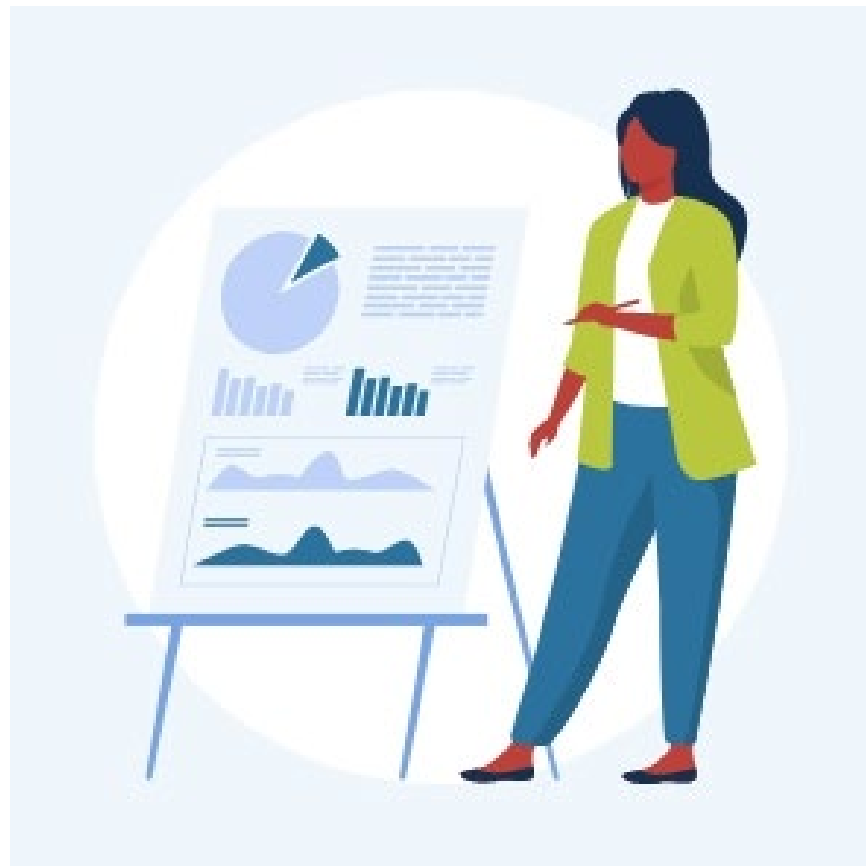




WORKSHOP: THE LCS IN SECONDARY EDUCATION

15th February 2023

Start time 10.30 am



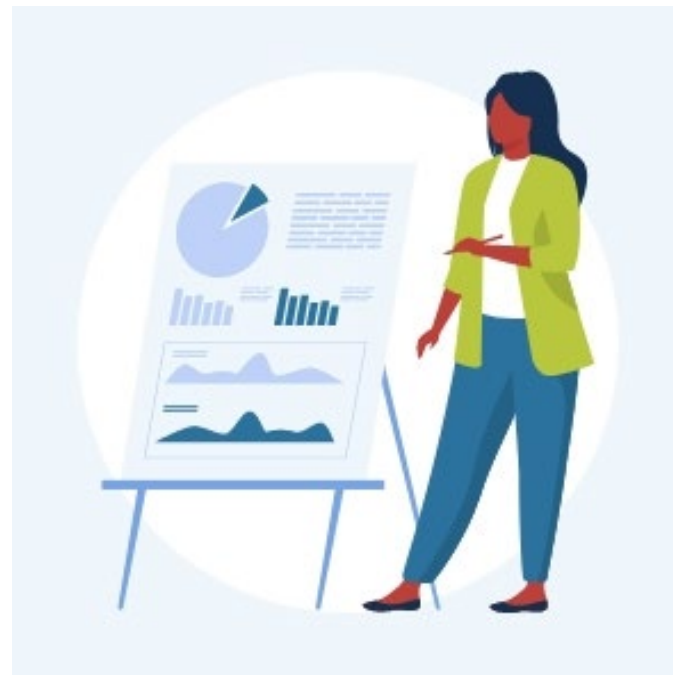
WELCOME

The purpose of the webinar is to explore the application of the LCS framework in secondary schools, to learn from the Amersham experience and to generate ideas to help enhance the initiative for all stakeholders

- **Facilitator: Simon Elias, Director, Lean Competency System**
- **Guest presenter: Mark Boswell, Teacher of Science, Amersham School**
- **90 minutes**
- **Use Chat facility to comment or pose questions**
- **The event is being recorded**
- **Post event feedback**

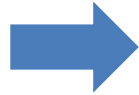
AGENDA

- Introduction & context
- Case study: Amersham School's LCS accreditation
 - Mark Boswell
- Discussion - break out groups
- Q&A
- Summary, follow on actions



CONTEXT

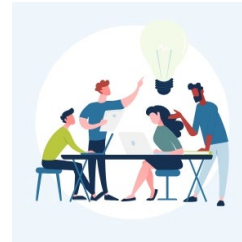
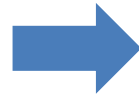
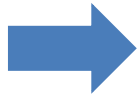
Mark → LCS experience...



Returned to teaching...



2020: Apply LCS
in the school?



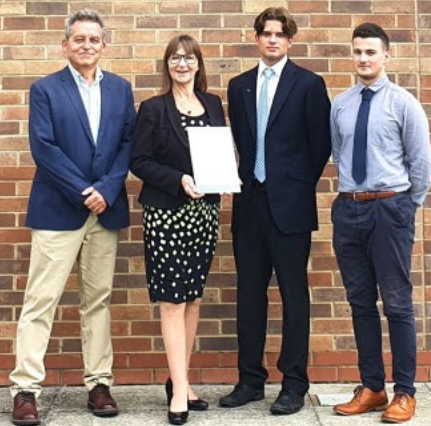
Accreditation process
→ Spring 2022



Completion →
Autumn 2022



Amersham School



Not just another brick in the wall...

THE AMERSHAM LCS CASE STUDY



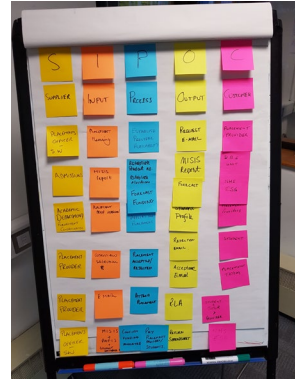
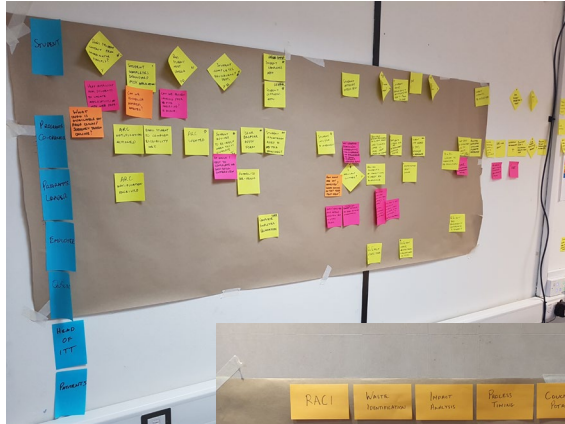
AMERSHAM SCHOOL
A BUSINESS & ENTERPRISE COLLEGE

lcs | lean
competency
system

BUSINESS ENHANCEMENT TEAM MDX



I ♥ POST IT NOTES



| | RACI | WATER | INTEGRATION | PROCESS | CONTENT | STANDARD | AD |
|---------|------|-------|-------------|---------|---------|----------|----|
| ADRIANA | | | | | | | |
| TERRY | | | | | | | |
| ANNE | | | | | | | |
| MONA | | | | | | | |
| BARRIS | | | | | | | |
| MARC | | | | | | | |



AMERSHAM – STRATEGIC AIMS



“ The sixth-form curriculum provides progression routes for all students who continue studying at the school. Skilled mentorship and bespoke careers education ensure that they are well informed about different career pathways and future study options. Students achieve well, and they go on to their choice of either apprenticeships, work or study at a range of universities, including those in the Russell group.
(Ofsted June 2021)

”

“ Pupils benefit from the amazing array of interesting and exciting experiences offered through extra-curricular clubs and house competitions. (Ofsted June 2021)

”

BENEFITS

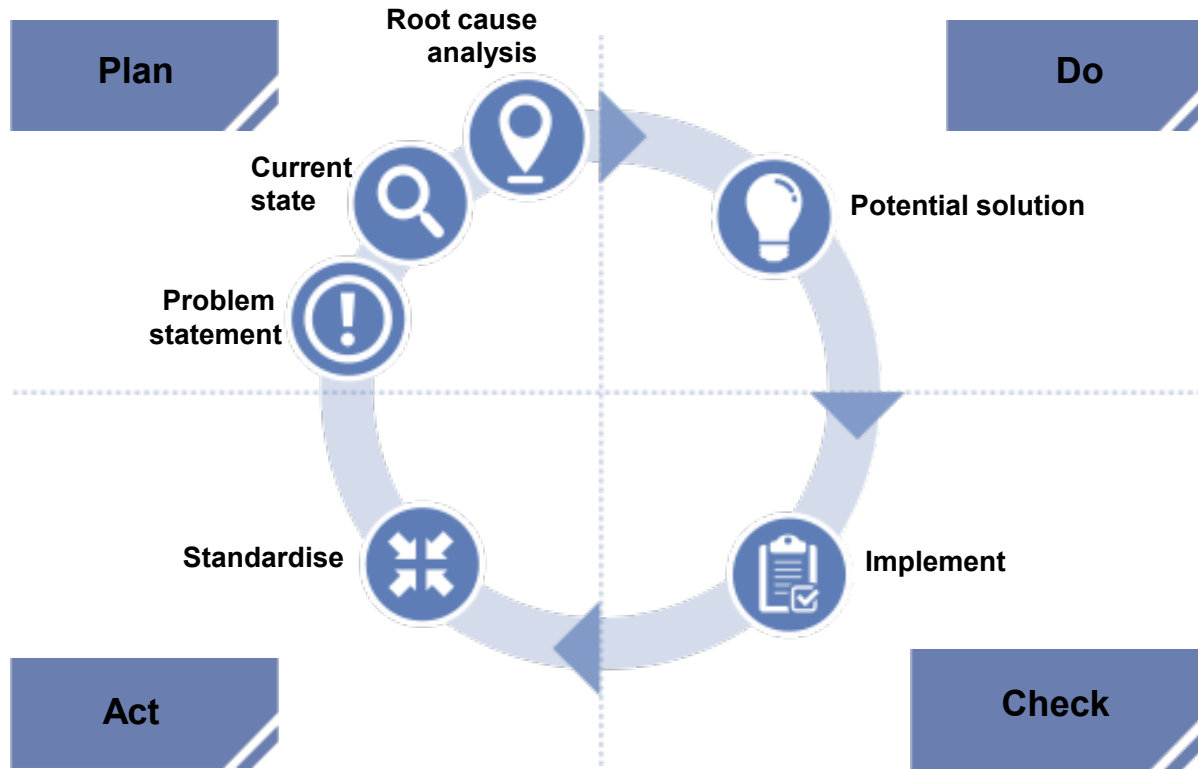
For the School, the benefits of accreditation include:

- **Alignment with Business and Enterprise specialism**
- **Offering a unique additional capability to pupils**
- **Differentiation of its offering for six formers**
- **A route to build relationships and collaboration with industry and commerce**
- **Improving pupils' employability**

For the pupils, the benefits of certification include:

- **Acquire skills and knowledge of direct relevance for today's workforce**
- **Helping to build self-confidence and employment readiness**
- **Improved employability**
- **Developing key workforce related skills**

The essence of problem solving



Live, Learn and Succeed Together

LEVEL OF TRAINING

Descriptor: Level 1b – Diagnosis & Analysis

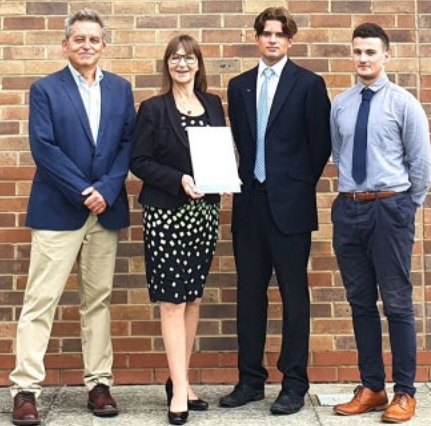


Summary

A practitioner at Level 1b will have knowledge of lean diagnostic, analytical and planning techniques and the ability to use them in the workplace to understand customer/stakeholder value, the current state, solve problems and propose future states.



Amersham School



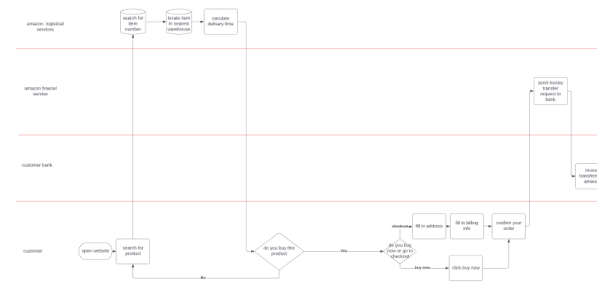
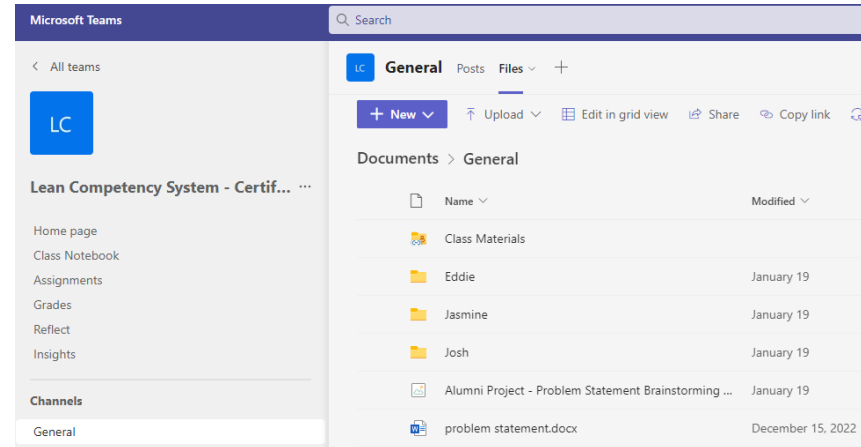
Not just another brick in the wall...

Alumni Project



Problem statement

The issue facing Amersham school's 6th form is the lack of contact that is kept with ex-students. They want to boost these numbers substantially, so that past students can return to inspire the later years into potential careers, by showing them paths that can be taken, some that they might not have known. In the past they have used Facebook, but the death of the platform in the younger generation has made it virtually impossible to keep meaningful professional contact with students in this way. The keeping of contact is done by teachers individually and is very inefficient, especially when wanting to contact the entire population. Currently their solution is the collection of emails on results day. This has not proved to be an adequate solution, as it has yielded a grand total of 30 leavers email addresses last year, making up only 50% of that year's 6th form. Amersham school has, to date, not used this contact link and only contacts them through their postal address from their time at the school, which could easily change without the school being aware.



KEY LEARNING POINTS

- **Students struggle to explicitly understand what is in it for them (LCS vs EPQ).**
- **Practical experience to relate to the learning material is minimal – case studies need to be focused on real world examples that pupils can relate to (e.g. getting a haircut, going to a restaurant, a doctors appointment).**
- **Timelines need to be flexible – working around coursework deadlines and exam prep is a constant challenge.**
- **Single Point of Failure.**

KEY CHALLENGES

- **How to 'sell' the course more effectively – WIIFM**
- **Keeping the training up to date with the latest developments in CI practice.**
- **Providing real-world experience outside of a school setting.**
- **Providing another perspective.**

BREAK OUT GROUPS - DISCUSSION

Breakout Room 1

1. How might organisations support pupils in workplace readiness & real world experience?
2. How could industry practitioners support the delivery of the programme?

Breakout Room 2

1. How could practitioners support the continuous improvement of the programme?
2. How can students applying for university be convinced that gaining an LCS qualification holds real value (against an EPQ for example)?

Breakout Room 3

1. How can it be spread to other secondary schools?
2. How could industry practitioners support the delivery of the programme?

20 minutes discussion; 5 minutes feedback

QUESTIONS FOLLOW UP ACTIVITIES



QUESTIONS

