



Aberdeenshire Council: Determined to Succeed Implementation plan 2008-2011

David Innes - January 2009

Introduction:

This plan describes the implementation of the second phase of Determined to Succeed within Aberdeenshire Council.

It is written within the context of the National Concordat and complements the single outcome agreement signed between Aberdeenshire Council and the Scottish Government.

It supports the Government's Purpose:

- "To focus Government and Public Services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth"

It complements the 5 strategic objectives:

- Wealthier and fairer, smarter, healthier, Safer and Stronger, Greener

It has a clear focus on key national outcomes – in particular (but not exclusively):

- We realise our full economic potential with more and better employment opportunities for our people
- We are better educated, more skilled, more successful, renowned for our research and innovation
- Our young people are successful learners, confident individuals, effective contributors and responsible citizens
- Our children have the best start in life and are ready to succeed
- We live longer and healthier lives
- We have tackled significant inequalities in Scottish Society
- We have improved the life chances of children, young people and families at risk
- We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others
- We reduce our local and global environmental impact of our consumption and production

It contributes to a significant number of National Indicators and Targets – again in particular (but not exclusively):

- Increase the proportion of school leavers in positive and sustained destinations
- Increase the proportion of schools receiving positive inspection reports

- Reduce the number of working people with severe literacy and numeracy problems
- Increase the proportion of pre-school centres receiving positive inspection reports
- Reduce overall ecological footprint
- Improve peoples' perceptions, attitudes and awareness of Scotland's reputation

In addition it builds on the undoubted success of the first phase of Determined to succeed in Aberdeenshire. Success which is evidenced through opportunities for all pupils to:

- learn through enterprising approaches
- engage with employers
- flourish in supportive, creative and active learning environments
- build confidence and take risks
- develop skills and identify talents
- move onto positive and sustained destinations

The second phase of Determined to Succeed will support other local and national initiatives. In Aberdeenshire a deliberate strategy has been adopted to bring together under an Education Development Team initiatives such as:

- Curriculum for Excellence/Aberdeenshire 3-18 Curriculum Framework and its 'Entitlements'
- GLOW – the national schools intranet
- School/College Collaboration
- Employer Engagement/Work Experience
- Journey to Excellence

In addition there are very close links between the second phase of Determined to Succeed and the wider Education, Learning and Leisure Service. In particular:

- More Choices and More Chances
- Early Years
- Looked After Children

These links ensure that other key priorities e.g. Getting it right for every child (GIRFEC) and Health and Well Being are supported by the work being undertaken through the second phase of Determined to Succeed. In addition it is linked closely to Continuing Professional Development (CPD) and Improvement Planning and Performance Management functions of the service.

During the course of the second phase of Determined to Succeed there is a commitment to further develop links across council services (to include Economic Development, Transport and Infrastructure and Personnel and ICT) and into other sectors (public, private and voluntary). There is also a commitment to make an impact in respect of recommendations from other key documents such as: Quality and Equality of Schooling in Scotland (OECD, 2008), Improving Excellence in Education (HMIE, 2008), Improving Scottish Education: Part 2 (HMIE, 2009) and to take account of Building the Curriculum 4 when it is issued.

Our Context:

In August 2008 Aberdeenshire consulted on its proposals for a 3-18 Curricular Framework. This framework set out how Aberdeenshire planned to implement the broad principles of a Curriculum for Excellence.

The Aberdeenshire 3-18 Curriculum Framework is a key structure through which the service helps create and sustain the best quality of life in Aberdeenshire. That will be reflected in:

- Happy, healthy and confident people
- Safe, friendly and lively communities
- An enterprising and adaptable economy
- Our special environment and diverse culture.

As such it is entirely consistent with the major themes of Aberdeenshire Council's Strategic Plan. These are:

- Community wellbeing
- Jobs and the economy
- Lifelong learning
- Sustainable environment

Our children and young people will be entitled to opportunities to develop understanding, appreciation and affection for the Aberdeenshire and North east environment through interaction with resources such as the Cairngorm National Park, the North East coastline, agricultural and maritime communities, museums, galleries, oral and musical heritage resources and work experience with economic partners, etc. The activities and experiences designed into the curriculum framework will help our children and young people learn **in, about and through** the unique natural, cultural and economic environment of Aberdeenshire. At the same time our children and young people have to **learn beyond** Aberdeenshire and have a positive impact in the world.

Our children and young people will also be encouraged to engage and contribute to their communities through voluntary and other community service initiatives. The 3-18 Framework will allow schools and learning communities to respond creatively and imaginatively to curricular provision. It will allow them to develop their unique identities and to celebrate diversity.

It uses the 7 broad design principles from Curriculum for Excellence to describe how we will support learning in an Aberdeenshire context before setting out 6 main **entitlements** for our children and young people. Each of these entitlements contains reference to aspects to the second phase of Determined to Succeed thus ensuring that it is woven into the fabric of the learning experience of every child and young person – across curricular areas, from 3-18 and across the Education, Learning and Leisure Service.

The entitlements and their references to the second phase of Determined to Succeed are:

- **A coherent 3-18 curriculum**
 - a broad education from age 3 through to S3
 - a senior phase with qualifications
 - planned experiences and outcomes across all curricular areas (including early teaching in modern languages)
 - the development of skills for learning, skills for life, skills for work
 - access to high quality personal and pastoral support at times of transition
 - opportunities to move into positive and sustained destinations
 - personal access to, and opportunities to use, new technologies to support creativity and learning
 - an appreciation and understanding of sustainable development

- **Health and well being**
 - Opportunities to develop skills for independent living, active citizenship and financial capability

- Learning opportunities which promote physical, social and emotional well being
 - Learning opportunities which teach Children's rights and promote respect and responsibility in a variety of new situations
 - Opportunities for active involvement in, and contribution to, their local communities and wider global/ sustainable issues
 - Opportunities to take part in voluntary work and community service
- **Cultural experiences**
- Direct experience, participation and performance with creative practitioners
 - Access to and involvement in local cultural traditions
 - Multi cultural activities which reflect Aberdeenshire's diverse communities and which promote international education
 - Access to the resources of Aberdeenshire's Arts, Museums and Libraries
 - Access to cultural and creative programmes which support learning
 - Opportunities to extend and develop creative skills
- **Creative and enterprising experiences**
- Inter disciplinary learning opportunities which promote creativity and encourage play, problem solving, innovation, experimentation, independence and critical thinking
 - Practical activities that develop enterprising skills and attitudes e.g. positive attitude, self-awareness, responsibility, reflection, ambition, co-operation, leadership, risk taking and informed decision making: a 'can do' approach
 - Learning opportunities which emphasise the importance of teamwork, independent thinking and the presentation of information. Experiencing and learning from failure as well as from success
 - Entrepreneurial approaches to learning activities in and beyond the classroom where young people will experience leadership and achieve success in different areas
 - Direct access to creative and enterprising people and resources
 - A wide and varied set of contexts in which to learn both inside and outside the classroom and both real and virtual
 - An awareness of their contribution to a smart, successful and internationally competitive Scotland and the need to take an active part in enhancing our global profile.
- **Environmental experiences**
- Learning in, about and through the full range of environments in Aberdeenshire – physical, historical and built

- Opportunities to evaluate environmental scientific and technological issues and the development of informed choices, decisions and ethical views
 - Opportunities to participate in a range of outdoor activities
 - Visits to significant local environments (such as Cairngorm National Park)
 - Opportunities to appreciate Aberdeenshire's environment and play an active part in its conservation and sustainability
 - Opportunities to develop knowledge and understanding of the world and Scotland's place in it
- **Vocational experiences**
- Opportunities for entrepreneurial learning giving young people the chance to experience the risk and responsibility of real business through their experiences.
 - A clear focus on skills for work and skills for life through direct engagement with employers and development of new courses linked to the local economy and to develop "industry ready" young people
 - Access to vocational learning including at least one work placement
 - Careers guidance that helps young people make connections between learning and work and to recognise their contribution to the local and global economy
 - Opportunities which equip young people, at every stage of their learning, with the knowledge to make informed decisions and reasoned evaluations about their future
 - Support at key transition phases to help ensure progress into positive and sustained destinations

Our Vision

Our goal for the second phase of Determined to Succeed is to ensure it supports the implementation of Curriculum for Excellence through our 3-18 Curriculum Framework and its entitlements for children and young people. Our vision statement therefore places the child or young person at the centre of what we are trying to achieve. That vision is:

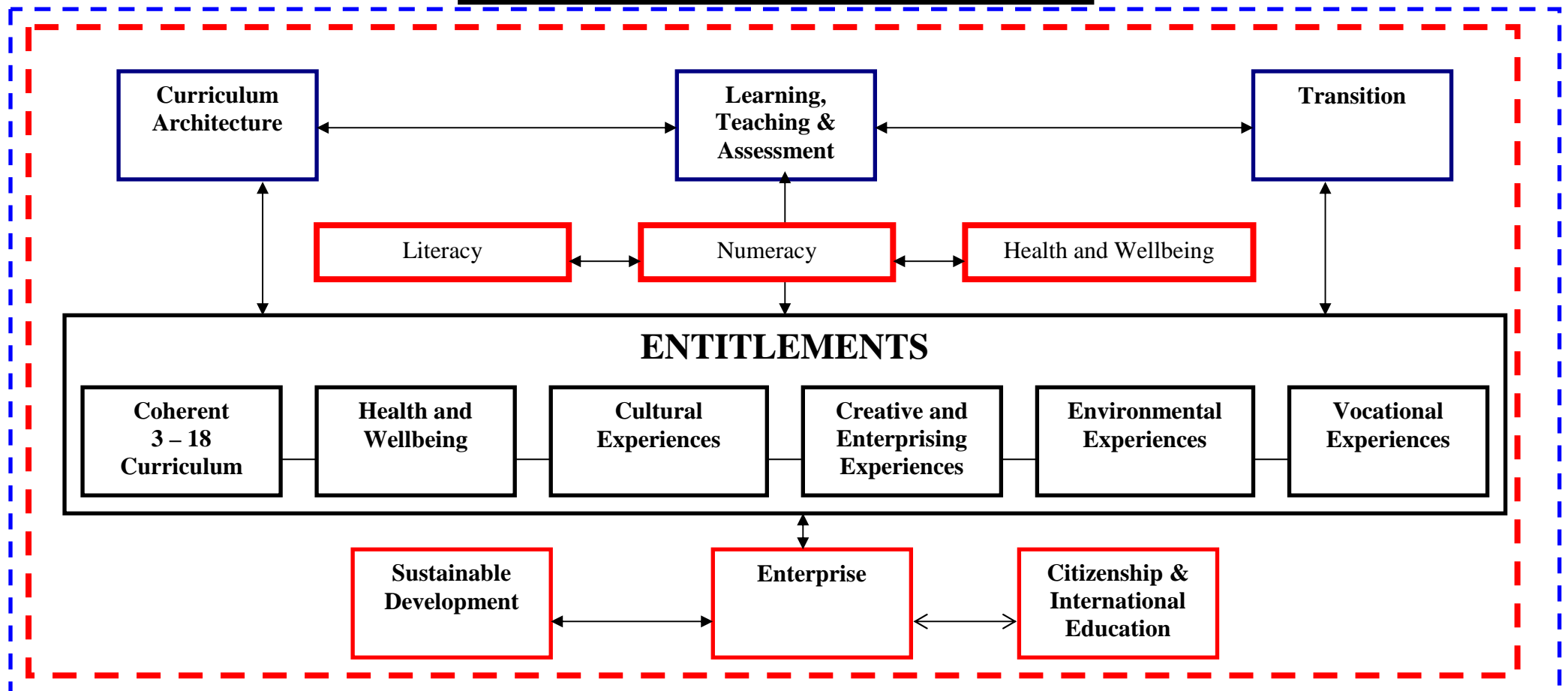
to provide for each child or young person appropriate, relevant, varied, inspiring, motivating and challenging contexts for learning which will enable them to develop their talents in order to move onto a positive and sustained destination and play a full and active part in a smart, safe and successful Scotland.

Relationships and responsibilities

This diagram shows how Enterprise supports the delivery of all the Entitlements within the Aberdeenshire 3-18 Curriculum Framework and links with other cross curricular dimensions.

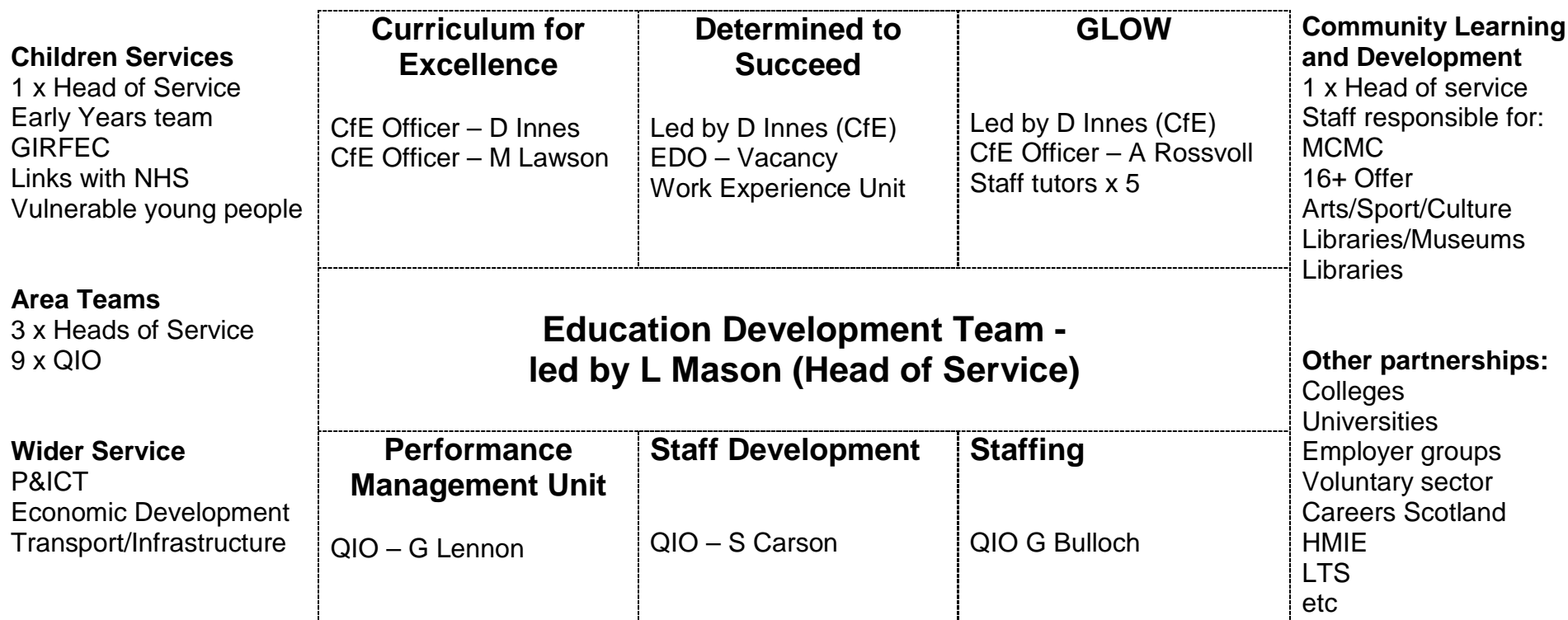
Aberdeenshire Curriculum Framework 3-18
Steering Group
(Design, Delivery & Curriculum Coherence)

Blue dotted line represents GLOW
Red dotted line represents learning through technology



It shows Enterprise within a coherent 3-18 Curriculum Framework and emphasises GLOW as a vehicle to support communities of learning and in which enterprising opportunities can be developed, supported and shared.

The diagram below shows the Education Development team in Aberdeenshire. It highlights the relationships between key people and initiatives. The use of broken lines represents interaction and support within the team, and beyond, to support the 3-18 Curriculum and address service wide priorities to contribute towards our Single Outcome Agreement. The DtS lead officer has a role in some aspect of all areas shown in bold in the diagram thus ensuring that DtS and CfE are woven into the fabric of all Education Development in Aberdeenshire.



Funding Plan

The plan below provides a summary of how our funding was allocated against broad headings in April 2008. As these headings do not exactly correspond to the 6 themes which subsequently emerged the final column links the amount to the appropriate themes.

Initial allocation to schools	(£200,000)	Principally for Theme 4 – Embedding enterprise
College links (inc transport)	(£150,000)	Theme 1 – Skills for Life and Work
Supporting Skills for Life and Work	(£120,000)	Theme 1 – Skills for Life and Work
Supporting Early Years resources	(£50,000)	Theme 3 – Broadening the reach
Engaging Employers	(£100,000)	Theme 2 - Employer Engagement
CPD and teacher placements	(£100,000)	Theme 5 – Building Capacity Some also aimed at Theme 3 – Broadening the reach
Support for CfE/Innovative projects	(£300,000)	Principally for theme 4 – Embedding Enterprise Some also aimed at Theme 6 - Enhancing International Profile/
Central team, admin	(£80,000)	Support all 6 themes – in particular theme 5 Building Capacity

In summary :

Theme 1: Skills for life and work	£270,000	
Theme 2: Employer engagement	£100,000	
Theme 3: Broadening the reach	£100,000	
Theme 4: Embedding enterprise	£450,000	
Theme 5: Building capacity	£ 130,000	
Theme 6: International Profile	£ 85,000	
Additional funding (Staff/admin)	£ 65,000	
		Total allocation = £1,200,000

Implementation plans

The remainder of the document sets out implementation plans around the 6 themes of the second phase of Determined to Succeed which are:

- 1 Supporting the development of skills for life, skills for work
- 2 Engaging with employers
- 3 Broadening the reach of Determined to Succeed
- 4 Embedding enterprise in the curriculum
- 5 Building capacity
- 6 Enhancing our international profile

Each of the themes is developed in two parts:

- an extract showing action by the Scottish Government
- a detailed implementation showing actions to be taken by the local authority, their anticipated impact for learners and associated timescales



Theme 1 | Supporting skills for life, skills for work

- National Actions: The Scottish Government will:**
- Place and increased emphasis on skills for life and skills for work
 - Embed enterprising approaches to learning across the curriculum
 - Promote parity of esteem of skills for work and other ‘vocational’ qualifications and across the range of key national stakeholders, including employers, through enterprising leadership and CPD

Aberdeenshire will:	Implementation/actions	Impact on learners	Timescale
Work in partnership so all children and young people have opportunities to build skills for life and work across all areas of the curriculum including through a wide range of provision such as world of work activity, 16+ learning choices and skills for work qualifications	All children and young people to have age/stage appropriate input on world of work activity as part of the 3-18 curriculum	Developing awareness of the local labour market and career choice	All sectors by Dec 2009
	Working towards an entitlement for all pupils to have a quality work experience placement linked to their area of interest	Self awareness of strengths/talents and how these relate to the labour market	All sectors by Dec 2009
	Skills for work courses, and other vocationally orientated opportunities, to be offered to all pupils in partnership with our FE colleges and other partners in learning	Development of ‘soft skills’ and ensuring learners are ‘industry aware/ready’	Most by June 2009 all by ‘10
	Development of satellite provision for SfW in order to address issues of rural inequality and sustainability	Learners are able to demonstrate that they have made informed choices around key transition stages	Most by June 2009 all by ‘10
		Those on college courses and alternative routes to learning are given the same support and recognition as learners in a mainstream setting	Implemented by June 2009



<p>Promote parity of esteem across key stakeholders, including parents, teachers, young people, careers advisers, employers and others, through a range of ways, including enterprising leadership and CPD opportunities</p>	<p>Annual review of formal partnerships with Careers Scotland and with FE Partners Aberdeenshire to pilot the 16+ offer and support this through partnership working and training</p>	<p>Service level reviewed and improved year on year All leavers will have an offer of education, employment and training</p>	<p>Annually All leavers from Dec 08</p>
	<p>DtS staff to be involved in MCMC and 16+ meetings/discussions to support transition to positive and sustained destinations</p>	<p>Transitions are well developed and ensure all youngsters are supported into positive and sustained destinations</p>	<p>On-going development</p>
	<p>Develop and implement an Employer Engagement Strategy which defines, develops and enhances partnerships</p>	<p>Local networks of Employers able to engage with learning communities in a meaningful way to enhance learning</p>	<p>Draft by Easter 2009</p>
	<p>Involve children and young people in leadership and CPD opportunities amongst key stakeholders (e.g. Junior Chamber, Common Purpose, Ideas in Partnership and other community partnerships)</p>	<p>Learners and teachers to have opportunities to visit industry and meet with employers – to help ensure industry is ‘education aware’, ready to build on the skills of leavers and support positive and sustained destinations for learners</p>	<p>Most by June 2010 and almost all by 2011</p>
	<p>Continue to revise the overall approach in the light of current reports e.g. Work Experience, College Collaboration and Building the Curriculum 4</p>	<p>Authority strategy and action will ensure curriculum planning, infrastructure and funding are considered and co-ordinated</p>	<p>On-going</p>



Theme 2 Engaging Employers

- National Actions: The Scottish Government will:**
- Broaden and strengthen employer engagement
 - Engage with main business organisations and representative bodies of key industry sectors
 - Further develop entrepreneurial learning by increasing our focus on private and social enterprises and encouraging a wider engagement with employers to increase understanding and raise awareness among teachers and young people, particularly as a viable career option
 - Share practice with the college sector
 - Consider how to simplify the engagement process through creating more effective brokerage for employers
 - Consider a wider form of recognition for employers

Aberdeenshire will	Implementation/actions	Impact on learners	Timescale
Broaden and strengthen employer engagement	Develop and implement an employer engagement Strategy which defines, develops and enhances partnerships	Local networks of Employers able to engage with learning communities in a meaningful way to enhance L&T	Draft by Easter 2009
Build stronger links with economic development and skills development Scotland to target	Provide, along with Employers and Careers Scotland, support for school leaders in the area of employer engagement – making	As support confidence and partnerships develop the quality and quantity of meaningful links between education and	Secondary event January 09



<p>growth sectors</p> <p>Help increase business start ups and the social economy turnover by further developing entrepreneurial learning through increasing focus on private and social enterprises</p> <p>Ensure there is active employer representation within relevant local partnerships</p> <p>Build on relationships with colleges to improve the transitions for young people through improved employer engagement</p> <p>Consider local and broader labour market intelligence within the local implementation strategy</p>	<p>use of national resources</p> <p>Provide each school with relevant copies of employer engagement booklet, finances to support this theme and training to follow it through and explore on-line resources</p> <p>Fund and support 'business champions' to drive the employment engagement activity in networks and to develop a database of partners - (including parents) willing to support learning and the nature of that involvement</p> <p>Establish network of contacts in rural areas to reflect our geography and diverse needs and to support 'niche' interests –traditional and rural skills, sculpture, performing, boat building, conservation</p> <p>Co-ordination of contact with lead bodies – commencing with Oil, Gas and Energy sectors (COGeS) and developing the approach with other sector bodies</p> <p>Ensure schools and individual teachers see employer engagement as integral to the development of CfE – ensuring it is part of</p>	<p>local employment will increase</p> <p>Local networks of Employers able to engage with learning communities in a meaningful way to enhance L&T</p> <p>Initiatives locally led by a business leader able to broker links and develop 'industry aware young people and staff' and 'education aware businesses' able to see the benefits of CfE for employers</p> <p>Fostering local interests and individual talents, maintaining and sustaining traditional crafts and traditions</p> <p>Co-ordinated opportunities open to all learners in an open and transparent manner. Development of materials and courses linked to key sector</p> <p>Contexts for learning will be real and dynamic and help youngsters to develop their talents and interests. Learners will</p>	<p>Secondary by Jan 09, others by Dec 09. Follow up all by Dec '10</p> <p>4 networks by Jan 09 and 4 more each year thereafter</p> <p>On-going – two examples developed by June 09 and</p> <p>COGeS by June 09 and others thereafter</p> <p>Annual plans and reports</p>
---	--	--	--



Celebrate and recognise the contribution of employers	the planning at all levels and ensuring we recognise all types of employment private, public, voluntary and self employment	see the breadth of opportunities and the importance of each within their local community	
	Monthly meetings with College partners to plan, implement, monitor and review SfW and other college provision	Maximise the opportunities to meet local demand and ensure courses are 'fit for purpose' and beneficial for learners	Monthly
	Quarterly meeting with Careers Scotland to share labour market information and consider how to use its staff and learners and to support the DtS2 plan	Ensure learning is appropriate to the local needs - learning in, about and through Aberdeenshire.	Quarterly
	Annual Aberdeenshire Employer engagement event to recognise the contribution of our partners. In addition, promote and support local events to celebrate local partnerships.	Showcase events for pupils and schools, strengthening and building partnerships and recognising achievement	Annually
	Linked to this are our Annual Enterprise Awards for schools and encouragement for schools to take part in National Awards and showcase events in newsletters, on Aberdeenshire GLOW site and in local/national press.	Showcase events for pupils and schools, strengthening and building partnerships and recognising achievement	Annually



Theme 3 Broadening the reach of Determined to Succeed

- National Actions: The Scottish Government will:**
- Gather and share effective practice in early years and college activity
 - Influence and encourage ITE institutions and other training providers to ensure early years professionals experience and understand enterprise in education as a core aspect of their initial training and more broadly (where appropriate) to influence learning and teaching among lecturers in the context of CfE
 - Engage with Skills Development Scotland and other key bodies to influence learning and teaching among training providers delivering national training programmes to encourage enterprising approaches in the context of CfE

Aberdeenshire will:	Implementation/actions	Impact on learners	Timescale
Gather and share effective enterprise in education practices in early years and embed these to ensure there is a stimulating context for learning	Target specific funding towards the early years and difficult to reach children and young people.	Additional support given to ensure the 6 themes of DtS2 are developed through our 3-18 Framework	From Aug 08
Ensure all young people, including those in residential and other non-school provision, and those in transition	Obtain copy of Enterprising Early years booklet for all centres and partner providers and 40 x Peapodo for Early years team. Distribute at an enterprising early years training day for early years	Children will learn through enterprising approaches. They will from an early age be linking learning to the world of work and be developing skills for learning, life and work	By March 09
	Gather and share examples of best practice from Early years settings. Follow through impact of support	Children will experience a greater variety of approaches as we share best practice	By Dec 09



<p>are given opportunities to enhance their employability using an enterprising approach in the context of CfE to secure positive and sustained destinations</p>	<p>Gather information from Children's Services about young people in residential and non-school settings</p>	<p>All learners will be taken into our thinking around DtS2/CfE/3-18 Framework</p>	<p>By April 09</p>
	<p>Commence discussions locally and nationally on how we can ensure that these young people benefit from DtS2 and that their needs are being fully addressed</p>	<p>Learners who have not seen benefit of DtS will begin to be supported through the 6 themes and the emerging CfE/3-18 Framework</p>	<p>From April 09</p>
	<p>Develop a specific strategy for ensuring the entitlements along with the themes of DtS2 are reaching, and impacting positively on, these groups – linked to other inclusion strategy/policy in Aberdeenshire</p>	<p>As strategy/policy is developed the most vulnerable young people will benefit from clear, consistent support leading to positive and sustained destinations</p>	<p>By June 09</p>
	<p>Develop materials and contacts to ensure there are clear communications and consistent information with, and between, all establishments and partner providers</p>	<p>All children and young people will find the support to be consistent and transitions to be well planned at key transition stages in their education</p>	<p>From June 09</p>
	<p>Aberdeenshire teams to be proactive in discussions with ITE institutions to promote enterprise</p>	<p>Better understanding of enterprising approaches and CfE/3-18 by staff will enhance learning contexts for children</p>	<p>From April 09</p>



Theme 4 Embedding enterprise in the curriculum

- National Actions: The Scottish Government will:**
- Ensure the breadth of enterprise in education is reflected in the implementation of CfE outcomes and experiences
 - Support local authorities to support schools implement the recommendations from the schools HMIE ‘Improving Enterprise in Education’ report
 - Build capacity among teachers through focussed initial teacher education and continuing professional development

Aberdeenshire will	Implementation/actions	Impact on learners	Timescale
<p>Ensure the breadth of enterprise in education (enterprising L&T, entrepreneurial learning, work based vocational learning and careers education) is reflected in the implementation of CfE outcomes and experiences</p> <p>Ensure schools fully address the recommendations for</p>	<p>Continue to support schools as they embed fully the initiatives developed through DtS1 and bring forward new initiatives around the 6 themes of DtS2 and the wider CfE/3-18 Framework.</p> <p>Continue to support the pilot of DoBe, Entrepreneur-me and Ollie, Forest Schools, Eco Schools, HPS, Games based learning, cross curriculum and cross sector/transition activities, homecoming events, creative experiences and the other entitlements.</p>	<p>DtS1 transformed learning in Aberdeenshire – this needs to be maintained, sustained and further developed as CfE is introduced through the 3-18 framework</p> <p>DtS resources will enable schools to continue to be ambitious for their learners and confident in their abilities – developing the 4 capacities and supporting the entitlements</p>	<p>From Aug 09</p> <p>From Aug 09</p>



<p>action in HMIE 'Improving Enterprise in Education' report Support collaborative approaches to delivering enterprise in education within CfE</p>	<p>As the revised CfE outcomes and experiences are published Aberdeenshire will prepare briefings to set these explicitly within a context of enterprise in education</p> <p>DtS team will also prepare briefings and attend in-service events for subject and cross sector groups looking at developing the outcomes/experiences</p> <p>Initial briefings will focus on Literacy, Numeracy and Health and Well Being as these are the responsibility of all staff</p> <p>As well as the briefings additional CPD will be developed for both in-service training and on-line support – customised for groups from student teachers and probationers through to leaders of learning/ head teachers, improvement officers and other partners in learning – setting enterprise education at the heart of the emerging work on CfE/3-18 Framework</p> <p>Further materials will be prepared to show the relationships between DtS2 and other key drivers for policy and improvement planning – including national outcomes etc</p>	<p>Enterprising approaches will be to the fore in all aspects of planning, delivery and evaluation of impact</p> <p>Collaboration and transition as well as a focus on methodology and skills development will help join up the learning for teacher and learner</p> <p>By having an initial focus on these 3 areas key messages will impact on all staff and therefore all pupils</p> <p>Learners, practitioners and partners will be involved in preparing the support materials which will showcase their work and their views</p> <p>The education development team will prepare co-ordinated information for colleagues to support improvement and service delivery</p>	<p>Template prepared Feb 09</p> <p>Template prepared Feb 09</p> <p>Briefings prepared from Feb 09</p> <p>From April 09</p> <p>On-going</p>
--	--	--	--



	<p>Target DtS2 funding towards innovative work in relation to CfE/3-18 Framework, cross curriculum and cross sector working, inclusion and transitions</p> <p>Network events will be undertaken annually to ensure that schools are addressing the recommendations of the HMIE report</p> <p>Work closely with GLOW team to ensure every school/network is developing collaborative approaches and to bring the very best practice into a shared site (virtual school) for Aberdeenshire</p> <p>Developing communities of learners within GLOW will be led by DtS/Enterprise initiatives and practice</p>	<p>Evaluation of pilot work and very clear focus on enterprise agenda</p> <p>Audit and action plan meeting each session in every network as part of rolling improvement planning</p> <p>Access to the very best practice across Aberdeenshire and the opportunity to collaborate and develop this to benefit all learners</p> <p>Sharing best practice with a far wider community of practitioners and learners</p>	<p>From Aug 09</p> <p>From Apr 09</p> <p>From Jan 09 and on-going</p> <p>From Jan 09 and on-going</p>
--	---	---	---



Theme 5 Building Capacity

National Actions: The Scottish Government will:

- Work with local authority and SDS colleagues to develop a more sustainable model for delivery of EEBL beyond academic session 2008/9
- Develop principles and guidance for local authorities regarding enterprise related CPD, fostering the role employers play and ensuring cross curricular and cross sector coverage
- Influence and encourage ITE institutions, colleges, and other training providers to ensure early years professionals experience and understand enterprise in education as a core aspect of their initial training and more broadly to influence learning and teaching among lecturers in the context of CfE
- Engage with the Scottish prison service residential schools and other key partners to gather, share and extend effective practice in non-school provision in line with a wider offender learner report and in the context of CfE
- Engage with SDS and other key bodies to influence learning and teaching among training providers delivering national training programmes to encourage enterprising approaches in the context of CfE
- Influence and encourage a more structured approach to the teaching of enterprise within the ITE programmes
- Develop an understanding and application of LMI to inform L&T
- Support the development of enterprising leadership skills for key DtS personnel at local authority and school level



Aberdeenshire will	Implementation/actions	Impact on learners	Timescale
Ensure authorities and schools extend CPD in enterprise entrepreneurship and work related aspects establishing as a regular feature for all staff as part of leadership development	Significant Authority CPD events for employer engagement, early years, DoBe, CfE/3-18 Framework, Journey to Excellence, HMIE Enterprise report, MCMC/16+ offer, experiences/outcomes and EEBL. Schools plans will also reflect these areas in their collegiate working time and in-service days	As staff gain confidence and expertise they will further develop practice and networks, share ideas with colleagues and improve opportunities for pupils. Joint staff training will support learners at key transition points and support positive and sustained destinations at all stages	From Aug 08 and on going
Ensure CPD continues to foster an understanding of partnership working and increased recognition of the role employers play in enhancing and informing L&T encouraging a cross sectoral and cross curricular approach	Significant focus on developing dynamic learning communities, learning conversations and leadership. Throughout these there will be an on-going focus on DtS2 and CfE through reference to the 3-18 Framework.	Developing communities of learning will build confidence and capacity to take forward the 3-18 Framework and its capacities	From October 2008 and on-going
Ensure CPD encourages an understanding and application of local and	Formal meeting quarterly with CPD co-ordinator to ensure CPD opportunities and DtS agenda are linked and having impact	Review of both range and quality of opportunity for CPD and ensuring that it also has impact for learners	Quarterly
	Support representation on enterprising practitioners group and participation in other national and inter authority CPD	Impact for both the individual involved and, through established channels of communication, across the LEA	On-going
	Many of the CPD opportunities involve partners from employer organisations	Sharing information and expertise will ensure children and young people are	From October 2008 and on-



<p>broader LMI as appropriate to inform learning and teaching</p>	<p>and/or other community partners – all are cross sector and cross service (e.g. 16+ learning offer sessions in Nov and April)</p>	<p>supported throughout their learning journey</p>	<p>going</p>
<p>Continue to work in partnership with Scottish Government and SDS to ensure EEBL targets are met for academic session 2008/9</p>	<p>Quarterly meetings with Careers Scotland at a strategic level to share LMI information and Leaver Destination figures and consider how these impact on our DtS plan and strategies and inform L&T and impact on learners</p>	<p>Key information on the local situation will be used in ways which inform learning and teaching and have a positive impact for children and young people</p>	<p>Quarterly</p>
<p>Work in partnership with Scottish Government and SDS to develop more sustainable model for the delivery of EEBL beyond academic session 2008/9</p>	<p>Attend consultation meetings on emerging EEBL arrangements. Feedback to colleagues in LEA and dialogue with neighbouring authorities to identify the best way to build on success of EEBL locally Develop a framework for the delivery of EEBL from August 2009 and the transition arrangements (April – Aug 09)</p>	<p>The opportunity for staff to learn and develop through quality EEBL placements is central to our strategy to develop our teaching profession – our model must further develop this opportunity for staff</p>	<p>Nov 08 – Mar 09</p>
<p>Encourage joint CPD activities which involve teachers and other learning partners</p>	<p>Report on the ‘state of play’ of EEBL as it moves to LEA control and identify ‘signposts’ for success during its initial years in the new model of delivery</p>	<p>Strong relationships between businesses and schools must be maintained and developed. Staff on placements of any sort must share the education agenda with businesses so that businesses can better see how they can contribute to L&T</p>	<p>By Mar 09 and on-going</p>
	<p>Develop, as part of our employer engagement strategy, partnerships between schools and businesses (private,</p>	<p>By developing our own understanding of the various sectors and their importance to the local and Scottish economy staff</p>	<p>From Dec 09</p>



	public, voluntary and self employed) to support job shadowing and other types of placement – school to business and business to school	are better placed to help develop this understanding with pupils and recognise the value and validity of each of the sectors within the fabric of our economy and society	
--	--	---	--

Theme 6 Enhancing our international profile

National Actions: The Scottish Government will:

- Capitalise on Scotland’s world-wide reputation for excellence in enterprise in education, further raising our country’s profile in the EU and beyond

Aberdeenshire will	Implementation/actions	Impact on learners	Timescale
Support Scottish Government (and other key organisations) in hosting foreign delegations interested in enterprise education	As well as extending an open invitation to any visitors Aberdeenshire will provide a termly update on Enterprise activities which have happened – this will also include any significant events in the term ahead.	Learners will be encouraged to provide the termly updates, to populate the GLOW areas and to provide the information on significant events	Termly
Seek and respond to collaborative learning opportunities through local authority	Through Eco Schools, HPS, Rights respecting school award (RRSA) and other international programmes seek to ensure DtS2 supports innovative practice within	Recognised benchmarks will be used to ensure that initiatives are of a high standard and are sustained by schools	CPD events termly on each area – e.g. RRSA will be



<p>engagement in global connections</p> <p>Ensure we continue to set enterprise education in a world wide arena that helps young people develop their capacity to play an active part in the global economy through embedding the breadth of enterprise in education in the curriculum and broader international education</p>	<p>the international/global dimension – learning in, about, through and beyond Aberdeenshire</p> <p>Provide strong impetus around young people and staff recognising how the Global economy impacts on their local community – trade, finance, politics and environment</p> <p>Collaborate and share ideas for developing the global/international dimension – both through GLOW and supporting events such as Euroquiz, British Council and conferences for students and teachers.</p> <p>Forge strong links with staff involved in International Education and provide resources to schools to support enterprising L&T approaches within a global context</p> <p>Support activities around the year of the homecoming (and beyond this) which are aimed at enhancing the world wide reputation of Scotland as an enterprising country with talented young people</p>	<p>As well as young people recognising local labour market intelligence they will also gain a developing understanding of the world and how it impacts on their lives</p> <p>Participation in events and sharing of ideas and information – raising awareness of different activities and collaborating to improve ideas</p> <p>Interconnections between Enterprise, Citizenship, International Education and Sustainability will be explicit and understood as reflected in our support for the 3-18 Framework/CfE implementation</p> <p>Develop a sense of pride in our diverse communities and share this with a wider audience – showcasing our talent and potential</p>	<p>Mar 09</p> <p>From April 09</p> <p>Euroquiz in Apr 09, Int conf summer 09</p> <p>On-going as part of the implementation of CfE/3-18 Framework</p> <p>Throughout 09 and beyond</p>
--	---	--	--