

Appendix 2: How to use the Toolkit

The aim of the 3-18 skills toolkit is to build on prior learning, improve continuity and plan for progression.

The skills toolkit can be implemented by all schools to increase the opportunities for positive and sustained destinations for all of our young people. It is designed to enhance the learning experiences of pupils and increase staff awareness of the relevance of skills for learning, life and work.

The toolkit will enable you to:

- Be focused and flexible
- Raise awareness of identified core skills for staff, learners, parents, partners in learning
- Breakdown the aspects/expectations of each skill
- Use across all sectors
- Track skills development 3-18
- Have flexible documentation to meet the needs of your class/ school/cluster (record of progress/audit tool)
- Generate and share suggestions of skills development strategies
- Promote a consistent approach to skills development in your context (eg focus on particular skills in your class/school/cluster)
- Provide evidence of impact and the basis for next steps

**Appendix 3:
Employability Skills Audit Tool**

STAGE: _____ TEACHER: _____ DATE: _____

		1	2	3	4	5
		Weakness			Strength	
Communication	C1 Listening and understanding					
C1a	Awareness of when to talk and when to listen					
C1	Listening and understanding					
C1b	Can ask questions to develop my understanding					
C2	Speaking clearly and directly					
C2a	Can express my feelings and can talk about them					
C2	Speaking clearly and directly					
C2b	Looking at the person you are speaking to. Clear speech.					
C2	Speaking clearly and directly					
C2c	Take turns to speak and understand the other person. Use person's name.					
C2	Speaking clearly and directly					
C2d	Show respect for the rights and opinions of others.					
C2	Speaking clearly and directly					
C2e	Can explain your reasoning and ensure you are listened to					
C2f						

S:\Learning & Teaching\Curriculum For Excellence\CSNDumfries & Galloway Pathway to Employability

AUDIT TOOL: SKILLS FOR LEARNING, LIFE AND WORK

- The toolkit has been designed to be used flexibly, depending on your individual and school/ Cluster needs. A good place to start might be to reflect on your own current practice or at a cluster level to audit strengths and areas for development.
- A question you may wish to ask yourself is, "To what extent within learning and teaching, do you as an individual give the learners the opportunity to develop these skills?"
- Depending on the purpose and outcome of the audit, you could identify an area which would benefit from consideration and start to think about the changes you would like to make either at cluster/ school or class level. Make these small, realistic and achievable, focusing on impact for learners.

PLANNING TOOL: SKILLS FOR LEARNING, LIFE AND WORK

Once the priority has been identified, use the planning tool to familiarize yourself with the key features. Professional dialogue may be helpful in arriving at a consensual understanding among staff who can then generate ideas/ strategies/ resources to teach the skills. This development is a valuable form of Professional Learning and should be recorded and shared.

Suggested activities for use of DVD

Three sections

a) What would you like to be when you leave school?

Notes for prompts:

- Awareness of opportunities available - flexible, adaptable as educating learners for jobs which don't yet exist - more flexibility due to this
- Awareness of huge variety of jobs/careers

b) What skills would you have to learn at school?

Notes: Uncertain in main especially younger pupils.

- Lack of understanding of skills not QUALIFICATION they need e.g. 'I would need Biology'
- More understanding of what the job involves and what skills and attributes/softer skills

c) What opportunities are there to develop these in school?

- Only older learners able to identify
- Can all older pupils do this?
- What about those that leave in S4?