Aberdeenshire
COUNCIL

Barthol Chapel School
Skills for Learning, Life & Work Framework

Skills Framework at Barthol Chapel School

At Barthol Chapel School, we are committed to preparing young people for a world where change and innovation is constant. Technological and societal disruptions are coming at us thick and fast. Whilst we cannot predict the future, we can prepare for a future that is increasingly unpredictable.

A focus on skills gives us a strong foundation from which to build a sustainable and inclusive Scottish economy. Scotland's citizens need the skills not only to cope with the change but to thrive in it, and more so to be able to exploit novelty and create change for themselves.

Skills serve as the bridge between knowledge and performance. In the emerging performance economy, this bridge is every learner's path to success. Skill is the mechanism by which we humans leverage our knowledge effectively to improve our individual and collective performance. To strengthen skills, we use the knowledge we already have and add to it; and then through lots of practice, we use this knowledge to strengthen our skills and ultimately perform better. All around us today, we see signals that point to the growing value society places on performance.

Many young people, when they enter the world of work, will have multiple jobs and may change career more than once. In this context, knowledge can very quickly become outdated and irrelevant. Skills for learning, life and work, however, provide the means by which learners can learn in a variety of contexts and transfer and apply that learning elsewhere.

At Barthol Chapel School, we aim to ensure all learners are able to articulate the skills for learning, life and work. The Barthol Chapel Skills Framework has been designed with our learners at the centre, to provide the foundations for our learners to understand:

- what skills are
- ways they can develop them
- how to articulate those skills

By making skills visible and asking learners to always have skills development at the front of their minds, we are encouraging our learners to become independent, lifelong learners.

By engaging with learners through learning conversations, we can give our learners the opportunity to reflect on the skills they have developed and set targets for the future.

We have engaged with the paper "*Skills 4.0 – A Skills Model to Drive Scotland's Future*" which presents a model of skills to enable individuals to excel in the future, provoke thought on the value society places on these skills, stimulate discussion on how these skills can be incorporated into learning programmes and encourage testing and trialling of different ways of delivering and measuring these skills.

To ensure we thrive as individuals we all need to develop new skills.   These skills and capabilities themselves are not new. In fact, they are ancient human capabilities that have enabled people to succeed throughout history. They have been called many things and classified in a range of different ways across the globe.

The difference now is the imperative for us to increase the value that society places on these skills, so that they are held by more people and in greater depth. Defining them more clearly supports this by increasing our awareness of how these skills are demonstrated, by helping us appreciate that they can be learned and by pointing to how we can go about doing this.

Planning for skills development

At Barthol Chapel School, skills development should:

Scotland's curriculum – Curriculum for Excellence – helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

- Be developed and practised within and across the curriculum
- Be informed by the need to provide appropriate challenge through Skills for Learning
- Take account of prior learning for all learners
- Allow for skills to be developed within a context
- Allow for learners to have a clear understanding of the skills they are developing and why
- Provide opportunities for self-assessment in skills progression
- Help learners understand how skills can be transferred to other aspects of their learning within and beyond school.

Considers how to support learners to reflect, evaluate and take ownership of their skills as they develop

Identifies the skills from the *Experiences and Outcomes*

Ensures further opportunities to practise and extend learners' skills in different contexts

Planning for skills development:

Considers the seven principles for curriculum design

Builds on learners' prior learning and considers progression

Makes connections to other learning within and beyond school

Highlights the skills focus in every learning opportunity

Building the Curriculum 4: Skills for learning, skills for life and skills for work highlight the importance of learners having opportunities which enable them to develop, demonstrate and apply a broad range of skills, the value of the skills that they are developing and the importance of these skills in their future lives.

Planning for Choices & change	In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. **HWB 0-19a** I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 0-20a**	• Shares aspirations and goals for the future. • Talks about own learning, strengths and next steps. • Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others.
	Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. **HWB 1-19a** I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 1-20a**	• Talks about own strengths, interests and skills and links these to career ambitions. • Sets learning goals and works towards achieving them. • Talks about the world of work, for example, from visits, visitors and interdisciplinary learning. Describes skills needed for different jobs in the community.
	Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me prepare for the next stages in my life and learning. **HWB 2-19a** I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 2-20a**	• Communicates with others about different jobs in the community. • Explains own ambitions and identifies ways to achieve them. • Manages personal profile and uses it to discuss interests, strengths and skills. • Identifies connections between skills and the world of work. • Uses investigative skills to gain more information about jobs/careers.

At Barthol Chapel School, we have classified our Skills Framework under three headings:

- **Managing the now**
- **Connecting with others**
- **Creating our own change**

There are many interrelationships and dependencies between these skills as they each support the development of a range of other skills across our Skills Framework. For example, you will need the capacity to develop communication skills to allow for teamwork. Practitioners will plan activities to focus on the development of skills in their own right across the curriculum.

Skills will be planned for across all aspects of learning and will be evident in all learning experiences. Learners will be encouraged to reflect on their skill development.

Managing the Now

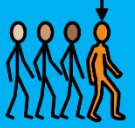|	EARLY We are learning to…	FIRST We are learning to…	SECOND We are learning to…
Organisation	• Gather and tidy the resources I need for a task • Follow rules and routines and explain why they are important. •	• Organise my own learning by planning ahead in small steps. • Be aware of time passing. • Manage distractions	• Keep to timescales / deadlines by prioritising my tasks. **Manage distractions independently**
Problem Solving	• 'Have a go' at something new • Cope with change during a learning experience • Learn from a mistake I have made • See mistakes as being ok	• Try new experience with little support • Cope with change in routines • See mistakes as part of the learning process • Remain motivated when I make a mistake • Identify a problem I am facing and try to solve it on my own. • Recognise when I am becoming frustrated, upset, anxious	• Cope with a number of changes in my learning and daily life. • Cope with uncertainty. • See my mistakes as opportunities to improve. • Identify problems I am facing, think and share solutions and refine my thought process. • Make informed choices with confidence by considering future implications of my actions. • Use self-regulation strategies to deal with my emotions.
Critical Thinking	• With support, self-assess my learning after a learning experience/task • Sequence events to help me understand. • Recall steps in my learning process / task.	• Reflect on the skills I am developing and how I will use them when I am older • Evaluate my learning by talking about what I can do well and what I can improve. • Apply my next steps in future learning	• Evaluate my learning by talking about my achievements and what I need to do next. • Analyse a range of information and draw conclusions. • Reflect on the skills I am developing and how I will apply them in the future.

Connecting with Others

	EARLY We are learning to…	FIRST We are learning to…	SECOND We are learning to…
Teamwork	• Share ideas and take turns • Work with others in a small group • Be kind when I disagree	• Take on different roles within a group or team. • Work positively in a group by dividing up jobs • Encourage a sense of belonging to a team • Use positive language when I disagree.	• Take on a role of responsibility within a group or team. • Entrust a task or responsibility to a team member • Provide members of my group with support when they need it. • Work to include everyone in a team by encouraging a sense of belonging.
Communication	• Talk and listen to others • Share our ideas and thoughts by drawing and writing • Recognise how I am feeling	• Listen to the ideas of others • Listen to others who have different ideas and compromise • Present ideas in different ways • Explain how I am feeling and know why I feel that way •	• Persuade others to agree with my views / opinions • Listen to others who have different ideas and negotiate to reach a compromise • Give and receive feedback constructively. • Be creative and innovative in the ways I present information
Citizenship	• Carry out helpful jobs in the classroom • Identify different jobs people do • Role play different jobs • Take care of my own personal belongings • Understand right and wrong • Keep others safe •	• Understand that everyone is different and demonstrate respect for others • Research different jobs that people do and identify the skills required to do them. • Recognise that there are different ways to get a job. • Talk about jobs that interest me. • Respect the natural environment. • Understand my rights.	• Talk to employers about myself and their workplace. • Demonstrate empathy and tolerance. • Increase my awareness of the consequences of my actions. • Develop my awareness of global environmental issues. • Consider different forms of discrimination groups in society face and the ways to prevent and challenge this.

Creating our own Change

	EARLY We are learning to…	FIRST We are learning to…	SECOND We are learning to…
Creativity	• Share my ideas • Invent a new game / song / story • Develop ideas and take part in projects to make things • Try different ways of doing things • Share my creativity through performing	• Be open to new ideas • Be inquisitive by asking effective question • Use my imagination to think of new ideas for different activities • Play with ideas and consider alternatives • Contribute ideas for and perform creatively to an audience	• Think differently about people's points of view • Plan, prepare and perform creatively to an audience • Use my imagination to come up with original ideas • Speculate about possibilities and think of their consequences • Discover and make links by recognising patterns and how things relate to each other.
Leadership & Enterprise	• Set a learning target • Talk about why I need to do a piece of work • Recognise when I have achieved • Believe I can do any job • Work at something because I enjoy it	• Recognise my own strengths and achievements • Review my own learning and progress • Work on completing something because I want to see the finished object • Set targets for the future • Share my own views • Believe I can succeed in any area of work • Begin to show initiative	• Explain to others my ambitions and look for ways to achieve them. • Identify different types of enterprise opportunities • Be confident in my views by explaining why I hold them. • Evaluate my own learning and progress and identify ways to challenge myself. • Work for the pleasure of learning, creating or doing to feel success. • Show initiative in a range of situations
Digital	• Use digital technology to support my learning	• Choose the digital technology that best supports my learning • Use ICT sources to find information • Use digital technology to collaborate with others.	• Use digital technology to plan, design and create • Use digital technology to find, collate and store information. • Use digital technology to search for information and use alternative strategies in my search fails • Use digital technology to collaborate with others.