Skills for Life: Employability and Future Pathways (ECGE6001)

Application for Employment in Learning Support in Further Education

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06 May 2020

Introduction

Aim of Presentation:

connecting academic competencies to employment competencies in Skills for Life: Employability and Future Pathways (ECGE6001) in UWTSD (2019), *BA (Hons) Education Studies: Primary*, and therefore, creating an employment-ready graduate (employability) (Dearing, 1977; Rich, 2015; Trought, 2017, 2012):

1. a graduate connecting and implementing achievements, attributes, competencies, experience, knowledge and understanding into appropriate employment upon graduation (High Fliers Research, 2011; Reed & Stoltz, 2013; Yorke, 2006)

2. a graduate demonstrating essential employment competencies (Level 2) (City & Guilds, 2020) and higher order employment competencies (Level 6) (CBI / Universities UK, 2009; Jones, 2004; Lowden *et al*, 2011)

3. a graduate demonstrating experience, knowledge and understanding about the employment environment (*ibid.*).

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Generic Person Specification:

1. Skills and Abilities
2. General and Special Knowledge
3. Education and Training
4. Relevant Experience
5. Special Requirements.

Development

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Petty (2003) cites evidence from the Basic Sills Agency (1997) and Bloom (1984) in support of one-to-one Learning and Teaching through Learning Support as "the most powerful teaching method yet discovered" (Petty, 2003: 513).

Learning Support centres on:

1. changing the 'disposition' of the Learner (Claxton 2004)

2. embedding essential competencies (Level 2) (City and Guilds, 2020) and higher order competencies (Level 6) (CBI / Universities UK, 2009; Jones, 2004; Lowden *et al*, 2011) into Learning and Teaching for staff and student (Adair, 1973; Rogers and Freiberg, 1994; Vygotsky, 1978)

3. meeting the divergent needs and requirements of the Learner (Knowles, Holton and Swanson, 2015; Wilmot, 2006)

4. transforming the Learner from a dependent Learner into an independent one (Scott, 2012; Vygotsky, 1978; 1962).

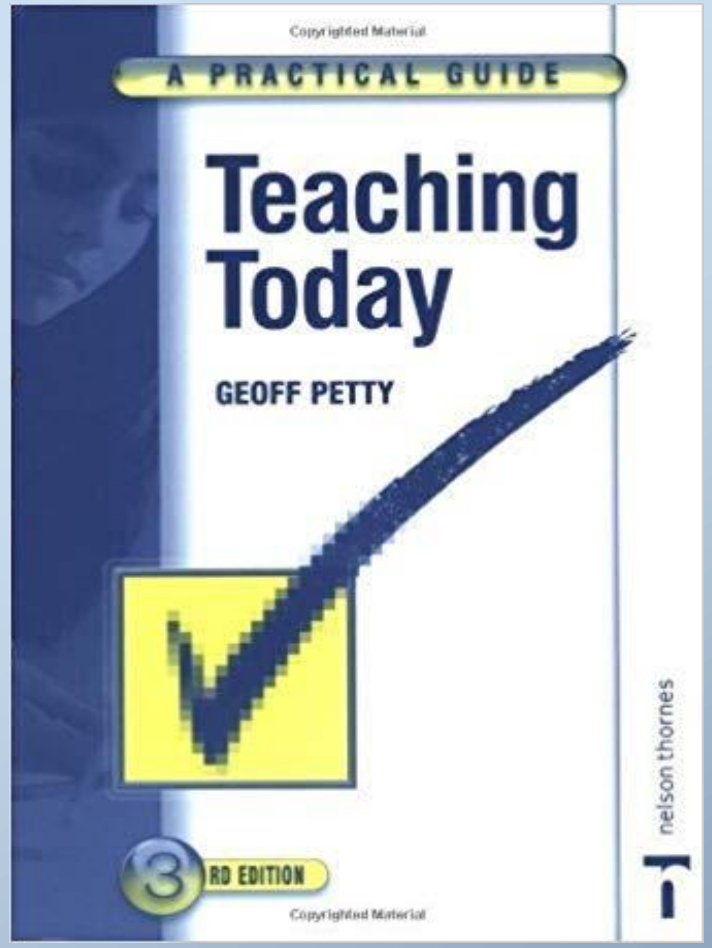

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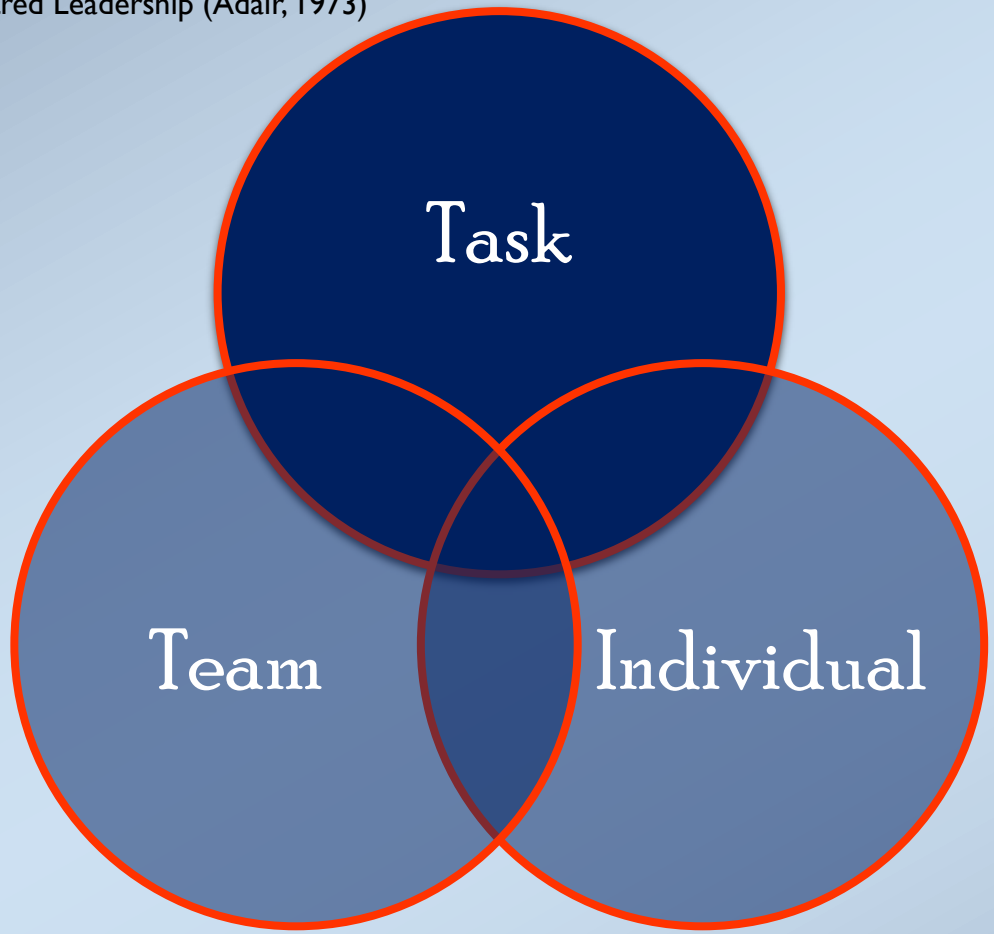
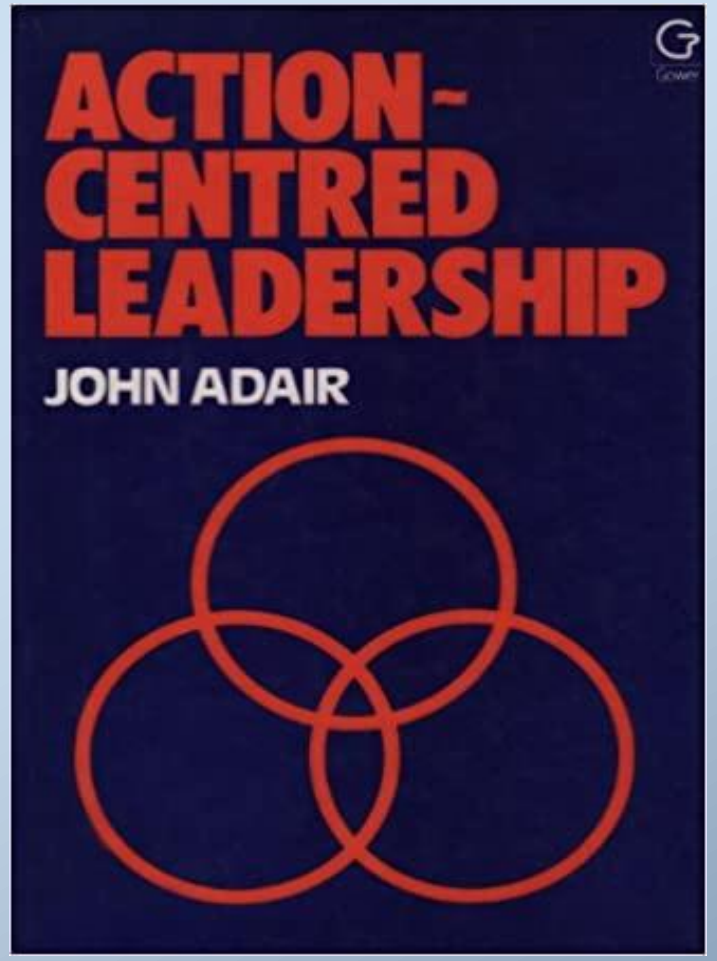
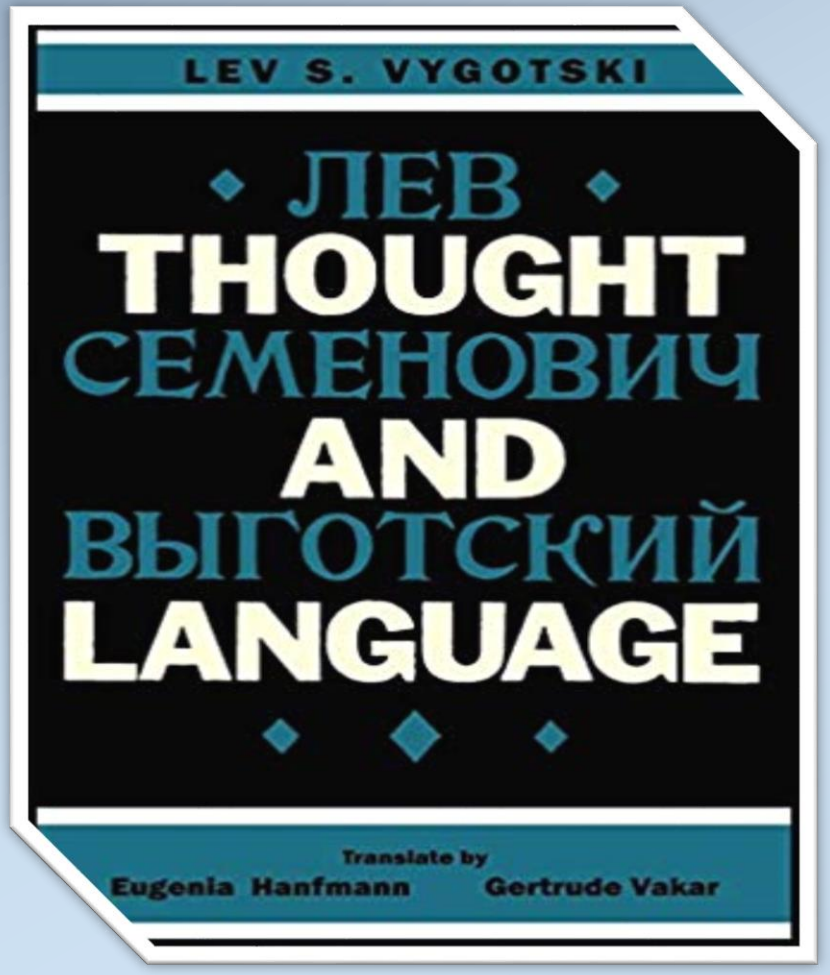
Figure 1
Action-Centred Leadership (Adair, 1973)





Lev S. Vygotsky (1896-1934)



"What an [Adult or] Child [Learner] can do in co-operation today he [or she] can do alone tomorrow. Therefore the only good kind of instruction is that which marches ahead of development and leads it: it must be aimed not so much at the ripe as at the ripening functions" (Vygotsky, 1962: 104).

Lev S. Vygotsky (1896-1934)

"Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things" (Vygotsky, 1978).

"The teacher must adopt the role of facilitator not content provider. The student is the one who must build the learning, the teacher only accompanies [her or] him along the way" (Vygotsky, 1978).

"Though others we become ourselves" (Vygotsky, 1987).

‘Skills for Life’ has given me knowledge and understanding to:

1. **Skills and Abilities in Job Person Specification**
    1. differentiate between intrapersonal (intrinsic) competencies and interpersonal (extrinsic) competencies in creating effective relationships between staff and students (DfES, 2005; Weare, 2004; Goleman, 1996) by embedding the ‘necessary’ and ‘sufficient’ core condition Congruence, Empathy and Unconditional Positive Regard into Learning Support (Rogers, 1957)
    2. discriminate between essential competencies (Level 2) (City & Guilds) and higher order competencies (Level 6) (CBI / Universities UK, 2009; Jones, 2004; Lowden *et al*, 2011)
    3. distinguish between the contrasting genres of Leadership and Management in delivering Learning Support (Bennis & Nanus, 2003; Mintzberg, 1997, 1975), e.g., attributes (Stogdill, 1974, 1948), transactional vs transformational (Bass & Avolio, 1994; Burns, 2009, 1978; Covey, 1992).

‘Skills for Life’ has given me knowledge and understanding to:

1. **Skills and Abilities in Job Person Specification**
   4. differentiate between the role of Leadership and Personality in Learning Support (x)
   5. discriminate between the 5 Rs, i.e., Reciprocity, Reflection, Resilience, Resourcefulness (Claxton, 202; Eaude, 2008; Lucas, 2002; Wilmot, 2006) and Responsibility (*ibid.*) in delivering Learning Support.
   6. distinguish between ‘before-action’, ‘in-action’ and ‘on-action’ in the framework for reflection in delivering Learning Support (Schön, 2016).

‘Skills for Life’ has given me knowledge and understanding to:

Literature	Interpersonal Competencies	Intrapersonal Competencies
Social and Emotional Aspects of Learning (DfES, 2005).	• Social Skills	• Empathy * • Managing Feelings • Motivation • Self-Awareness
*Emotional Intelligence. Why It Can Matter More than IQ (*Goleman, 1996).	• Handling relationships / Social Arts	• Empathy * • Managing Emotions • Motivation / Self-control • Self-Awareness
Developing the Emotionally Literate School (Weare, 2004).	• Being aware of, understanding and using information about our emotional states • Expressing and managing emotions usefully.	• Being aware of understanding and using information about the emotional state of others • Responding to the emotions of others.

‘Skills for Life’ has given me knowledge and understanding to:

2. General and Special Knowledge in Job Person Specification

1. centre Learning and Teaching on the divergent needs and requirements of the Learner by Personalising the Learning (Wilmot, 2006; Rogers & Freiberg, 1994)
2. differentiate between the Andragogical and the Process model of Learning and Teaching against the Pedagogical and the Product model of Learning and teaching (Hargreaves, 2005; Knowles, Holton and Swanson, 2015; Scott, 2012; Kirton *et al*, 2007)
3. comprehend contrasting cultural interrelationships in an educational / employment environment (x)
4. Professionalism in the educational / employment environment (Reed and Stoltz, 2013):

‘Skills for Life’ has given me knowledge and understanding to:

3. **Education and Training in Job Person Specification:**
    1. connecting Personal Development Planning (intrinsic) to Continuing Professional Development (extrinsic) (QAA, 2019, 2018):
    2. differentiating between Leader of Learning, Learner and Teacher in Leading the Learning (Watkins, 2011)
    3. enhancing collaborative and individual experience, knowledge and understanding of Learning Support (*ibid.*)
    4. accessing membership (student) of British Association for Counselling and Psychotherapy (BACP).

‘Skills for Life’ has given me knowledge and understanding to:

4. **Relevant Experience in Job Person Specification:**
   1. engage in employment experience by volunteering in readiness for appropriate employment in Learning Support, and therefore, creating an employment-ready (employability) graduate (CBI / Universities UK, 2009; Jones, 2014; Lowden *et al*, 2011).

‘Skills for Life’ has given me knowledge and understanding to:

5. **Special Requirements in Job Person Specification:**
    1. create classroom conditions that advance a creative curriculum by engaging the Learner in Learning by Doing (Gibbs, 1988) / Learning by Experience (Rogers & Freiberg, 1994)
    2. comprehend that a creative curriculum constitutes “excellence in Learning [and Teaching] with enjoyment of Learning” (DfES, 2003: 4) that “excites” and “stretches” the imagination of the Learner (p. 9)
    3. comprehend that a creative curriculum constitutes empowerment for the Learner by assuming ownership of the Learning, culminating in facilitating the journey of the Learner into Lifelong Learning (EPPI-Centre, 2004; Scott, 2012).

Conclusion

‘Skills for Life’ has given me knowledge and understanding to:

1. connect academic competencies to employment competencies in creating an employment-ready graduate (employability) (Dearing, 1977; Rich, 2015; Trought, 2017, 2012)
2. differentiate between Personal Developing Planning (PDP) and Continuing Professional Development (CPD) (QAA, 2018, 2009), and therefore, engage in Personal Developing Planning (PDP) for future employment and training (Cottrell, 2010)
3. discriminate between contrasting genres of Leadership and Management in delivering Learning Support (Adair, 1973; Bass & Avolio, 1994; Bennis & Nanus, 2003; Burns, 2009, 1978; Covey, 1992; Mintzberg, 1997, 1975; Stogdill, 1974, 1948)
4. differentiate between acceptable and unacceptable behaviour in the employment environment, and therefore, comprehend the culture of the organisation (Covey, 2004; Owen, 2017; Reed & Stoltz, 2013)
5. engage in the art of critical reflection (Gibbs, 1988; Kolb, 2015; Schön, 2016; Thompson & Thompson, 2018)
6. re-engage in dormant competencies from former employment (DfES, 2005; Goleman, 1996; Rogers, 1957; Weare, 2004), and therefore, engage in embedding the core conditions into Learning Support (Rogers, 1957).

Thank You for Listening

Any Questions?

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