

How to use the Teacher Videos

DESIGN MY
FUTURE

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1 About DesignMyFuture

The Erasmus+ funded 'DesignMyFuture' project (www.designmyfuture.eu) focuses on how to best support young people as they plan to make the transition from compulsory schooling towards future positive destinations. Many young people leave school early and failing to opt into other forms of educational provision can have a long-term impact. It affects young people's career prospects, health and wellbeing, and often results in poverty and poor health outcomes in the long term.

To address this Europe-wide challenge, the DesignMyFuture project sought to create materials that would support all young people to cultivate the ability to develop an informed understanding of their skills, interests, competences, developmental needs and values and be able to communicate this to others. This enables them to make informed decisions about their future career path.

The DesignMyFuture Project recognised that young people do not make these decisions alone and so we have created a series of resources for the different individuals who might work with each young person as they make these important decisions. Alongside this Guide for Teachers, the DesignMyFuture team have created:

Educational resources with helpful suggestions for teachers to enhance the support they give young people.



An interactive web game for young people to discover their skills and explore possible future jobs and careers.



A Guide for Parents and Carers that shares tips and good practice for how to support young people during this important stage of their life.



About this guide

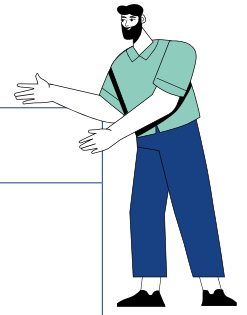
This guide is not an ordinary guide that just tells you what to do. The starting point for this guide is that you as teachers are experts in your own practice. This makes it possible for you to reflect on your own and your workplace practice, and to plan possible changes in your own practice and that of others.

It provides helpful suggestions of how you can engage with the accompanying videos, provided on the website, and use them as a trigger to promote professional reflection. The videos will give you some ideas and support in your work with young people.

This guide is divided into three parts, supporting you while you are engaging with the videos. You and your colleagues can choose any of the reflection questions that you feel match your current situation to work and reflect on.

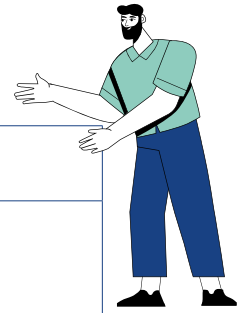


3.1 Reflecting on your practice



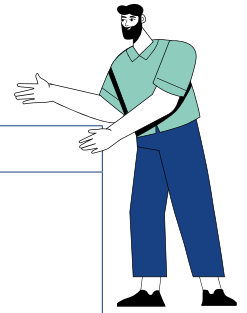
1.	Write down what you already are doing to support young people/or students' diverse needs in finding their skills and competencies.
2.	Does the school have a whole school approach to support young people with finding their skills and competencies?
3.	What kind of support do you feel you need from your manager to make changes to your own practice regarding the support of young people or students with diverse needs?
4.	What can you do on your own, without the permission or support of your institution?
5.	What challenges in building relationships with students exist?
6.	What steps are you doing to support students in finding out what profession they want to be in?
7.	What do you know about the current labour market? And what skills are in demand? How do you already support your students in these skills?

3.2 After watching the discussion videos or the subgroup videos



1.	What inspired you about these videos? How will your professional values and practice change after watching the videos?
2.	What kind of changes do you want to make after watching the videos and what kind of support do you need? Plan for what you can do.
3.	Is there one change you can do tomorrow without asking anyone or use any extra resources? Plan how to make this change.
4.	Compare the list of what you are already doing and the list of what you want to do differently – are there some things you are currently doing that could slightly change in order to match what you would like to do differently?
5.	How can you use these videos to influence co-workers, students, leaders within your current context?
6.	What can you do to improve your responses to diverse students? Make a concrete list of small changes you want to do after watching a video on the specific subgroup you work with.
7.	Can you use something from the videos in your next parent-teacher meeting?
8.	What changes can you do to learning activities to make skills, competencies, and future a natural part of the curriculum?
9.	What have you learned about the current labour market and skills in demand? Name one skill you want to focus on in your teaching for the upcoming week.

3.3 After you have made some changes to your practice



1.	Evaluate the changes you made to your practice - How did it go?
2.	Do you need to adjust your new practice? What worked and what did not?
3.	What can the school do to have a whole school approach regarding supporting young people finding their skills and competencies?
4.	How can your changes inspire different forms of (inclusive? supportive?) leadership?
5.	How will the changes influence how you go about involving and informing parents?

4 Acknowledgements



Tamara Malešević

MSc Tamara Malešević, consultant at the National Education Institute Slovenia (NEIS), supporting professional development of school counsellors. She used to work as a school psychologist specialising in gifted students, which was the topic of her master-degree research. Tamara currently works on deployment of formative assessment, social-emotional learning and wellbeing of students.



Vanja Kavčnik Kolar

Vanja Kavčnik Kolar is a graduate teacher and school mediator, currently employed as a senior consultant at the National Education Institute of Slovenia. Her expertise is personalised teaching of pupils with different educational needs, and empowering school teams through promoting a whole school approach, using strategies to create non-violent learning environments.



Dr Marc Fabri

Marc is Reader in Participatory Design at Leeds Beckett University and co-lead for the DesignMyFuture project. He creates interactive tools for marginalised groups, championing involvement of end users in the design process. Marc has worked extensively with autistic university students on breaking down barriers to entering and succeeding in higher education.



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Mhairi C Beaton is a Professor in the Carnegie School of Education at Leeds Beckett University and co-lead for the DesignMyFuture project. Mhairi's research interest focuses on the interface of teacher education, inclusion and student voice. She has led a number of international research projects which seek to improve educational provision for all young people.

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Disclaimer

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