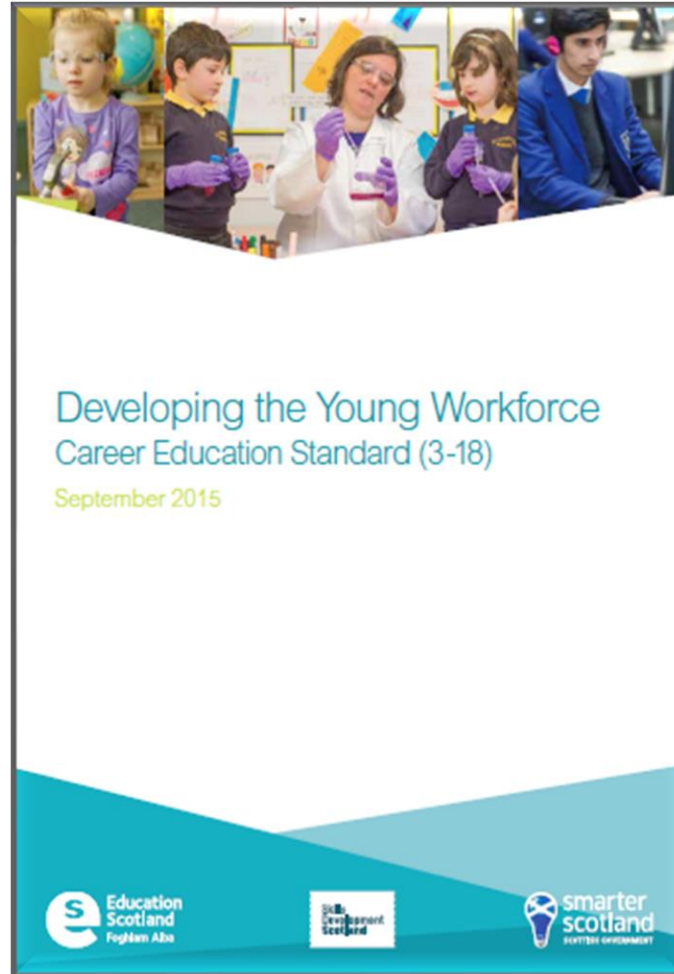


# National CIAG Education Team

# The Career Education Standard



# Introduction to the Career Education Standard



# Aim and Outcomes

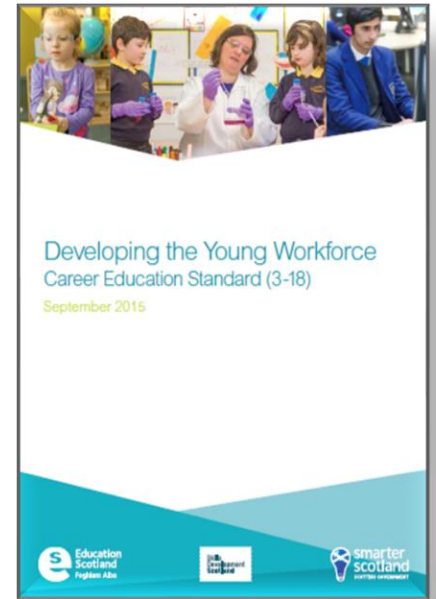
## **Aim:**

To have a better understanding of why implementing the Career Education Standard is important, and the benefits it brings for pupils/learners.

## **Learning Outcomes:**

You will have improved:

- Knowledge of the educational context of Career Education Standard (CES)
- Understanding of what the Career Education Standard means for learners and teachers
- Awareness of how embedding CES benefits young people's learning and understanding about the world of work.
- Insight into how embedding CES can be made manageable at school and classroom level
- Understanding of the importance of having a shared skills language across the school
- Knowledge of how to identify the beginnings of a skills framework that can be used across the whole school
- Understanding of how meta-skills can be embedded within learning in the classroom.
- Consider the process for pupils recording and exploring skills
- Knowledge of where to access further support and information

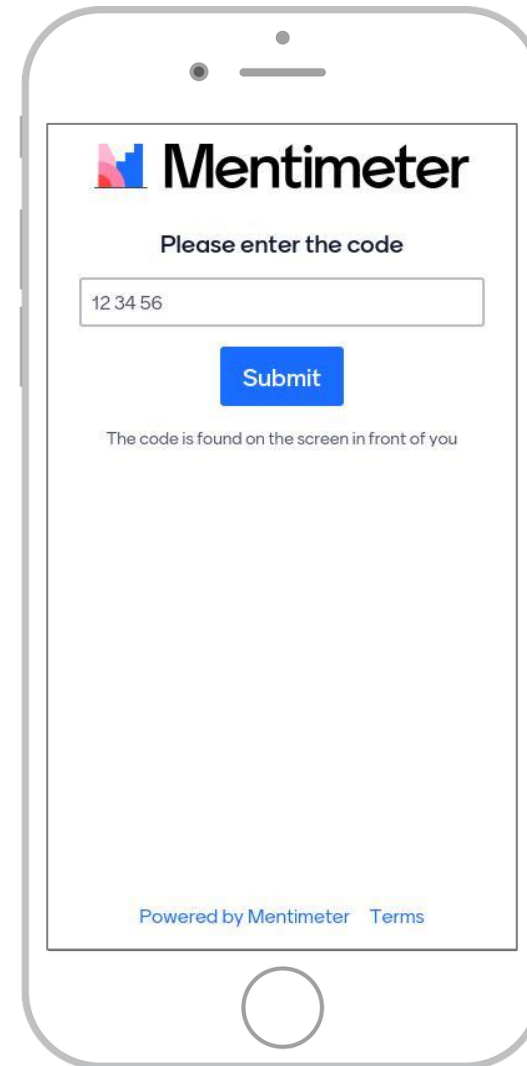


# How confident do you feel....?

1. Use your phone  
or laptop

2. Go to  
[www.menti.com](http://www.menti.com)

3. Enter the code:  
**6679 8018**

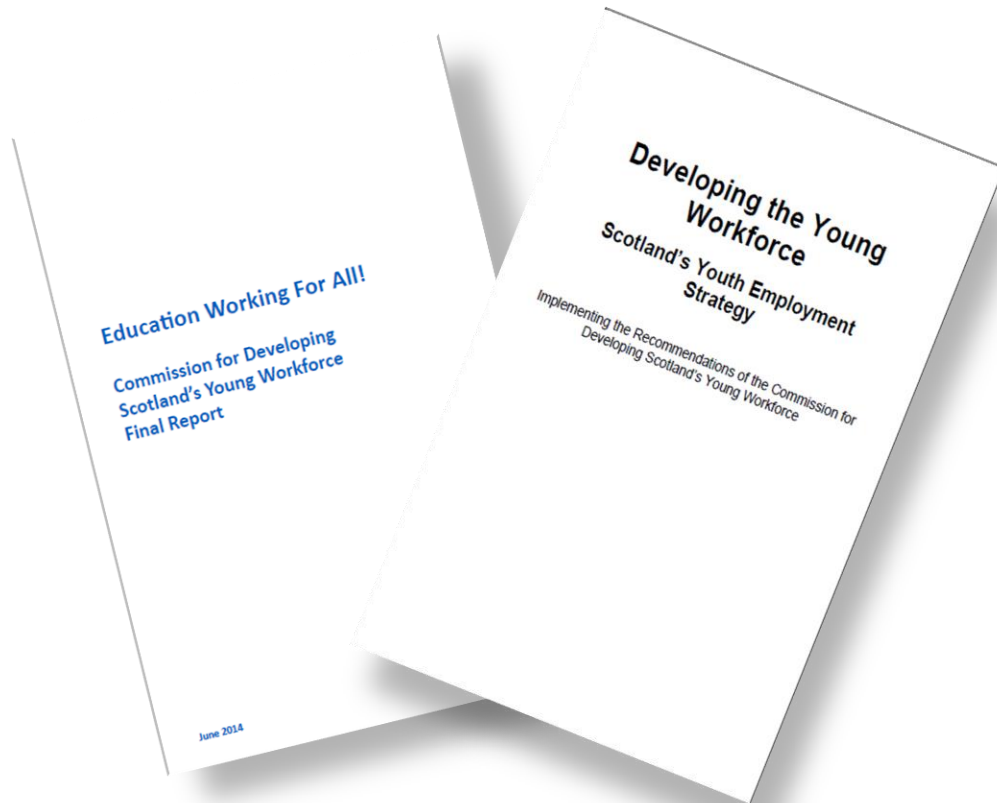


# Origins of the Career Education Standard

# Overview and origin of the DYW programme

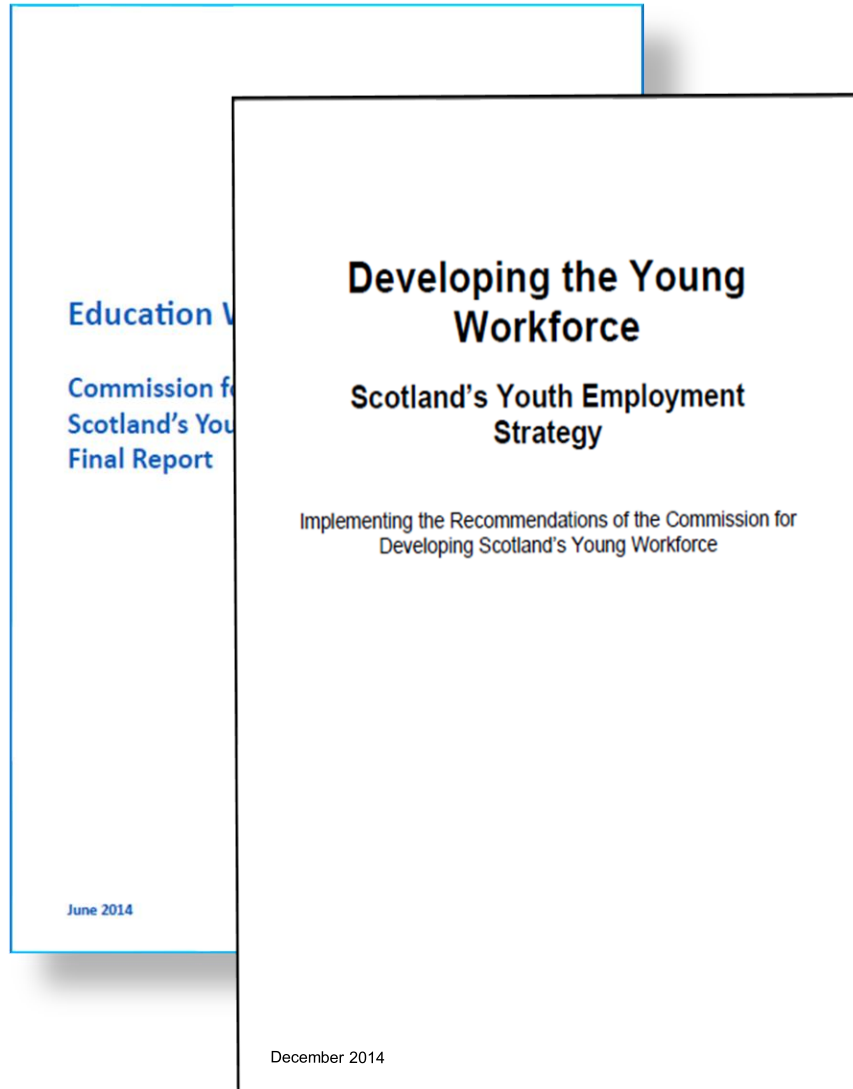
At its heart, Developing the Young Workforce sets out the need for increased collaboration and sustained partnership working between employers and education.

Two key documents from the programme are:



- *Education Working for All!* (June 2014) report by the Wood Commission
- *Developing the Young Workforce- Scotland's Youth Employment Strategy* (Dec 2014) response by the Scottish Government

# Overview and origin of the DYW programme



- **Seven year plan**
  - 2014 – 2021
- **5 Change themes**
  - Schools
  - Colleges
  - Apprenticeships
  - Employers
  - Equality
- **11 KPIs**
  - including impact of the DYW programme on youth unemployment



# Youth unemployment – achievement against target

**But...**

There are still significant challenges in making this a sustainable reduction, resistant to future economic downturns

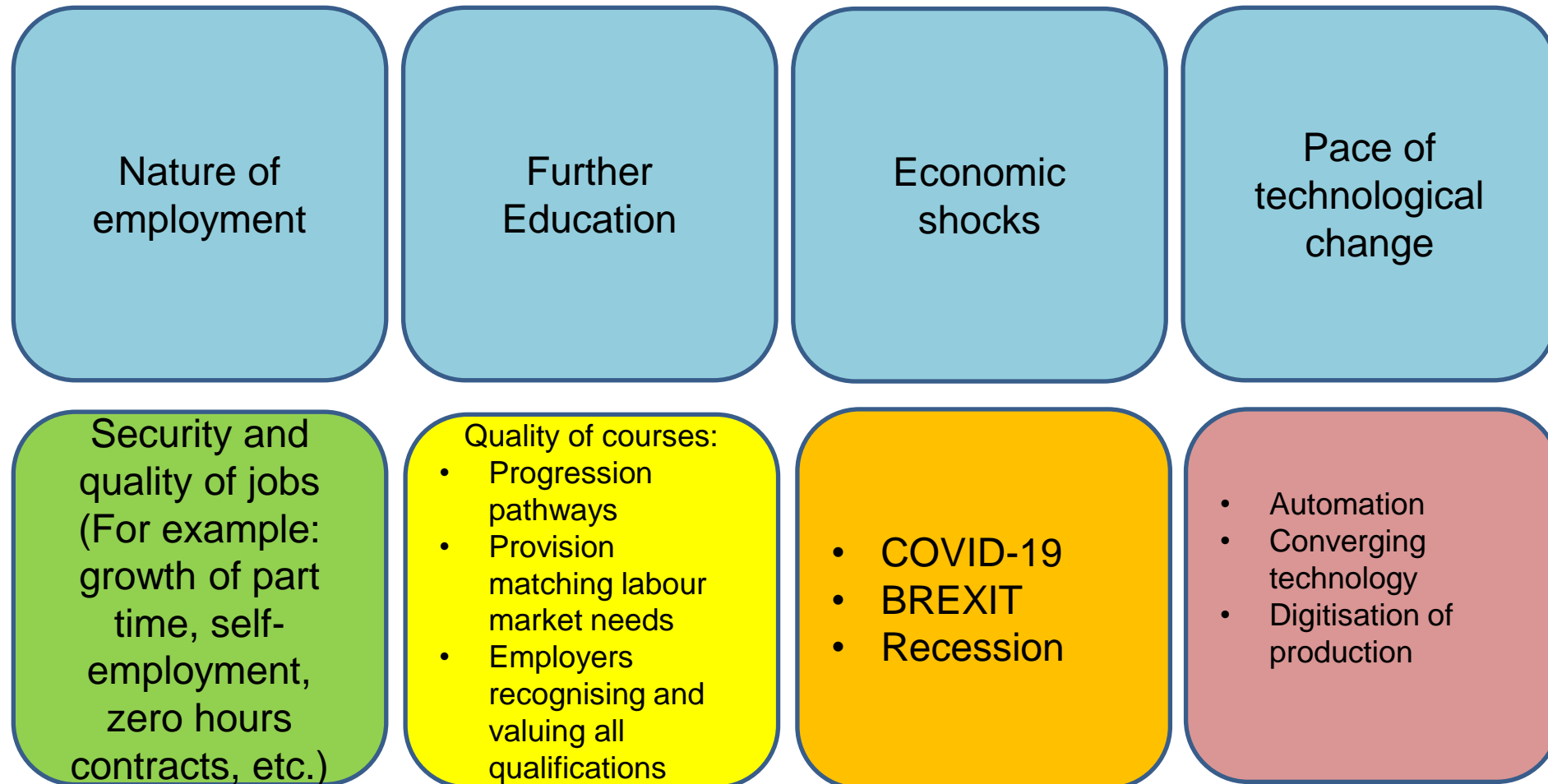


**What do you think are the possible reasons for this decline being fragile?**



# Youth unemployment

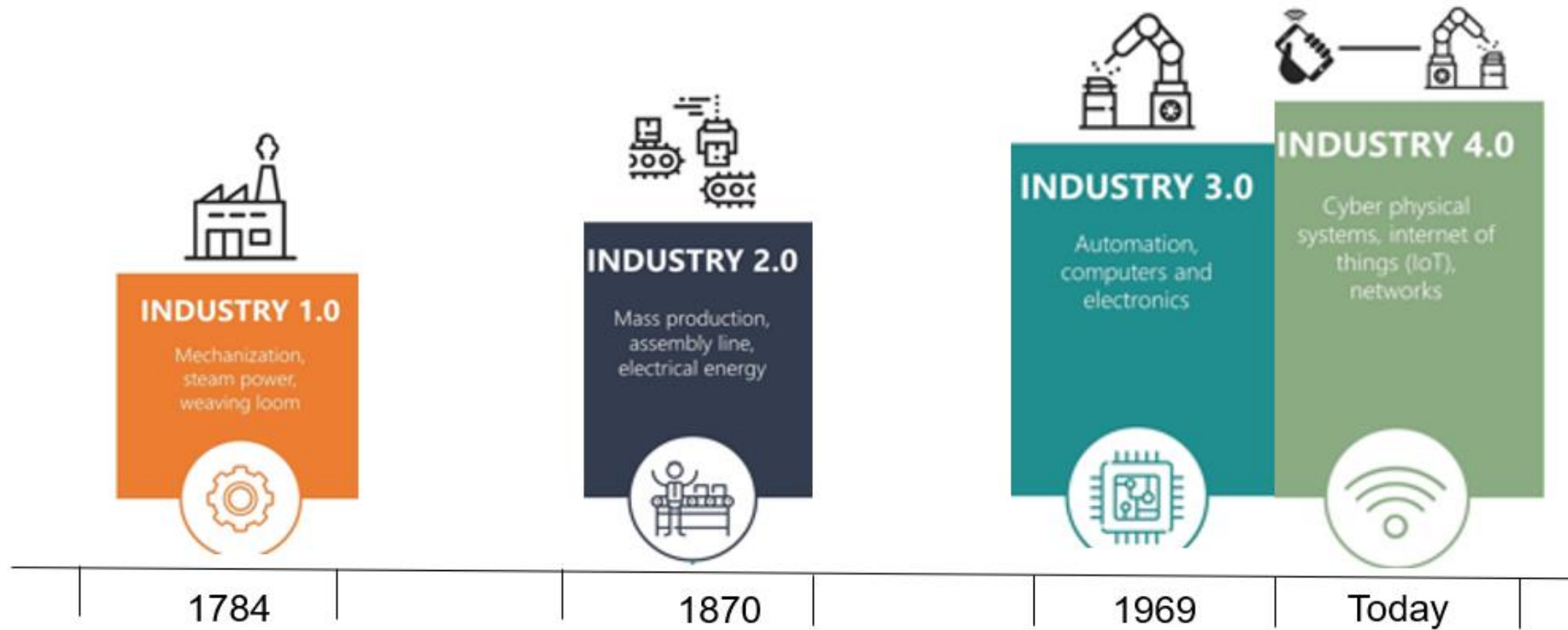
Here are some reasons for this decline being fragile.



**Why does Career  
Education matter?**

# Industry 4.0

We have gone through changes in the past so why is it different this time?



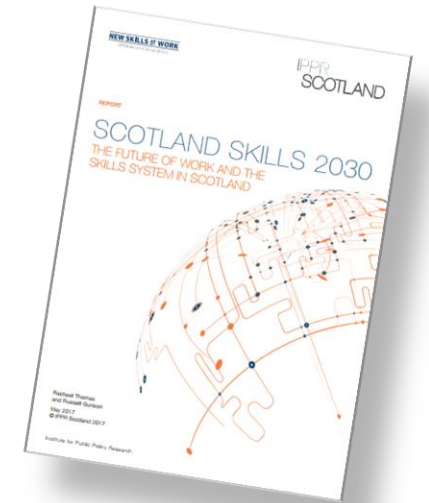
How long will it be until industry 5.0.....?

# Economic uncertainty

The 2017 Institute for Public Policy Research report ‘Scotland’s Skills 2030’ describes some of the implications of change but within a Scottish context.

Some of the points highlighted are:

- On-going political and economic uncertainty
- Modest growth but **significant change**
- Increased demand for **higher level skills and digital capabilities**
- Improved productivity needed
- Impact of immigration and **demographic change**
- **In-work development** and progression need to be improved
- Managing **automation** and **digital disruption**



One of the headlines was the impact that automation could have:

*“... over 46 per cent of jobs (1.2 million) in Scotland are at high risk of automation. We will therefore need a skills system ready to work with people throughout their careers.”*

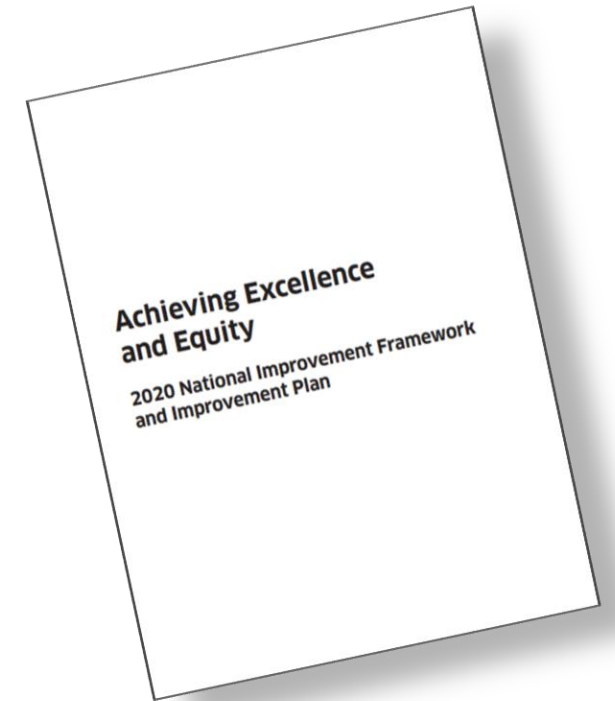
# Context, relevance and motivation



**What is education  
doing to prepare young  
people?**

# The National Improvement Framework

- The National Improvement Framework (NIF) is the blueprint for improvement in Scottish education
- The NIF sets out the vision, approach and improvement priorities needed to achieve this
- Since first publication in December 2015 it has been updated annually
- The NIF supports the ongoing implementation of *Curriculum for Excellence (CfE)*, *Getting It Right for Every Child (GIRFEC)*, and *Developing the Young Workforce*; the three supporting pillars of the Scottish education system



# Current education policy drivers

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



# Refreshed curriculum narrative

National guidance on CfE has been 'refreshed' revisiting the initial Curriculum for Excellence (CfE) narrative and setting it within the current context.

There are four capacities that reflect and recognise the lifelong nature of education and learning.



# Refreshed curriculum narrative

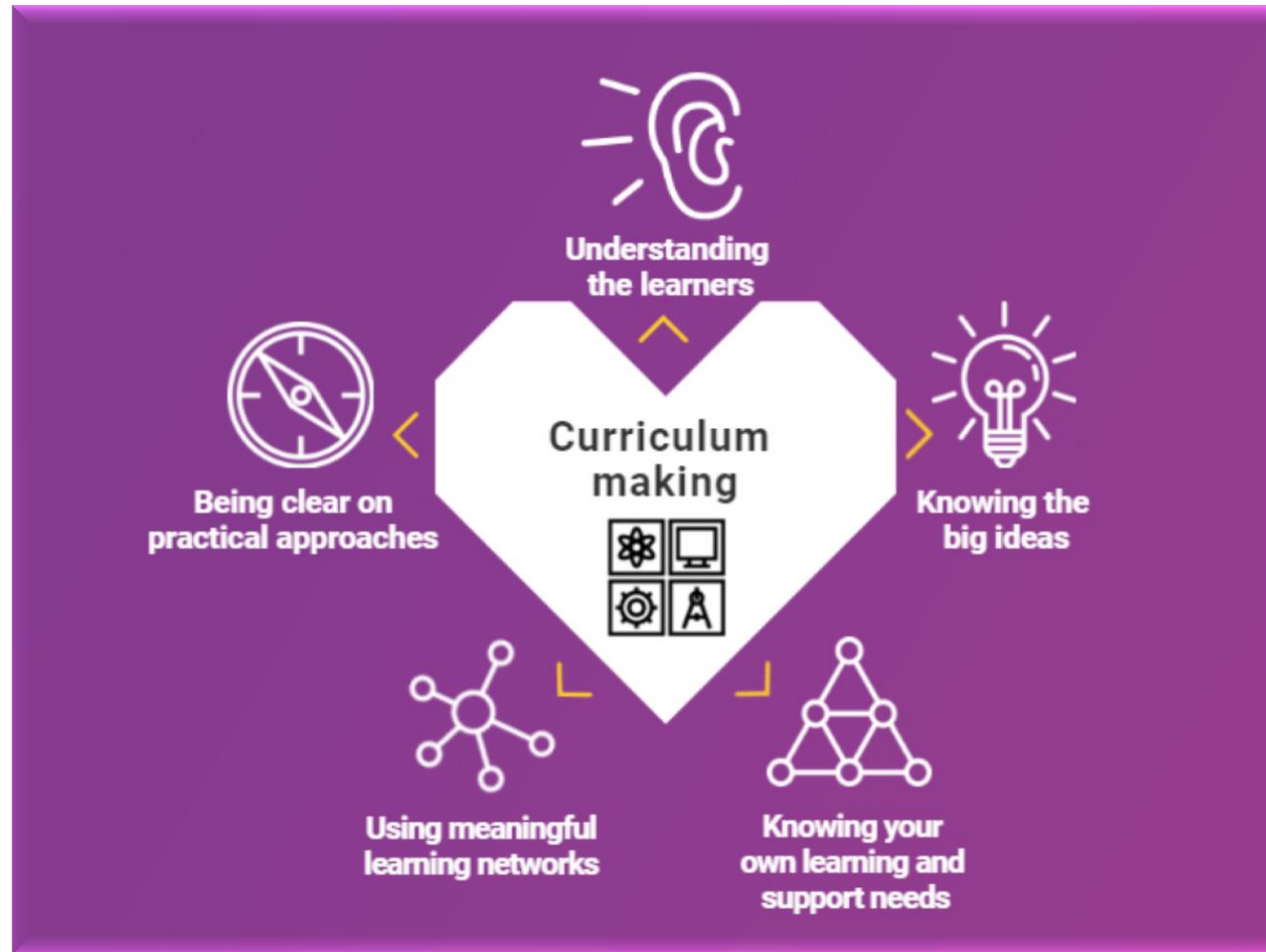
One area they address is the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world.

## The Four Capacities



**Embedding Career Education across the curriculum supports development of these capacities....**

# Refreshed curriculum narrative



# Refreshed curriculum narrative

Embedding Career Education across the curriculum supports development of these capacities through:

## Being clear on practical approaches

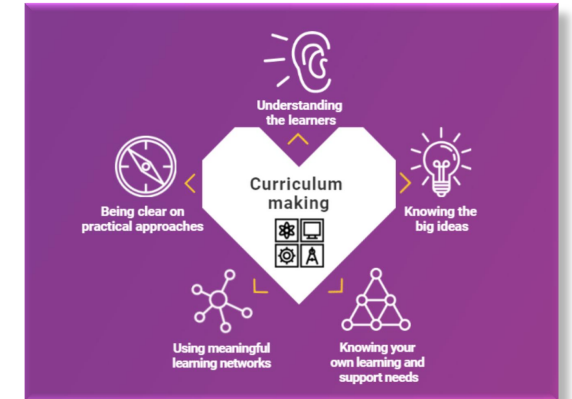
- Making **clear links between learning and the world of work**
- Using knowledge of the local community and robust data to inform the curriculum offer.

## Knowing the big ideas

- Maximising opportunities that develop the four capacities for learners, **making clear links to future skills**, for example [meta-skills](#)

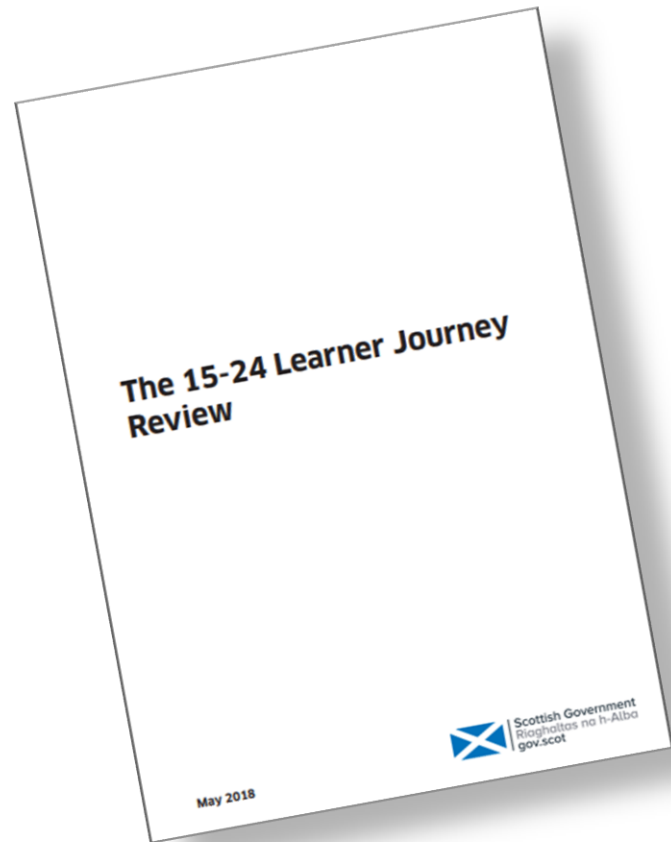
## Using meaningful learning networks

- **Collaborating** with parents, carers, families and the community
- **Building partnerships** with colleges, employers, universities, the third sector and others to **co-design the curriculum**

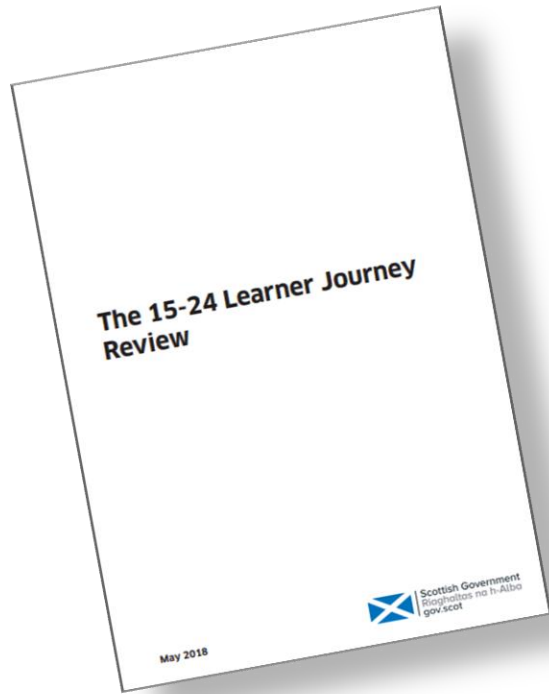


# The 15 - 24 Learner Journey Review

The 15 to 24 Learner Journey Review, which concluded in May 2018, was set up to consider the journey from the senior years of school leading to employment, including further and higher education, vocational training and apprenticeships.



# The 15 - 24 Learner Journey Review



## Among other things the review highlighted:

“Some young people felt the focus on attainment and qualifications within schools was **not giving them the skills required to succeed in life, learning and work.** As a result, some felt **ill-prepared for life after school** and this had a negative impact on their learner journeys. This was found to be **particularly true of young people from socially disadvantaged backgrounds,** who may have limited support to develop life skills at home.”



Is this something you recognise among the young people at your school?



**Why does more need  
to be done?**

# Differing perceptions of the labour market





# Differing perceptions of the labour market



Let's look at what employers consider when hiring, and what young people think is important in securing their ideal job.



# Differing perceptions of the labour market

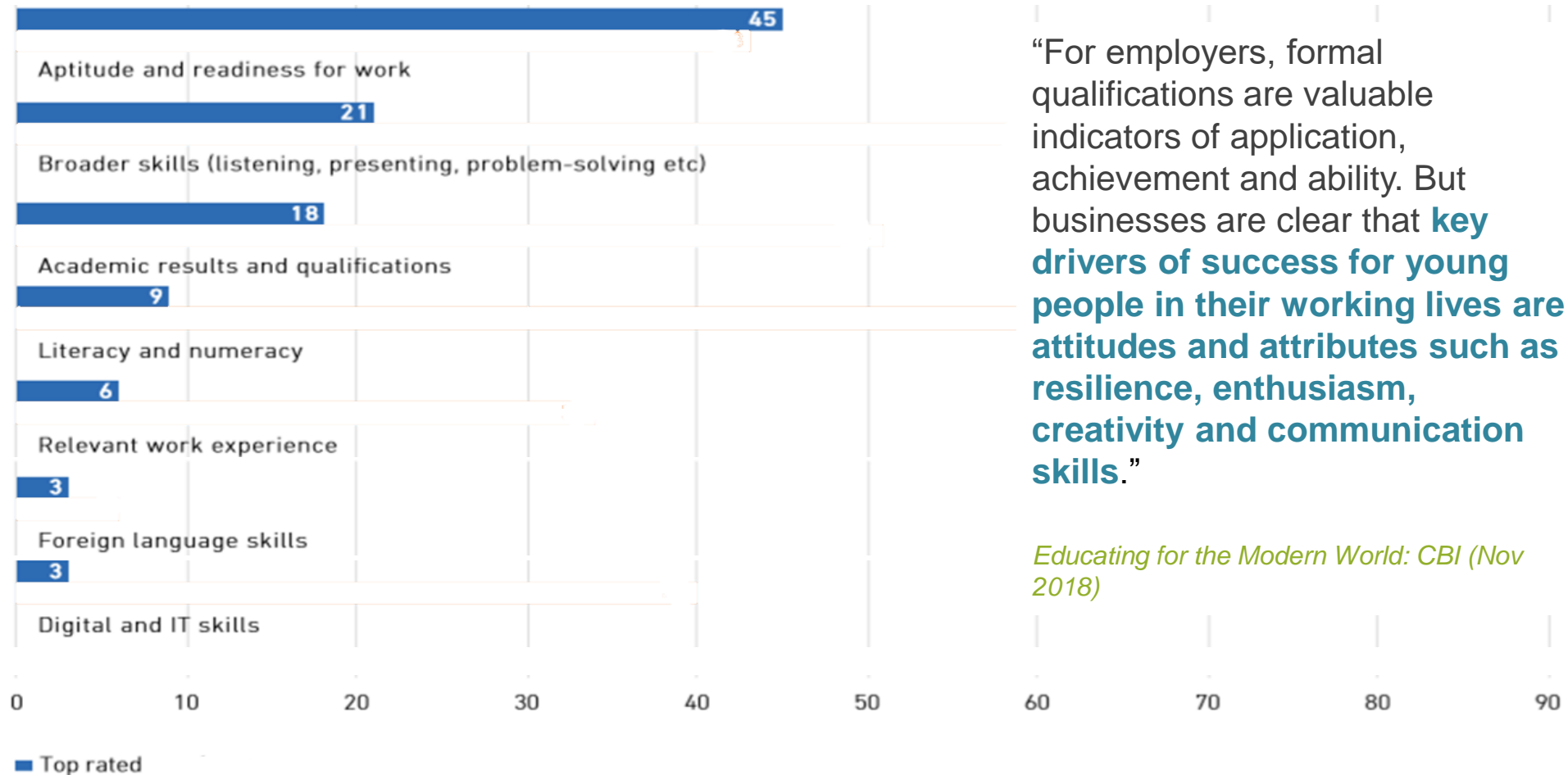
What do you think **employers** would say are the top 3 most important factors in recruiting school/college leavers?

- Aptitude and readiness for work
- Broader skills (listening, presenting, problem solving, etc.)
- Academic results and qualifications
- Literacy and numeracy
- Relevant work experience
- Foreign language skills
- Digital and IT skills

# Differing perceptions of the labour market

The chart below is from the most recent CBI annual skills survey of their 1500 members, *Educating for a Modern World* (Nov 2018).

**Exhibit 2.1** Most important factors in recruiting school/college leavers (%)



“For employers, formal qualifications are valuable indicators of application, achievement and ability. But businesses are clear that **key drivers of success for young people in their working lives are attitudes and attributes such as resilience, enthusiasm, creativity and communication skills.**”

*Educating for the Modern World: CBI (Nov 2018)*

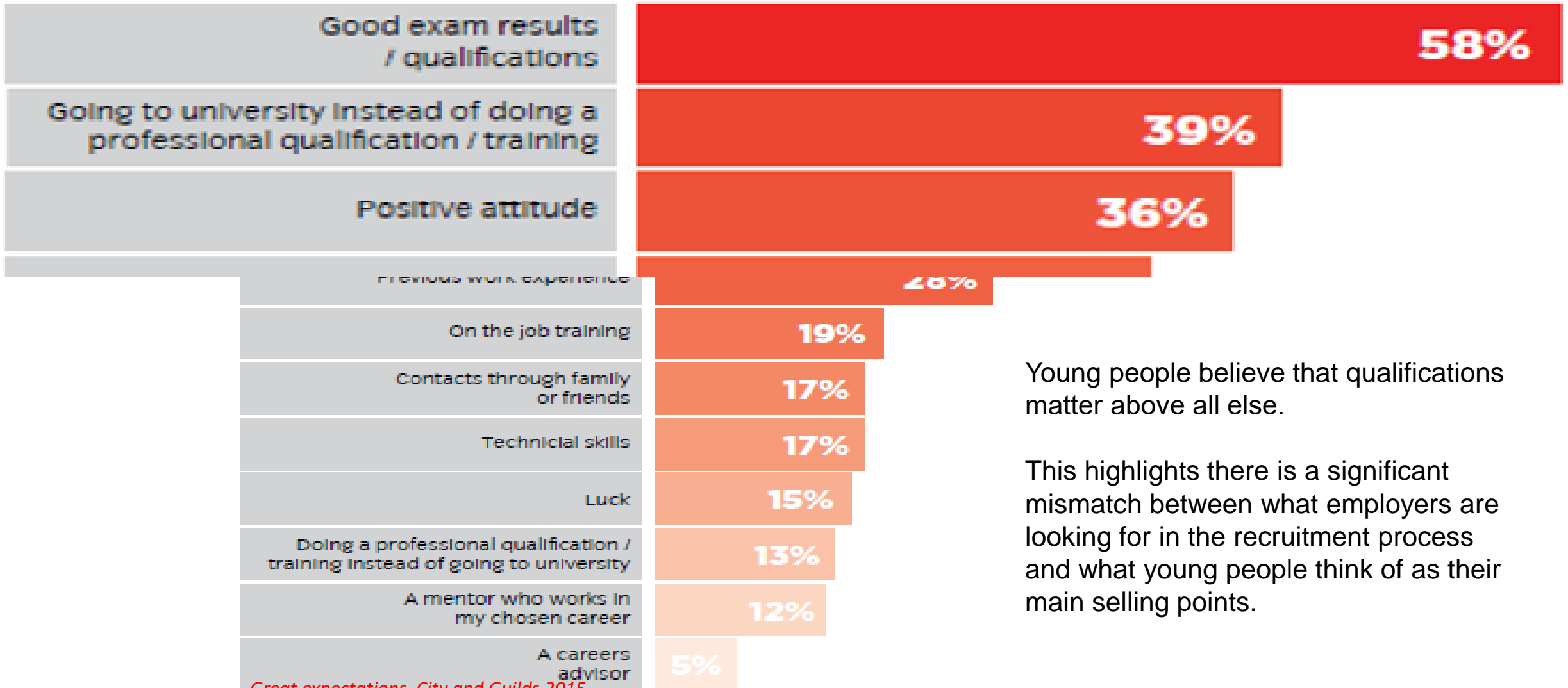
# Differing perceptions of the labour market

What do **young people** think are their top 3 most important requirements to get the job they want?

- Good exam results/qualifications
- Going to university instead of doing a professional qualification/training
- Positive attitude
- Previous work experience
- On the job training
- Contacts through family or friends
- Technical skills
- Luck

# Differing perceptions of the labour market

So what do **young people** think are their most important requirements to get the job they want ?



Young people believe that qualifications matter above all else.

This highlights there is a significant mismatch between what employers are looking for in the recruitment process and what young people think of as their main selling points.

# Differing perceptions of the labour market

## **Employers:**

1. Aptitude and readiness for work
2. Broader skills (listening, presenting, etc.)
3. Academic results and qualifications

## **Young people:**

1. Good exam results/qualifications
2. Going to university.....
3. Positive attitude

This mismatch means young people may be:

- Less well prepared for the recruitment process
- Less confident when talking about skills they have developed
- Less fluent when providing examples or evidence of skills development

Talking about skills simply does not get the same prominence, and is therefore less practised by them.



How do we address this mismatch between young people's and employers' views?

# Reviews and inspection reports

## Common CES themes across SIFs:

- **How CES is embedded as part of the curriculum** and planning to progress this
- The level of awareness of CES and **lack of visibility in the classroom**
- The links between **PSE programmes and SDS activity**
- Expectation that **schools have a skills framework** , young people can talk about their skills and these are tracked and profiled
- **Use of LMI** to help shape schools' curriculum rationale and offer and at classroom level
- **Senior Phase option choice information** provides clarity on post-school learning and career paths
- **Provision of work-related learning** including FAs as part of the Senior Phase
- **Use of MyWoW** and the role of MyWoW ambassadors
- Number and **quality of employer partnerships**

***This reinforces the need to continue efforts to embed CES across the curriculum.***



**Take a moment to tell us how your school is progressing against these themes, wherever you are on the CES journey....**



**Career Education  
Standard (CES) in more  
detail**

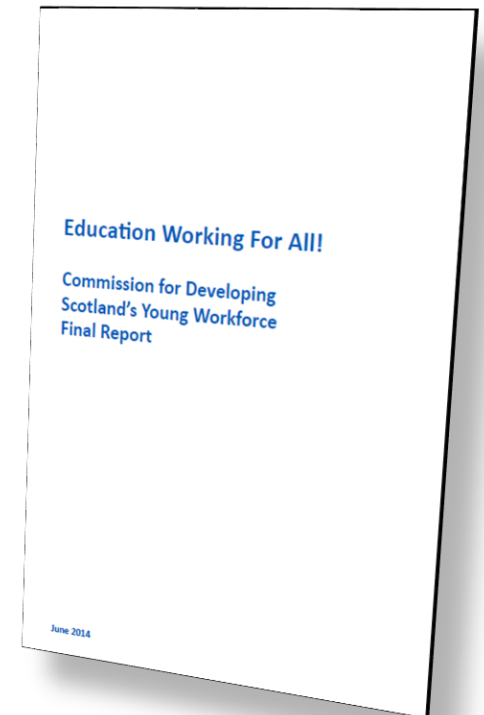


# “Education Working for All” report 2014

**Recommendation 2 of the “Education Working for All” report highlighted the need for the development of the Career Education Standard.**

A focus on **preparing all young people for employment** forms a **core element of the** implementation of **Curriculum for Excellence** with appropriate resource dedicated to achieve this. In particular **local authorities, SDS and employer** representative organisations should **work together to develop a more comprehensive standard for careers guidance** which would reflect the involvement of employers and their role and input.

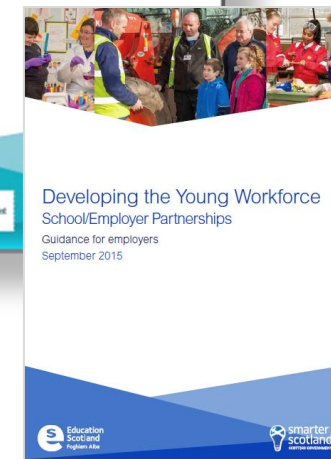
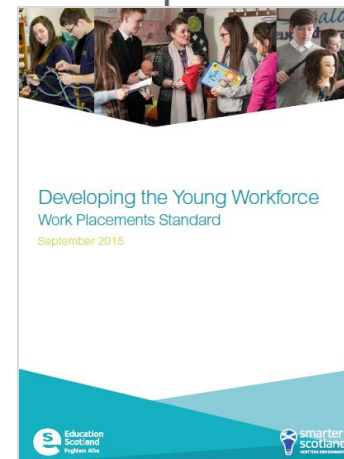
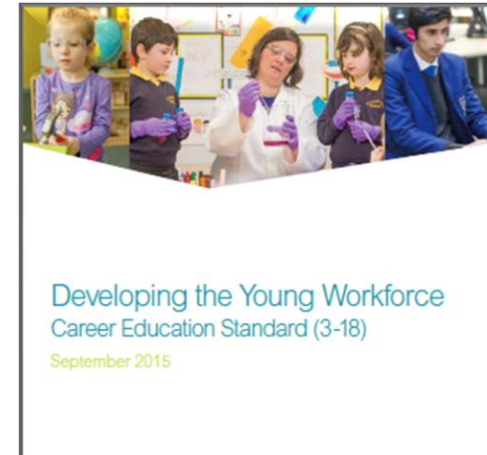
Recommendation 2



# The Career Education Standard – September 2015

## Aims

- Children and young people should:
  - **learn earlier about career management and the world of work**
  - **be better prepared to enter and sustain employment**
- Recognise key influencers & shared responsibility
- Describe and clarify complementary roles



# Entitlements for learners

## Structure of the Career Education Standard:

- 10 entitlements for all learners
- 4 key influencers who share responsibility

By working collaboratively we can maximise outcomes and achievements for our young people

**Entitlements and expectations**

The entitlements for children and young people and the expectations of those most closely involved in supporting their learning about the world of work and the choices they make about their learning and possible career pathways are set out here. The entitlements and expectations should allow coherence and consistency in the contributions of all partners involved. Expectations are explicitly stated for the following groups:

- parents and carers;
- teachers and practitioners (all those who work with young people across the whole range of stages and settings);
- staff from SDS; and
- employers.

**Equalities**

It will be the responsibility of all partners involved in the Career Education Standard to ensure that all young people enjoy the same advantages, no matter what their background and circumstances must never limit their opportunities. Good practice which ensures improved outcomes for all young people should contribute to:

- eradicating discrimination; and
- promoting mutual respect and equality of opportunity, regardless of background, disabilities, ethnicities, sex, or other characteristics.

**Entitlements**

Children and young people will be entitled to:

- experience a curriculum through which they learn about the world of work and job possibilities and which makes clear the strengths and skills needed to take advantage of these opportunities;
- develop skills for learning, life and work as an integral part of their education and be able to apply these;
- be supported to challenge discrimination;
- be supported to understand the rights and duties placed on employers and employees;
- be supported to understand entrepreneurship and self-employment as a viable career option;
- be supported to make effective use of online resources;
- be supported to understand the role of SDS Career Advisers in group and individual circumstances and needs; and
- be supported to understand the requirements for progression through their senior phase including the need for relevant qualifications.

Developing the Young Workforce - Career Education Standard (3-18) September 2015 | 7

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

# Entitlements for children and young people

**Among the ten entitlements for children and young people are:**

- **develop skills for learning, life and work as an integral** part of their education and be clear about how all their achievements relate to these
- experience a curriculum through which they **learn about the world of work and job possibilities** and which makes clear the strengths and skills needed to take advantage of these opportunities

**Based on the experience in your school:**



- How fully are these two entitlements being met?
- What's working well?
- What could be improved and how?



# Teacher/practitioner expectations

Among the ten expectations of teachers and practitioners are:



- to engage children and young people in **meaningful discussion about their skills development** and assist them in profiling to support their career journeys
- through professional learning and having access to up-to-date resources, to develop and **maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these**
- **to relate relevant learning experiences and skills development to the labour market and employment opportunities** including entrepreneurship and self-employment

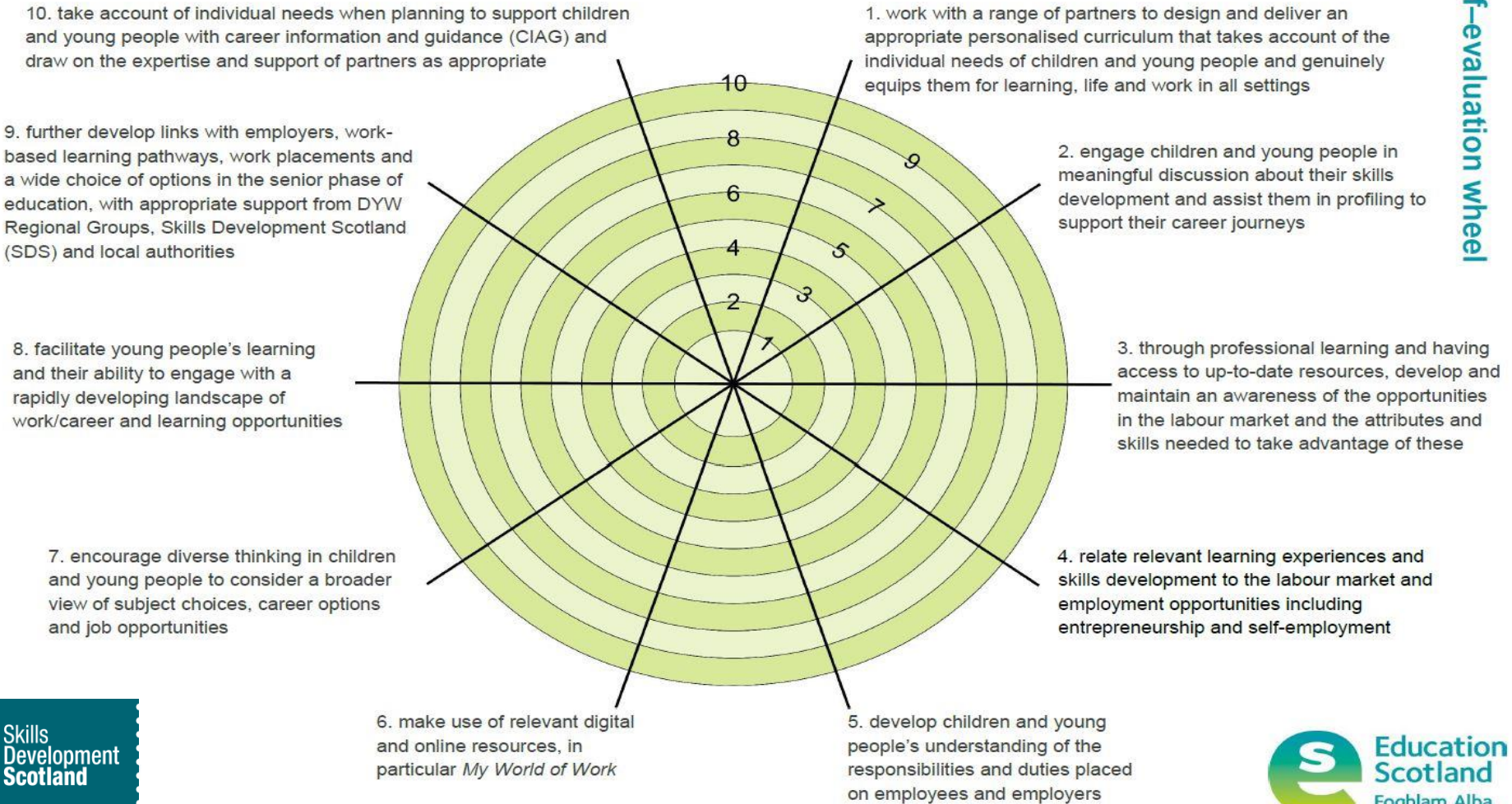
# SDS expectations

- agree with schools on an annual basis through the School Partnership Agreement **how SDS resources can best be deployed to match local circumstances, strengths and needs**
- **develop and support online tools** to assist children and young people, teachers and practitioners, parents and carers and employers
- continually improve the skills and knowledge of their staff to a high level and **support the professional learning of teachers** and practitioners as appropriate

# Self-evaluation

## Expectations for teachers/practitioners in the Career Education Standard (3-18)

To what extent do I...?



Self-evaluation wheel

Embedding skills



# Building the Curriculum

## A curriculum framework to meet the needs of all learners 3 – 18 A schematic guide for curriculum planners

### Values

Wisdom, justice, compassion, integrity  
The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

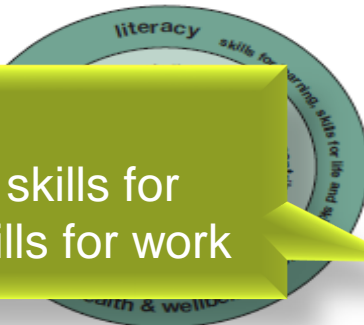
### The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

### Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

### Experiences and outcomes set out expectations for learning and development in:



### All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

### Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

### Principles for curriculum design:

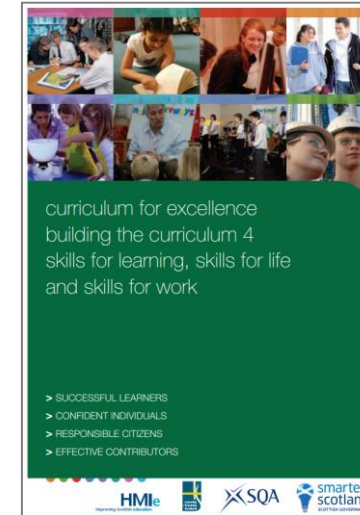
- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

### Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

to support the purposes of learning

**Entitlement 4:**  
Opportunities for developing skills for learning, skills for life and skills for work



2 < building the curriculum 4

### Key messages

This document sets out key messages about how children and young people develop and apply skills as part of Curriculum for Excellence. It aims to help all those who are involved in planning and delivering young people's learning across all sectors and settings to reflect on and develop their current practice, so as to bring about the transformational changes needed to improve the life chances of young people in Scotland.

1. The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.
2. All children and young people are entitled to opportunities for developing skills for learning, life and work. The skills are relevant from the early years right through to the senior phase of learning and beyond.
3. The skills should be developed across all curriculum areas, in interdisciplinary studies and in all the contexts and settings where young people are learning. They have been embedded into the Curriculum for Excellence Experiences and Outcomes. As such they are the responsibility of all practitioners in school and college staff, professionals and adults working with children and young people. It is important to recognise and reflect the important role of parents and carers in influencing their children and young people.
4. Progression is signposted in the Experiences and Outcomes. This will help practitioners to ensure that as learners progress through the levels, learners build on, extend and apply similar skills at higher levels.
5. Curriculum for Excellence is firmly focused on the learner. Opportunities to develop skills may be offered in a range of ways and to meet the needs of all learners. The opportunity to engage in active learning and to experience learning in practical contexts is important in enabling children and young people to develop, demonstrate and apply a wide range of skills.
6. It is important that children and young people are aware of, and understand, the value of the skills that they are developing and how they should reflect together on their progress and how they can be improved. It is also important to be important in their learning, lives and work.
7. The assessment and feedback systems in place should be designed to help children and young people to understand why skills are important and to identify the next steps in their skills development. The skills that they have acquired can be used across the curriculum and in the workplace or establishment.
8. Every child and young person should be able to gain as much as possible from the opportunities that Curriculum for Excellence can provide. Timely provision of support and challenge is essential to enable children and young people to develop their skills and attributes to the highest level possible.
9. Curriculum for Excellence should be designed to support partnership working. All practitioners should work together to understand and language plan and deliver learning and skills development for children and young people.

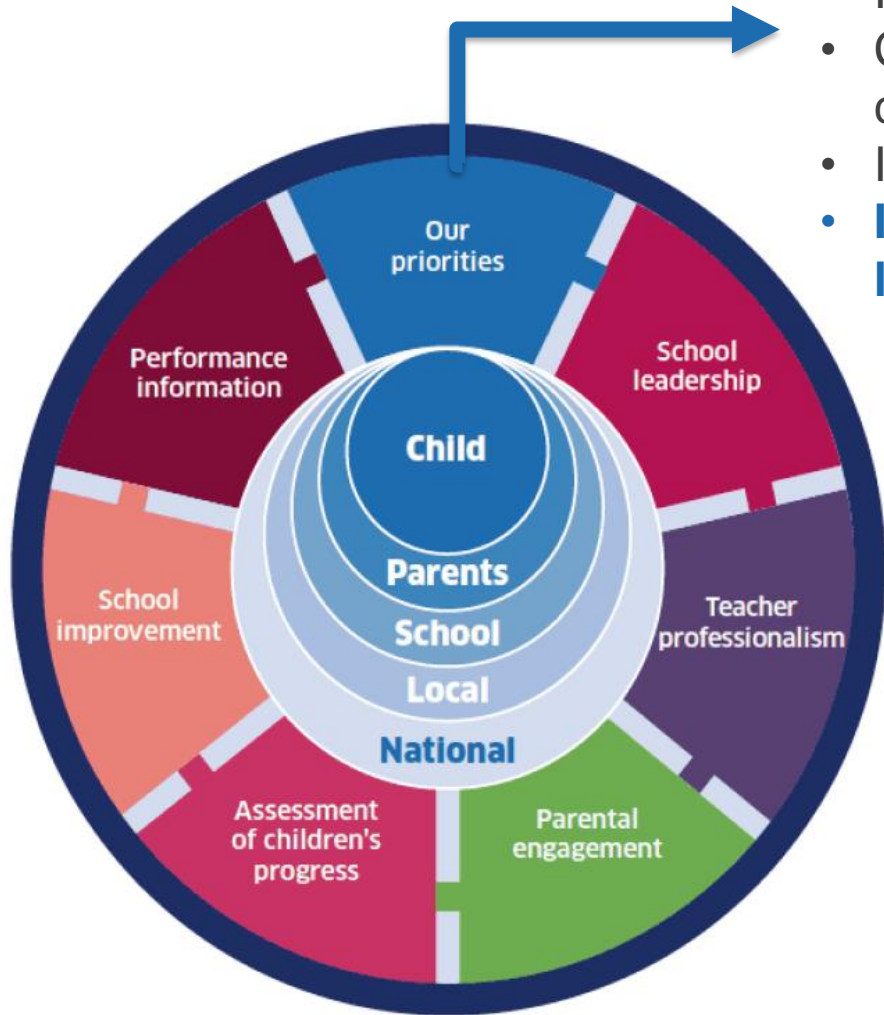
10. We recognise that many practitioners have already been working in this document we have designed to support the development of Curriculum for Excellence.

**'The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors.'**

# National Improvement Framework

## Key priorities of the National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**



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

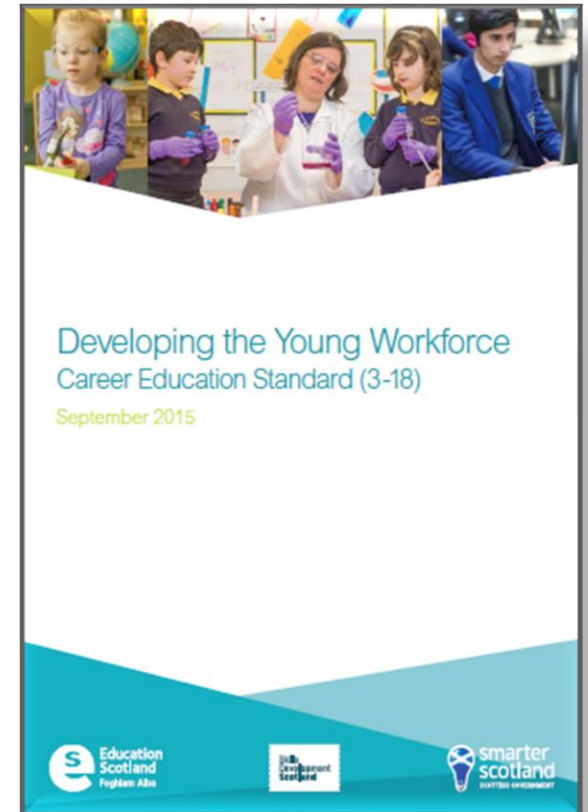
# Career Education Standard

## Children and young people will be entitled to:

- experience a curriculum through which they learn about the world of work and job possibilities, and which **makes clear the strengths and skills needed** to take advantage of these opportunities
- **develop skills for learning, life and work as an integral part of their education** and be clear about how all their achievements relate to these

## Teachers and practitioners will:

- engage children and young people in **meaningful discussion about their skills development** and assist them in profiling to support their career journeys
- **relate relevant learning experiences and skills development to the labour market** and employment opportunities including entrepreneurship and self-employment



# Refreshed curriculum narrative

## The Four Capacities

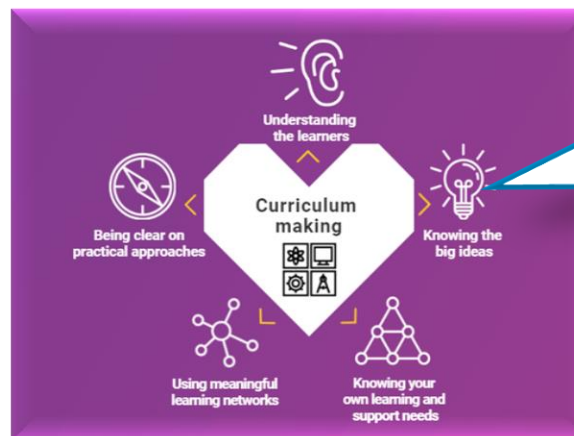


## “Scotland’s Approach, What matters?”

Scotland’s curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.

They:

- **recognise the knowledge, skills and attributes** that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world”



## Knowing the big ideas

- Maximising opportunities that develop the four capacities for learners, **making clear links to future skills**, for example **meta-skills**

# School Inspections 2017 - 2020

“There is a need to review the skills which young people are developing and the extent to which these are being applied meaningfully across their learning.”



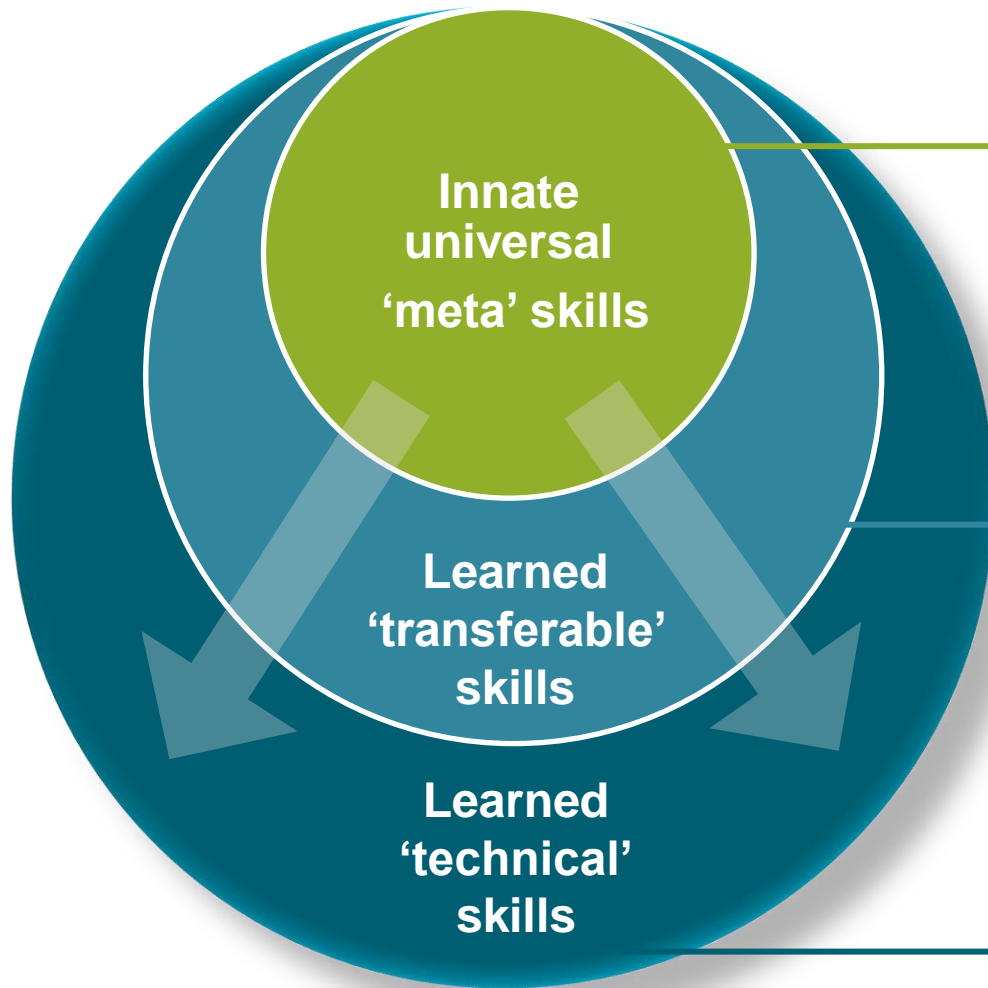
“There is scope for the school to help young people to develop a better understanding of the skills they are acquiring .....

“It is important to continue to support an understanding of the skills needed in the world of work and to enable young people to articulate their own capacity in skills for life and work”.

“.... not all young people are able to understand or articulate clearly the skills they are developing”

What do we mean by 'skills'?

# What do we mean by skills?



## Skills all humans are born with:

- Self management
- Social intelligence
- Innovation

## Skills applied in many contexts:

- Literacy
- Numeracy
- Digital literacy

## Skills specific to:

- Subjects and courses
- Jobs and occupations
- Leisure interests

**“Focusing on knowledge, skills and character is essential... Soft skills, essential skills, employability skills, transferable skills, 21st century skills, interpersonal skills, life skills and character education, are just **some of the interchangeable but not identical ways of describing** what it means to be ‘work ready’.**

*Education and Learning for the Modern World: CBI (Nov 2019)*

What are the skills for the future?  
..... and why do we need them?



# Right now, staying skilled is a matter of survival



## COVID-19 is endangering workforce skills

COVID-19 has changed the landscape of the working world, bringing mass job losses, huge shifts to remote working and heightened insecurity for many workers across the labour market. Young people have been some of the worst-affected by the crisis facing disrupted educational and economic prospects.



## Industry 4.0 brings opportunities for people, communities and businesses

Before the COVID-19 crisis, it was clear that the world of work was changing. We were moving into a fourth industrial revolution, driven by technological disruptors including robotics, big data, the Internet of Things and artificial intelligence. This has significant implications for how we live and work, what skills we require to thrive, and how we learn those skills.

# Job predictions for 2030

Analyzing the major technological and business trends today, [Cognizant](#) and [ZDNet](#) propose the best jobs/careers to emerge over the next 10 years will include:



**Augmented Reality Journey Builder** - will collaborate with talented engineers and technical artists to develop vital elements for clients.

**Personal Memory Curator** - will consult with patients and stakeholders to generate specifications for virtual reality experiences.



**GM or recombinant farmer** - will transform farming and livestock.



**Elderly wellness consultant** - will cater to the physical and mental needs of the elderly.

**Nano-medic** - will transform healthcare.



**Space pilots, tour guides, and architects** - will allow pilots, tour guides, and architects to live in lunar outposts.



**Personal Data Broker** - will ensure consumers receive revenue from their data. The broker will establish prices and execute trades.



**Body part maker** - will create living body parts for athletes and soldiers.

**'New science' ethicist** - will ford the river of progress.



**Virtual Store Sherpa** - will focus on customer satisfaction through virtually advising customers using the knowledge of the product line.

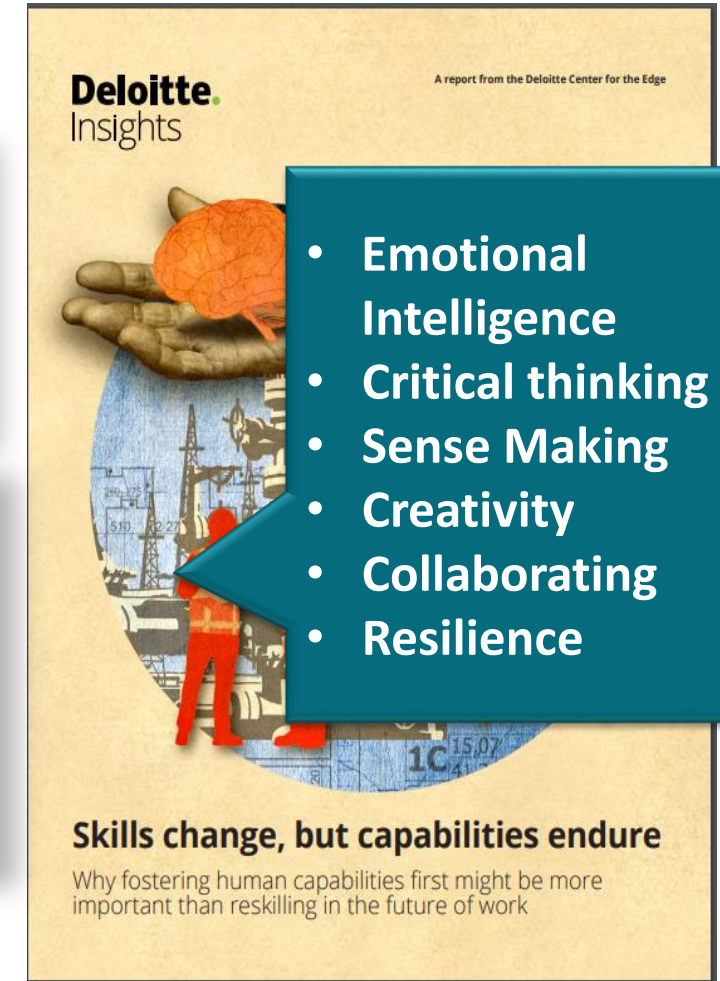


**Highway Controller** - will monitor automated road and air space management systems to ensure no errors occur.

# Different language aligned to similar themes

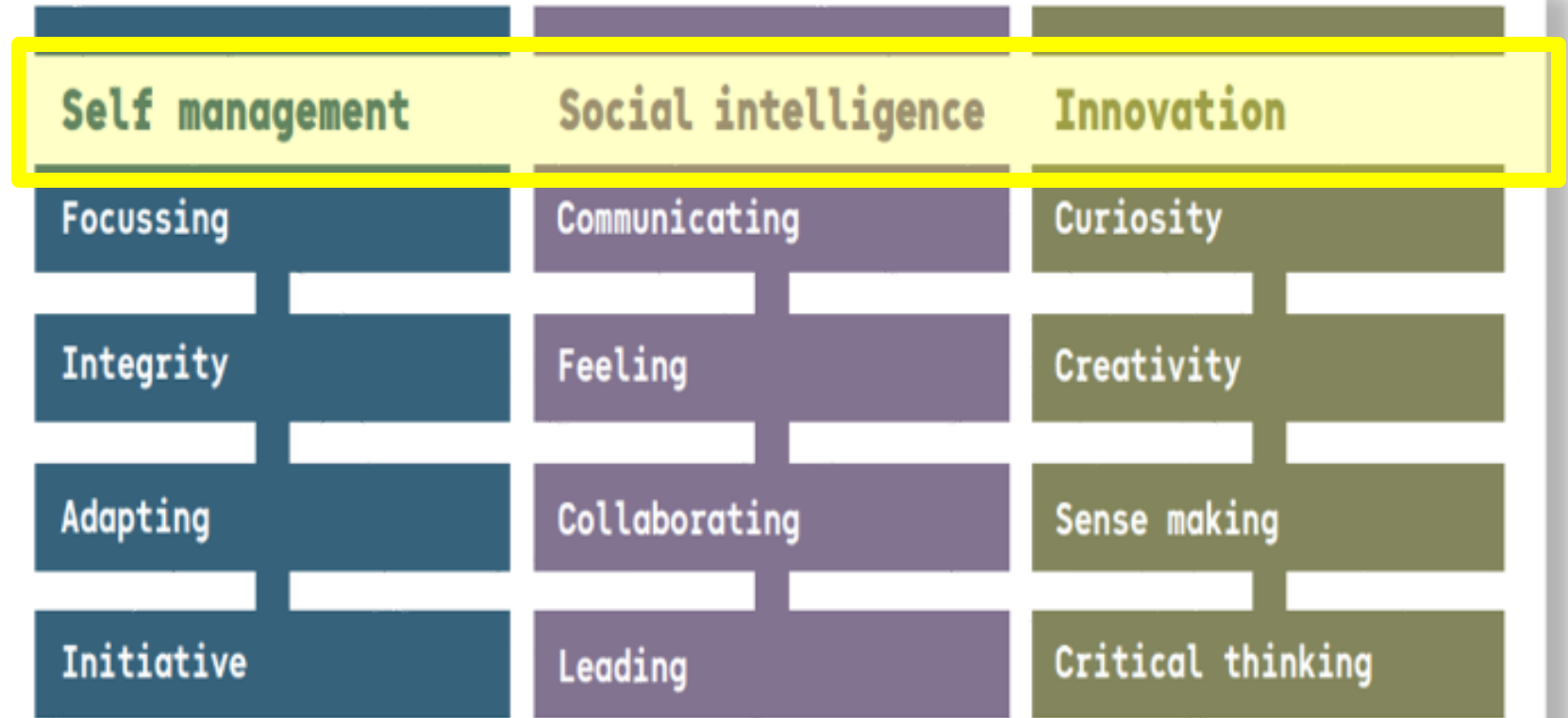
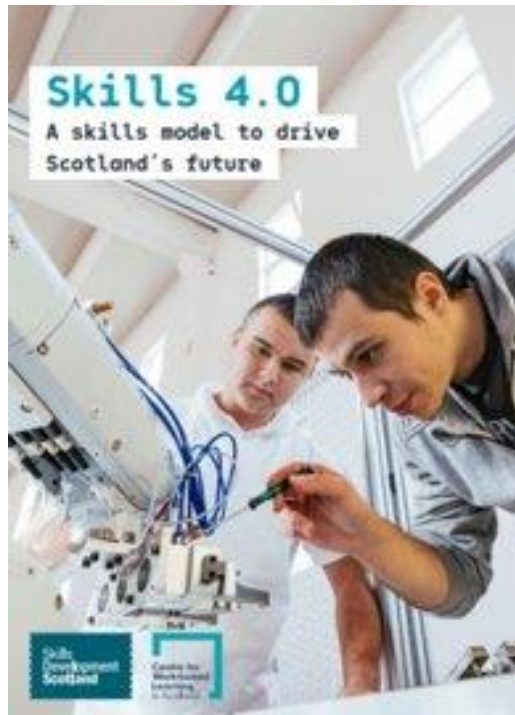


- Analytical thinking
- Active learning
- Creativity
- Leadership
- Emotional Intelligence
- Reasoning & problem solving



- Emotional Intelligence
- Critical thinking
- Sense Making
- Creativity
- Collaborating
- Resilience

# Skills 4.0: Meta-skills

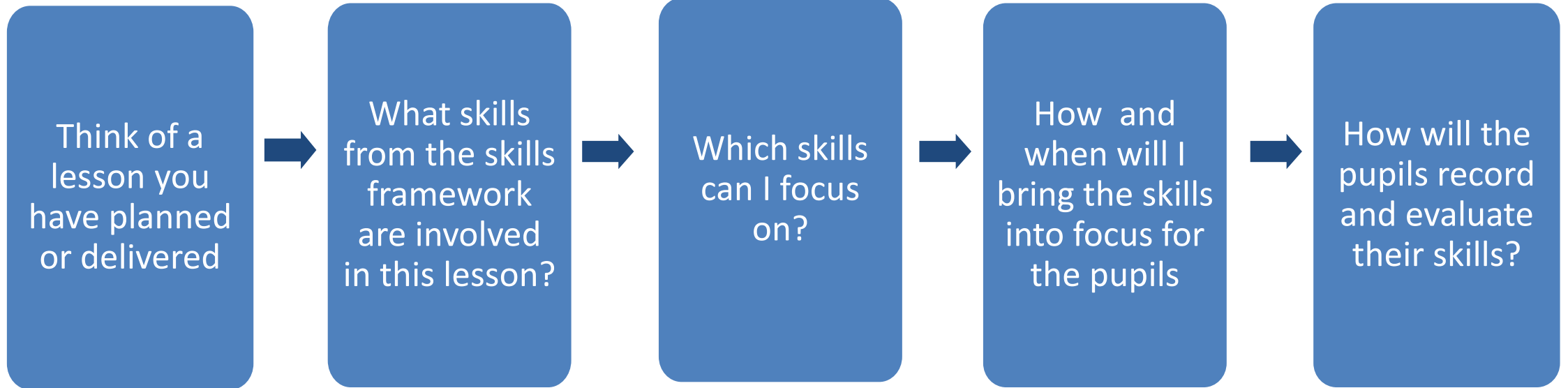


*“Whilst we cannot predict the future we can prepare for a future that is increasingly unpredictable. A focus on skills and human capital gives us a strong foundation from which to build a sustainable inclusive Scottish economy”*

How do these skills compare to  
your list of future skills?

# Embedding Skills

*What can we do to help young people recognise their skills and link their learning to their skills development?*



Next steps and supporting  
resources

# Next steps and supporting resources

This section gives information on the next steps that could be taken on completion of this model and some of the resources that can be used to support the embedding of Career Education.

## These include:

- Self evaluation activity – SDS Education team and school/department
- Career Long Professional Learning (CLPL) modules
- SDS resources
- Other resources



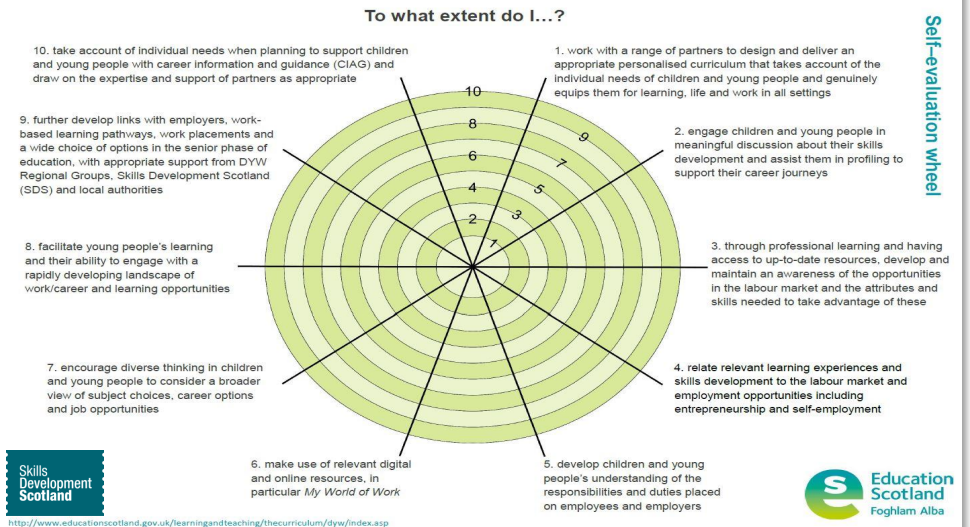


# Expanding your self-evaluation activity

## Self evaluation, at school or departmental level

- Facilitated by SDS Education team
- Based on self-evaluation wheel
- Benchmarking exercise
- Provides basis for prioritisation and action planning

### Expectations for teachers/practitioners in the Career Education Standard (3-18)



# CLPL Modules

Suite of 8 CLPL modules available via the Education Scotland National Improvement Hub

- Introduction to CES
- Introduction to LMI
- Introduction to CMS
- Introduction to MyWoW
- Introduction to Creativity
- Profiling skills and achievements
- Ensuring Equality of Opportunities
- Introduction to Work Placement Standard

# SDS Resources



The expectations and entitlements in the Career Education Standard highlight the need for all teachers to embed skills development in day-to-day teaching and to maintain an awareness of local, national and international LMI and to use this to link learning in the classroom to the world of work.

Skills Development Scotland is able to provide practitioner workshops which can support you in embedding both skills and labour market intelligence within your curriculum.

## **Additional modules/workshops covering:**

- My World of Work
- Skills and profiling
- Labour Market Information (LMI)
- Career Management Skills (CMS)

# SDS Resources

Customer	Delivered via	Type of service	PS-P7	S1	S2	S3	S4	S5	S6
		Intensive support							Coaching guidance one to one sessions for those who would benefit most from intensive support

## Core School Offer

- My World of Work

- Lesson Inserts

- My Kids Career

- apprenticeships.scot

- WBL CLPL Module

- RSA Data Matrix

- RSA Infographics

- digitalworld.net

- Marketplace

My World of Work website interface showing navigation options: My career options, Learn and train, Getting a job, Sign In, Register.

Skills Development Scotland website interface showing navigation options: Jobs in demand, Career paths, Career discussions, Your questions, Your stories, About us.

apprenticeships.scot website interface showing navigation options: ABOUT, BECOME AN APPRENTICE, FOR EMPLOYERS, FIND A VACANCY, ADVERTISE A VACANCY.

Skills Development Scotland website interface showing 'Work-based learning Partner', 'Population Projections', and 'Net Migration' sections.

Skills Development Scotland website interface showing 'Aberdeen City Current and Future Skills Demand' infographic.

Skills Development Scotland website interface showing 'Skills Support' section.

Skills Development Scotland website interface showing 'Local Authority' section.

digitalworld.net website interface showing 'Marketplace' section with text: 'Connect with businesses. Broaden young people's career options'.

Marketplace helps bring the curriculum to life by connecting schools and colleges with businesses. Search for opportunities posted by employers or use Founders4Schools (F4S) to find and invite business leaders to an event.

By meeting employers at a business, college or school young people learn about the world of work. The opportunities on offer include:



# SDS meta-skills toolkit

The toolkit comprises of several resources that will be added to over time. Resources are categorised under the following areas.



## **Guidance and Support**

Resources that outline the drivers behind the meta-skills toolkit and provide guidance on how to develop this approach.



## **Progression Framework**

Examples of how meta-skills can be developed through CfE levels, from early years to senior phase.



## **Professional Learning**

Resources to support practitioners with their understanding and implementation.



## **Lesson Plans**

Lesson plans with supporting worksheets and presentations that support skills development.



## **Learner Tools**

Tools to support pupils to reflect on their meta-skills and identify which they will focus on developing.



## **Lesson Starters and Finishers**

Slides that can be used by practitioners to support visibility and discussion of meta-skills at the start/end of lessons.



## **Lesson Inserts**

'Bite size' activities and videos that can be used by practitioners to further develop and contextualise meta-skills.



## **Other Resources**

Additional resources to support practitioner/pupil understanding and engagement.

# SDS meta-skills toolkit – phase 1

The screenshot shows the homepage of the Skills Development Scotland Meta Skills Toolkit. The header includes the Skills Development Scotland logo and a navigation menu with links for COVID-19 Response, Strategic Plan, About, Work with us, News & Events, Training Providers, and Contact us. Below the header is a search bar and a main navigation bar with links for What we do, Career Review, Publications & Statistics, Local & National Work, and Our Websites. The main content area features a large teal banner with the title 'Meta Skills Toolkit' and a sub-header 'Homepage > What We Do > Scotland's Careers Services > Education Team > Meta Skills Toolkit'. Below the banner is a paragraph stating 'Never has there been a more crucial time than now to focus on the skills development within young people.' followed by a stylized icon of a person with geometric shapes above their head. The text continues to describe the toolkit's purpose and provides a list of resources: Guidance and Support, Progression framework, Professional Learning, Lesson Plans, Learner Tools, Lesson Starters and Finishers, Lesson Inserts, and Other Resources. At the bottom, there are two call-to-action boxes: 'Collaborative opportunities' with a 'Register your interest' button, and 'Sign up to our newsletter' with a 'Teachers' newsletter sign up' button.

Skills Development Scotland

COVID-19 Response Strategic Plan About Work with us News & Events Training Providers Contact us

What we do Career Review Publications & Statistics Local & National Work Our Websites

## Meta Skills Toolkit

Homepage > What We Do > Scotland's Careers Services > Education Team > Meta Skills Toolkit

Never has there been a more crucial time than now to focus on the skills development within young people.

Providing a learning environment where; visibility of skills, meaningful discussion and reflection on skills, and the opportunity to profile skills experiences, will support young people with their ability to understand, recognise and articulate their skills development. Adopting this as a natural part of everyday learning teaching will empower young people to be - successful learners, confident individuals, responsible citizens and effective contributors - ultimately allowing them to reach their fullest potential throughout their learner journey and beyond.

This toolkit has been developed through consultation with educators and other partners to create a suite of resources that will support practitioners embed skills in a manageable and sustainable way.

This approach is not mandatory and the toolkit is provided as a resource for those who would like support, are struggling for time or ideas, or who are looking for some inspiration and guidance as they develop their own approach to embedding skills across the whole curriculum. Please feel free to use them as you would like.

We have developed the following resources:

- Guidance and Support**  
Resources that outline the drivers behind the meta-skills toolkit and provide guidance on how to develop this approach.  
Read more >
- Progression framework**  
Examples of how meta-skills can be developed through CIE levels from early years to senior phase.  
Read more >
- Professional Learning**  
Professional learning resources to support practitioners with understanding and implementation.  
Read more >
- Lesson Plans**  
Lesson plans with supporting worksheets and presentations that support skills development.  
Read more >
- Learner Tools**  
Tools that support learners to reflect on their skills and identify which they need to focus on developing.  
Read more >
- Lesson Starters and Finishers**  
Slides that can be used by practitioners to support visibility and discussion of meta-skills at the start/end of lessons.  
Read more >
- Lesson Inserts**  
"10-15 min" activities and videos that can be used by practitioners to further develop and contextualise meta-skills.  
Read more >
- Other Resources**  
Additional resources to support practitioner/learner understanding and engagement.  
Read more >

**Collaborative opportunities**  
If you are interested in collaborating with us, please register your interest and we will be back in touch as opportunities arise.  
Register your interest

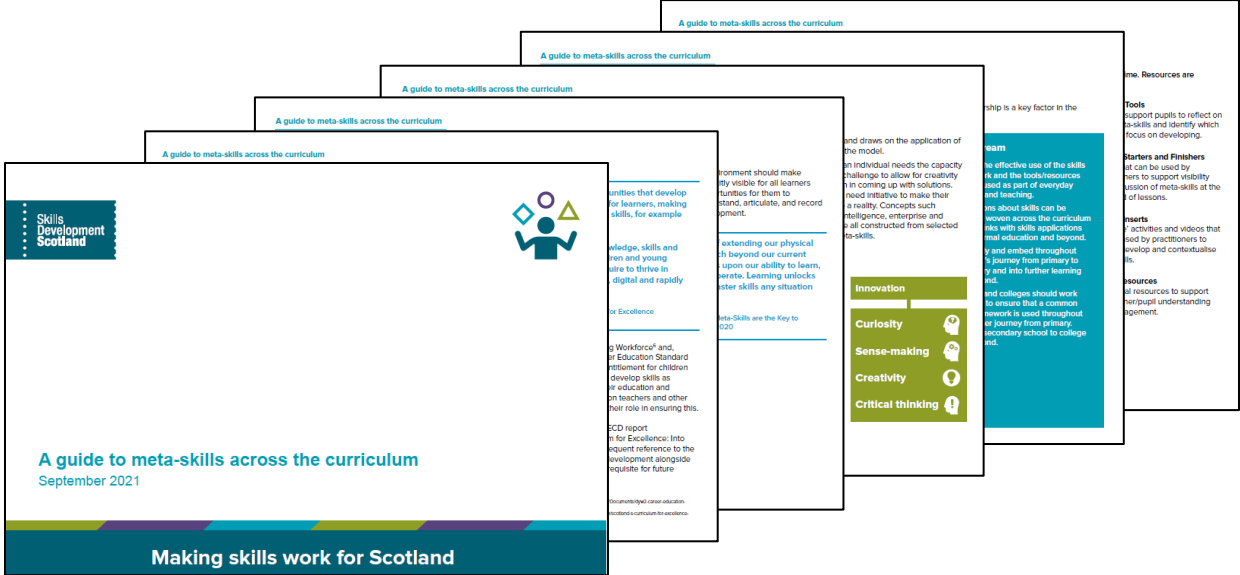
**Sign up to our newsletter**  
Our newsletter provides regular updates to teachers and practitioners across Scotland.  
Teachers' newsletter sign up

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

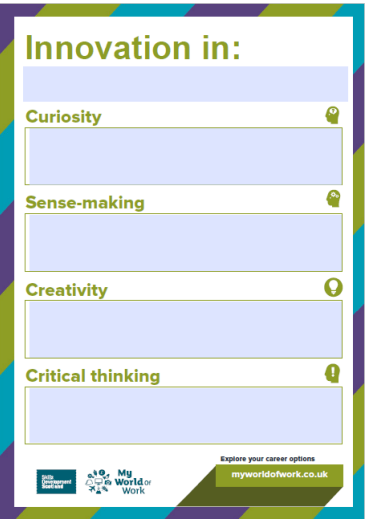
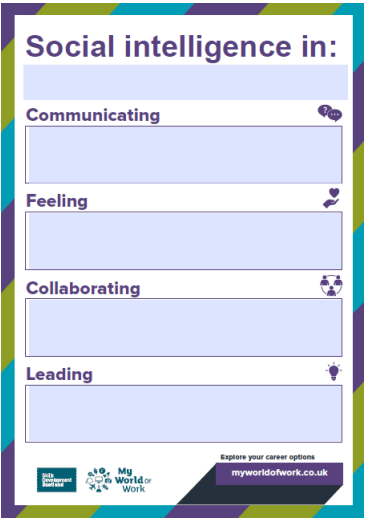
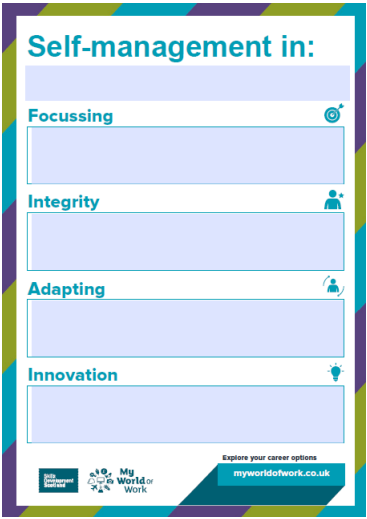
- developed in consultation with educators and other partners
- resources that provide guidance and support for practitioners to embed meta-skills in a manageable and sustainable way within learning and teaching

# SDS meta-skills toolkit – phase 1

**Guidance paper** - explores the main drivers and policies which underline the importance of skills and the concept of meta-skills within education.



**Adaptable posters** – encourages practitioners to discuss, agree and create illustrative examples of what meta-skills development and usage looks like.





# SDS meta-skills toolkit – phase 1

**Lesson Starters and Finishers** – editable PowerPoint slides that can be used by practitioners at the start and end of a lesson

**Meta-skills progression framework** – illustrative examples of how meta-skills can be developed through CfE levels from early years to senior phase.

<b>Communicating</b> Communicating is the ability to openly and honestly share information in a way that creates mutual understanding about thoughts, intentions and ideas between all parties involved. The ability to be creative incorporates:				
<ul style="list-style-type: none"> <li>● <b>Receiving information:</b> Understanding and mentally processing verbal or written communication</li> <li>● <b>Listening:</b> The ability to actively understand information provided by the speaker, and displaying interest in the topic discussed</li> <li>● <b>Giving information:</b> Giving written or verbal communication in way that can be best understood by those receiving the communication</li> <li>● <b>Storytelling:</b> The ability to tell stories that persuade, motivate and/or inspire as well as bringing the sharing of knowledge to life through examples and illustrations</li> </ul>				
Learners show communicating at Early Level by:	Learners show their communicating at First Level by:	Learners show their communicating at Second Level by:	Learners show their communicating at Third/Fourth Level by:	Learners show their communicating in Senior Phase by:
<ul style="list-style-type: none"> <li>● enjoying listening to and recalling stories with friends and using their imagination to tell their own stories</li> <li>● expressing self through play and storytelling and talking about their learning</li> <li>● talking about memories and experiences</li> <li>● learning to use words to suit different purposes</li> <li>● listening to and following adult directions to be part of an activity</li> </ul>	<ul style="list-style-type: none"> <li>● communicating with increasing confidence in a variety of ways verbally and digitally</li> <li>● listening to others, sharing ideas and experiences, and showing curiosity when exploring different points of view</li> <li>● listening to and exploring other people's stories, and asking questions about the world around them</li> <li>● adapting their language and behaviour to suit different situations</li> <li>● asking appropriate questions about an activity to make sure they understand the purpose of the task</li> </ul>	<ul style="list-style-type: none"> <li>● communicating confidently in a variety of familiar and unfamiliar situations in a range of different ways</li> <li>● posing interesting questions that do not have straightforward answers</li> <li>● seeking out problems to solve</li> <li>● using what they see and hear to form and justify opinions, and find out more information</li> <li>● sharing, explaining and justifying their own views, and beginning to use language to influence others</li> <li>● asking more focused questions in order to understand a task and to be able to plan activity</li> </ul>	<ul style="list-style-type: none"> <li>● seeking out questions to explore and problems to solve and experiment with ideas and questions</li> <li>● communicating confidently through different means such as verbal, written and digital resources</li> <li>● listening carefully and valuing other opinions and ideas and using these to develop their own thinking</li> <li>● listening to other points of view and reaching agreement through compromise</li> <li>● analysing and evaluating tasks and information independently by listening and questioning</li> </ul>	<ul style="list-style-type: none"> <li>● using appropriate and more complex language to question and explore ideas and explain solutions to problems clearly and concisely</li> <li>● valuing other peoples' opinions and ideas and combining these with information from different sources to create new ideas and solutions</li> <li>● listening to and valuing other peoples' views, and using effective, more complex language to explain their own views and thoughts</li> <li>● confidently asking questions, and exploring and discussing alternatives when planning a way forward in and out of school</li> </ul>

# SDS meta-skills toolkit – phase 1

## Individual meta-skills posters

## Overarching meta-skills poster

**Meta-skills**

Self-management	Social Intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Sense-making
Adapting	Collaborating	Creativity
Initiative	Leading	Critical thinking

Explore your career options  
myworldofwork.co.uk

**Focussing**  
Can you concentrate on important things?

**Integrity**  
How well do you stay true to your values?

**Adapting**  
How well do you change when things are different?

**Initiative**  
How well do you think for yourself?

**Communicating**  
Can you express yourself and share information?

**Feeling**  
Can you tell how you are feeling and how others are feeling?

**Collaborating**  
Can you work with others to achieve a common goal?

**Leading**  
Can you influence and motivate others?

**Curiosity**  
How good are you at asking questions and finding out more?

**Creativity**  
Thinking for yourself. Can you come up with new ideas?

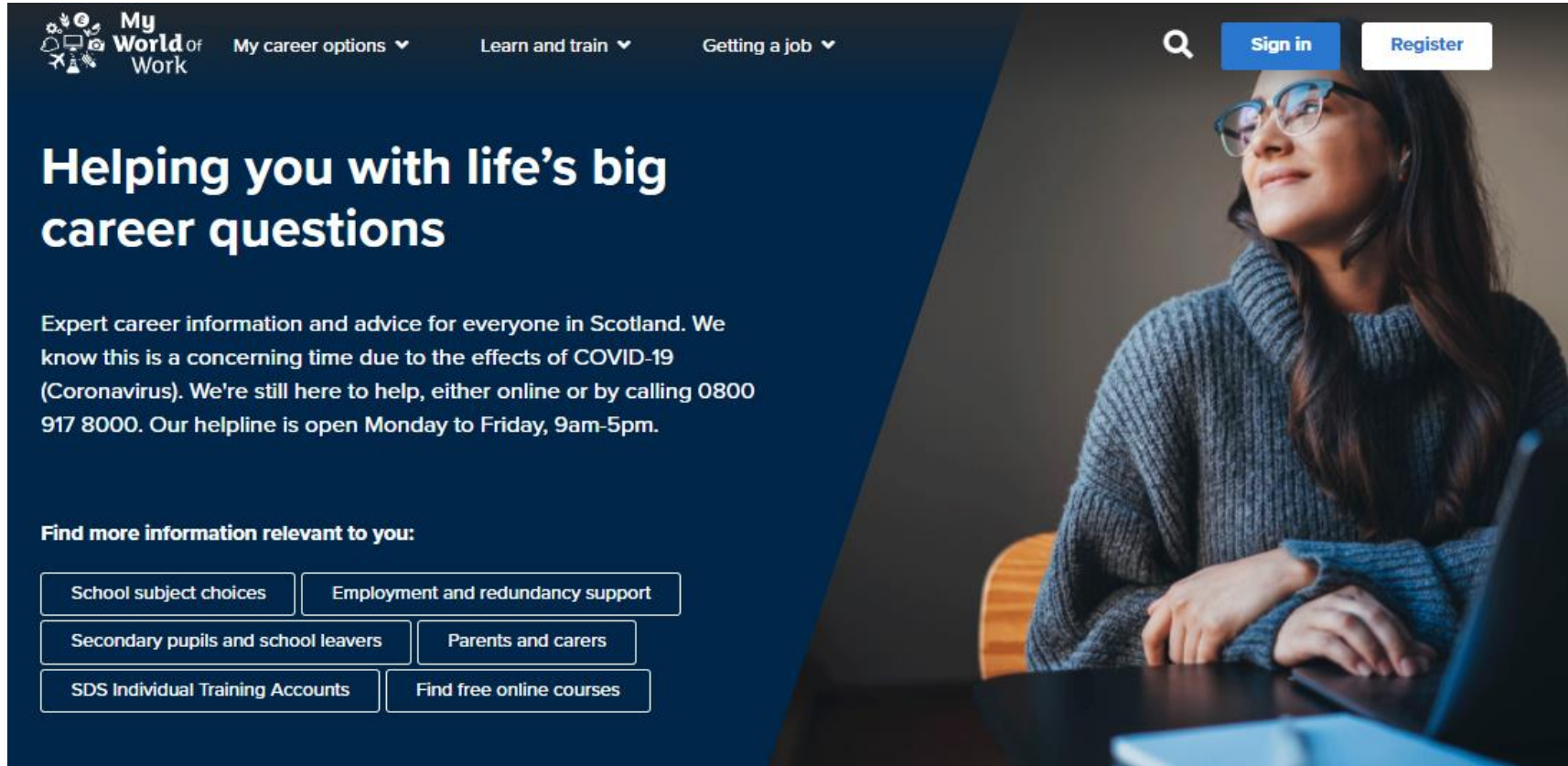
**Sense-making**  
Can you recognise patterns in information?

**Critical thinking**  
Can you process, analyse and evaluate information?

Explore your career options  
myworldofwork.co.uk

# Embedding Skills

## My WoW Skills Tools



The screenshot shows the homepage of the 'My World of Work' website. The header includes the logo 'My World of Work' with a magnifying glass icon, and navigation links for 'My career options', 'Learn and train', and 'Getting a job'. There are also 'Sign in' and 'Register' buttons. The main content area features a large heading 'Helping you with life's big career questions' and a paragraph of text: 'Expert career information and advice for everyone in Scotland. We know this is a concerning time due to the effects of COVID-19 (Coronavirus). We're still here to help, either online or by calling 0800 917 8000. Our helpline is open Monday to Friday, 9am-5pm.' Below this is a section titled 'Find more information relevant to you:' with several buttons: 'School subject choices', 'Employment and redundancy support', 'Secondary pupils and school leavers', 'Parents and carers', 'SDS Individual Training Accounts', and 'Find free online courses'. The background of the page features a woman with glasses sitting at a desk with a laptop.

Supporting you at every stage  
of your career

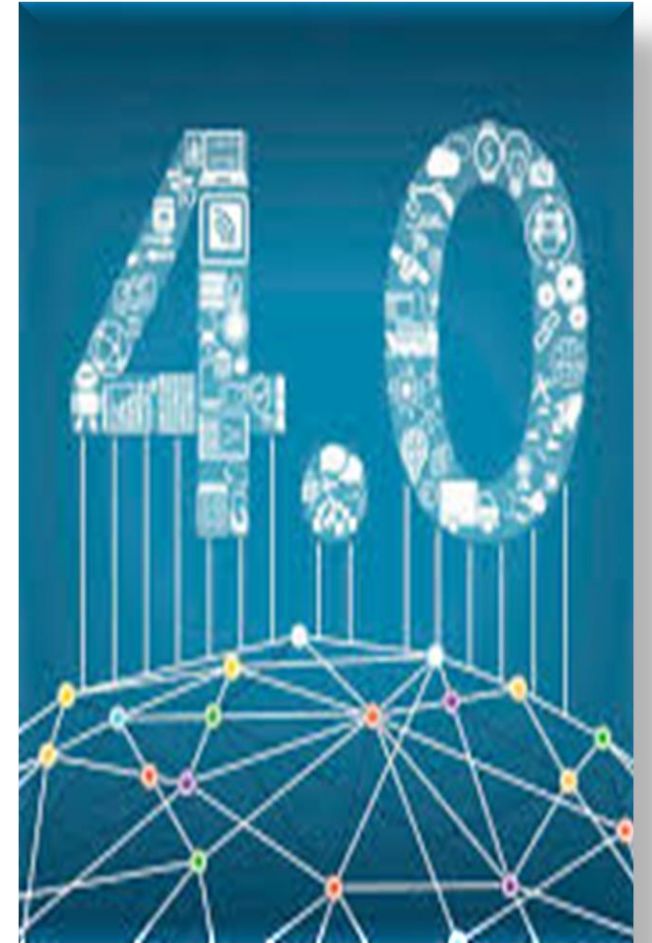


**My career options**  
Career advice, job profiles and tools.



# Do things differently, not different things

- Keep it simple
- Start early and build progressively (from 3-18)
- Weave through the curriculum; ‘built-in’ not ‘bolted-on’
- Make links to the application of skills in and beyond school
- Make skills visible:
  - Overtly identify skills when planning learning
  - Include in learning intentions and success criteria
  - Discuss skills with learners; get them to reflect and talk about the skills they use and how well they use them
- Develop and use a shared skills vocabulary
- Make them part of day-to-day learning and teaching



*“Most practitioners indicated that they incorporated learning about the world of work in their learning and teaching. This was not always obvious to learners.”*

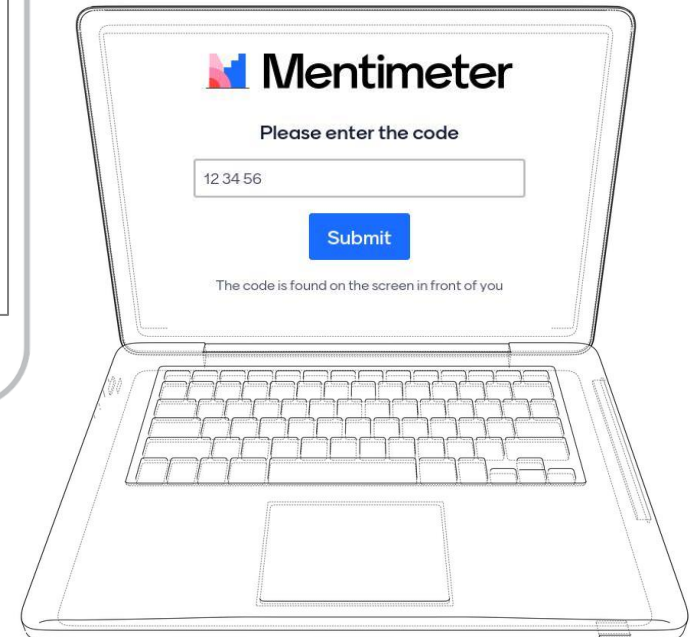
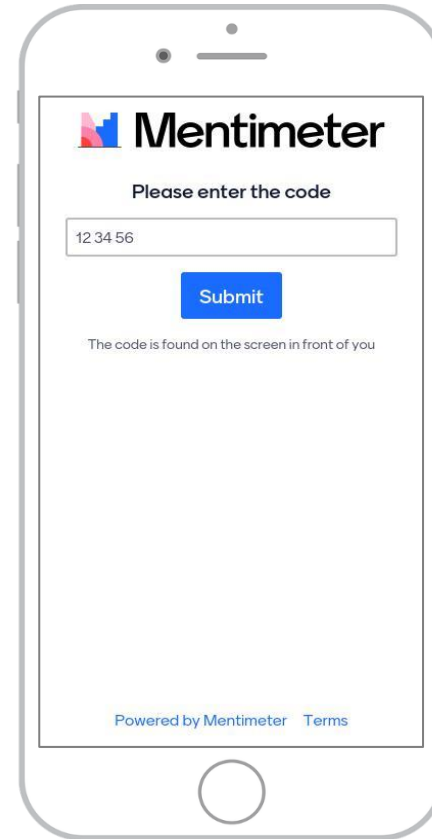
# How confident do you feel now?

1. Use your phone or open a new browser window on your computer

2. Go to [www.menti.com](http://www.menti.com)

3. Enter the following code:

**6679 8018**



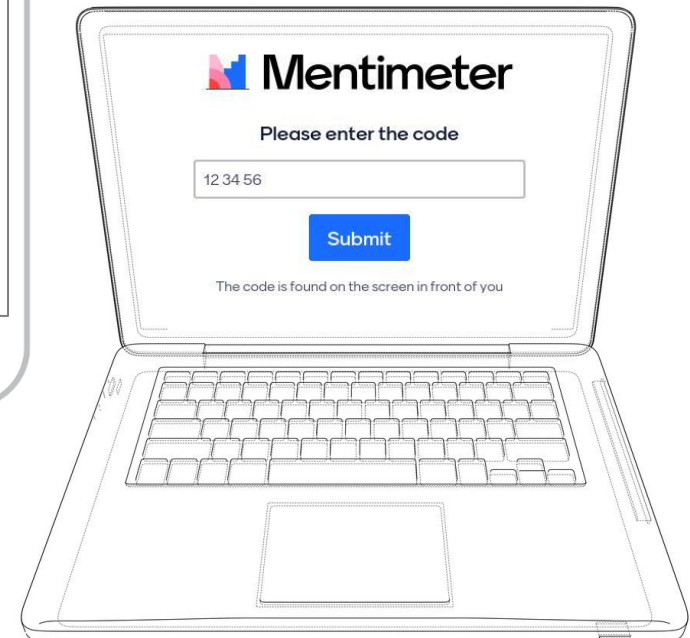
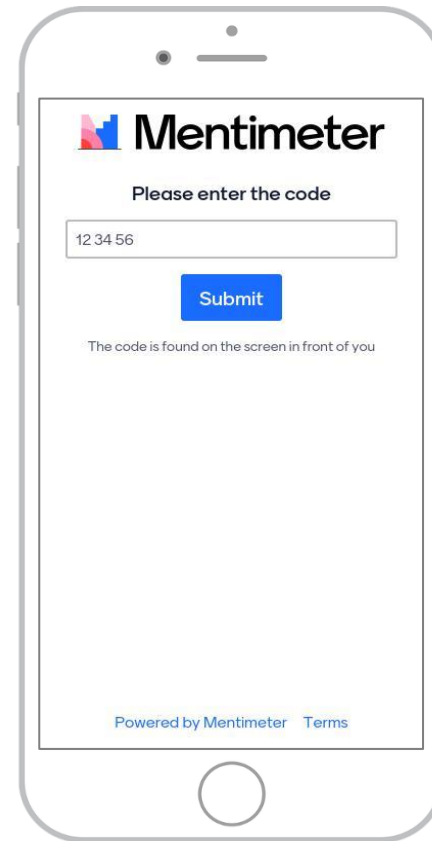
# Before you go...

1. Use your phone or open a new browser window on your computer

2. Go to [www.menti.com](http://www.menti.com)

3. Enter the following code:

**6679 8018**



# Thank you

[education@sds.co.uk](mailto:education@sds.co.uk)

