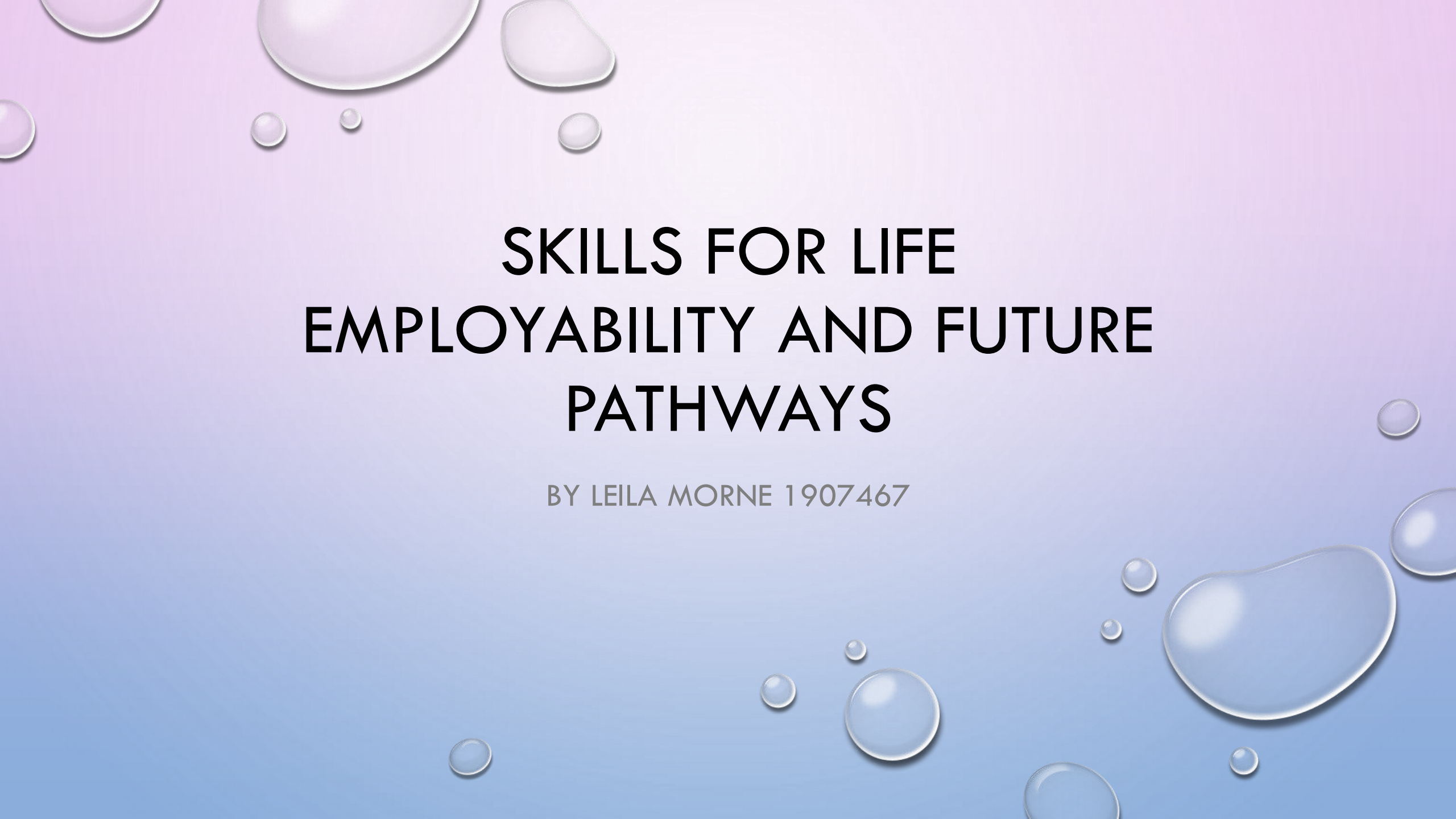


The background is a vertical gradient from light purple at the top to light blue at the bottom. It is decorated with numerous realistic water droplets of various sizes. Some droplets are at the top, appearing to fall, while others are at the bottom, appearing to be on a surface. The droplets have highlights and shadows, giving them a three-dimensional look.

SKILLS FOR LIFE EMPLOYABILITY AND FUTURE PATHWAYS

BY LEILA MORNE 1907467

INTRODUCTION

- ADVANCED AUTISM PRACTITIONER
 - AUTISM PROVISION
 - SKILLS AND QUALITIES
 - LEADERSHIP
 - FUTURE PROGRESSION
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ADVANCED AUTISM PRACTITIONER

THE ROLE OF THE ADVANCED PRACTITIONER IS TO COORDINATE A TEAM OF SPECIALIST AUTISM PRACTITIONERS AND LEARNING SUPPORT ASSISTANTS IN THE DELIVERY OF HIGH-QUALITY INDIVIDUALISED SUPPORT PROGRAMMES, ENSURING INCLUSIVE PRACTICE IS EFFECTIVELY SHARED.



AUTISM PROVISION

"SUPPORT SHOULD BE AIMED AT PROMOTING STUDENT INDEPENDENCE AND ENABLING THE YOUNG PERSON TO MAKE GOOD PROGRESS TOWARDS EMPLOYMENT AND/OR HIGHER EDUCATION, INDEPENDENT LIVING, GOOD HEALTH AND PARTICIPATING IN THE COMMUNITY". (SEND CODE OF PRACTICE PARA 7.13.)

- 'PROFESSIONALS NEED TO ADOPT A SIGNIFICANTLY DIFFERENT STANCE IN THEIR WORK WITH INDIVIDUALS WITH AUTISM. EXTRAORDINARY PEOPLE REQUIRE EXTRAORDINARY PROFESSIONALS WHO NEED TO BE QUALITATIVELY DIFFERENT.' (PEETERS & GILLBERG, 2000)
- GUIDED BY THE UNIQUENESS OF AUTISM THE TEAM ENDORSE A SET OF BELIEFS AND VALUES TO PROMOTE A CULTURE AND ETHOS THAT PLACES EMPHASISES ON APPROPRIATE AUTISM ARCHITECTURE. IT IS IN THIS ENVIRONMENT THAT OUR LEARNERS THRIVE.
- OPERATE A COLLABORATIVE INTERPERSONAL STYLE WHICH APPRECIATES AND ACKNOWLEDGES EACH OTHERS SKILLS, QUALITIES AND EXPERTISE. ENCOURAGE AND PROMOTE SUPPORTIVE RELATIONSHIPS, THEIR ABILITY TO INNOVATE AND BE CREATIVE.



SKILLS AND QUALITIES

Creativity is one of the most critical skills for the future. Without creativity, there would be no innovation. (John, 2019)

Leaders in education must encourage diversity; promote inclusive practices and build connections between schools and communities. (Riehl, 2000)

Team Work

Critical & Creative Thinking

Communication

Reflective

The organisation of the work must come before the work starts. (Wicker, 2009)

Organisational Skills

Leadership

Dyson et al, (2004) argue that leaders should have an unwavering commitment to inclusive values, sensitivity to vulnerable groups and competence to lead in a participatory manner.



LEADERSHIP

- MORAL LEADERSHIP (CHAPMAN ET AL, 2011)
- TRANSFORMATIONAL LEADERSHIP (NORTHOUSE, 2007)
- DISTRIBUTIVE LEADERSHIP (AINSCOW ET AL, 2003)

CHILDREN WITH SEN/D MAKE OUTSTANDING PROGRESS IN SCHOOLS/COLLEGES WHICH HAVE: A STRONG ETHOS, SPECIALIST STAFF, FOCUSED PROFESSIONAL DEVELOPMENT FOR ALL STAFF, THE ENCOURAGEMENT OF HIGH EXPECTATIONS, AND A COMMITMENT BY LEADERS TO ENSURE THAT ALL STUDENTS HAVE OPPORTUNITIES TO SUCCEED. (OFSTED, 2006)



FUTURE PROGRESSION

- REPUTATION (INSIDE AND OUTSIDE)
- SEND CENTRE OF EXCELLENCE (TRAINING, CONFERENCES, WORKSHOPS)
- THREE WESTON BAYS (14-16YRS) (16-18YRS) (18-25YRS)
- PRISON EDUCATION (YOI)



CONCLUSION

- “FOR AUTISTIC INDIVIDUALS TO SUCCEED IN THIS WORLD, THEY NEED TO FIND THEIR STRENGTHS AND THE PEOPLE THAT WILL HELP THEM GET TO THEIR HOPES AND DREAMS. IN ORDER TO DO SO, ABILITY TO MAKE AND KEEP FRIENDS IS A MUST. AMONG THOSE FRIENDS, THERE MUST BE MENTORS TO SHOW THEM THE WAY. A SUPPORTIVE ENVIRONMENT WHERE THEY CAN LEARN FROM THEIR MISTAKES IS WHAT WE AS A SOCIETY NEED TO CREATE FOR THEM.” – (BILL WONG, AUTISTIC OCCUPATIONAL THERAPIST, THE ART OF AUTISM 2020)



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