

TEACHING AND LEARNING FOR EMPLOYABILITY

Knowledge is not the only outcome

By Kassymova GK



PERSONAL APPLICATION

Role play informing a colleague that she/he will be recommended to the governors for dismissal. Then reverse the roles. In each case act as though you or your colleague is being made redundant from the actual job you now hold. You will be surprised how realistic the role play becomes.





**HOW CAN WE ENSURE GRADUATE
EMPLOYABILITY?**



- ▶ ‘Employability is the capability to move self-sufficiently within the labor market to realize potential through sustainable employment.
- ▶ For the individual, employability depends on the knowledge, skills and attitudes they possess, the way they use these assets and present them to employers’ (Hillage and Pollard, 1998).

WHAT IS EMPLOYABILITY?



► **Employability is:**

- Applies to all students (BA, MA, PhD).
- About supporting students to develop a range of knowledge, skills, behaviors, attributes (свойство) and attitudes which will enable them to be successful not just in employment but in their wider life.
- A lifelong process.
- A university-wide responsibility.

Employability is not:

- About replacing academic standards.
- Necessarily about adding additional modules into the curriculum.
- Just about preparing students for employment.
- The sole responsibility of the Careers Department.
- Something that can be quantified by any single measure.

COLE AND TIBBY (2013) EXPAND WHAT EMPLOYABILITY IS, AND WHAT IT IS NOT:





WHAT IS EMPLOYABILITY?



Stephenson (1998: 10) links employability to capability. In his words, 'Capable people have confidence in their ability to':

- ▶ 1 take effective and appropriate action;
- ▶ 2 explain what they are seeking to achieve;
- ▶ 3 live and work effectively with others, and
- ▶ 4 continue to learn from their experiences both as individuals and in association with others in a diverse and changing society.

THE CONCEPT OF EMPLOYABILITY



Employability Skills



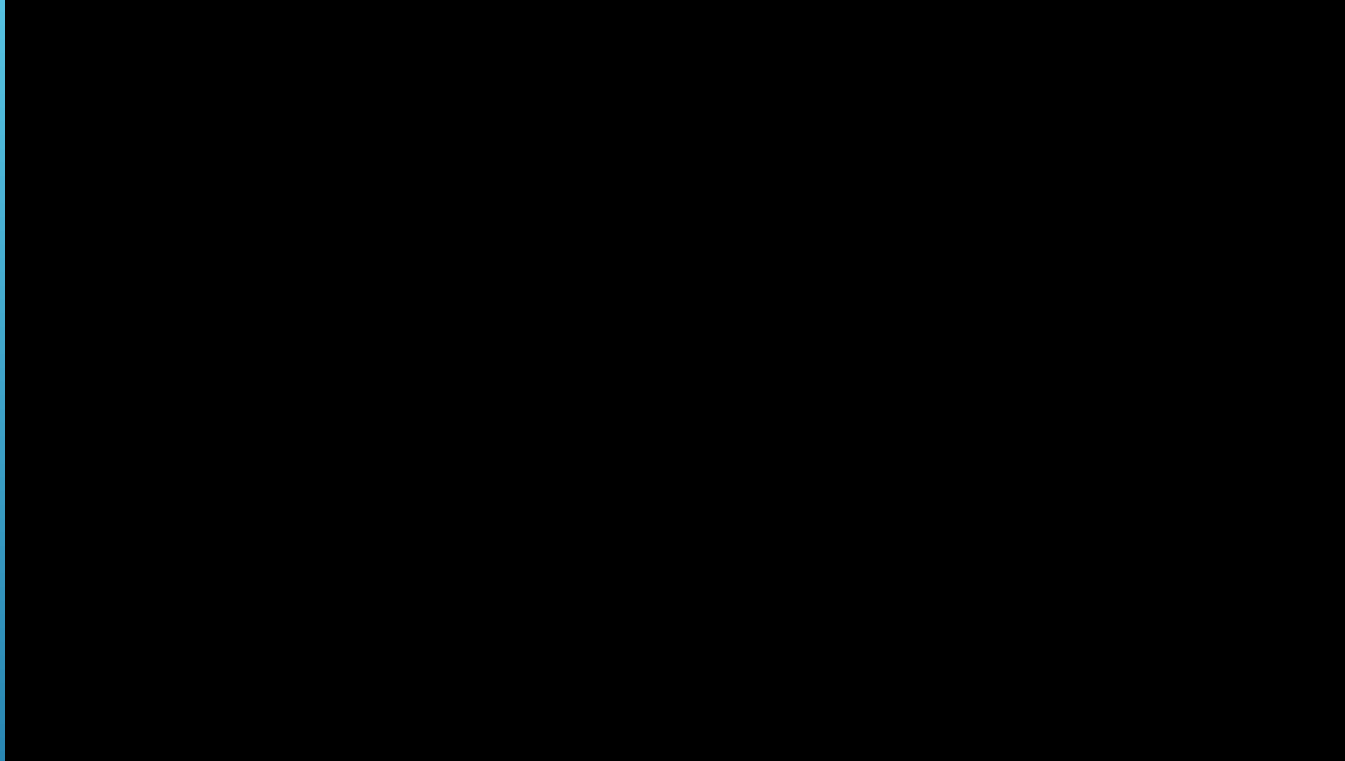
EMPLOYABILITY SKILLS



Q & A TIME

- ▶ What skills will (did, do) you gain from your degree?
- ▶ What advice would you give to students about future employment?
- ▶ What are the most important skills you look for in an employee?
- ▶ What is your career plan once you finish SDU?





- ▶ **Tony Walker** is the HR Deputy Managing Director for Toyota UK. In this video, Tony discusses what steps students can take to develop their employability and skill set to help them into graduate career roles across a wide range of career sectors.

HOW DO I DEVELOP MY EMPLOYABILITY SKILLS BY TONY WALKER, DEPUTY MD - TOYOTA



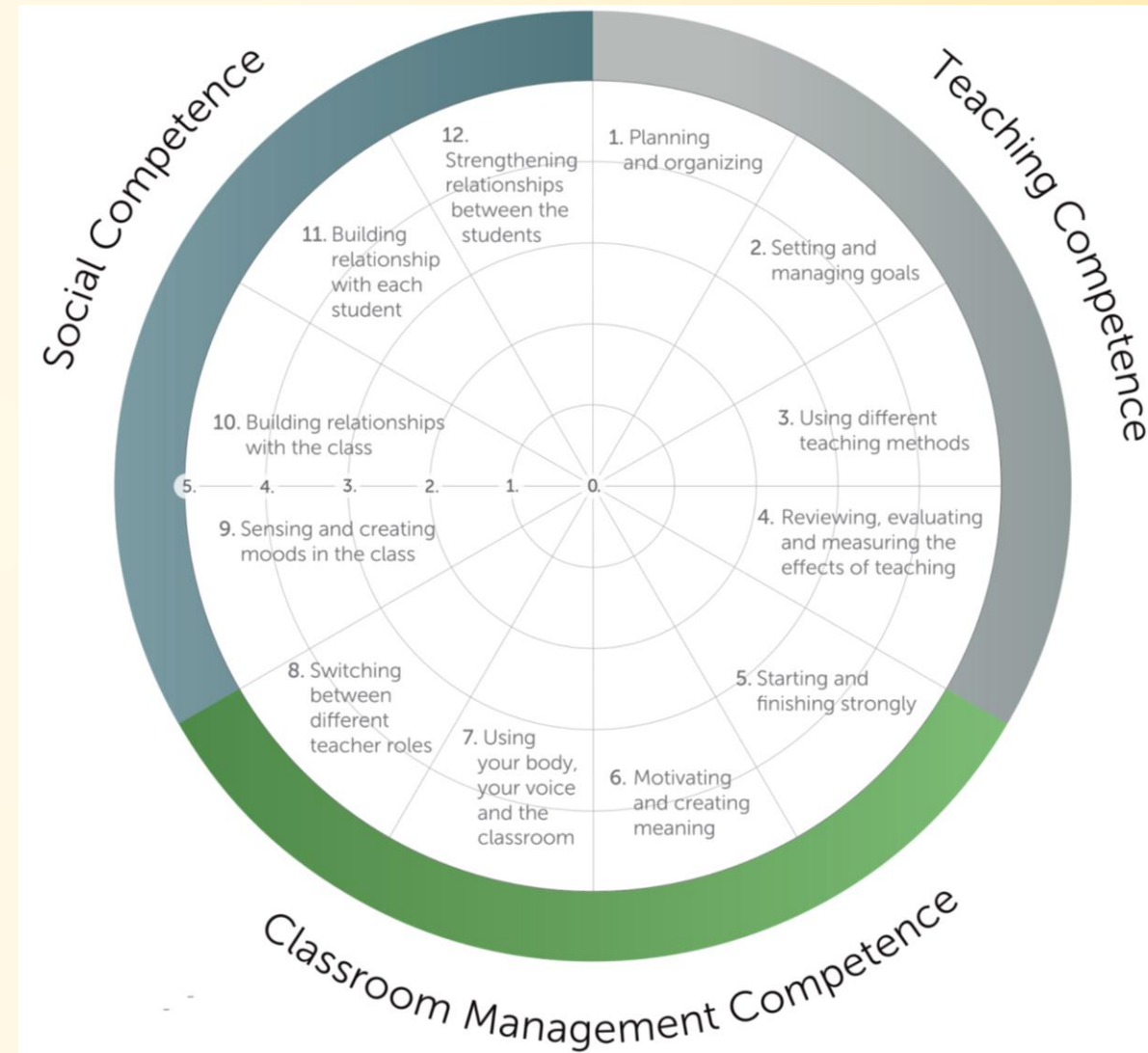
While at university:

- ▶ Make the most of opportunities within your studies to develop employability skills, e.g. through group project work, presentations, student exchange programs, internship subjects, industry and community project units and mentoring programs.
- ▶ Get involved in extracurricular activities such as clubs and societies, sport, public speaking, special interest groups, or community activities, as these experiences will also provide you with evidence of skills for your job applications.
- ▶ Gain work experience through internships and vacation work, voluntary work for not-for-profit organizations, casual work and paid part-time work relevant to your field where possible.
- ▶ Maintain a record (or portfolio) of your work experiences, volunteering roles, and activities. Make a note of skills gained and qualities demonstrated.



The Nordic Teaching Model

- The Nordic Teaching Model is based on **research** and is a practical school leader or teacher development tool that enables school leaders and teachers to analyze and share their professional knowledge and their practical experiences. Learning Points:
- *In the Nordic School Systems we have an obsession with the students' wellbeing. After all, the students must live before they can learn.*
- These are the words of a Danish philosopher who transformed the way we work with the students. Therefore, we spend time on building relationships with our students and care about their well-being.
- Above all, The Nordic Teaching Model gives school leaders and teachers an insight on what to do even better well in their daily management and teaching.
- After that, teachers work with three overall competencies: **Teaching Competence**, **Classroom Management Competence** and **Social Competence**.



- ▶ **Communication skills** (listening, understanding, and speaking clearly & writing appropriately for different audiences)
- ▶ **Teamwork skills** (working effectively with people of different ages, gender, race, religion or political persuasion & coaching, mentoring and motivating others)
- ▶ **Problem-solving skills** (analyzing facts and testing assumptions & making realistic decisions and action plans by using mathematical skills)
- ▶ **Initiative and enterprise skills** (identifying opportunities not obvious to others assessing the competitive advantage of ideas)
- ▶ **Planning and organizational skills** (planning the use of resources, including time, people, finances and materials & collecting, analyzing and organizing information)
- ▶ **Learning skills** (managing own learning, being open to new ideas and techniques & sharing knowledge and experience in the workplace)
- ▶ **Technology skills** (having a range of basic IT skills, applying IT as a management tool & using IT to organize data)
- ▶ **Self-management skills** (working under pressure & being able to evaluate and monitor your own performance)





LINKING EMPLOYABILITY TO YOUR TEACHING



DISCUSSION TOPIC

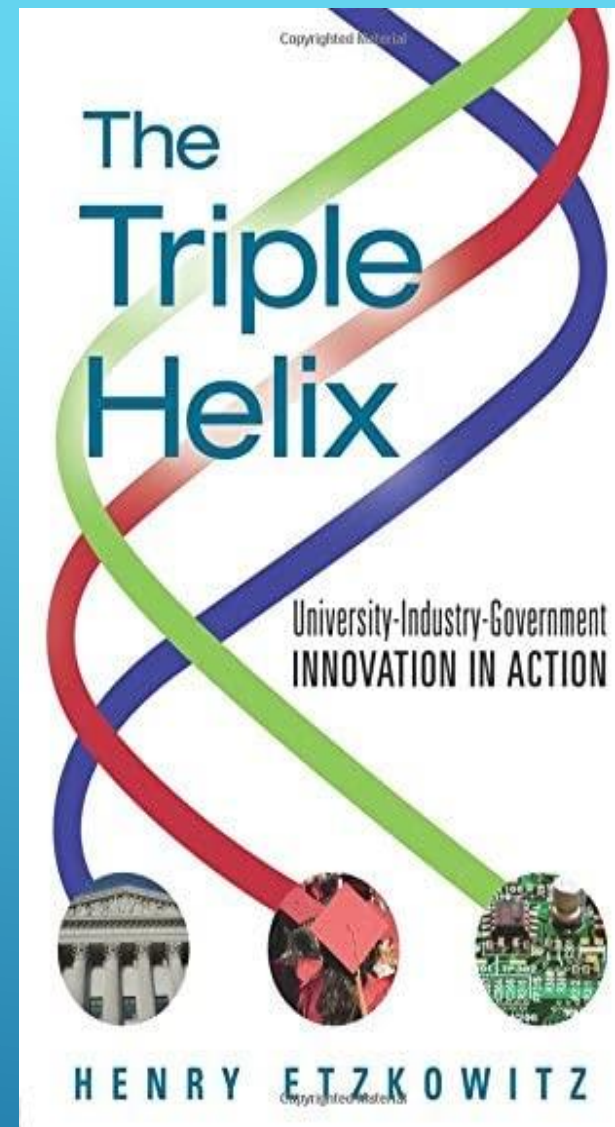
How can we ensure that

(1) Appraisals are taken seriously?

(2) They lead to real improvements in the school?



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INTERVIEW WITH HENRY ETZKOWITZ OF STANFORD UNIVERSITY



Induction

- As soon as candidates have accepted the appointment, they should be sent a copy of the 'departmental document' (schemes of work, departmental responsibilities, etc.), invited for an induction day and given the job description.
- The criteria for effectiveness should be agreed and preferably recorded in writing.
- A pack of information, textbooks, school rules, standard forms, etc., should await the new recruit, and a guided tour and meetings should be planned.
- Form room, locker space, pass key or other physical details should be discussed. (It is useful to establish for each school an induction checklist.)
- Preferably the induction day will start and finish with the HR manager who will also become the reference point for further enquiries.



EMPLOYING STAFF

- Most heads will have to rely on professional advice to avoid some of the pitfalls lurking around.
- Dealing with grievances can devour precious management time.
- Problem avoidance is better than cure.
- Never let emerging human resources problems fester; they usually get worse!



The following things help and hinder:

Help

Keep your ear to the ground
Have explicit policies and procedures on important issues and communicate and keep to them
Be consistent in your HR decisions and recognise when you are creating a precedent
Gain explicit agreement from staff about anything potentially contentious
Document clearly key HR decisions

Hinder

Let work issues oust HR issues
Sweep difficult problems under the carpet
Spring surprises on staff without prior consultation
Make strategic decisions in the heat of a crisis
Play everything close to your chest

