

PIXL EDGE RESOURCES – THE WHY, THE WHAT AND THE HOW

The library of resources available to schools through the Edge programme is now expansive and this guide will help all those interested understand what they aim to develop in students and why, in addition to giving guidance as to when and how they might want to use them.

The following programmes of resources are explained:

1. LORIC (Leadership, Organisation, Resilience, Initiative, Communication)
2. Wellbeing
3. PiXL Orate
4. Careers, Apprenticeships and Higher Education

1. LORIC

Why use the LORIC Resources?

Education and industry partners, including the CBI and the National Careers Service have produced lists of desirable qualities for the workplace and the 5 Edge Attributes - Leadership, Organisation, Resilience, Initiative and Communication - were selected as the most representative skills across all the research. The LORIC resources are focused on developing these 5 key attributes.

LORIC maps against the National Careers Service's list of top ten desirable soft skills as described below:



What skills do the resources develop in students?

Apprentice - KS3

Learning objectives include developing understanding of:

<p style="text-align: center;">Leadership (8 x sessions)</p>	<ul style="list-style-type: none"> the definition of leadership and how it applies to them, the power of leadership to change people's lives, different types of leaders, and recognising their own leadership strengths.
<p style="text-align: center;">Organisation (6 x sessions)</p>	<ul style="list-style-type: none"> what is meant by 'good organisation', how to identify steps towards successful completion of an activity/project, the importance of clear decision-making, the importance of working well in a team towards a shared goal.

Resilience (8 x sessions)	<ul style="list-style-type: none"> • understanding resilience as a key factor in success (case studies: JK Rowling, Michael Jordan, Nelson Mandela, as well as ‘famous failures’), • understanding resilience as a process of anticipating, organising and adapting, • understanding how to apply resilience to fears and phobias.
Initiative (7 x sessions)	<ul style="list-style-type: none"> • the importance of being proactive, • the pursuit of things we find fascinating, • the value of taking an active interest in gaining new experiences.
Communication (8 x sessions)	<ul style="list-style-type: none"> • matching form to audience, including improvised adaptations, • developing more fluency as a communicator, • understanding the importance of consistency in the development of communication skills.

Graduate - KS4

Leadership (3 x sessions)	<ul style="list-style-type: none"> • effective leadership – what is it, how does it affect an outcome and why do we need it, • leaders we know – what makes them good or bad leaders and does this affect their success, • Leaders in my life – setting a good example and how being a good leader can help my future.
Organisation (3 x sessions)	<ul style="list-style-type: none"> • the qualities of an organised person, • self-reflection and why managing time is crucial, • skills for future success, adopting the right mindset and reflecting on how you spend your time.
Resilience (3 x sessions)	<ul style="list-style-type: none"> • how resilient are you in your life and how does resilience impact your success, • what makes us give up when the going gets tough, • resilience for employability and further education – is it something I can change now?
Initiative (3 x sessions)	<ul style="list-style-type: none"> • what is initiative and what is the impact of showing it, • the fact that effort is more important than the result.
Communication (3 x sessions)	<ul style="list-style-type: none"> • different types of communication and its impact, • what can go wrong and first impressions; interview skills and creating your CV, • the change in technology, the Impact of Social Media and how you can create the right balance in your life.

How should schools deliver them?

The LORIC resources are split into two levels (Apprentice and Graduate) and can be delivered either in tutor/form time or PHSE (at the discretion of the school). Activities undertaken as part of the programme can take place within curriculum study (for example, using the Edge Smith Proforma) so that character development is fully integrated.

Each suite of resources covers each attribute in detail, beginning with an introduction, and then working towards deepening understanding of each attribute as students progress through the scheme. We suggest that the introductory lessons are delivered prior to the students accessing the online platform.

2. Wellbeing

Why use the Wellbeing Resources?

With news that young people’s self-confidence is at its lowest ebb in the last eight years (Princes Trust, January 2017), these resources will go some way in helping schools build resilience and promote the health, mental wellbeing and positive lifestyle choices amongst their

students. They aim to support schools develop Health and Wellbeing as integral to school effectiveness - it will come as no surprise that promoting this also has the potential to improve their educational outcomes.

What skills and attributes do they develop in students?

The programme has been divided into 3 distinct themes, 4 further characteristics which then have an additional 4 sub-headings:

THEMES	SESSIONS	CHARACTERISTICS	
	KS3/4 – 16 x Sessions KS5 – 14 x Sessions	Being Active Body Health Fitness Strength Flexibility	Recharge Healthy Routine Sleep Rest & Recovery Being Mindful
		Nutrition Healthy Eating Smart Choices Energy Levels	Behaviour Health risks Attitude Staying Safe Looking Ahead
	KS3/4 – available July 2017 KS5 – available July 2017	Connections Relationships Interaction Survival Support	Pride Environment Appearance Confidence Your Actions
		Personal Growth Challenge Hobbies Opportunities Achievement	Lifestyle Making Choices Healthy Habits Responsibility Balance
	KS3/4 – 20 x sessions KS5 – 16 x sessions	Focus Goal setting Strategy Belief Motivation	Feelings Emotions Positivity Mental Health Self-awareness
		Mind-set Healthy Mind & Body Mind Training Mental Toughness Determination	Self-Management Preparation Coping Strategies Self-Control Support Network

How should schools deliver them?

PiXL Wellbeing features lesson plans and worksheets along with guidance & tools for schools to develop their own wellbeing agenda and strategy. Resources can be taught to KS 3 upwards. Sessions are each 18 – 25 minutes and are designed to run during tutor time, PSHE, citizenship or even PE lessons. The sessions are fully resourced with accompanying worksheets and learning aids such as videos, animations or images. Students

will complete a pre-, mid- and post-course assessment, using scaled scores to assess their own progress in the key areas of My Health, My Life & My Mind.

There is an opportunity half way through the course for students to pause and review what progress has been made so far, and to consider what else they need to do to make progress in each of the areas of My Health, My Life and My Mind.



PiXL Orate

3.Orate

Why use the PiXL Orate resources?

Many educators are realising that oracy does not have the status it should in our schools and a polling of teachers by YouGov in 2016 pointed to a need for an increased focus on speaking and listening skill development. If we consider statistics, such as that between

60 per cent and 90 per cent of young people in custody have a communications impairment, the need to develop these skills in our students becomes even harder to deny.

What skills do the resources develop?

This set of resources (KS3 – 18 x 20 minute sessions, KS5 – 14 x 20 minute sessions) supports the development of verbal communication that will be so crucial for students in later life;

- the elements of a good speaking voice,
- body language,
- structuring a speech,
- rhetorical devices,
- summarising,
- clarifying,
- audience,
- speaking in turn, confidence – amongst others.

How should schools deliver them?

Each session includes power point slides and a session plan, some of which include embedded videos to help inspire and motivate.

Up for Debate

Schools might also want to take part in Up for Debate - a National competition aimed at Year 9 students to help them develop their communication skills. The competition takes place at Regional Heats across the country, and winners compete at the Final Heat in order to be crowned the National Debate Champions. For more resources please visit upfordebate.co.uk - membership is free to all Edge schools.



4. Careers, Apprenticeships and Higher Education

Why use the PiXL Careers, Apprenticeship and Higher Education Resources?

Many educators are realising that oracy does not have the status it should in our schools and a polling of teachers by YouGov in 2016 pointed to a need for an increased focus on speaking and listening skill development. If we consider statistics,

such as that between 60 per cent and 90 per cent of young people in custody have a communications impairment, the need to develop these skills in our students becomes even harder to deny.

Apprenticeships

These resources are specifically designed to enable schools to inform and inspire students in relation to apprenticeship opportunities. There are 3 sessions for both KS3 and KS4 with two sessions for KS5 (in addition to guidance on how to run a careers masterclass).

Higher Education

If students choose to take the HE route, they will find themselves with an enormous number of choices ahead of them: which university should they apply to? what degree should they pursue? how do they put together an application? how can they make themselves stand out in this competitive atmosphere? Delivery of these sessions will go some way to helping students with these questions.

What topics do they address?

Careers

<p style="text-align: center;">KS3 (5 x topics – tutor sessions and assemblies)</p>	<ul style="list-style-type: none"> • The exciting world of work, • Skills you need for work, • Competitive advantage, • Your Choices, • Apprenticeships.
<p style="text-align: center;">KS4 (5 x topics – tutor sessions and assemblies)</p>	<ul style="list-style-type: none"> • Future Careers, • Thinking about your future, • Career development, • Business formations, • Equality, Diversity and Inclusion,



Apprenticeships

<p>KS3 (3 x sessions)</p>	<ul style="list-style-type: none"> • Choices at 16, • The range of apprenticeship entry levels, • The concept of a progression pathway within Apprenticeships
<p>KS4 (3 x sessions)</p>	<ul style="list-style-type: none"> • Professional and Legal Services Apprenticeships, • Science and Healthcare Apprenticeships, • Digital Media
<p>KS5</p>	<ul style="list-style-type: none"> • Advanced and Higher Apprenticeships, • Degree Apprenticeships, • Career Pathways Masterclass.

Higher Education

<p>Year 11 (10 x sessions)</p>	<ul style="list-style-type: none"> • What is a university and why go to one, • What courses are available, • Different types of university, • Choosing the right course, • Making a competitive application, • Building a portfolio.
<p>Year 12 (10 x sessions)</p>	<ul style="list-style-type: none"> • Putting Year 12 in perspective for Higher Education, • EPQs, MOOCs and extension work, • How to write a strong personal statement, • How to handle an interview.

How should schools deliver the programme?

Sessions are designed to last 20 minutes and they can be delivered during tutor/form time or PSHE or during as part of the school's careers strategy.

We advise that schools deliver the overarching careers resources first and subsequently provide a balanced approach to improving both Higher Education and Apprenticeships knowledge. Schools may find the Edge Palette useful in creating their programme of careers education.

