

2015 National Conference

LEAD SCOTLAND

‘Can We Make Things Better?’

YES WE CAN!’

HOPE AND CONCERNS

- ▶ What do you hope to get out of the workshop?
- ▶ Any concerns about the workshop?

ACTIVITY AGREEMENTS

- ▶ What does this mean to you?
- ▶ To help young people to make changes, to progress and to monitor the changes made.

ACTIVITY AGREEMENTS THROUGH
THE NEW SCOTTISH GOVERNMENT
'OPPORTUNITIES FOR ALL' POLICY
SEEKS TO ENSURE THAT ALL YOUNG PEOPLE
BETWEEN 16 – 19 YEARS ARE PROVIDED
WITH THE OPPORTUNITY TO PARTICIPATE IN
LEARNING AND TRAINING.

FOR YOUNG PEOPLE WHO REQUIRE EXTRA
SUPPORT TO PROGRESS INTO FE, EMPLOYMENT
OR TRAINING

‘SUCCESSFUL TRANSITION INTO
ADULTHOOD’

TO ENGAGE YOUNG PEOPLE WHO HAVE LEFT
FORMAL EDUCATION AND ARE FURTHEST
AWAY FROM LEARNING.

AA POTENTIALLY BEING THE FIRST STEP FOR
MANY ONTO A POSITIVE DESTINATION.

IS AN AGREEMENT BETWEEN A YOUNG PERSON AND ADVISOR WHERE THE YOUNG PERSON WILL TAKE PART IN A PROGRAMME OF LEARNING AND ACTIVITY WHICH HELPS THEM TO BECOME READY FOR FORMAL LEARNING, EMPLOYMENT OR TRAINING.

BASED ON YOUNG PERSONS INTERESTS

ACTIVITIES ARE THERE TO INCREASE
CONFIDENCE, MOTIVATION, EMPLOYABILITY,
PERSONAL AND SOCIAL DEVELOPMENT.

ACTIVITIES COULD INCLUDE:

SPORTS (EXTREME SPORTS, ICE SKATING)

CORE SKILLS (LITERACY, NUMERACY, ICT)

CREATIVE ARTS (DRAMA, DANCE, MUSIC, ART)

OUTDOOR EDUCATION (HORSE RIDING)

WORK PLACEMENTS (LOCAL GARAGES,
SHOPS, NURSERY'S GARDEN CENTRES, ANIMAL
SHELTERS, HOSPITALS)

THE BASIS OF AN AA WILL BE FROM AN ASSESSMENT OF THE YOUNG PERSON'S NEEDS AND INTERESTS AND THE LEVEL AND INTENSITY OF SUPPORT NEEDED IS LIKELY TO VARY.

EXAMPLE – TRAVEL TRAINING, ANXIETY, PANIC ATTACKS, LITERACY, COMMUNICATION SKILLS

SUCCESS OF AN AA WILL BE JUDGED BY THE EXTENT TO WHICH IT HAS ASSISTED THE YOUNG PERSON TO PROGRESS INTO AND SUSTAIN MORE FORMAL LEARNING, TRAINING, VOLUNTEERING OR EMPLOYMENT.

HOW CAN AN ACTIVITY AGREEMENT HELP A YOUNG PERSON?

- Being involved, Helping others, Community activities
- Improving hopes, Being more determined, Wanting to make things happen
- Structure to each day – work training, education
- ▶ Feeling good about themselves, able to be themselves, making choices for themselves
- ▶ Being able to express themselves, understanding others, coping with conflict
- ▶ Not taking unnecessary risks – drugs, alcohol, crime, sexual health

ASSESSING AREAS REQUIRING SUPPORT

- ▶ Outcome Star
- ▶ Individual Learning Plans

IDENTIFYING A NEED

EXAMPLE

A learner's family wants her to get a mobile phone for the first time as she will be travelling to college independently. The learner has had a visual impairment since birth and has some learning difficulties.

Q. What factors would inform and influence the advice you offer?

CLARITY OF PURPOSE

WHY DOES THE FAMILY WANT HER TO HAVE A MOBILE?

IS SHE KEEN TO HAVE ONE?

WHAT IS THE INTENDED USE FOR THE PHONE?

ANY OTHER WAYS OF MEETING THE NEEDS?

KNOWLEDGE OF POTENTIAL BARRIERS

LIMITED SIGHT

LIMITED DEXTERITY

IMPAIRED VISUALLY

FEAR OF TECHNOLOGY

COST

RISK

RELUCTANCE / UNAWARE OF RELEVANCE

AWARENESS OF AVAILABLE OPTIONS

FUNCTIONALITY – SMART PHONE / BASIC – USED FOR?

CONNECTIVITY – WHERE IS IT BEING USED?

RELIABILITY – ROBUST/ EASY TO USE / APPROPRIATE FOR NEEDS?

DURABILITY

SIZE AND EASE OF USE

COST – FIXED TERM CONTRACT / PAYG/ ROLLING CONTRACT

FINDING SOLUTIONS FOR IDENTIFIED NEEDS

INVOLVES UNDERSTANDING THE SITUATION AND IDENTIFYING THE
NEED BEFORE TAKING ACTION TO MAKE A POSITIVE DIFFERENCE.

TAKING ACTION

IDENTIFY WHAT THE INDIVIDUAL REQUIRES IN ORDER TO HAVE
ACCESS TO A PARTICULAR ACTIVITY ETC.

ACCESS IS ABOUT MAKING IT POSSIBLE FOR SOMEONE TO DO
SOMETHING BY REMOVING A BARRIER OR INTRODUCING A
SOLUTION

ACCESSIBILITY / USABILITY

EFFECTIVENESS *

EFFICIENCY

RELEVANCE

SAFETY * COMFORT

SMART

S

specific

exact / clear

M

measurable

baseline →→goal (where they can see change)

A

achievable

learner can reach the goal

R

realistic

support needed

manage to do it – we can provide the

T

time length

time, how long it will take – review done over the duration of the activity

when we do activities, doing them at the right

time, how long it will take – review done over the

ACTIVITY

- ▶ Learner
- ▶ Decide on area to focus on
- ▶ Identify a specific goal
- ▶ Discuss approaches/ activities to put in place
- ▶ Write up an action plan using SMART actions

S WHAT DOES THE CLIENT WANT TO ACHIEVE?

M CAN IT BE EVIDENCED? HOW?

A RESOURCES / TIME – IS THE LEARNER AT THE RIGHT STAGE TO DO THIS?

R ARE ACTIONS COMPATIBLE WITH JOURNEY OF CHANGE?

T DATES / REVIEWS?

MOTIVATION AND REFLECTIVE QUESTIONS

- ▶ Which areas are going well?
- ▶ Where do you want most support?
- ▶ What areas would make the most difference?
- ▶ Where would you like to be in that area on review?
- ▶ What would it take to get there?

OPEN ENDED QUESTIONS

ROLE PLAY

- ▶ Using open ended motivational and reflective questions draw up a new Individual Learning Plan for the learner making sure it is using SMART actions
- ▶ What changes have you made? WHY?

HOPES AND CONCERNS

▶ Did we cover everything?

ANY QUESTIONS ?????