



Developing the Young Workforce: Career Management Skills in the Primary School



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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. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.

Recommendation 13: Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.

Recommendation 15: Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder primaries should be supported by at least one business in a long-term partnership.

Recommendation 26: Scotland should embed equality education across Curriculum for Excellence.

Recommendation 27: Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.

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Building the Curriculum 4: Skills for learning, life and work

Building the Curriculum 4 (BTC4): Skills for learning, life and work – outlines a learner's entitlement to personal learning planning and career management skills.

Personal learning planning and career management

Building the Curriculum 3 – A Framework for Learning and Teaching states:
“Learning, teaching and assessment should be designed in ways that reflect the way different learners progress to motivate and encourage their learning. To support this, all learners should be involved in planning and reflecting on their own learning through formative assessment, self- and peer-evaluation and personal learning planning.”

By talking about and planning their own learning from early years onwards, children and young people will develop the skills to:

- *identify, discuss and reflect on their own evidence of learning*
- *use appropriate language for self-evaluation*
- *take responsibility for managing their own learning*
- *help to plan their own next steps in learning and set their own learning goals*
- *make informed choices and decisions about their future learning.*

BTC4, page 13 - http://www.educationscotland.gov.uk/Images/BtC4_Skills_tcm4-569141.pdf

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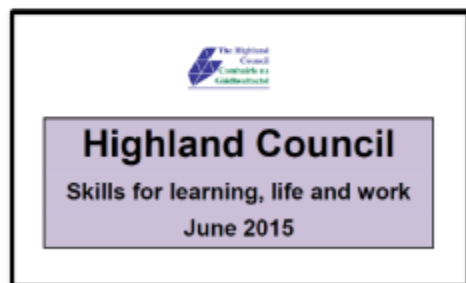


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Skills for learning, life and work

[Leave a reply](#)

At the recent 'Building the Primary Curriculum' workshops, the 'Skills for learning, life and work' guidelines were shared with Head Teachers.

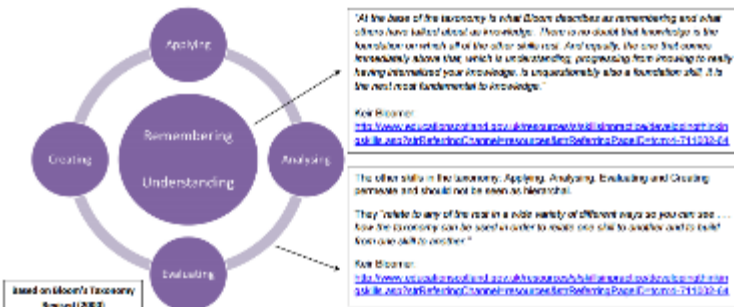


Highland Council – Skills for learning, life and work

Skills for Learning

The skills for learning include the development of cognitive, metacognitive, creativity and higher order thinking skills. The skills for learning grid details the skills which should be planned for under each of these organisers.

Higher Order Thinking Skills: To further develop Higher Order Thinking Skills within your school's curriculum, use the [Developing Thinking](#) PowerPack from the Literacy Toolkit as a resource during collaborative learning.



Based on Bloom's Taxonomy (Revised 2002)



Highland Council – Skills for learning, life and work

Skills for Life and Work

The skills for life and work include the development of personal, interpersonal, employability, leadership, cognitive, self-management, communication, co-operation and career management skills. The skills for life and work grid details the skills which should be planned for under each of these organisers.

Literacy

Learnners develop and extend their literacy skills when they have opportunities to:

- > communicate, collaborate and build relationships
- > reflect on and explain literacy and thinking skills, use feedback for improvement and actively provide useful feedback for others
- > engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- > develop an understanding of what is special, useful and valuable about their own and other cultures and their languages
- > explore the richness and diversity of languages, how it can affect them and the wide range of ways in which they and others can be creative
- > extend and enrich their vocabulary through listening, talking, watching and reading

Numeracy

Learning in numeracy enables young people to:

- > develop essential numeracy skills which will allow them to participate fully in society
- > understand that successful independent living requires financial awareness, effective money management, using schedules and other numeric data
- > interpret numerical information appropriately and use it to make calculations, assess risk, and make reasoned evaluations and informed decisions
- > apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- > appreciate how the imaginative and effective use of technology can enhance the development of skills and concepts



Highland Council – Skills for learning, life and work

Health & wellbeing

A learner can develop a learning environment to support them to:

- > develop self awareness, self worth and respect for others
- > meet challenges, manage change and build relationships
- > experience personal achievement and build confidence and resilience
- > understand and develop physical, mental and spiritual wellbeing and social skills
- > understand how what they eat, how active they are and how decisions they make about behaviour and relationships affect their physical and mental wellbeing
- > participate in a wide range of activities which promote a healthy lifestyle
- > understand that adults in a school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- > learn about where to find help and resources to inform choices
- > assess and manage risk and understand the impact of risk-taking behaviour
- > reflect on strengths and skills to help make informed choices when planning next steps
- > acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

Developing the Young Workforce

Following the [Work Connections](#) report, learners should be provided with an education which explores:

- > Career education: Careers information, interviews, success at work, changing patterns of employment
- > The World of Work: Rights and responsibilities, health and safety at work, equal opportunities, Irish language, gay and lesbian
- > Entrepreneurial and Enterprise activities: Business and wealth creation, basic principles in starting and running a business; markets and research, advertising methods and standards and technological change and manufacturing

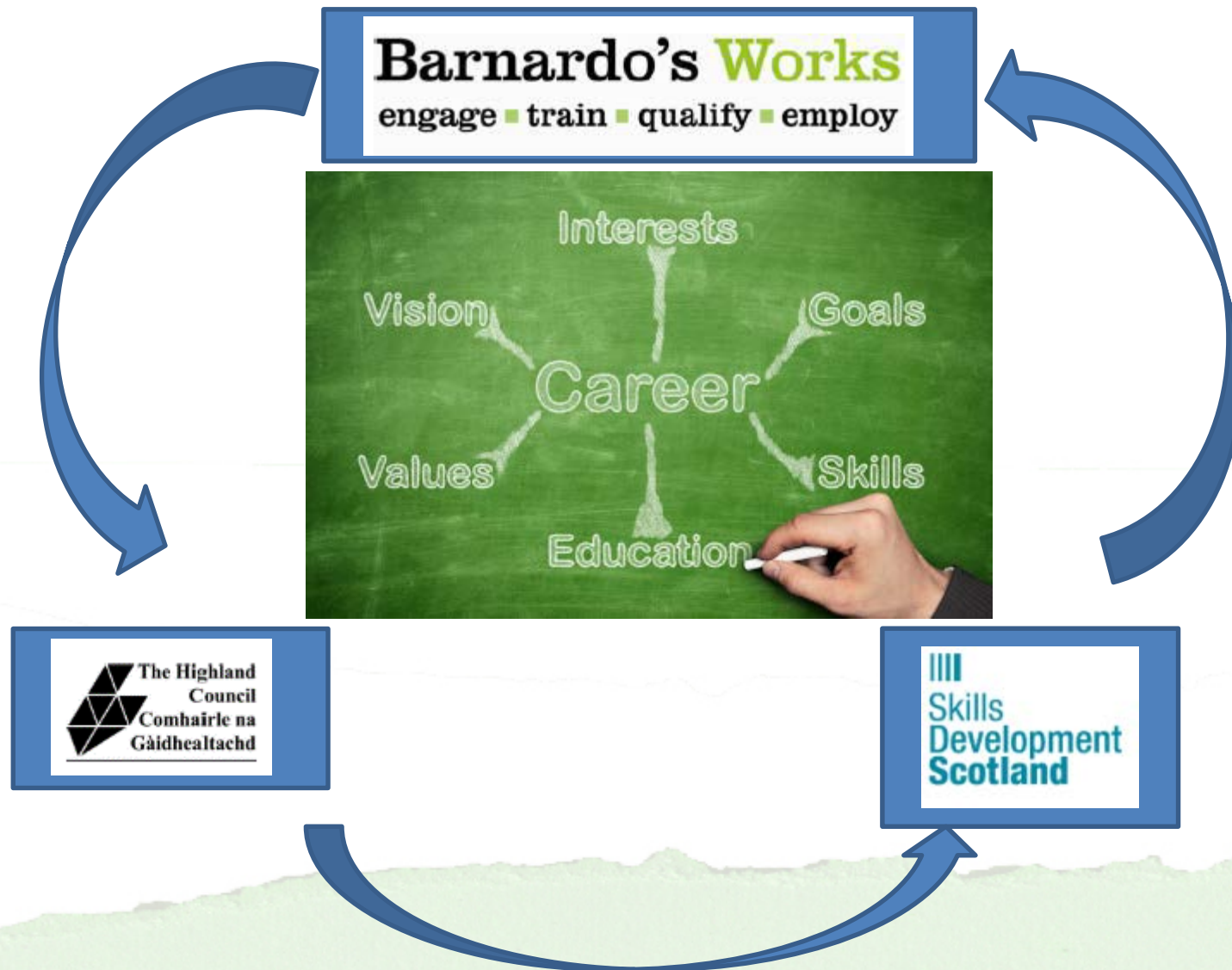


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Following the release of the Wood Commission report, a fourteen week Career Management Skills project was developed with Primary 6 and Primary 7 pupils in Lochardil Primary School, Inverness. The project was co-ordinated by the Employer Liaison Manager from Barnardo's Works, the Literacy and Assessment Development Officer from Highland Council and practitioners from Lochardil Primary School.

The aims for pupils as learners were:

- To develop an awareness of the skills required to work in different industries
- To develop an awareness of the opportunities which are available in local industry
- To practise the skills of oral and written communication and presentation
- To research and experience job roles in a variety of industries
- To make connections between the skills required in industry and the skills developed across the curriculum in school.

The aims for teachers as learners were:

- To develop an awareness of the skills required to work in different industries
- To support learners in making connections between the skills in industry and skills development across learning
- To make connections with local industries to support Skills for Work and Career Management Skills.

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Fourteen Week Overview

Prior to the fourteen week block of learning, the four businesses had been identified and contact had been made with Skills Development Scotland (SDS) by the Employer Liaison Manager from Barnardo's Works. Barnardo's Works co-ordinated the visits from SDS and the four businesses, liaising with the Literacy and Assessment Development Officer and school practitioners throughout the project. The Employer Liaison Manager worked with SDS and the local businesses to design interactive workshops which were appropriate to the learning within the classroom environment around Career Management Education.

With regards to Recommendation 15 from the Wood report, if replicating this project, schools/ Area School Groups (ASGs) could identify industries within their local area to work in partnership with, learners making contact with local businesses and SDS.



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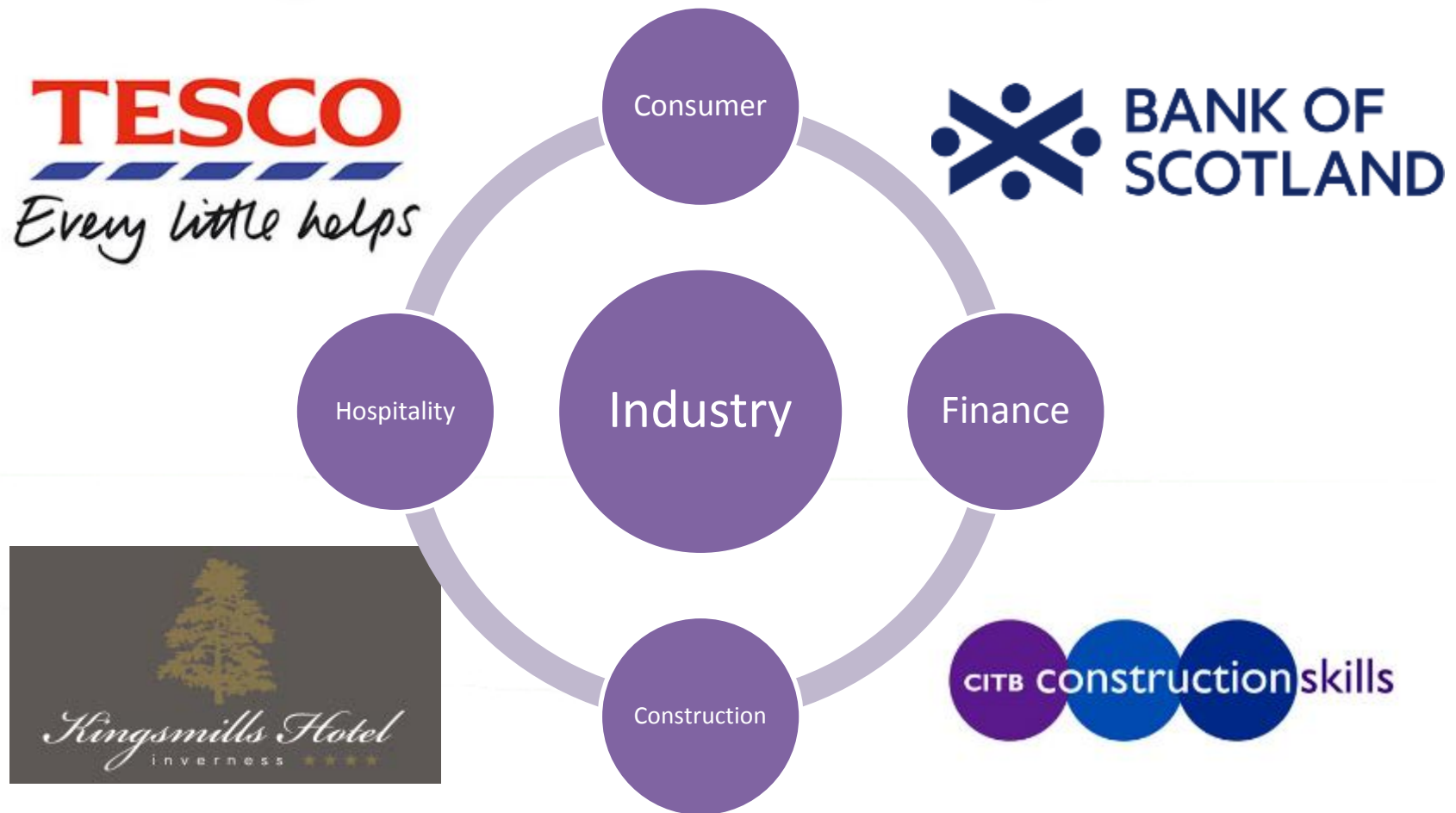


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Skills Development Scotland

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See Appendix 1 for the curriculum plan used during the project

The project, in addition to developing Career Management Skills and Skills for Work, was designed to develop core literacy skills, including: oral and written communication, research, analysing information, evaluating sources and creating presentations.

Appendix 1 – Career Management Skills Project Plan: pg.1 of 2

Career Management Skills – Project Plan		
Class	Session	Dates Covered
<insert>	<insert>	<insert>
<p>Context for Learning</p> <p>To support Skill for Work and Career Management Skills, learners will research the opportunities available in local businesses. They will identify the skills that are crucial to the world of work and develop core literacy skills through research, presentation and higher order thinking. They will link with businesses in the local area and present findings to parents/carers.</p> <p>How children will show their learning? SAY – MAKE – WRITE – DO</p> <p>Say – Learners will share the connections they have made between skills in industry and skills developed across the curriculum with other learners, parents/carers and teachers through their learning conversations and profiles</p> <p>Make – Learners will research the visiting industries and make industry mind-maps linked to learning across the curriculum</p> <p>Do – Learners will create and share a group presentation for parents/carers and employers on their learning around skills required to work in local industry</p> <p>Write – Learners will develop written presentation skills through writing letters and surveys</p> <p>Significant Aspects of Learning</p> <p>Health and Wellbeing: Significant Aspects of Learning – Planning for choices and changes Planning for choices and changes</p> <ul style="list-style-type: none"> Learners are aware of their future choices and raise their expectations and aspirations of what will be possible. They develop the skills and attributes to secure positive destinations beyond school. <p>Literacy: Significant Aspects of Learning: Listening and Talking, Reading and Writing Key Themes:</p> <ul style="list-style-type: none"> develop and apply knowledge and understanding of language find, use and organise information, including developing critical literacy skills use reading and listening strategies to understand, analyse and evaluate texts create texts of increasing complexity using more sophisticated language. 		

Appendix 1 – Career Management Skills Project Plan: pg. 2 of 2

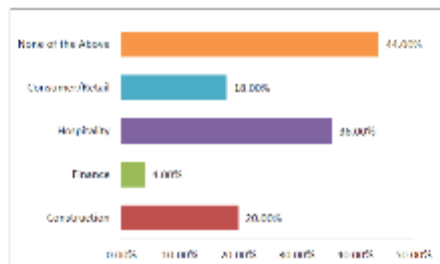
CfE- Experiences and Outcomes	Learning Intentions
<p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a / HWB 3-20a / HWB 4-20a</p> <p>I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-05a</p> <p>When listening and talking with others for different purposes, I can: • share information, experiences and opinions • explain processes and ideas • identify issues raised and summarise main points or findings • clarify points by asking questions or by asking others to say more. LIT 2-08a</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a</p>	<p>I am learning:</p> <ul style="list-style-type: none"> the skills that are needed in the World of Work about which jobs are available in my local area how to make the connections between the skills needed in the world of work to the skills I am developing in my learning how to identify and use the features of a letter how to create survey questions how to use websites to find information how to create and deliver a presentation creatively



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Letter Writing:
Communication
Skills

7) Would you like to work in any of these industries? (Select all that apply)



Survey Writing:
Data Handling
Skills



Eagle

Myers-Briggs personality type: ENTJ

Motto: I'll be the boss

Famous Eagles



Bill Gates



George Clooney



Richard Branson

Understand
Self, Strengths,
Networks and
Horizons

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Top related skills

Communicating with people Persuading people Testing the food Helping customers Using computers
Finding solutions to problems Making decisions



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Developing
Presentation
Skills



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Understanding your personality, interests and values are key to making the right career decisions.

SELF



Know how to use your talents, skills and personal qualities.

STRENGTHS

Explore the world of work, training and learning

HORIZONS



Identify who can help you in your career journey

NETWORKS



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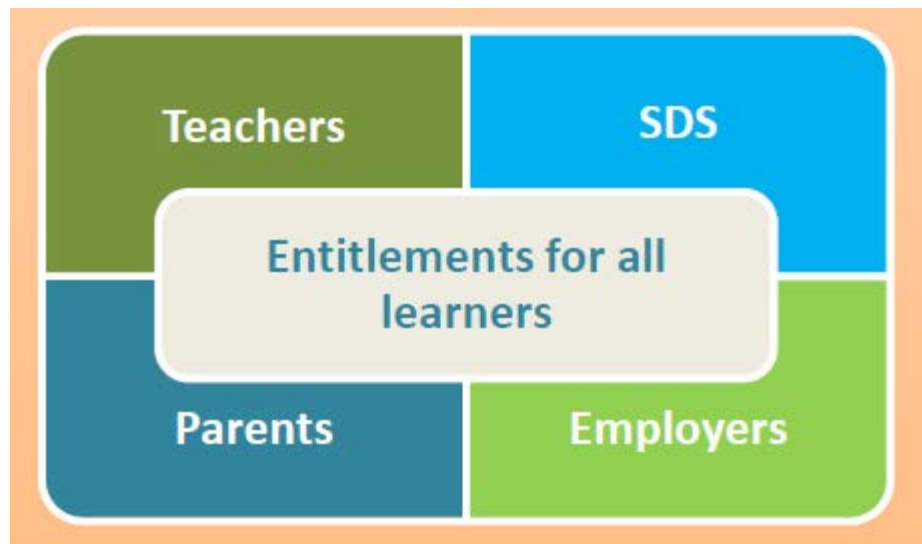


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Building the curriculum 4 skills for learning, skills for life and skills for work

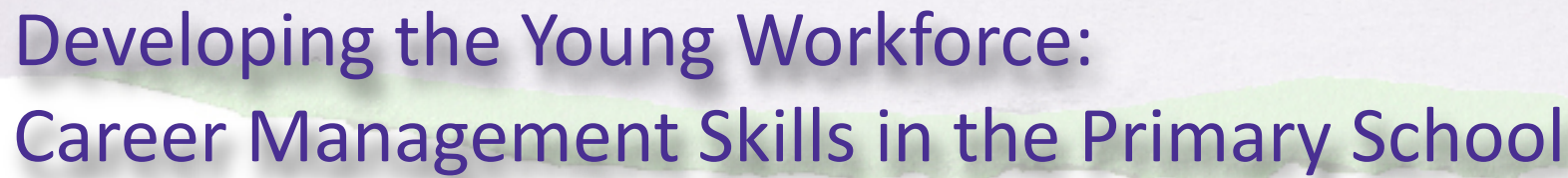
Key Message 9

“Curriculum for Excellence can best be delivered through partnership working. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people.” (p. 2)

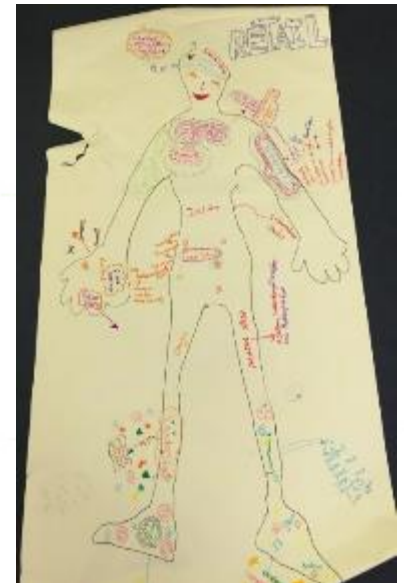


Developing a
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Making Connections across the Curriculum



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Project Evaluation

The industry mind-maps and pupil presentations demonstrate learners' understanding around the skills required to work across the world of work. Through conducting pre and post project surveys, learners have identified the skills which are core to the world of work as well as the skills which are a personal strength. Parents/carers have also identified the skills which they feel should be further developed across the school's curriculum.

Pupils, parents/carers and teachers identify that learners have gained the following from the project:

- An awareness of the skills needed across different industries in the world of work
- An understanding of the career choices which are available, regardless of gender
- An understanding of the local employment opportunities
- A developing understanding of where the skills for learning feature across the curriculum
- An awareness of [My World of Work](#) as an information and support resource
- An awareness of the support available from Skills Development Scotland
- Confidence in creating and delivering oral and written presentations.

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Future Recommendations

To further develop the project the following recommendations have been made by the project's partner:

- To plan for opportunities where schools, Skills Development Scotland and Barnardo's Works can strengthen their partnership around Career Management Education
- Through the Skills for learning, life and work guidance in Building the Curriculum 4, make connections with skills across all aspects of learning
- Reflect on the draft [Career Education Standard](#) published on the Education Scotland website and engage with the finalised framework when it is published in the 2015/2016 session
- When building the school's curriculum, ensure that there are progressive opportunities for Skills for Work and Career Management Skills to be developed across the Broad General Education and Senior Phase
- Make increased links with local businesses, looking for opportunities for learners to have hands-on experience in the world of work
- Build the project into an ASG programme in which Primary 7 pupils are able to access shared experiences to support progression of Career Management Skills.

Education Scotland – Developing the Young Workforce:

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



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

September 2015



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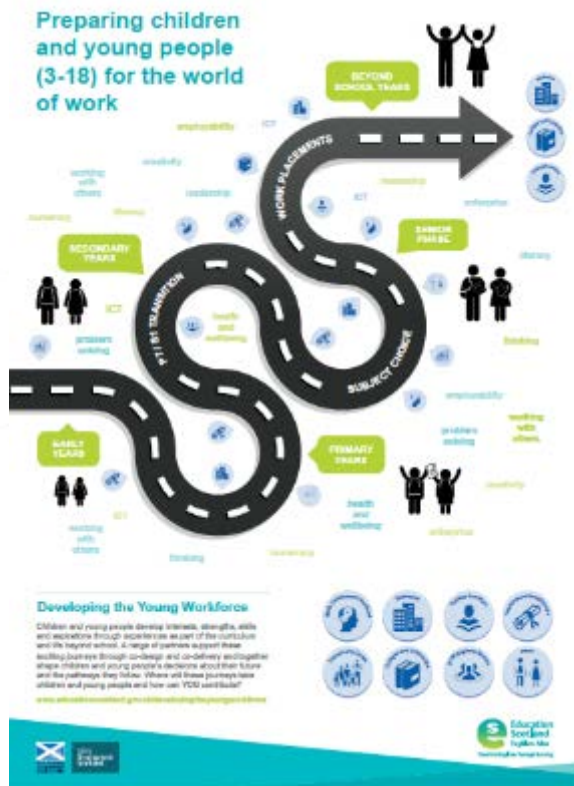


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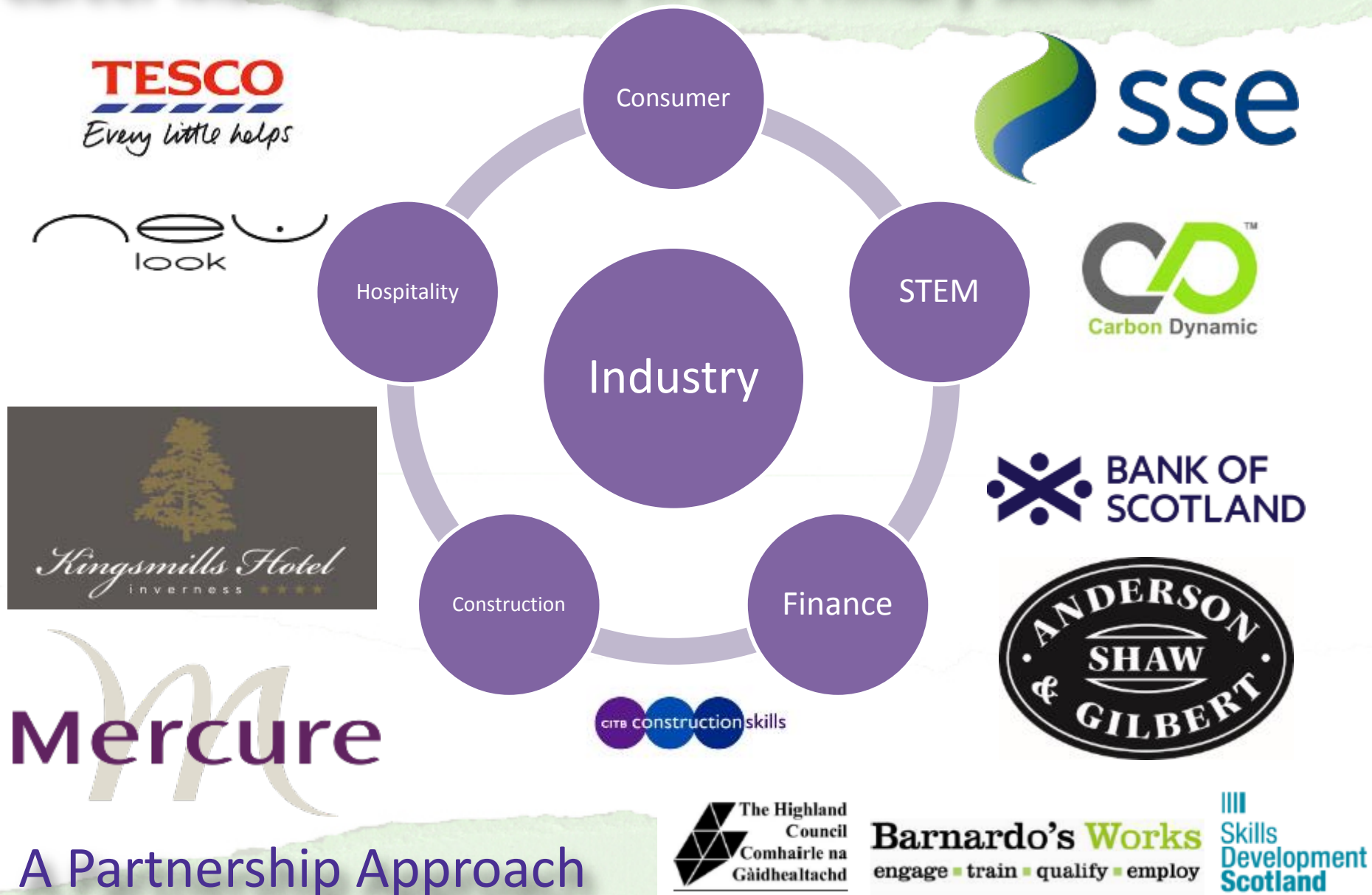
The Area School Group (ASG) Approach: Primary 7 Programme for 7 Feeder Schools



By end of Second Level: to the end of P7, but earlier or later for some.

- 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.

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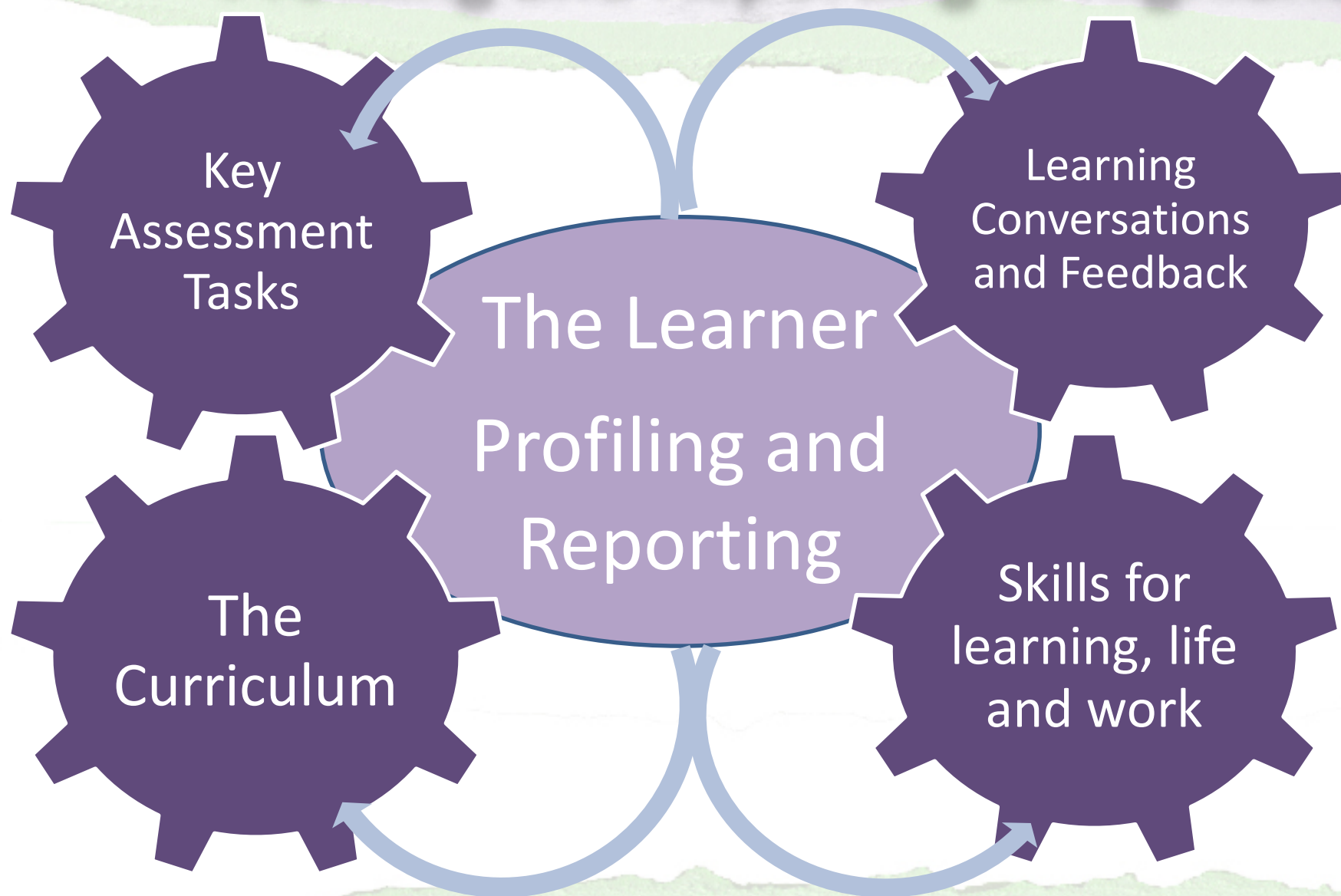
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Profiling and Reporting in Highland





Profiling and Reporting in Highland

1. Who am I in my learning?

- **All about me**, including personal information about the learner's interests
- **Skills for learning, life and work**, including a learner's strengths and developments in skills across learning
- **Personal achievement**, recognising the skills development and making the links between opportunities within and outwith the school curriculum
- **Learner's Statement**, learners producing a summative reflection of their learning over a period of time

2. Where am I in my learning?

- **Target setting with learners**, reflecting on:
 - * What do I want learners to know?
 - * What do I want learners to be able to?
 - * How will learners know they have got there?
 - * How will learners get there?
- **Evaluating learning**
- **High quality feedback**, including identified next steps
- **Evidence of achievement**, including 'key assessment tasks' and pupil ownership

3. Where do I want to get to?

- **Aspirations**, a learner's long term goals and the progress they are making to achieve these targets within and outwith the school curriculum





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Lochardil Primary School/ Millburn Area School Group, Inverness – RESOURCES

Education Scotland, Career Education: <http://tinyurl.com/edscot3-18>

Lochardil Programme: <http://tinyurl.com/ldil-skills>

Lochardil Programme (with appendices): <http://tinyurl.com/ldil-skills-plus>

Pedagoo, Lochardil Programme: <http://tinyurl.com/pedagoo-highlandskills>

DYW Glow TV (December 2015): <http://tinyurl.com/GLOW-Lochardil>

Highland Council, Skills for Learning, Life and Work: <http://tinyurl.com/highland-skillsfllw>

Buzz Test: <http://tinyurl.com/the-buzz-test>

For further information, please contact: james.cook@highland.gov.uk

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