

## **Teachers, school and college leaders: Using the youth social action toolkit**

Youth social action is something that is often already happening in schools and colleges. The resources in the youth social action toolkit have been designed to help you find out what activity is already happening in your school or college, and understand how it supports a high quality careers programme that meets the Gatsby Benchmarks.

**We recommend that you support your Careers Leaders to use the toolkit:**

- 1. to lead a whole staff session on youth social action in their schools**
- 2. to use the interactive survey tool to gain insight into the youth social action activities that have already taken place over the last twelve months, and that are also planned for the next year**
- 3. to analyse and reflect on their survey responses**

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### **How can school and college leaders support Careers Leaders to analyse the survey results and what action should they take as a result of that information?**

Careers Leaders will find their survey responses help them to:

- **Compile the CEC's Compass Tool for evaluating their setting's wider careers provision in line with the Gatsby Benchmarks, and/or;**
- **Update their setting's Careers Tracker Tool, as part of their wider record of careers provision.**
- **Match students' developing skills sets with the Skills Builder Framework.**

Depending on the responses they receive, the following Practitioner Reflection Framework could help them develop the quality of youth social action in the setting. As a school or college leader, you could work with your Careers Leaders directly on the reflection questions, or you could encourage them to work through the questions with other colleagues.

You do not need to follow the framework line by line. Rather, use it flexibly and in response to areas of need in your setting.

## Youth social action: Practitioner Reflection Framework



### Questions about: Opportunities and access

- Which students are benefitting from this work? (For example, consider free school meal eligibility, the students' ages, genders and ethnicities, special educational need or disability status, and their prior attainment)
  - How can we involve a wider range of young people?
  - What other activities or projects could we develop?
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### Questions about: Links to wider learning

- How does the youth social action link with other learning the young people are doing?
  - How will you help the young people build on their learning from the youth social action they participated in?
  - How can you incorporate what young people are doing through youth social action in your lesson planning?
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### Questions about: Impact

- What skills are students developing during these activities?
  - How can we capture the impact of this work on the wider community?
  - How can we capture the impact of this work on the young people involved?
  - What log will students have of the activities and skills they have been developing?
  - How can we talk about and share the impact and learning from this youth social action?
  - How could we share young people's achievements with parents and our wider community?
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### Questions about: Young people's preparation and reflection

- How can you prepare your young people for these activities?
  - How can young people use information about jobs in their local area to help them identify suitable or relevant opportunities for youth social action?
  - How can your young people reflect on these activities?
  - How can you support young people to understand the impact that they've had on the community through their youth social action?
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### Questions about: Partnerships

- How does the youth social action provide encounters with employers and employees working elsewhere?
  - What external partners (including employers or other people and organisations) can we work with? Are there others we should approach?
  - How can we maintain and build these relationships?
  - Does any further work need to be done with the wider community in order for young people to participate in youth social action more effectively?
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### Questions about: Support

- What can I do (as a teacher, school or college leader) to support you?
  - What other support would you like?
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