

## Meaningful Learning Experiences: Getting Started

The six-step Forum Talent Potential process is designed to support development of curriculum projects in partnership with employers. It is the result of hundreds of thousands of pounds of investment and several years of progressive development work.

You will find dozens of case studies explaining how 'Meaningful Learning Experiences' have been embedded within classroom learning, using teachers' existing schemes of work:

[www.forum-talent-potential.org/good-practice](http://www.forum-talent-potential.org/good-practice)

In addition, a couple of dozen case studies have been selected for more detailed audio-visual presentations that explain the step-by-step process, including overcoming problems:

<https://www.youtube.com/@ForumTalentPotential>

In response to requests from multi-academy trusts, careers hubs and other school groups, a virtual CPD package can practical guidance to build internal capacity and local expertise. Contact:

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### Purpose:

#### Step 1. Strategic Commitment & Priorities

Gain senior level and strategic commitment  
Pick starting points for curriculum projects

#### Step 2. Bringing Subject Lessons 'To Life'

Identify teacher, subject & scheme of work  
Summarise key educational objectives

#### Step 3. Purposeful Projects & Challenges

Ensure the project will motivate students  
Shape classroom learning resources

#### Step 4. Employer Engagement & Partnerships

Identify and approach potential partners  
Plan the role of the partner organisation

#### Step 5. Student Self-Assessment & Development

Impact on motivation, aspirations & skills  
Evaluate for cohort and individual students

#### Step 6. Project Success & Sustainable Practice

Showcase work with an expert audience  
Share good practice with other teachers

# Step 1. Setting Priorities

Commitment	Indicators
<b>1. Strategic Commitment</b> The school or college has a strategic commitment to help young people become enterprising and employable and to provide associated professional development for teaching staff	<b>a.</b> Commitment is reflected in a formal policy and in leadership and governor responsibilities <b>b.</b> The roles, structures and accountability of teaching staff reflect this strategic commitment <b>c.</b> Enterprise and employability is part of the induction and in-service training for all teaching staff <b>d.</b> Celebration events and recognition of success indicate the value placed on this part of school life <b>e.</b> Appropriate data is used to measure and monitor effectiveness, including student destinations
<b>2. Curriculum Provision</b> Learning about enterprise and employability is a continuous and progressive process through each key stage of education for every young person at the school or college	<b>a.</b> A planned programme is delivered to all students as an integral part of their curriculum <b>b.</b> The programme shows progressive development through each stage of students' education <b>c.</b> The programme involves content that is challenging, engaging and enjoyable for students <b>d.</b> The content enables students to learn knowledge, skills and attitudes for life beyond school <b>e.</b> Students' learning experiences are connected to their lives after leaving school or college
<b>3. Employer Partnerships</b> The school or college has established purposeful, mutually beneficial and sustainable partnerships with employers to enrich and enhance learning experiences for all young people	<b>a.</b> Employer contacts are established and managed through networks, brokerages or direct contact <b>b.</b> Working with employers is mutually beneficial and has a clear educational purpose <b>c.</b> Processes are in place for working with employers, including, briefing and hosting <b>d.</b> Processes are in place for Health & Safety and safeguarding when working with employers <b>e.</b> The school or college has access to up-to-date local and national labour market information
<b>4. Reflective Young People</b> Young people are actively involved in assessing and reflecting on their personal development, supported by teachers, mentors and providing appropriate information to parents	<b>a.</b> Each child can assess the impact of each meaningful learning experience, with teacher feedback <b>b.</b> Each child has opportunities to reflect on their development and direction, with mentor/tutor support <b>c.</b> A skills framework and terminology is used consistently, including indicators of progression <b>d.</b> Teachers and parents have access to periodic reports indicating the development of each student <b>e.</b> Management reports show development across the school/college for different student groups
<b>5. Informed Career Choices</b> Each young person is supported to maintain an up-to-date summary of their key areas of strength and to periodically reflect on how this informs choices about courses and career direction	<b>a.</b> Students can develop knowledge and practice about CVs, interviews and recruitment processes <b>b.</b> Students are enabled to articulate their distinctive talents and to differentiate themselves <b>c.</b> Students periodically update their CV (or equivalent) to inform choices at key transition points <b>d.</b> Students have access to up-to-date resources about options for study and career directions <b>e.</b> All students have an opportunity to meet with an impartial and suitably qualified careers adviser

## Step 2. I'd like to bring some of my lessons to life

Subject or Faculty:

Name & contact details:

Today's date:

The curriculum area I have in mind is: (Subject topic, scheme of work, lesson plan, resources, etc)

The reason I want to bring this to life is: (Difficult concept? Lack of engagement? Subject interest? etc)

My ideal outcome from this would be: (What would success look like – for you?)

The dates/timings and staff involved with this teaching: (Ideally 1-2 terms away to allow planning time)

## Step 3. Shaping a purposeful challenge



Subject or Faculty:

Completed by:

Today's date:

What is the curriculum learning this project will enrich?

How will this project engage and inspire students?

What will students do, write, create or build?

How and where will the students' work be exhibited?

When will the project be started and completed?

## Step 4. A basis for partnership working

Partner organisation:

Name & contact details:

Contact Date(s):

What are we asking the employer to do? (Launch message, background information, final event)

How will this contribute to curriculum learning? (Topic or theme, scheme of work, learning outcomes)

When is this scheduled to happen? (Start/end of project, lesson times, milestone dates)

Why might the employer be motivated? (PR coverage, CSR targets, local awareness, recruitment, skills gap)

## Step 5. What did I learn from that experience?



My name: ..... Form Group: ..... Today's Date: .....

What was the experience you took part in?

.....

Was this experience during school time ☐ or out of school time ☐ (Tick one box)

How interesting was the experience? (Circle one of the numbers)

(Not much)    1                      2                      3                      4                      5                      (A lot)

How purposeful was the experience? (Circle one of the numbers)

(Not much)    1                      2                      3                      4                      5                      (A lot)

The experience helped me to: (Tick only those that personally apply to you)

1. Learn about opportunities in life after I leave school ☐
2. Learn about what is expected of me in working life ☐
3. Learn about my individual personal skills and abilities ☐
4. Think about my personal choices and future direction ☐
5. Set personal targets and make plans for my future ☐

The achievement I am most proud of as a result of this experience is:

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This achievement is evidence that I have developed the following characteristics:

- |                                     |   |  |
|-------------------------------------|---|--|
| <input type="checkbox"/> Listening  | <input type="checkbox"/> Presenting       | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Staying Positive | <input type="checkbox"/> Aiming High     |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Teamwork         |  |

Of these skills, the one I developed most: .....

The standard to which I demonstrated this particular skill:

- ☐ Novice    ☐ Beginner    ☐ Competent    ☐ Proficient    ☐ Expert

(Check against the skills standards table if you are not sure)

Tutor comments:

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## Step 6. Sharing Good Practice



Select and explain why this project is a good example of:

- ☐ Strategic Commitment .....
- ☐ Curriculum Provision .....
- ☐ Employer Partnerships .....
- ☐ Reflective Young People .....
- ☐ Informed Career Choices .....

Describe the project: (What was the objective? Who was involved? Why run the project? How was it set up?)

Summarise the benefits for the students: (Self-assessment data, quotations, examples of student work)

Summarise the benefits for the school: (Feedback from teachers, schemes of work, classroom resources)

Summarise the benefits for the employer: (Feedback from guests, photographs, PR coverage)