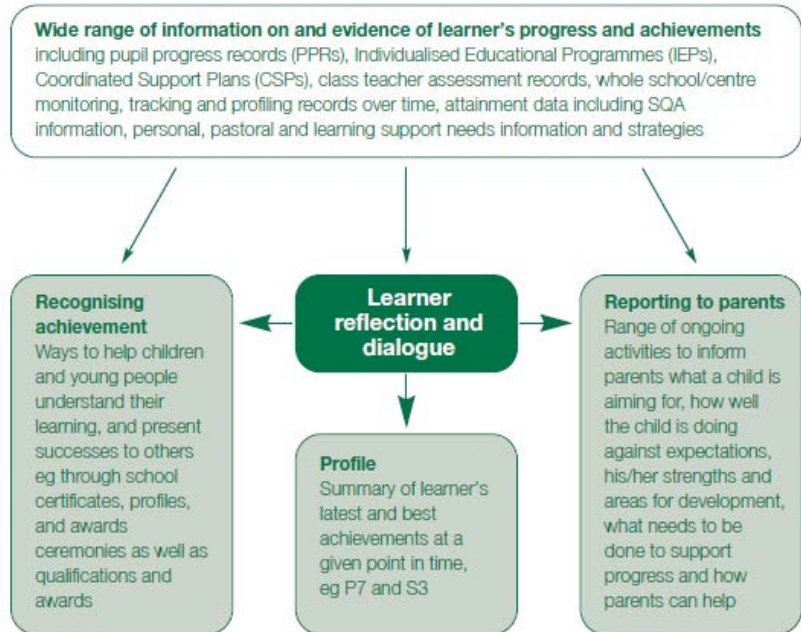
- 1 *FAQs*
- 2 *How could the profile help with job applications?*

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## What is the profiling process?



*Taken from: Building the Curriculum 5 (A Framework for Assessment: Recognising Achievement, Profiling and Reporting, P7)*



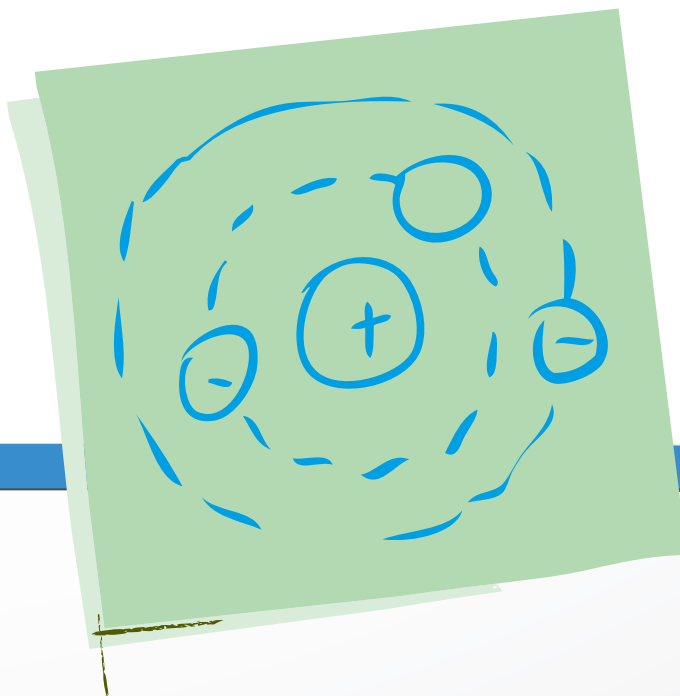
Dialogue is at the centre of the profiling process. The nature of discussions will vary at different times of the year and according to the age and circumstances of the learner. The quality and ongoing nature of the discussions will be critical in securing effective engagement with learners and successful outcomes. Following on from discussions, learners will then record their achievements in the profile.

Much of the dialogue between staff and learners will be informal and take place as part of learning and teaching. At times staff may wish to hold more formal discussions. Learners need time to develop their skills and language in order to create an accurate profile therefore the process needs to begin early.

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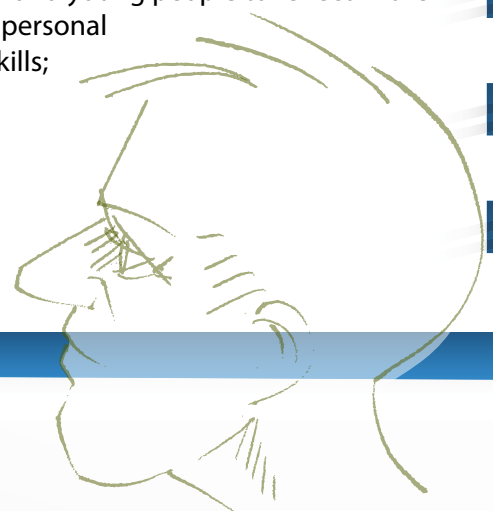


## What does the profiling process look like?

At different points in a learner's journey, the profiling process will look different depending on the needs of the learner. Regardless of age, the profiling process involves activities which engage learners in reflecting on their learning. Such activities may include:

- *Effective use of AfL principles, eg self and peer assessment*
- *Learning conversations and discussions*
- *Talking and thinking books*
- *Learning logs*
- *Glow blogs, groups, wikis*
- *Engaging with My World of Work*
- *Learning diaries*
- *Personal learning planning*
- *Learner comments in reports*
- *Selecting work for portfolios*
- *Daily/weekly/monthly/termly timetabled reflection times*

Activities should allow children and young people to reflect in the following areas: strengths and personal qualities (learner statement); skills; achievements; and goals/aspirations.



## Early Years

Much of the dialogue between children and staff will be ongoing, informal and take place as part of learning and teaching.

Following on from discussions children may begin to record their learning and skills development through writing or pictures, eg All About Me.

## BGE

A profile must be produced by every learner at the end of P7 and S3 as a minimum requirement. However there is an expectation that the profiling process continues throughout the Broad General Education. Learners should therefore be given opportunities to update their profile and continuously develop their ability to self-reflect through meaningful dialogue.

When moving from BGE to Senior Phase, the profile should be used to support young people in making decisions regarding next steps in learning including course choices.

## Senior Phase

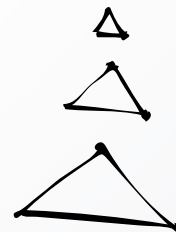
Whilst within PKC education provision eg school, Navigate, @Scott Street, a profile should be maintained by learners and used as a point of reference to inform next steps planning. For example, in completing UCAS personal statements; application forms (See Appendix 2) or preparing for interviews.

Learners should continue to engage in meaningful dialogue about their skills development.

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## What will I write in my profile?

Learners and staff may find the following prompts useful in support learning conversations and reflection as part of the profiling process. The PKC Profiling Notebook is a tool which staff and learners can use to help support them in learning conversations and written reflection. Schools and centres may be using a similar tool which they have developed in their own setting.

The Notebook includes guidance on the profile, a list of features of the skills explored in the PKC Skills Framework and a range of prompts such as starter stems, key questions and vocabulary. It can be used and adapted to suit the needs of learners at any stage.

**Profiling notebook** [↗](#)



# The Profile

It is essential to stress the importance of the profiling process rather than the template or product. However, all children and young people will produce 'a product', ie the profile in P7 and S3.

## What is a profile?

A profile is a snapshot of a child or young person's best achievements at a given point in time. It is a positive record of achievement to date. The profile can be produced at any appropriate time in a learner's journey (but always in P7 and in S3). Production of the profile is part of the profiling process and not a stand-alone activity.

## Who is it for?

Profiles are primarily aimed at learners and their parents. They will also be valuable at points of transition. For example the P7 profile should be used by all secondary staff in getting to know their pupils or the S3 profile could be used to support discussions about course choices.

## What are the purposes of profiles?

The purposes of profiles are to:

- *provide learners with a reflective summary statement of achievement;*
- *publicly recognise progress in learning and achievement;*
- *challenge, motivate and support all children and young people to achieve their best;*
- *build learners' skills and capabilities to reflect on their learning;*
- *support and inform transition.*

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### When will it be produced?

Profiles will be produced at the key points of transition in learning of P7 and S3. Profiles may be produced at other significant points to meet the needs of a learner. There will be an ongoing process of dialogue and reflection for all learners from 3 to 18. This process will enable profiles to be produced whenever required.

The profile will be supported by portfolios of evidence (electronic or otherwise) gathered by schools.

### Who will complete the profile?

The learner will complete the profile with appropriate support from staff, parents, partners or key workers. It is important to emphasize that the profile should reflect the learner's voice.

### What information will be in the profile?

- *Progress and achievement across all curriculum areas, as appropriate to the stage of learning and development: this will refer to the learner's best achievements.*
- *Information on progress and achievement in literacy and numeracy, and in health and wellbeing.*
- *A learner's statement outlining his/her latest and best achievements, in or out of school.*
- *A record of qualifications and awards as appropriate.*

## What does the Perth and Kinross profile template look like?

Profiles should follow the Perth and Kinross standard format. The profile is split into 4 sections: Learner Statement; Skills; Achievements; and Goals/Aspirations. The structure is the same for P7 and S3.

The profile can be completed in writable PDF, Word or Glow. A combined e-portfolio and profile template sits within Glow. The electronic template can be accessed by all learners at school or at home, allowing opportunities to share achievements with parents/carers.

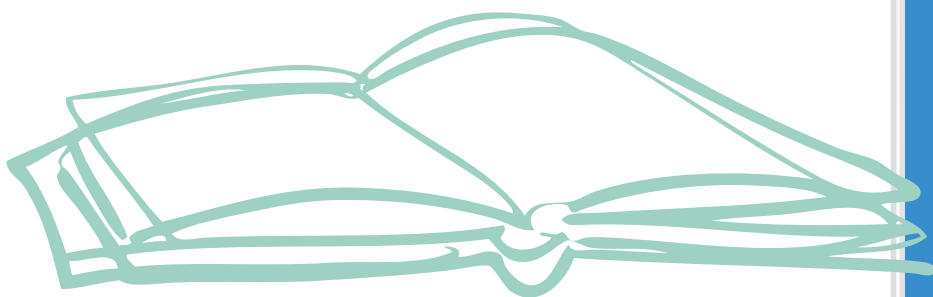
Schools should decide, in consultation with their secondary school, the best format (paper or electronic) to suit their needs. The P7 profile should be shared with their secondary by an agreed date, for example before the induction days in June.

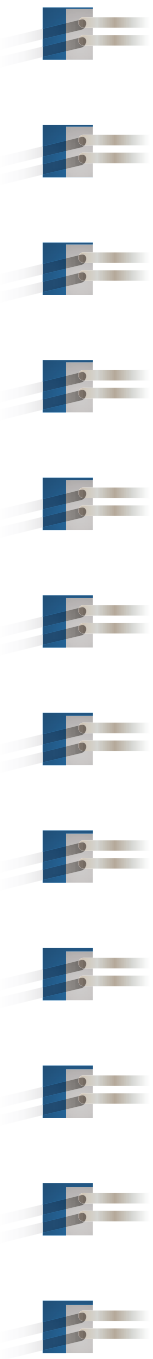
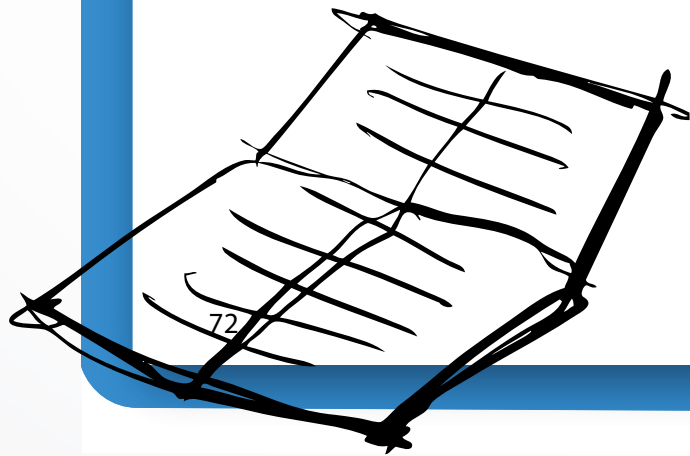
A Word and PDF version of the template can be found at these links - [Word file](#) [PDF file](#).

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# Roles and Responsibilities

## Secondary phase of BGE - roles and responsibilities of staff

### Principal teachers

Principal teachers can support learners in completing their profiles by:

- *ensuring that courses within your remit develop a broad range of skills as identified in Building the Curriculum 4 and principles and practice documents;*
- *building in time to courses to allow for an effective profiling process;*
- *checking and supporting as part of your normal ongoing quality assurance that teachers are carrying out their responsibilities with respect to profiling.*

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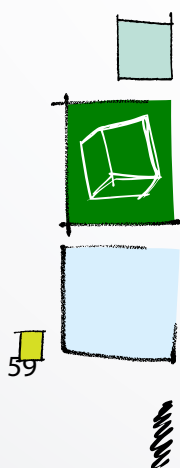
Profiling



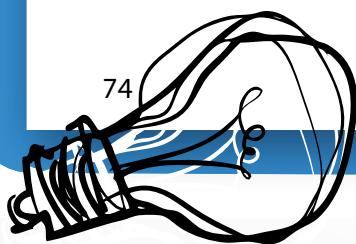
## Senior Managers

Senior Managers can support learners in completing their profiles by:

- *ensuring that the access to profiles is available to all staff;*
- *ensuring that structures are in place to facilitate an effective profiling process;*
- *identifying points in calendar/timetable for discussions with learners, eg during personal support time;*
- *ensuring appropriate CPD is offered to assist staff in knowing how to support learners;*
- *considering learner access to ICT;*
- *ensuring that all staff are involved in the process of supporting learners in producing their profiles;*
- *encouraging parents/carers and other relevant partners to contribute to the profiling process.*



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## Subject Teachers

The profiling process involves activities which engage learners in reflecting on their learning. Whilst a profile must be produced by every learner at the end of S3 as a minimum requirement, there is an expectation that the profiling process continues throughout the Broad General Education. Discussion with learners should develop their ability to self-reflect, from a subject perspective, in the following areas: learner statement; skills; achievements; goals/aspirations.

Consider what profiling type activities you currently do, such as effective use of AifL principles, personal learning planning or learning logs. You might want to consider a subject specific version of the profile or using some pages in learner jotters/planners where learners could note down ideas as they occur for possible inclusion in their main profile. In lessons, explicitly state the skills and attributes that learners are developing through your subject and suggest examples of statements that might be appropriate for their profile on an ongoing basis. Coach young people to write evaluative statements about their experiences in the particular subject.

Here are some suggestions and examples of how you might do this in your role as subject teacher.

### Learner Statement

Consider the following:

*How does your subject help develop skills for learning, life and work?*

*How does your existing AifL practice support the profiling process? Are learners receiving formative feedback?*

*Do learners enjoy learning through practical work?*

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*Do they approach whatever task you give them with a positive attitude?*

### **Skills**

*When planning lessons, are you giving consideration to skills development as outlined in BtC4, subject principles & practice documents, and the SQA skills framework?*

*Are you explicitly stating to learners the broader skills that are being developed in every lesson? This could be in the form of specific learning intentions or success criteria.*

*Are you providing opportunities to emphasise the development of skills such as team work and leadership?*

*All subjects have a responsibility to develop literacy, numeracy and health and wellbeing. How are these skills developed in your subject area?*

*The PKC Skills Framework is available to support understanding of skills.*

### **Achievements**

*Achievements happen in and out of school.*

*Achievements can vary in their nature and should be pertinent to each individual learner. For example, an achievement that may appear mundane for one learner may be significant for another learner with highly challenging personal circumstances.*

*What opportunities for achievement do you, or could you, provide for learners? What feedback do you give to learners on their achievements?*

## Goals/Aspirations

*Are you relating your subject to the world of work?*

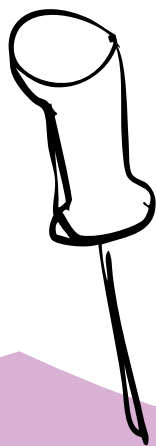
*As part of developing goals and aspirations, are subject specific careers activities built into courses?*

*Does your subject provide opportunities to develop personal and social goals and aspirations?*

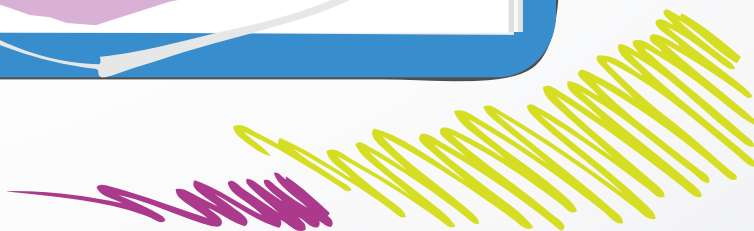
Setting the Context

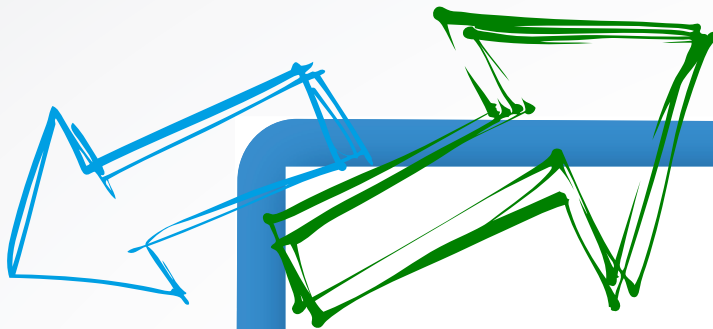
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## Guidance Teachers/Personal Support Tutors

The profiling process necessitates that learners have ongoing dialogue with teachers, parents and others to consider what should be included in a profile. Discussion with learners should develop their ability to self-reflect in the following areas: learner statement; skills; achievements; goals/aspirations.

Your role is to help the learner consider all of their gathered information and discuss with them how best to summarise this information in order to complete their profile. Below are discussion prompts/questions that will help you to ensure that learners have explored each area as fully as possible. It should be noted that a learner may choose not to share information with staff and their right to privacy should be respected.

### Learner Statement

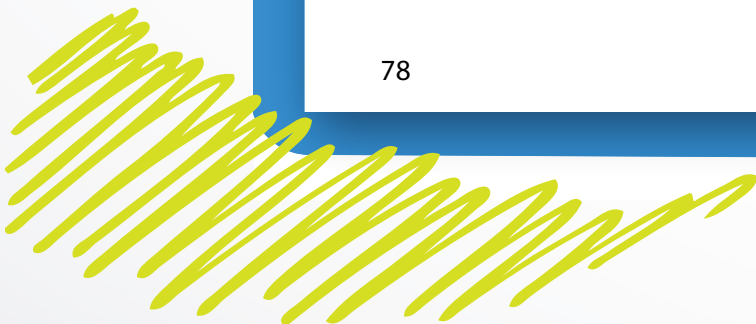
*How do you like to learn?*

*What activities help you learn?*

*What attributes or qualities do you have?*

*What examples do you have that demonstrate your attributes?*

It may be easier to discuss/complete this section once the learner has noted their skills and achievements. You could then ask the learner to think about what attributes they must have in order to have achieved what they've written in their profile.



## Skills

You may wish to refer to the list of skills for learning, life and work.

*Have you considered the range of different skills that you may have?*

*Have you described your literacy, numeracy, health and wellbeing, working with others and leadership skills?*

*How have you used these skills in other areas?*

## Achievements

Achievements happen in and out of school.

Achievements can vary in their nature and should be pertinent to each individual learner. For example an achievement that may appear mundane for one learner may be significant for another learner with highly challenging personal circumstances. Building self-confidence in learners by acknowledging the value of different achievements

*What are achievements?*

*What are your achievements?*

*What have you done particularly well?*

*What are you proud of?*

## Goals/Aspirations

Goals and aspirations can be short, medium or long-term and might encompass various categories, eg academic, employment and personal goals.

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*What are your hopes for the future?*

*What do you hope to achieve in the senior phase?*

*What would you like to learn more about?*

*Are there any other areas of interest outwith school you hope to be involved in?*

*What are your longer term goals?*

## Writing a good profile

Help the learners to write sentences/statements that are descriptive and evaluative, but also correctly spelt and grammatically accurate. Remember however, it has to be the learner's voice. Ask the learners questions to help them expand their statements.





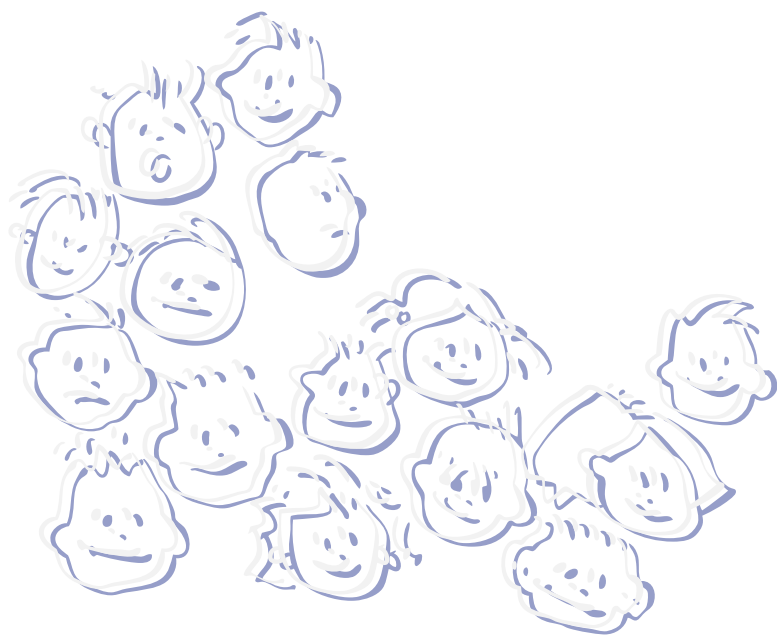
## Senior Phase - Roles and responsibilities of staff

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Roles	Responsibilities to learners during the Senior Phase	Responsibilities as learners plan their exit from PKC education provision
<p><b>Subject teachers</b> should use the profile as a starting point for learning conversations that seek to:</p>	<ul style="list-style-type: none"> <li>• build on prior knowledge and experience to better know learners to assist with lesson planning;</li> <li>• support the maintenance of up-to-date profiles by making explicit the skills and attributes that learners are developing through subjects;</li> <li>• support course choices or next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• assist learners with next steps planning, eg course choices for senior phase, college applications, CV writing, UCAS personal statements.</li> </ul>
<p><b>Personal support tutor/guidance teachers</b> should use the profile as a starting point for learning conversations that seek to:</p>	<ul style="list-style-type: none"> <li>• coach them on writing evaluative statements about their learning and achievements from across the curriculum and outwith school;</li> <li>• ensure learners understand the wide and varied notion of achievement;</li> <li>• build self-confidence in learners by acknowledging the value of different achievements;</li> <li>• respect the learners' right to privacy;</li> <li>• help the learner to ensure it is presented in the best possible manner without losing the learner's voice;</li> <li>• consider discussion of the profile with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• through learning programmes make explicit the skills that learners have developed through the profiling process so that they can apply those skills to complete practise and real-life applications/CVs. Practise and real-life applications/CVs should draw upon the up-to-date content of the profile.</li> </ul>
<p><b>Principal teachers</b> can support learners in completing their profiles by:</p>	<ul style="list-style-type: none"> <li>• ensuring that courses within your remit develop a broad range of skills as identified in Building the Curriculum 4 and principles and practice documents;</li> <li>• building in time to courses to allow for an effective profiling process;</li> <li>• checking and supporting as part of your normal ongoing quality assurance that teachers are carrying out their responsibilities with respect to profiling.</li> </ul>	<ul style="list-style-type: none"> <li>• ensuring staff know possible career/college pathways that progress subject specialisms and skills beyond school;</li> <li>• assisting learners with next steps planning referring to the profile as an aid to informing decisions.</li> </ul>
<p><b>Senior managers</b> can support learners in completing their profiles by:</p>	<ul style="list-style-type: none"> <li>• ensuring that the access to profiles is available to all staff;</li> <li>• ensuring that structures are in place to facilitate an effective profiling process;</li> <li>• identifying points in calendar/timetable for discussions with learners, eg during personal support time;</li> <li>• ensuring appropriate CPD is offered to assist staff in knowing how to support learners;</li> <li>• consider learner access to ICT;</li> <li>• ensuring that all staff are involved in the process of supporting learners in producing their profiles;</li> <li>• encouraging parents/carers and other relevant partners contribute to the profiling process.</li> </ul>	<ul style="list-style-type: none"> <li>• reviewing school policies and practice to ensure that profiles are used appropriately and effectively.</li> </ul>



## Supporting Learning Conversation

Portfolios of work can provide a very good basis for learning conversations. Guidance for 'portfolios of evidence' has been produced which identifies key principles and poses reflective questions. This is aimed at early years and primary practitioners with many of the principles being applicable for secondary.

[Guiding Principles for Portfolios of Evidence](#)

[Starter Stems](#)

[Profiling notebook](#)

[Coaching Questions](#)

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## Appendix 1 FAQs

*Dialogue is at the centre of the profiling process yet I'm too busy teaching to also contribute to a profile. How can I make space for this dialogue?*

Dialogue is an integral part of learning and teaching. During learning activities or class lessons, staff regularly discuss learning, what success looks like, progress and achievements with young people. During such discussions, staff should be encouraging learners to reflect on their successes and achievements and to consider capturing latest and best in the profile.

*If learners only need to produce a profile in P7 and S3, why does the process need to continue at other stages of a learner's journey?*

The profiling process has the potential to promote very positively the way learners understand and have ownership of their own learning, progress and achievement (CfE Briefing Sheet 3). Appropriately supported discussions on an ongoing basis lie at the heart of the profiling process. If learners are only given the opportunity to engage in the process at P7 and S3, we are missing an opportunity to develop self-reflection, self-esteem and confidence as well as literacy skills.

*Who manages the profile?*

All staff should be working in partnership with learners and discussing their learning. In addition, every young person is entitled to frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. For example, in the secondary context this may be a first-line guidance teacher/personal support tutor. In the primary context this may be the class teacher.

*How might the profile be used at key points of transition, eg P7 and S3?*

The profile is a useful document for allowing staff to get to know their learners. For example, as a young person moves from nursery to P1, the profile could be a basis to start conversations with a young person. As learners move from P7 to S1, schools may wish to consider how staff use the profile in getting to know learners. For example, when introduced to first-line guidance teacher/personal support tutor the profile could be used as a prompt for conversation.

*My Headteacher has asked me to use the profile as part of course choice planning. What does this mean?*

By recognising their own progress and achievements in learning, at the point of course choice the profile should be another useful source of information in helping young people to decide what courses they should continue to study in the senior phase.

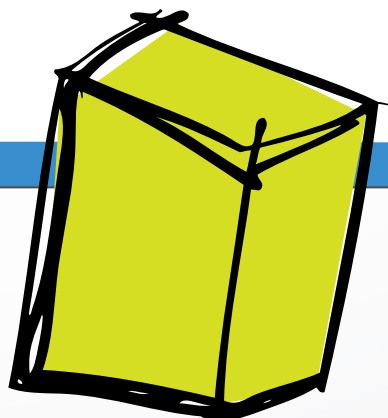
*What if a learner does not wish to share information with staff?*

It is a learner's right to keep information private. However it is hoped that as self-esteem and confidence grow, that most learners will want to record their latest and best achievements in their profile.

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## Appendix 2

### How could the profile help with job applications?

Engaging in the profiling process and writing a profile requires learners to be able to articulate their strengths, achievements, skills and attributes both orally and in the written form. The ability to do this successfully is a key life skill and is invaluable when seeking employment.

The PKC profile was based on sections contained within Curriculum Vitae (CV). The following examples aim to demonstrate how information from a learner's profile can be transposed into a job application or CV.

Questions were sourced from the application forms from a selection of employers (different sectors). Relevant extracts from existing learner statements were used to complete the application questions.

## Example 1: Generic job applications - Job Centre Plus

### Section 9

*This section is very important because it gives you the chance to sell your skills to the employer. Include any information that you feel makes you particularly suitable for the job. For example, previous experience, voluntary work, hobbies, language skills and relevant study and qualifications. If you don't have any formal qualifications, mention what you were good at or particularly enjoyed at school.*

9. *Any other evidence to support your application, for example, experience relevant to the job you are applying for.*

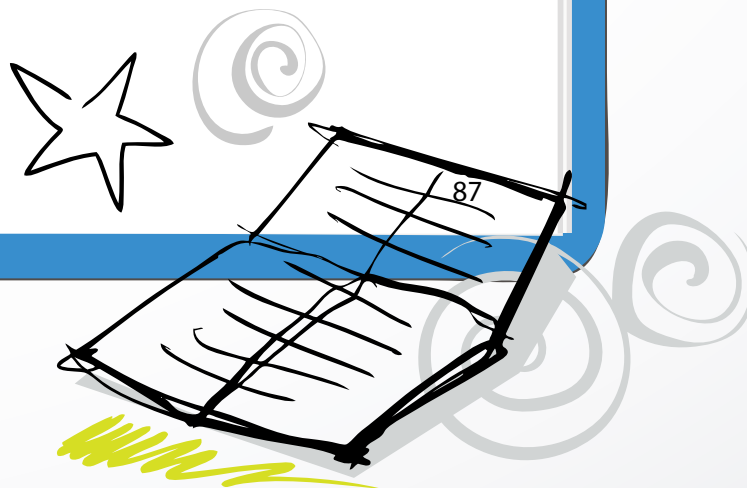
In general the many strengths I have developed in school benefit me wherever I am. Whether in school speaking to children in assemblies or out of school working with the public my speaking skills have greatly benefitted me. These have been adapted through opportunities such as the Pupil Council I was elected for in 4th year. This gave me a chance to share my views with fellow students and senior staff about how I felt the school was run and how it might be improved.

I have also adapted a great number of skills in concentrating and focusing to get a job done. This was underlined when I arranged a 'spelling bee' for our school charity SCIAF. I was required to work on my own and with a team whilst maintaining my school work; this also contributed to my organisation skills as I was constantly managing my time.

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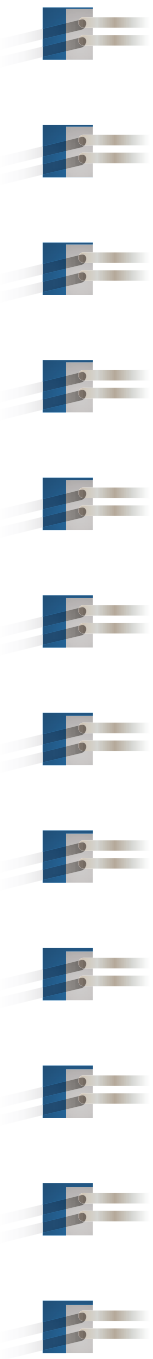


In my final year I was elected House Captain and Senior Prefect in my school. Attached to such an important role was a great deal of responsibility to both guide the younger students in my school house and the responsibility to act as a mature figure that they could talk. This was a significant achievement for me as I relished the task of giving something back to the school and being there as a spokesman in assemblies, religious services or other events as need be. Another achievement I am proud of was the completion of a charity event that I helped organise and take part in. This helped raise vital funds for those whom don't have the things that we in Britain take for granted. This gave me a sense of responsibility and drove me on to do more for the less fortunate people around the world.

To date, I have achieved 3 Highers (English: B; Mathematics: B; History: B) as well as other courses at Level 5. I am currently studying for an Advanced Higher in Mathematics, and Highers in Physics, Physical Education and Technological Studies.

Some of my own personal growth from the House Captain experience includes co-operating with new people and executing tasks efficiently and speaking in front of up to 200 students at assemblies and presentations. As a result of this my confidence has greatly improved and I am now able to give speeches and presentations to people whom I do not know. This in turn has developed a key skill in co-operation with others. I am confident that I can transfer these developed skills to many different jobs over the course of my future.

*The Job Centre Plus*





## Example 2: Care and Healthcare Work - National Health Service (NHS)

### *Knowledge, skills and experience*

*Please tell us your personal qualities, skills and attributes, experience and any major achievements and show how they match those needed for this job.*

Throughout high school I feel that I have worked hard both in and out of the classroom, and both have helped me to pass all my exams. To do this, I have had to ensure that I am well-organised and I manage my time well. I have also, over time, found out how I learn best. Simply put, I found I learn best from the mistakes I have made. For me, this simple idea has meant that I always deal positively with mistakes and set-backs and it has made me a more resilient person.

Over the years I have gained many achievements both academic and personal. I achieved an A and 4 Bs in my Higher results which was a huge personal achievement as it showed that all my hard work had been worthwhile as I achieved the grades I needed. I volunteer in a number of ways, including as a Prefect at school, supporting younger pupils. I went to Lourdes last summer to help the elderly enjoy a special holiday. I also managed to cycle 50 miles in a day which showed my strength and determination - all attributes that will benefit me later in life.



My greatest challenge this year was supporting and leading lessons for a first year history class successfully. All my achievements have meant a lot to me and have better prepared me for the future.

I have many skills that range over different subjects. Over the years I have learnt to work with a range of people, from working with the elderly to helping out with a children's

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holiday club. Through my part-time job I have also been able to develop my ability to talk with people. This skill has benefited me as I am now more confident and able to get to know people I have just met. I am also able to step outside my comfort zone and challenge myself to do better and to do more. I am an expressive and creative person; these skills have been developed through my years of dancing and playing violin. This has made it easy for me to express myself and not hold back.

### Example 3: Hospitality Sector - Hilton Hotel Chain

#### *Supporting information*

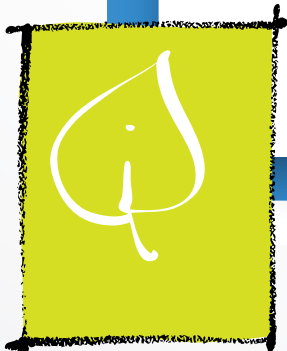
*Please detail any skills, languages, hobbies and interests that are relevant to your application*

When I am learning, there are times that a practical lesson is required and it helps me to understand the skill better, for example in PE there is a lot of skills done through practical.

In history and English, for example, I have written many essays and have been developing skills in how to organise my thinking, plan large pieces of work, and write for a variety of audiences.

I am an active learner and I believe my growth mind-set helps me to overcome any challenges which I face.

I have been fortunate to have had many opportunities to achieve in and out of school. For example, I excel in sport. I currently play for the under 17 squad at St Johnstone FC, where my coaches tell me that I always contribute positively and have an outstanding work ethic. I am also a keen runner across all distances and have won school and inter-school competitions. To do this, I show that I have a high level of concentration and focus and a commitment



to winning. My sporting achievements were recently recognised with a Spirit of Youth Award.

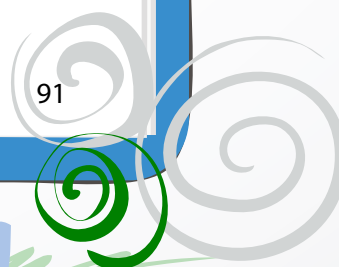
In school, I have already achieved credit English, and I am currently studying the Higher course. Other courses undertaken this year include History, Physical Education, Spanish, Physics, Chemistry, Engineering Skills and Maths - all at SCQF Level 5. Through these subjects I have been developing skills in literacy and numeracy which are useful now and in the future. Alongside these, I have been developing other academic thinking skills and becoming familiar with different ICT systems.

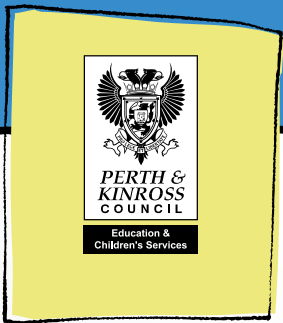
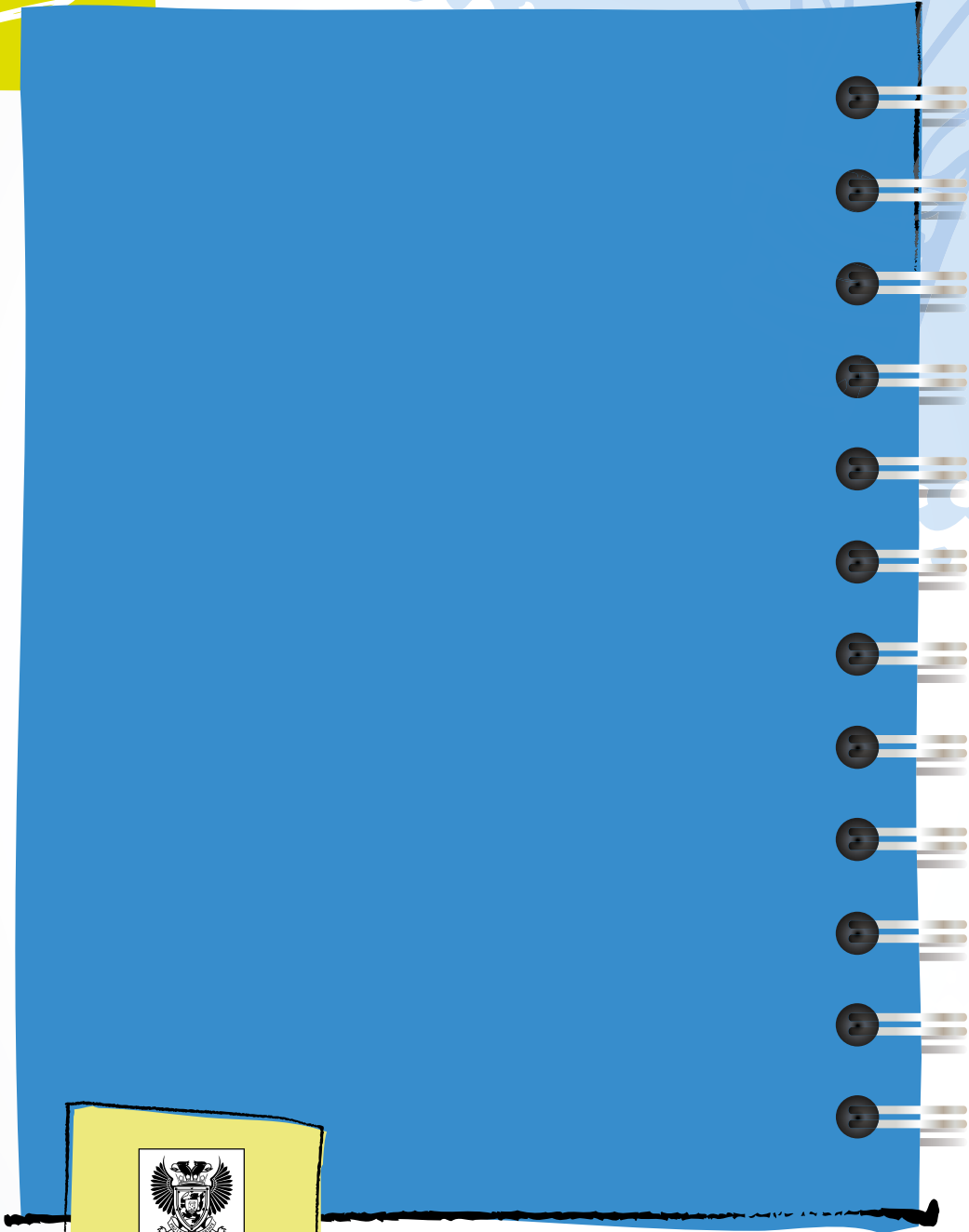
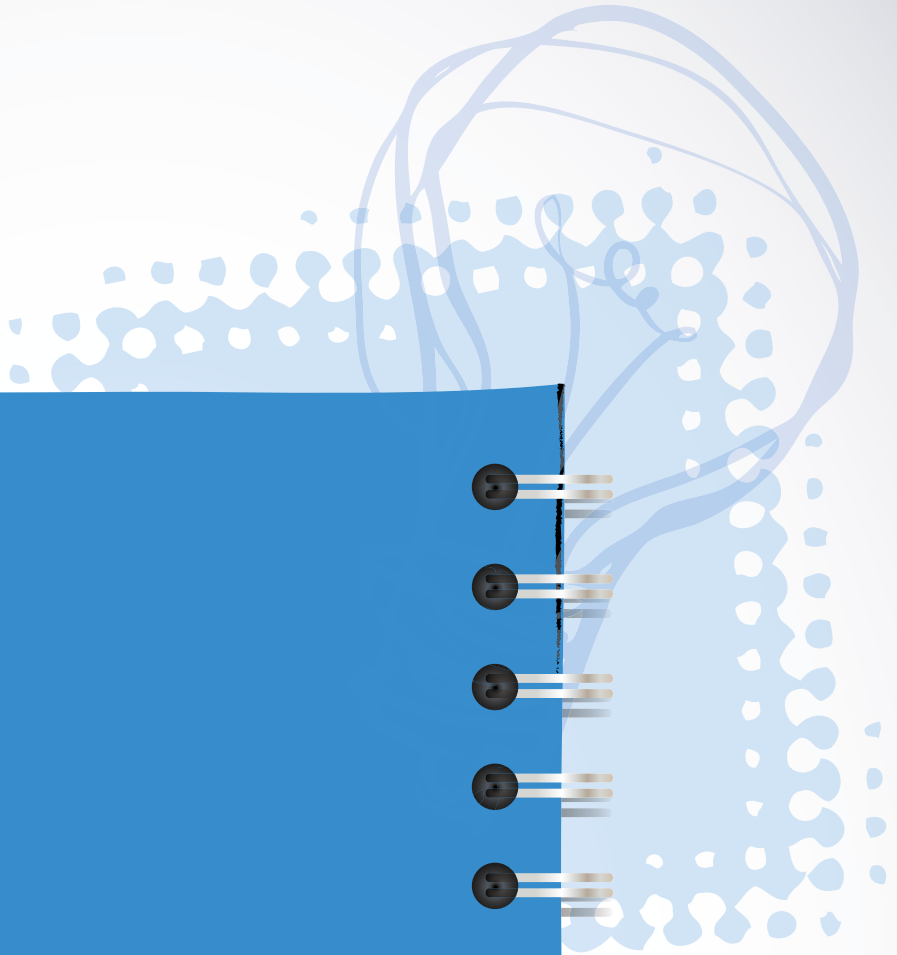
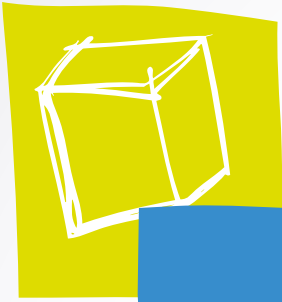
Recently I have been developing skills for working with others. For example, I have coached primary aged children for football, and I have captained my own team. I believe I have good leadership qualities, such as being able to listen to others and also to mentor developing talent. I recognise that I am, at times, a role model for others in and out of school and I seek to be the best I can be at all times.

Setting the Context

Skills for Life

Profiling





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