



# Learning Resource 1: Introduction to the Career Education Standard (3-18)



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

September 2015

This learning resource is to be used in conjunction with 'Developing the Young Workforce Career Education Standard (3-18)' (September 2015)

**PLEASE PRINT THE ABOVE DOCUMENT AS THE KEY DOCUMENT TO USE  
THROUGHOUT.**

## **Contents**

03 | Resource, purpose and learning outcomes

04 | Career Education Standard (3-18) – An introduction

05 | The context of the standard

05 | Career Education Standard – The Journey

06 | Entitlements for children and young people

06 | Expectations of and for partners

07 | Guidance and support

07 | 'I can' statements

08 | Self-evaluation tool of teacher/practitioner expectations

12 | Summary and next steps

13 | Appendix: Self-evaluation and reflection

## Purpose

This resource forms part of a suite of learning which, in total, will provide support to develop practice related to career education. This resource '*Introduction to Career Education Standard (3-18)*' does exactly what it says and introduces you to the standard, context, purpose and expectations, in a logical and manageable format. It is also designed to support you as you reflect on your existing practice. Space is provided to capture areas you identify as aspects to be developed further as you seek to meet the expectations of the standard.

## Learning outcomes

As a result of engaging with this learning you will have:

- an understanding of the purpose and aim of the *Career Education Standard (3 – 18)* (CES);
- an understanding of the part you are expected to play, along with partners, in the implementation of the CES;
- an understanding of the entitlements for children and young people;
- developed, through self-evaluation, your understanding of the CES expectations in relation to your current practice;
- identified areas of the CES expectations for your professional learning; and
- a plan to take forward manageable changes to your practice.

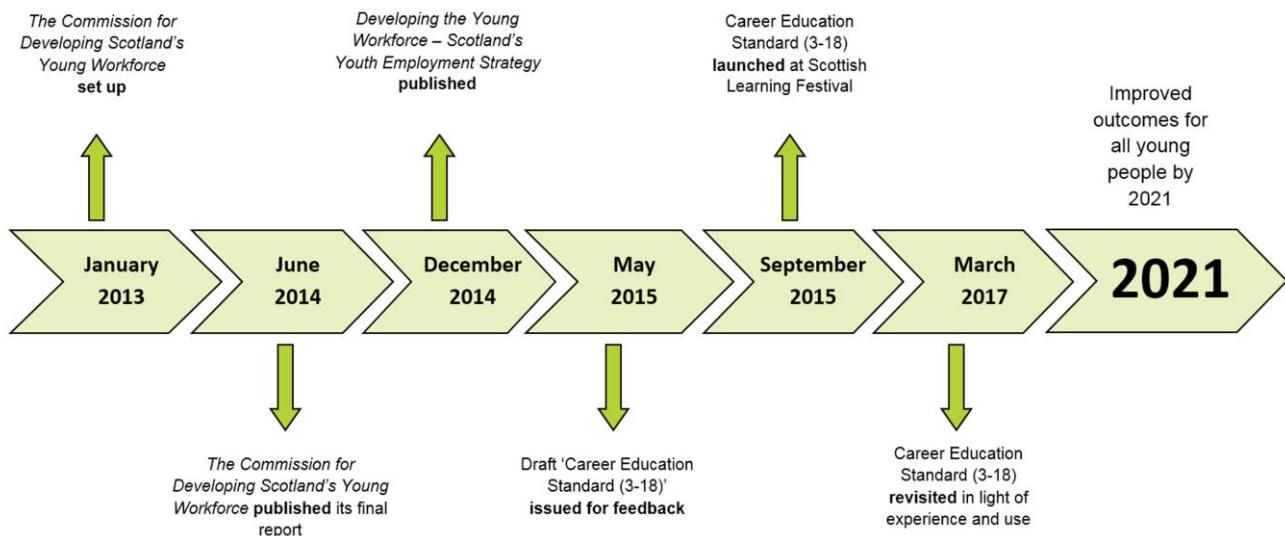
## Who is this learning for?

This resource has been developed to contribute to professional learning for practitioners at all levels working with children and young people within early learning and childcare, primary, secondary, special schools, colleges, private training providers, third sector providers, social work, community learning and development and other specialist learning providers including secure and residential settings.

This resource is expected to be used in bite sized sessions as is relevant to your current context, personal knowledge and understanding.

## Career Education Standard (3-18) (CES) – An introduction

The graphic below shows the origin of the *Career Education Standard*. It is part of a suite of three documents which includes the *Work Placements Standard (2015)* and *Guidance on School/Employer Partnerships (2015)*.



**ACTION** - Refer to page 3 of the standard and consider the detail that supports this timeline.



**CONSIDER**

- To what extent do I understand the ambition for the Developing the Young Workforce (DYW) programme?
- How can I learn more? -  
<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/index.asp>
- How does this seven year national programme relate to
  - my school/setting improvement plan?
  - the children and young people I work with?
  - my professional learning plan?



**RECORD**

## The context of the standard



**ACTION** - Refer to page 4 and 5 of the standard where you will find details of the context within which the standard was developed.



### CONSIDER

- Which aspects of the current position in my setting reflect the context described?



### RECORD

## Career Education Standard (CES) – The Journey



**ACTION** - Refer to page 6 of the standard. Note the groups of partners involved in both the journey and in the implementation of the standard.



### CONSIDER

- What does the journey suggest to me about the CES and implications for my practice? (Notice: transitions, progression, partnership working, skills development, potential challenges and opportunities)
- How can I contribute to the journey for the children and young people in my setting?



### RECORD

## Entitlements for children and young people



**ACTION** - Refer to page 7 and 8 of the standard for details of the entitlements for children and young people in relation to career education.



### CONSIDER

- What key messages do I take from these entitlements?
- To what extent does my practice provide children and young people with these entitlements?
- Which areas do I consider to be strengths?
- Which areas do I think will require further development?



### RECORD

## Expectations of and for partners



**ACTION** - Refer to pages 9 – 12 of the standard for details of the expectations of partners within the delivery of the career education standard.



**CONSIDER** the expectations of all partners, not just those for your own context.

- To what extent does my practice support other partners to deliver the entitlements for children and young people?
- Within my own context:
  - Which areas do I consider to be strengths?(note examples)
  - Which areas do I consider will require further development?
  - In what ways do the expectations of other partners already support me in delivering the entitlements for children and young people?
  - In which areas might these partnerships be strengthened?

For more information, you may wish to refer to NPFS Career Education nutshell. It can be found at <http://www.nfps.org.uk/2015/10/02/new-career-education-nutshell/>



### RECORD

## Guidance and support

Pages 13 and 14 provides information about where you can find further guidance and support as you seek to implement the standard, as well as a glossary of the terms used in the document. Please read these terms carefully as they may at times be used wrongly / interchangeably by different service users.

### 'I can' statements



**ACTION** - Refer to pages 15-17 of the standard. These illustrative statements are designed to be used as a basis for dialogue with children and young people to reach agreement about what success could look like.

Read through all of the 'I can' statements to provide you with a full understanding of how a progressive and inclusive approach to career education could be developed.

Now focus on the 'I can' statements which relate to the children and young people you are currently working with.



### CONSIDER

- How might I use these statements to engage in dialogue with children and young people?



### RECORD

## **Self-evaluation tool of teacher/practitioner expectations in the Career Education Standard**

The self-evaluation tool (wheel) is based on the expectations for teachers/practitioners which are set out in the *Career Education Standard (2015, page 10)*.

The purpose of this wheel is to allow you to consider career education in a more focused way either individually or with your team, whatever your role or level of responsibility. It will enable you to identify professional learning and action(s) you could engage in, as you take this forward in your own practice.

The wheel can also be used to support school self-evaluation and improvement planning at a strategic level as suggested in ***How good is our school? 4<sup>th</sup> Edition (2015)***.

### **HGIOS 4 Feature of highly-effective practice**

**Quality Indicator 3.3 Creativity and Employability** makes it clear that there is an expectation that schools will use the standard in this way.

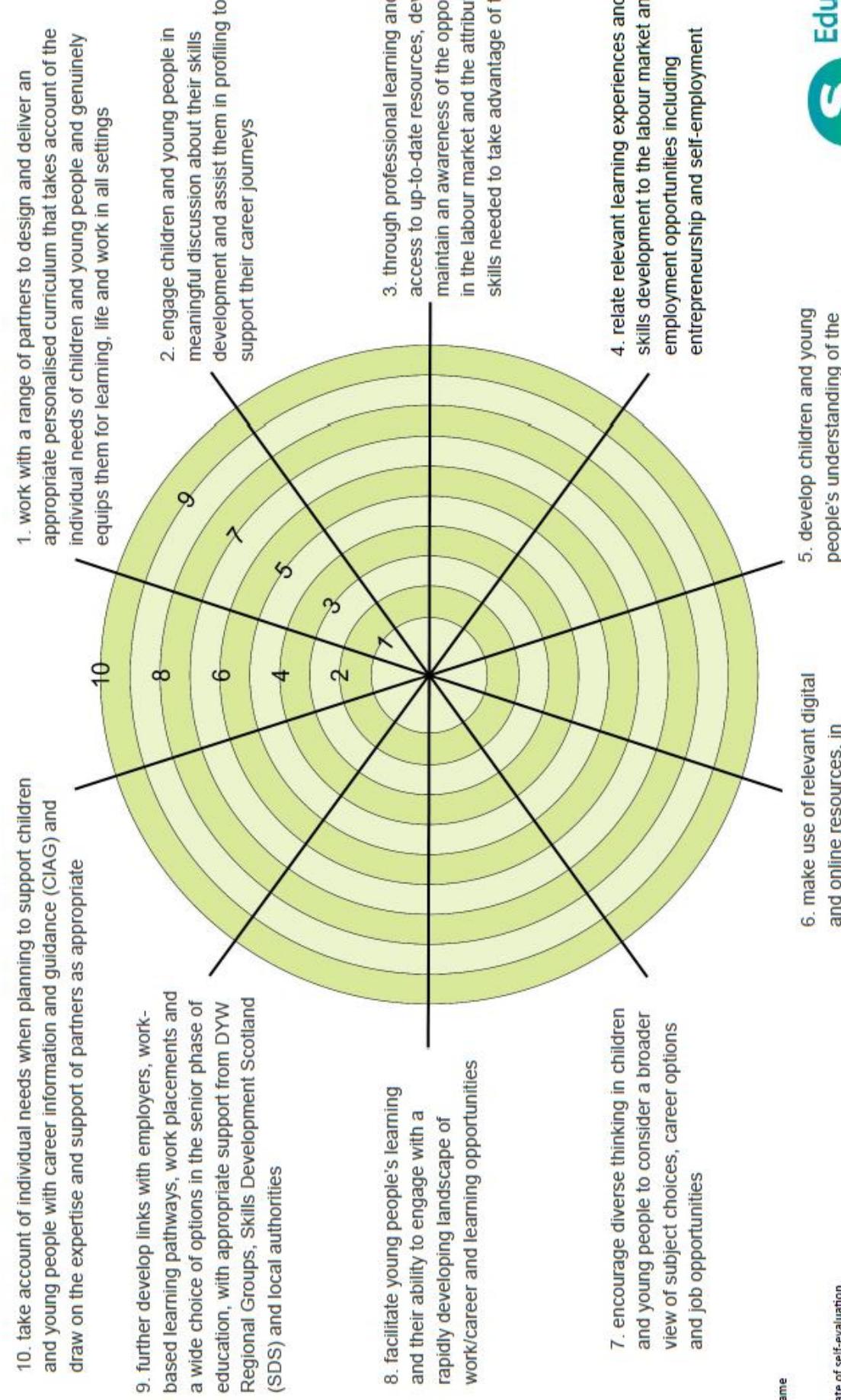
- ✓ The school audits practice using the entitlements and expectations in Career Education Standard.

# Expectations for teachers/practitioners in the Career Education Standard (3-18)

## To what extent do I...?

10. take account of individual needs when planning to support children and young people with career information and guidance (CIAG) and draw on the expertise and support of partners as appropriate

## Self-evaluation wheel:



Name \_\_\_\_\_

Date of self-evaluation \_\_\_\_\_

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/dyw/index.asp>

## Using the wheel

### TASK 1

? **CONSIDER** all the areas on the self-evaluation wheel in relation to your own role and context. Think about where you might gauge yourself on the wheel against each statement using the following guide.

- 0 - 4** = not at all confident/accomplished in this area  
**5 - 7** = confident but with areas to develop or work on  
**8 - 10** = feel very confident/accomplished in this area.  
I can share my knowledge with others to support them.

You may find the following table helpful in capturing your thinking.

### RECORD

Key strengths	How do I know?
Areas for development	How do I know?

### TASK 2

 Now look at the areas you have identified above as areas for development. It is recommended that you select no more than one or two areas for improvement. You may wish to take a closer look at these areas by referring to the questions contained in **Appendix 1**.

### TASK 3

 Consider taking on a small test of change by focusing on ‘trying out’ the action with one pupil/one group/one class and seeking to refine the action before developing it for implementation with a bigger group.

 You may find the table below helpful in specifying which changes you have chosen to make and how you will make them.

Which area within the identified expectation from the standard will I work on?	Action I will take to improve my practice	Who can support me with this? Who can I partner with in this?	When will I review the impact/outcome of this action

More information on implementing and evaluating the impact of CLPL actions can be found at:  
<http://www.educationscotland.gov.uk/professionallearning/clpl/index.asp>  
<http://www.gtcs.org.uk/professional-update/practitioner-enquiry>

## **Summary and next steps**

This resource has provided you with an opportunity to engage with and deeply reflect on the *Career Education Standard (3-18)* in relation to your current practice.

You should now have a number of ideas for taking forward your professional learning in partnership with colleagues and/or services which are supporting the standard in your context.

### **What's coming next?**

Further [learning resources](#) are available to support specific areas of your professional learning including:

- Learning Resource 2: Introduction to Labour Market Information - This resource offers and introductory level learning to labour market information and how this can be accessed and used to support learning and the development of career management skills (CMS)
- Learning Resource 3: Career Management Skills - This will help provide an understanding of Career Management Skills and the importance of these in enabling our young people to be effective career planners and make the most of the world of work.
- Learning Resource 4: Introduction to *My World of Work* (to be released in March 2017) - This will help teachers/practitioners understand the structure and content of this online tool and highlight where to access resource and lesson plans as well as how to incorporate this into learning and teaching.

Further resources will be available as the DYW implementation expands.

## **Appendix 1 Self-evaluation and reflection using CES expectations**

***1 work with a range of partners 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***

### **Reflective questions**

- What opportunities do children and young people in my class/department/across the school/beyond the school have to develop their career education?
- Do they (the opportunities) form part of a cohesive programme?
- In what ways could these be further developed?
- Who are my key partners? Do I see children and young people and parents/carers as partners?
- Who would I wish to add to these partnerships and why?
- How could I further develop partnership working to secure the best outcome for learners? How might I go about this?

### **Examples from HGIOS 4 Features of highly-effective practice**

#### **2.2 curriculum**

- ✓ All stakeholders contribute to the rationale, design and ongoing development of the curriculum.
- ✓ Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time.
- ✓ There is a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.
- ✓ Our curriculum has a strong focus on developing the skills our young people need in the world of work.
- ✓ We make our children and young people aware of a range of careers and the skills required for them. We challenge gender stereotypes within careers.

#### **2.7 Partnerships**

- ✓ The school's learning pathways take account of key features of the local community.

#### **3.3 Creativity and Employability**

- ✓ Partnerships are used effectively to deliver highly engaging creative learning.

### **Space for additional features of highly effective practice evident in my setting**



**RECORD**

## **2 engage children and young people in meaningful discussion about their skills development and assist them in profiling to support their career journeys**

### **Reflective questions**

- Are the children and young people in my setting involved in decision making processes about their learning needs in relation to their future pathways and career journeys?
- How are other partners CLD, SDS Advisers, employers, parents/carers involved in meaningful discussions with children and young people about skills development and their career journey?
- How do I support young people in reflecting on their skills and capturing them in their profile?
- Are young people able to describe and demonstrate understanding about the skills they have and how they would like to develop these?

### **Examples from HGIOS 4 Features of highly-effective practice**

#### **2.3 Learning, Teaching and Assessment**

- ✓ Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.
- ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.

#### **2.6 Transitions**

- ✓ Profiling, including the P7 and S3 profiles, is used to inform and improve future learning. They are used with children and young people to discuss their progress to support continuity in learning at transitions.

#### **3.2 Raising Attainment and Achievement**

- ✓ Children and young people are fully engaged in their learning and participate in decision making about their learning pathways and future career aspirations.
- ✓ The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.

### **Space for additional features of highly effective practice evident in my setting**



**RECORD**

**3 through professional learning and having access to up-to-date resources, develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these**

## Reflective questions

- How do I demonstrate an enquiring and critical approach to career education as part of my professional practice?
- How could I work with colleagues and the wider community to secure the best outcome for learners?
- How do I fully engage in opportunities to discuss skills development with colleagues, partners, parents and children and young people in a way that has relevance to the world of work?
- To what extent do I critically engage with research, policy sources and developments to support skills development?
- How do I make children, young people and parents aware of the local opportunities for employment?

## Examples from HGIOS 4 Feature of highly-effective practice

### 1.2 Leadership of Learning

- ✓ Staff work collaboratively to strengthen their understanding and implementation of key national policies including the Scottish Attainment Challenge, Developing the Young Workforce and Learning for Sustainability.

### 2.7 Partnerships

- ✓ The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere.

## Space for additional features of highly effective practice evident in my setting



**RECORD**

**4 relate relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment**

**Reflective questions**

- How do I provide opportunities to discuss skills development with children and young people that has relevance to the world of work?
- In what ways do I relate learning experiences to the DYW agenda? What else could I do and why?
- How aware am I of social enterprise as an opportunity?
- How do I involve partners in learning experiences?
- How do I provide opportunities for young people and children to understand the local and wider labour market and the skills required to work in these areas?

**Examples from HGIOS 4 Feature of highly-effective practice**

**1.3 Leadership of change**

- ✓ All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school.

**3.3. Creativity and employability**

- ✓ Young people experience rich work-based learning. This enables them to make informed career choices.
- ✓ Young people understand the importance of developing their own digital skills for learning, life and work.

**Space for additional features of highly effective practice evident in my setting**



**RECORD**

## **5 develop children and young people's understanding of the responsibilities and duties placed on employees and employers**

### **Reflective questions**

- To what extent am I aware of the responsibilities and duties placed on employers and employees?
- How do I currently inform children and young people of responsibilities and duties placed on employees and employers in the workplace?
- How could I develop children and young people's understanding of the responsibilities and duties placed on employees and employers?
- How do I involve partners in sharing skills, knowledge and experience to support children and young people's understanding?
- How do I know that children and young people are confident about their roles and responsibilities as a future employee?
- Do young people and children understand expectations of employers when they are in the work place?

### **Example from HGIOS 4 Features of highly-effective practice**

#### **2.7 Partnerships**

- ✓ Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved.

### **Space for additional features of highly effective practice evident in my setting**



**RECORD**

## **6 make use of relevant digital and online resources, in particular *My World of Work***

### **Reflective questions**

- To what extent am I familiar with *My World of Work* and other relevant digital and online resources?
- Which learning experiences might be enhanced by enabling children and young people to engage with *My World of Work* and other relevant digital and online resources?
- How do I maximize the potential of such resources across the curriculum?
- How do I map opportunities/learning areas within *My World of Work* at each stage?
- How do I promote such resources to parents/carers?
- What process do we have to inform children and young people about *My World of Work* and other resources?

### **Examples from HGIOS 4 Feature of highly-effective practice**

#### **1.5. Management of resources to promote equity**

- ✓ Teachers make effective use of a range of resources, including digital technologies, to provide appropriate support and challenge for learners.

#### **3.3 Creativity and Employability**

- ✓ Young people understand the importance of developing their own digital skills for learning, life and work.
- ✓ Young people make informed choices about the way digital technology can and should be used.

### **Space for additional features of highly effective practice evident in my setting**



**RECORD**

## **7 encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities**

### **Reflective questions**

- What are the links between Career Education and GIRFEC in my context?
- How do our current systems and processes encourage diverse thinking in relation to subject choice, career options and job opportunities?
- How do I know I have the relevant partners involved in this process?
- How do I support staff to outline a broader view of subject choices, career options and job opportunities?
- How do I know young people are confident, resilient and optimistic for their future subject choices?
- How are young people able to express their voice and views regarding subject choices, career options and job opportunities?
- How are parents/carers engaged and involved in this process?

### **Examples from HGIOS 4 Feature of highly-effective practice**

#### **3.1 Ensuring wellbeing, equality and inclusion**

- ✓ Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.

#### **3.2 Raising Attainment and Achievement**

- ✓ Children and young people are fully engaged in their learning and participate in decision making about their learning pathways and future career aspirations.

#### **3.3 Creativity and Employability**

- ✓ The school is proactive in addressing gender imbalances across the curriculum and challenging any prejudice-based choices about future careers and learning pathways.

### **Space for additional features of highly effective practice evident in my setting**



**RECORD**

**8 facilitate young people's learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities**

**Reflective questions**

- How familiar am I with the current and developing landscape of work/career and learning opportunities?
- How might I facilitate young people's learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities?
- How do I work with partners to make sure that information is up to date, accurate and relevant to all learners?
- How do I engage with colleges, universities and other learning providers?
- How does my setting collaborate with employers to stay abreast of developments in this rapidly developing landscape?

**Examples from HGIOS 4 Features of highly-effective practice**

**3.3 Creativity and Employability**

- ✓ Learners are able to demonstrate their ability to transfer creativity skills to new contexts.
- ✓ Learners are able to challenge the status quo constructively and generate ideas, including if appropriate digital solutions to improve it.

**Space for additional features of highly effective practice evident in my setting**



**RECORD**

**9 further develop links with employers, work-based learning pathways, work placements and a wide choice of options in the senior phase of education, with appropriate support from DYW Regional Groups, Skills Development Scotland (SDS) and local authorities**

## Reflective questions

- How I am presently engaging with *Building the Curriculum 4 skills for learning, skills for life and skills for work* (BtC4)?
- Who are the key partners with which I currently work and which other partners could I benefit from including?
- Who would I wish to add to these partnerships and why?
- What would be the benefits of working collaboratively for me, personally and professionally, the children and young people and/or the school?
- How do I currently use my knowledge of the labour market?

## Examples from HGIOS 4 Feature of highly-effective practice

### 2.7 Partnerships

- ✓ Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved.
- ✓ The school jointly plans and evaluates shared projects with partners.

### 3.3 Creativity and Employability

- ✓ Young people experience rich work-based learning. This enables them to make informed career choices.
- ✓ There are clear expectations for young people, employers, schools, local authority, parents and carers before, during and after work placements.

## Space for additional features of highly effective practice evident in my setting



### RECORD

**10 take account of individual needs when planning to support children and young people with career information and guidance (CIAG) and draw on the expertise and support of partners as appropriate**

**Reflective questions**

- How am I presently engaging with *Getting it Right for Every Child* (GIRFEC)?
- What impact is this having on the children and young people I work with? How do I know?
- What are the links between career education and GIRFEC in my context?
- In what ways do I ensure equity for my learners?
- In what ways are the children and young people in my setting involved in decision making processes about their learning needs in relation to their future pathways and career journeys?
- How are partners involved in supporting children and young people with career education? Who would I wish to add to these partnerships and why?
- In what ways could I work more collegiately to secure the best outcome for learners?
- How familiar am I with what CIAG is, who is involved and the relevance of it within my setting?

**Examples from HGIOS 4 Feature of highly-effective practice**

**2.4 Personalised support**

- ✓ Both universal and targeted learning and support is embedded and is having a positive impact on children's progression with their learning.
- ✓ Children requiring additional support have high quality individualised and meaningful progression pathways.
- ✓ Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners.

**2.6 Transitions**

- ✓ Transition arrangements ensure children and young people's wellbeing and raise attainment.
- ✓ There are clear, shared processes in place for the transfer of information about all children and young people's learning and achievements across the curriculum.
- ✓ Children and young people are able to articulate their progress to key adults as they make the transition from one stage of learning to another.
- ✓ Children, young people and their parents and carers are actively involved in planning transitions.
- ✓ Children and young people are supported to make informed choices about the next phase of their learning, this includes: preparation for further and higher education; and the world of work and future careers.

**2.7 Partnerships**

- ✓ The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere.

**Space for additional features of highly effective practice evident in my setting**



**RECORD**

**Education Scotland**  
Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)141 282 5000  
**E** [enquiries@educationscotland.gov.uk](mailto:enquiries@educationscotland.gov.uk)

[www.education.gov.scot](http://www.education.gov.scot)

