

CASE STUDY

wrl coordinator role

EBP
NATIONAL NETWORK

LONDON REGION

Theme: WRL Management and Coordination
EBP: BROMLEY EBP
Partners: Hayes Mixed Comprehensive School, Media Arts specialist

Aims

- To define the role of the Work Related Learning Co-ordinator

Procedure

The Work Related Learning Co-ordinator's priorities were defined to be:

- Collect data and develop a complete Work Related Learning audit
- Identify gaps in Work Related Learning
- Recommend changes and devise action plan with Heads of Departments
- Implement changes
- Write a Work Related Learning policy

Outcomes

During the Autumn Term 2004 the Work Related Learning Co-ordinator and the Work Experience Coordinator reviewed the school's work experience programme, resulting in:

- a Work Experience Policy
- recommendations for improved practice

As a result of a management audit completed in the Autumn Term 2004, a Work Related Learning Coordination Action Plan has been written which outlines activity to:

- introduce new initiatives to meet the statutory requirements for KS4
- provide Heads of Departments with Work Related Learning audit outcomes, a Work Related Learning InSET and action planning

Parents will be informed of the content and learning objectives of the whole year activities (see below) by individual letter. The profile of Work Related Learning will be raised by the inclusion of activity reports in the school's weekly newsletter, discussion with the School Council filtered down to tutor groups (this is also an opportunity for pupils to identify views, opinions, ideas and issues and feedback to the Work Related Learning Co-ordinator via the Council network). The Work Related Learning Co-ordinator aims to raise pupils' awareness of Work Related Learning through a pupil-based internal A5 'folio', developed in consultation with Heads of Departments, in which pupils will record:

- Work experience activity diary, evaluation
- subject diaries for curriculum-based Work Related Learning projects
- in-school Work Related Learning activity
- external, part-time jobs
- careers education and guidance ('Fast tomato' has been introduced into Hayes School)
- extra-curricular and voluntary activity

Progression

Hayes School will increase links with Bromley EBP to support the delivery of Work Related Learning within and beyond KS4. Newly introduced activities include:

- a business breakfast organised by KS5 students, to increase employer engagement
- a Year 11 interview day to facilitate practicing interview skills
- a Year 10 skills day for students to develop an understanding of business, presented by business partners

CASE STUDY

wrl coordinator role

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: WRL Management and Coordination
EBP: BROMLEY EBP
Partners: Ravensbourne Mixed Comprehensive School

Aims

- To define the role of the Work Related Learning Co-ordinator

Procedure

The management of Work Related Learning is the responsibility of the 14-19 Assistant Headteacher. However, at the beginning of academic year 2004/05, a member of staff was appointed to the newly created post of Work Related Learning Co-ordinator.

Programme

The 14-19 Assistant Head Teacher and the Work Related Learning Co-ordinator meet regularly to plan, monitor and respond to Work Related Learning issues. The profile of Work Related Learning within the school is increasing because of the appointment and pro-active approach of the Work Related Learning Co-ordinator. The Work Related Learning Co-ordinator will be distributing leaflets to all members of staff to inform and engage them in Work Related Learning. This leaflet will include the statutory framework and illustrations of Work Related Learning. Subject teachers will be able to approach the Work Related Learning Co-ordinator independently or via departmental groups on how best to introduce/develop Work Related Learning within the curriculum. The Work Related Learning Co-ordinator aims to provide INSET for colleagues on Work Related Learning during this academic year.

Additionally, the Work Related Learning Co-ordinator has a dedicated display space on the staff room notice board, which will be used to maintain the high profile of Work Related Learning. Teaching colleagues are more aware of their existing contribution to Work Related Learning and advise the Work Related Learning Co-ordinator of those activities that support Work Related Learning aims.

The School Review, which is distributed termly to all parents, Friends of TRS, Governors, etc. will include a regular articles about Work Related Learning in school, for example when Post 16 Business students were invited to the Greenwich University, Maritime Site to work alongside lecturers and members of the Accountancy Association. The students were focussed, business like and enjoyed this immensely. The Ravensbourne students succeeded in taking 5 places in the top 6!

Outcomes

Work-related learning, which already enjoyed a high profile in this school, is being delivered across a wide range of subjects, to a large number of students, as well as across all year groups, throughout the range of abilities. The centrality of the WRL co-ordinator post is important to the success of the development of WRL. In addition to the WRL Co-ordinator, one subject teacher has been afforded one hour's non-contact time a week to work with the WRL Co-ord in the development and delivery of WRL throughout the school.

Progression

The 14-19 Assistant Headteacher and WRL Co-ordinator will meet to develop an Action Plan in response to the school's Work Related Learning audit. The Work Related Learning Co-ordinator has started to introduce new Work Related Learning activity as identified by the Work Related Learning Co-ordinator and SLT

The Work Related Learning Co-ordinator will introduce processes to collect data about employer engagement in all Key Stages. Initially departmental groups will advise the Work Related Learning Co-ordinator termly of any planned Work Related Learning. This will help to inform the school record of employer engagement that is under development.

The school is exploring extending relationships for greater employer involvement as appropriate.

CASE STUDY

managing wrl

Theme: WRL Management and Coordination
EBP: ENFIELD EBP
Students: Year 10 students of Edmonton County School

Aims

- To introduce a formal system for managing & recording work related learning.

Procedure

The Curriculum Deputy/WRL Manager and Connexions/WRL co-ordinator completed an initial WRL audit. Initially whole school provision was considered including PSHE, RS careers and citizenship issues. It was then necessary to complete a curriculum based audit to map against this provision.

Programme

Whole School Audit - This was initiated through the school policy group. This group is made up of all middle leaders within the school. Training and workshop sessions enable staff to be clear about the subject matter they were auditing. Group feedback after the workshop sessions again assisted in clarification of what activities constituted through, for and about work. It was made clear to staff that at this stage we did not require them to adjust or add to existing SOW. Where we felt good practice could be enhanced through the audit we would identify relevant support to do so.

Policy - Advice was taken from GOL, DfES and LEA network groups. The policy was based on the LEA exemplar "skeleton" however was edited to fully reflect the policy and practice of the school.

Outcomes

In line with QCA guidelines the school have identified Deputy Head curriculum with overall responsibility and WRL coordinator, allocated time for the in-service training of staff, conducted an audit of existing provision to match against the framework and suggested minimum provision. The work related learning policy was reviewed and updated. The school also discussed support with local partners and considered ways in which collaboration with other schools and colleges can support the school provision.

Further to QCA guidelines the school has reviewed current work towards more than the suggested minimum provision, involved governors in all processes, provided training and workshop sessions for middle leaders and informed middle leaders of extension activities for WRL as they occur. Departments have been encouraged to become involved in PDP programmes and all activities have been linked to the on-going developments of the school 14-19 provision.

Progression

Relevant PDP offered (including 2 teachers attending "Making Your Future" technology programme) and expansion of business links and curriculum involvement. A link with Coca Cola has been established, involving Yr 9 Geography, Yr 10 Technology and Yr 11 Business Studies. Other activities have included Young Enterprise Learn 2 Earn for Yr 10. Progress files have been linked to PSHE and tutorial programmes for recording and monitoring. The school is planning to open a practice office, with the aim of using this for enterprise and WRL activities.

CASE STUDY

project management

EBP
NATIONAL NETWORK

L O N D O N R E G I O N

Theme: WRL Management and Coordination
EBP: HILLINGDON EBP
Partners: BAA Business (Heathrow) Steering Group, The Army, Buckingham Chiltern University College, Connexions, CITB, OnSchool.co.uk, Talisman Trading
Students: for Years 10 & 11 students of Harlington Community School

Aims

- The project aims to support Year 10 and Year 11 students into Post-16 study and employment
- The project has a number of out of school events, co-ordinated and organised by the EBP. The events include an army day, an interview skills day, a key skills day, a post-16 future options day, mock interviews, work 'bursts' and a residential
- The students follow a revised curriculum in schools, studying ASDAN/COVE in place of two GCSE subjects
- The project is geared to preparing young people for the world of employment, by giving them an insight into the way businesses and the real world operate.

Procedure

Two groups are in operation: a Teachers' Group manages the day-to-day operation of the project, implementing the strategy set by a Steering Group (comprising Head and/or Deputy Head Teachers from each school, the EBP Manager and Deputy Manager, the local Enterprise Advisor and a senior representative from BAA Heathrow) who meet on a monthly basis. The group determines strategy.

Programme

The project is regarded as high profile, and, as a result, Deputy Heads and school leadership team members are encouraged to represent their schools at Steering Group meetings. Membership of the group helps to develop their management skills, as well as developing skills of collaboration and partnership working. The group acts highly democratically, encouraging members to share expertise and resources.

Outcomes

- Post-16 staying-on rates in a number of the schools involved in the project have increased substantially. Evidence shows that there has been up to a 20% increase in this figure since the beginning of the project
- Project participants also show a noticeable increase in levels of self-confidence and self-esteem
- Significant numbers are also able to take up employment or employment with training opportunities.

Leadership team members comment on the valuable experience and greater understanding of team working gained from being part of the project.

CASE STUDY

wrl management



Theme: WRL Management and Coordination
EBP: LAMBETH EBP
Partners: All WRL, WBL & Training Providers

Aims

- Co-ordination of work related learning across the borough
- Internal management of work related learning within schools

Procedure

This project arose out of a shared need – on demand and supply sides – for a joined-up approach to WRL, WBL, careers and enterprise education. The project is an ongoing initiative. On the 'demand' side, all Lambeth schools received a WRL audit as part of the support from the Enterprise Advisor service. As a result, each school is aware of gaps in its provision in relation to the QCA WRL statutory framework. However, for many schools the world of WRL, WBL etc is still incredibly complex. Questions were emerging: How should relationships with providers and employers be managed internally? Which providers should schools use in responding to gaps identified in the WRL audit? On the 'supply' side, a broad range of WRL providers etc (including the EBP) would like to provide schools with information on activities being offered. However, providers are often competing against each other to deliver the information to the schools and convince them to get involved. This is often compounded by the lack in some schools of a clear contact point for such information.

Schools require a one-stop-shop for information and advice on WRL activities. Representatives from schools feel that they are often deluged with competing information that is difficult to place alongside their WRL, WBL, enterprise and careers requirements. All partners agreed that the most appropriate place for such a 'one-stop-shop' is the EBP. WRL Steering Groups are being established in each school, which are led by a Deputy Head and attended by WRL Co-ordinator, Work Experience Co-ordinator, Careers Co-ordinator, and Head of subject.

Programme

A menu of relevant provision was developed, which brought together all activities offered by WRL etc providers. All activities were assessed on which elements of the QCA WRL statutory framework they met. Schools could then easily pick out relevant activities that responded to gaps identified in their WRL audit. The project involves schools, WRL providers, WBL providers, Connexions Prospects, Enterprise Advisor Service, EBP, Lambeth College, Increased Flexibility Project, LSC 14-19 Coordinator, and Aim Higher Coordinator.

Outcomes

- Better links across agencies working with schools – sharing of information, best practice, contacts, awareness of other frameworks and strategies etc - were established;
- An accurate, 'live' database was established;
- WRL Steering Groups were established in 50% of schools.

Progression

- Providers' Menu (attached) to be regularly updated, and to include improved links to careers national framework, work-based learning and AimHigher Entitlement
- Providers to be invited to schools' WRL steering group meetings, as appropriate;
- WRL Steering Groups to be the focal point for WRL, careers, etc in each school;
- All organisations involved to look at how employer links can be shared and utilised better (acknowledging that some protectionism of contacts is inevitable).