

# **Career Education in the Primary Sector**

Our Enterprise and Employability  
Journey

Caskieberran Primary School

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# Context

- Social deprivation
- High levels of unemployment
- High Free School Meal entitlement
- P1 to 3 classes capped at 18 pupils

# Culture of Enterprise at Caskieberran

The publication of [Career Education Standard 3-18](#) has validated for us the work that we have been doing for years.

Entitlements Children and young people will be entitled to:

- *experience a curriculum through which they learn about the world of work and job possibilities and which makes clear the strengths and skills needed to take advantage of these opportunities;*
- *develop skills for learning, life and work as an integral part of their education and be clear about how all their achievements relate to these.*

Expectations Teachers/Practitioners will:

- *work with a range of partners including parents/carers, employers and other practitioners to design and deliver an appropriate personalised curriculum that takes account of: – the individual needs of children and young people; and – genuinely equips them for learning, life and work in all settings including colleges and other learning providers.*
- *develop children and young people's understanding of the responsibilities and duties placed on employees and employers*

**'Children and young people are entitled to opportunities for developing skills for learning, life and work.'**

# Contexts for Enterprising Learning

Display of Knowledge	Event	Campaign	Business
<ul style="list-style-type: none"> <li>■ Victorian Museum</li> <li>■ Assembly presentations</li> <li>■ Radiowaves</li> <li>■ GLOW blogs</li> <li>■ WW2 Film</li> </ul>	<ul style="list-style-type: none"> <li>■ Ceilidh</li> <li>■ Fairtrade Fashion Show</li> <li>■ Burns Supper</li> <li>■ Coffee Morning</li> <li>■ Woods clean up</li> <li>■ Potted sports</li> <li>■ Author Visits</li> </ul>	<ul style="list-style-type: none"> <li>■ Charity sponsored walk</li> <li>■ Right Wee Blether</li> <li>■ Woods clean up</li> <li>■ Race for Life</li> </ul>	<ul style="list-style-type: none"> <li>■ 'ToK Apprentice</li> <li>■ Recipe Books</li> <li>■ Post office in school</li> <li>■ Estate agents</li> <li>■ P7 jobs</li> <li>■ School garden</li> <li>■ World of Work Wednesdays</li> <li>■ Visit to Frankie &amp; Benny's</li> <li>■ College Workshops</li> </ul>

# Early Level opportunities

By end of Early Level:

- I can communicate with people about the different jobs they do in my community.
- I can discuss some of the rewards that a job brings.
- I believe I can do any job.
- I can role play different job roles.
- I can follow rules and routines and explain why they are important.
- I can talk about my learning, my strengths and my next steps.
- I can develop ideas and take part in projects to make things.

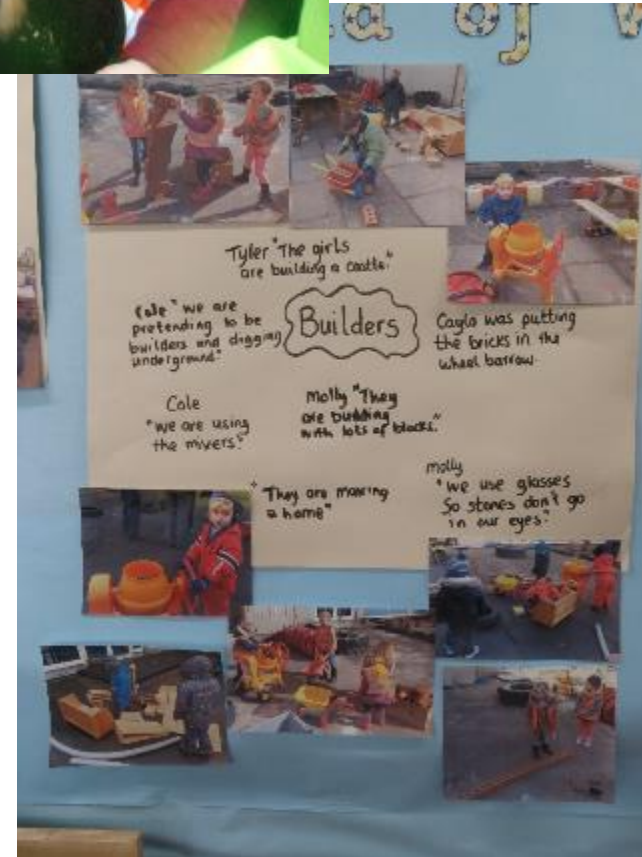


I can discuss some of the rewards that a job brings.



I believe I can do any job.

I can develop ideas and take part in projects to make things.



I can role play different job roles.



# First Level Opportunities

By end of First Level:

- ▶ • I can describe different jobs in my community and some of the skills needed for these.
- ▶ • I can learn about the world of work from visits, projects and my experiences.
- ▶ • I can talk to employers about myself and about their workplace.
- ▶ • I can recognise that there are different ways to get a job.
- ▶ • I can talk about the types of jobs that interest me.
- ▶ • I believe I can succeed in any area of work.
- ▶ • I can talk about my strengths, interests and skills and show evidence of my progress.
- ▶ • I can set goals and work towards achieving them.
- ▶ • I can adopt different roles when running a business.



I can adopt different roles when running a business.



I can describe different jobs in my community and some of the skills needed for these.



I can learn about the world of work from visits, projects and my experiences.



# Second Level Opportunities

By end of Second Level:

- ▶ • I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.
- ▶ • I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.
- ▶ • I can recognise the skills I have and need for work.
- ▶ • I can apply my skills to get more information about jobs/careers.
- ▶ • I can use online tools available to me.
- ▶ • I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others.
- ▶ • I can identify people in my network who help me broaden my horizons.
- ▶ • I believe I can maximise my potential in any type of work.
- ▶ • I can identify different types of enterprise opportunities and engage in them.

I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.



I can recognise the skills I have and need for work.

I believe I can maximise my potential in any type of work.



I can identify different types of enterprise opportunities and engage in them

# Partners in Learning

Visiting Lomond as part of Houses and Homes Project



‘Curriculum for Excellence can best be delivered through partnership working.’

Building the Curriculum 4

# ToK Apprentice



Support from our Business Partners helped to make the day a success.



# World of Work Wednesdays

- Input from Social Carer, Office Manager, Forensic Scientist, Estate Agent, Royal Bank of Scotland, Lomond Homes Nurse, Fife College.

## Building on Success

- Challenges and opportunities of partnerships with businesses.
  - Needed to develop a programme we could sustain without relying on specific companies.

# Caskieberran Careers Day

*All children and young people in Scotland have an entitlement to a curriculum which will support them in developing their values and beliefs and enable them to:*

- > achieve the highest possible levels of literacy and numeracy and cognitive skills*
- > develop skills for life and skills for work*
- > develop knowledge and understanding of society, the world and Scotland's place in it*
- > experience challenge and success*

*They should be [...] equipped with the skills needed for planning their future lives and careers.*

**Curriculum for Excellence: Building the Curriculum 3**

# The Careers Fair



# The Process

- Form an Events Management Company
- Create a company name and identity
- Pupils identify and prioritise tasks
- Invitations issued to cluster P7s, Headteachers, Councillors and Education Officers
- Employers identified & contacted
- Catering suppliers negotiated with
- Morning session organised, focusing on the Eight Sectors of Employment identified by Fife
- Guest speakers identified and approached
- . . . and much, much more!





# Careers Day 2016

- Links to STEAM
- Skills Development Scotland interactive workshop
- Babcock Engineering workshop

# After Careers Day...

- Feedback
- Visits to businesses
- Link with College
- Impact on parents

# Why has Careers Day evolved?

- Wood Report recommendations:

*'There's a clear requirement for better career information and advice and broader preparation for the world of work. This is emphasised in Recommendation 2: A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this.'*

Education Working For All!  
Commission for Developing Scotland's Young Workforce

- Career Education Standard recommends: Skills Development Scotland will offer direct support to schools through the availability of Career Advisers at P7/S1 transition to assist with transition planning for young people and ensure that they are registered on My World of Work.

- Fife's Eight Sectors of Employment

(Food & Drink, Leisure & Tourism, Engineering & Manufacturing, ICT & Technology, Construction & Civil Engineering, Health & Care, Retail, Energy.)

- Link with Skills Development Scotland

# Impact

- Increased awareness of industries, businesses and jobs available in Fife.
- Increased understanding of pathways to careers.
- Increased engagement in learning
- Links made with Fife College.
- Pupils involved in workshops with Fife College.
- Enhancement of transition programme.
- Winners of the Scottish Education Award in Enterprise and Employability Across Learning.

***Skills for Learning, Skills for Life, Skills for Work***

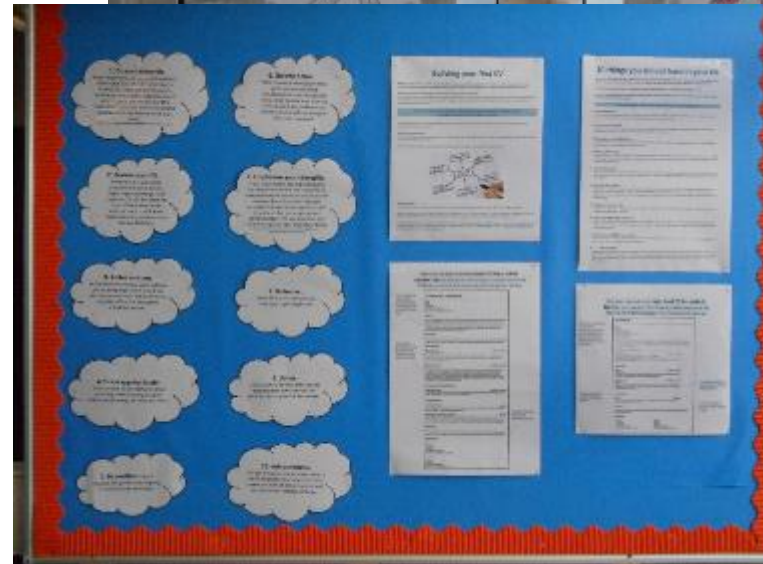
# Purpose and impact from Pupil's Perspective



# The Hub



# The Hub



# The High Street





# The High Street



# What next?

- ▶ Create Employability Skills Pack for cluster P7s, to be completed in run up to Careers Day.
- ▶ Update our Enterprise Education Progressions to focus more tightly on Employability Skills and STEAM topics.
- ▶ Continuing to build on our link with Fife College, working together to create mini courses for our pupils.
- ▶ Developing learning about Careers through forging links with universities and colleges.

# Conclusion

- ▶ Embedded approach to Enterprise and Employability from nursery to Primary 7.
- ▶ Equally important at all stages.
- ▶ Positive destinations for all regardless of background and circumstance.

*“The Career Education Standard recognises the journeys that children and young people make as they progress from age 3-18 and the potential and role of key influencers in these journeys. It recognises that all young people will not progress in the same way and that not all face the same challenges and will require appropriate support and interventions as required.”*

Developing the Young Workforce: Career Education Standard (3-18)