

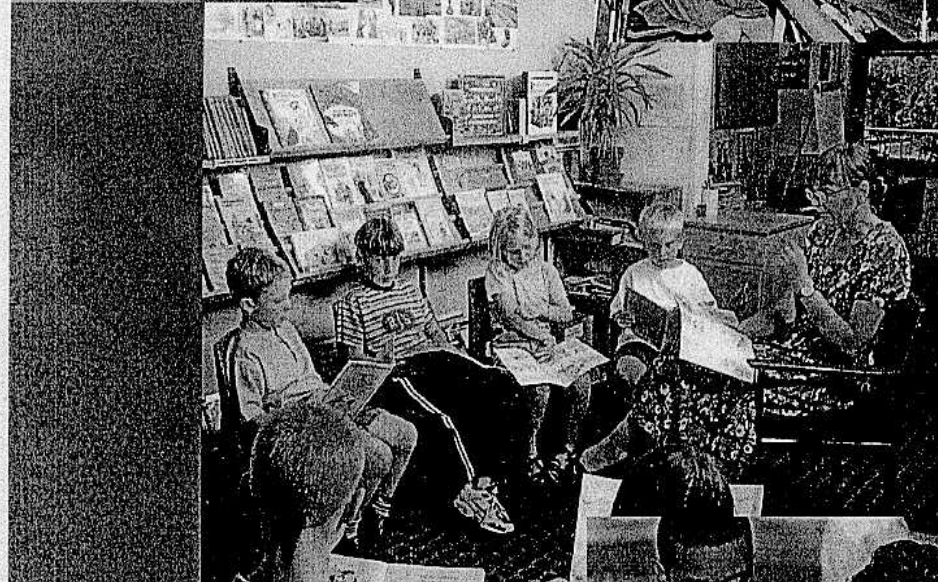
**CRAC NICEC**

# OPENING DOORS

*A Framework for Developing  
Career-Related Learning in  
Primary and Middle Schools*

by

Bill Law and Barbara McGowan



*Sponsored by*

The Boots Company • Department for Education and Employment • Esso •  
Institute of Education, University of London • Lambeth Education-Business Partnership  
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### CRAC

The Careers and Advisory Centre is a registered educational charity and independent development agency founded in 1964. Its education and training programmes, publications and sponsored projects provide links between the worlds of education and employment.

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*This resource pack was written because of a small boy who, over thirty years ago, wore wellingtons – he had no socks, and no hopes; too many doors were already closed.*

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## Is this all too soon?

A lot of children's play anticipates working life. Children are continuously assembling impressions of work; they act out work roles and practise work-related skills. Through these activities, the impact of the media, and the views and values of the people at home and around them, they develop attitudes towards the world outside school. This is career-related learning.

At this age any work you do to support and develop this learning is not careers education and guidance (CEG). Career-related learning at primary level is not about asking eight-year-olds what they want to do! – children must be allowed their childhood. Later, when the work is developed in secondary schools, it will become more formal career learning and be recognised as CEG. *This pack is about the activities in primary schools which form the foundations for that later learning.*

This is important work for the future of the children in your school. Within three years of leaving primary school, somebody will talk to them about GCSEs and GNVQs. The decisions they make will be influenced by what they think they already know, about themselves, about work and about the job roles available to them. These decisions will influence their subsequent life chances.

We all know the world of work is changing faster than we can anticipate. We cannot predict what it will be like in ten or fifteen years' time when these children become part of it. For many young people their 'career' will be an evolving experience of interspersed learning and work: short-term contracts, freelance work, different work throughout their working lives, and periods of unpaid activity – voluntary or not.

Children need help to develop some broad-based learning and some useful ideas and beliefs for working lives. Leaving all this to secondary schools is relying too much on too little, too late.



## Who is the material written for?

The pack has been written for:

- all primary and middle school teachers
- those who professionally support them.

The main focus is on work in Key Stages 1 and 2, although the materials will be useful to all staff who have responsibility for children's learning during primary years.

The material is relevant to work in personal and social education, equal opportunities, in links with the business world and other community contacts, and in recording achievement and action planning. It will particularly help if you have responsibility for, or contribute to, 'work-related teaching and learning' in your school; it will help you in your own work and in your support role to colleagues.

The pack assumes that you are already helping children to lay the foundations for life-relevant learning and that you would like to develop this further. *It does not assume that you have time to do a great deal more work.*

The pack presents a basic framework of key ideas in a way which will help any teacher, experienced in this field or not, to become more effective in developing learning for working lives. *It will help you to recognise what you already do and put it into a developmental frame.*

The contents of the pack can be used in a number of ways, for different purposes. You can:

- read parts of this pack for interest
- use the material like a distance learning pack – taking an idea, thinking it through and seeing whether and how you can work with it in your situation
- work with some of the ideas in collaboration with colleagues – quite informally, as part of the professional dialogue that informs your work
- work more formally with colleagues in in-service training sessions – to support sustained curriculum development.



# What does it cover?

As a teacher you are constantly engaging children in learning for working lives; you are not trying to teach them about specific jobs, but you are helping them to question, learn and develop some understanding of the working world. These foundations will be important to them later.

In primary school, children can and do learn about:

**work** 'What does Mr Sharma do in his shop when it is closed?'

what happens in work, the different places where it is done, how it all links together, what it was once like, how it is changing, what it may soon be like

**roles** 'These are the different jobs that Mum and Gary do in our house.'

who does what, why they do it, what they do in it, how they feel about it, how some people do one kind of work and others do something different, whether that is fair

**self** 'I like writing stories on the computer in Granddad's house.'

what children notice about different kinds of work and role, what they think is interesting or boring, good and bad about it, and how they feel about themselves in relation to it.

Each of these three areas of learning about working lives contributes in different ways to children's understanding of their future. The pack supports the development of all this learning.



# How does this support children's learning?

Career-related learning is the same as any other area of learning. It is progressive: basic learning comes first, and deeper, wider and more demanding learning comes later.

There are four progressive stages in career-related learning:

- |                      |                                                                                                                                                                                                                                                                |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>sensing</b>       | where children take a good look at people in the working world, and discover what they and other people think and feel about it all – <b><i>they begin to get a sense of what the world of work is like</i></b>                                                |
| <b>sifting</b>       | where children start to sift what they find into patterns, notice things that are similar and different, and develop and use stories, pictures, play and other ways to express what they find – <b><i>they begin to sort it out</i></b>                        |
| <b>focusing</b>      | where each child finds something in the working world which is significant to her or him, and different from what other people see and say – <b><i>they begin to highlight things that interest them</i></b>                                                   |
| <b>understanding</b> | where children appreciate how their own and other people's actions have effects; with past actions having present effects and present actions having future effects – <b><i>they begin to understand how things link together and how it affects them.</i></b> |

This learning is not key-stage-related, although five-year-olds will do more sensing and sifting, whereas fifteen-year-olds need understanding. Many fifteen-year-olds are still trying to get a basic sense of what they need to understand.

All the learning needs to come together when children take action. Here young people use what they have learned about the world of work to find possibilities for themselves, whether immediately or later. This is when they begin to implement their career plans.

To move straight from 'sensing' to 'action' is not planning: it is impulse – or panic! This pack is about you helping children to lay the foundations so they make wise and effective decisions in the future – and continue their journey, well-equipped, without you.





# Is this careers education?

Most primary and middle school teachers associate careers work with secondary schools. This is where formal careers work – careers education and guidance (CEG) programmes – are developed and delivered. But the foundations are laid in primary schools. Here children's ideas and beliefs about work, the working world and their role in it are developed.

Finding words to describe this early learning, without making it seem far removed from the work you do with young children, is difficult. CEG is obviously not a good descriptor. The terms 'work-related teaching and learning' and 'personal and social education' – both recognisable in primary and middle schools – are good descriptions of aspects of this work; but by themselves they may not reflect sufficiently focused and progressive development for this area of learning.

In this publication we have mainly used:

**'Careers work'**, although this could all too easily imply that we are asking children what they want to do when they grow up – which is clearly not so.

**'Career-related learning'** which has similar problems, although the phrase does imply that it is removed from the mainstream of careers work and focused on some related learning.

**'Learning for working lives' and 'work-related learning'**, are probably closer to the kind of emphasis primary and middle schools put on this work. Focusing on learning makes it easier to see the work as part of curriculum development, although the reference to 'work' can make it seem remote to the needs of young children.

There is no easy resolution to this. The vocabulary matters, and casual and inaccurate use of words can get in the way, but the overriding significance of this work must rise above it. If this early 'career' learning is underdeveloped, young people will find later learning opportunities more difficult to recognise and use; and secondary colleagues, with great difficulty, will need to 'unpick' some unhelpful ideas and beliefs. Until we can do better, we have to manage with the words we have got. This will be an ongoing debate.



## What do I find on each page?

### Key Ideas pages

On these pages the narrower left-hand margin carries the title and the broad right-hand side contains some basic thinking about the key idea being introduced – the pages look like this one. You can flick through the pack reading these basic pages – it will give an overview of what this work is about. Each can be photocopied as a stand-alone page.

If you want to get colleagues involved in this work – in or out of school – it would be a good idea to share some of the Key Ideas pages first.

### Development pages

These pages show how the thinking is developed, both sides carry text – the first can be found on page 13. Each Key Ideas page is followed by at least one Development page. These pages elaborate the thinking: they offer worked examples and development frameworks. Each has a To Do slip with practical suggestions for what you might do to develop the work in your school. These ideas are based on feedback from teachers. You will have other 'To Do' ideas to add.

*Development pages are much more demanding.* You will only need them when you have found something you want to develop in your school. They can be photocopied.

### Topics

- A single topic consists of a Key Ideas page and its associated Development page(s). Each topic is listed in detail in the contents for that section.

You need to work with the topics in the order which is most useful to you. You may want to work with one, or several, at any point; then come back to others later.



# Where do I begin?

*continued*

If you are experienced in this work, or have responsibility for teacher professional development:

## do you ...

... want to develop this work but are concerned to accommodate it within National Curriculum requirements?

... want ideas for developing the work with colleagues?

... want to understand the theoretical basis for developing this work?

... want to see how you could develop this work on a whole-school basis?

## have a look at ...

... 'Working with level statements' on page 54, and work linked to mathematics at Key Stage 2 in 'Resources and methods' on page 35

... some supporting frameworks: 'Planning some learning for working lives' on page 21, 'Getting started' on pages 44-45, and 'Getting as much help as possible' on pages 56-57

... the section *Thinking about*, particularly 'What is basic and what comes later?' on pages 36-37

... the sections *Identifying priorities* and *Securing the foundations*. Particularly some of the frameworks for developing this learning: pages 44-51, 63-65, 67-69, 70-73.

The items further down the list take more time, and need more support: they are from the later sections of the pack.

*You will want to work with these later sections only when you are ready for a whole-school approach.*

If you work with secondary school colleagues they may be interested to share some of this material. It will help them to see what the foundations look like, and what they have to build on. If children are already at secondary school without any strong foundation for this work, the pack will help secondary colleagues to see what they can develop in years 7 and 8.



# What is happening

## ***Cameos of learning for working lives***



*... children start to work out  
how things fit together*

This pack is not about giving you 'one more thing to do'. The ideas and thinking throughout are intended to be incorporated into work you are already doing. The purpose is to add to the learning outcomes for children, not to the workload for teachers.

By setting work, in whole or in part, in a work-related context, teachers are able to address some career learning issues. This may be within a curriculum subject or as part of literacy and numeracy work. Either works for this learning. The important issue is to enable children to recognise links between subjects; this helps children to see how things 'fit together'. The world outside school needs and uses this 'joined-up' learning.

All the learning activity described here is being developed and delivered within the framework of the National Curriculum programmes of study. You will recognise that much of this work is not new. You and your colleagues do some of this, and you may see some of what you do reflected in the examples given on the next page.





## Cameos of learning for working lives

Look through the examples opposite and check to see how much you recognise. Remember this is only a small part of what is going on.

You could 'map' this kind of work for your school.

### To Do

Ask children what they've learned about work and where they learned it.

Ask colleagues for 'cameos' like this - see how much we are doing. See if there's a pattern to it - or noticeable 'holes'. Help us to see what else we could do.

Share round what I get - include the head, parents, and maybe a governor? Really need their views - how much support is there for this work? Determines what else can happen!

## What learning for working lives looks like in Key Stages 1 & 2

### Mapping School as a Work Place

The children list all the people who work in the school or come to the school in the course of their work. 'What do we see them do?', 'What else do they do?', 'What are their jobs called?', 'Which is most fun?'. Each pupil picks one work title and pictures a person doing it, with thought- and speech-bubbles telling what the person feels and says about the work. The pictures are located on a wall map of the school and people working in the school come to suggest more information that can go on it.

### Documenting Change

The children collect stories, information and pictures from people at home and in the neighbourhood who can tell of work in times past. They make an exhibition, with quotations from what people said and explanations of what they used to do. Each writes a time-travel story of one person in one of the pictures coming to this neighbourhood today, telling what is different - especially about what has happened to their work.

### Communicating with the Future

The children assemble pictures, stories and other items that represent work today. They write a letter to their future grandchildren with a work time-capsule, asking them to try to understand what work is like today.

### Portraying a Workplace

The children visit a work place, gathering material for a collage portraying the place in cross-section - showing the departments, the people and what they do.

### Making a Portfolio

The children make a words-and-pictures record of a visit to a workplace in which they all shared. Each decides which parts of the experience were most interesting. They take a look at each others' work, and talk about why different people concentrate on different things - some on the people, some on things, some on other things. Each then adds to their record and places it in a growing portfolio of work-related experiences.

### Developing the Portfolio

Children develop their portfolio by adding stories, maps, pictures, cartoons, autographed greetings and other reminders of their learning. This growing "autobiography" shows where they have been, what they have done and whom they have met. They each keep themselves in the narrative by saying what they liked, what they did well, what they especially want to remember.

### Calculating Probabilities

The children make counts of who does what in a workplace - men and women, older and younger, etc. - and represent these statistically, calculating and discussing probabilities concerning what kind of people do what kind of work.

### Work-singing

The children write work-songs about people they know - choosing tunes, rhythms, sounds and words that convey action, location and experience. The songs are performed at assemblies where recordings and copies are presented to people whose work is portrayed. The visitors say a little about how they feel about their work and how the song conveys some of that to them.

### Getting the Facts About the New School

The children gather information about the school(s) they are going to soon - maybe from the visit they made with the people at home, brochures they saw and people they asked in the neighbourhood. They list the differences between what it is like there and here. They plan a group visit to the new school(s) identifying who they need to see and what they need to ask. They decide who is going to act as "reporter" on each aspect of the school. After the visit each "reporter" reminds everybody of what was found. They review the information and offer advice to each other concerning the difficulties and excitements that each anticipates.

Some pupil task sheets for supporting work like this appear on pages 104-111.



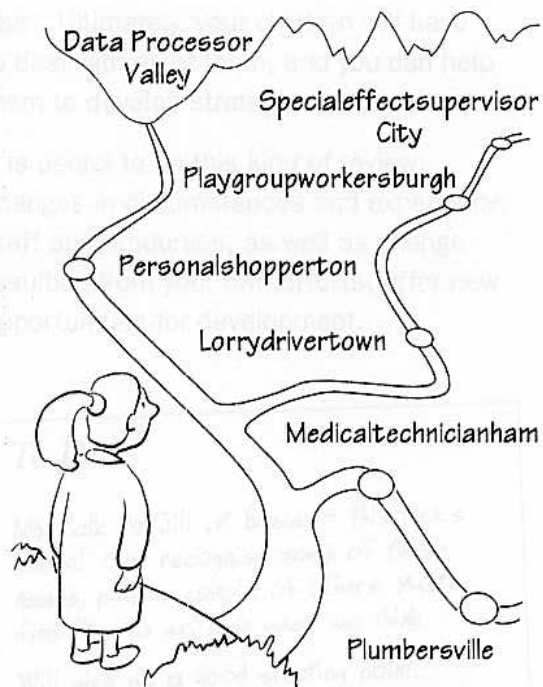
# The aims

## Identifying the needs

### Identifying the needs

what goes on in your school and community; some will be very different. Think about what has been left for you to consider other needs.

Some factors are more difficult to tackle; they reflect bigger issues in the world around us. Some are more amenable to the influence of school - that is where we can make a difference.



... children may not know enough about what working lives are available

Any purposeful development is about doing something that is useful, valuable and needed. When the need is clear, putting effort, time and resources into the development is justified.

Often the needs are all too clear.

For example children:

- may not know enough about what sorts of working lives are available
- may not have met enough people who are positive role models
- may assume the world is waiting to offer them a living
- may not have acquired the social skills which equip them for today's workplace ... etc.

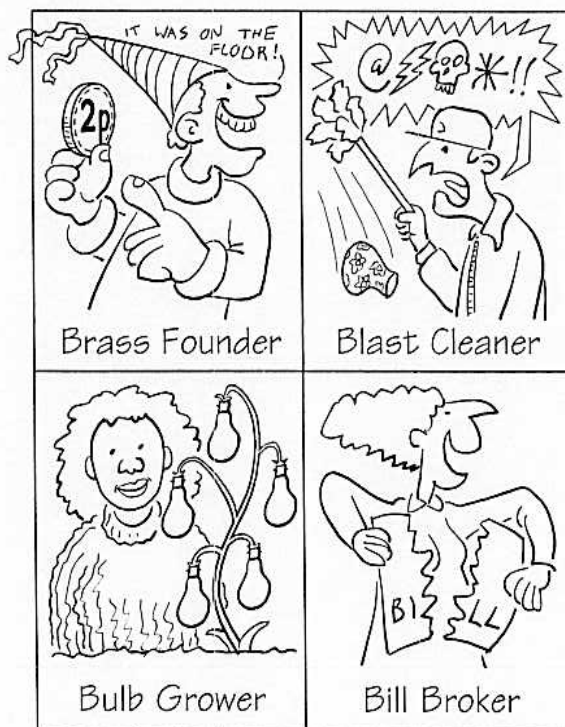
You will recognise this, and more. Frequently, children and their families diminish their life chances because they:

- believe that some jobs are 'not for me'.

On the next page are some examples of career-related learning needs which teachers have identified for children in their school. Some will reflect the things you want your pupils to achieve; some will be different.

# The aims

## Getting children started on working roles



*... job titles may convey only the most general idea of what people actually do*

When we meet new people, one of the things we frequently ask is, 'What do you do?' We accept the answer – 'I'm a teacher' ... 'I work for London Underground' ... 'I don't have a job' – as telling us something important about that person. It may have told us a bit more about how we think they live their lives, but unless we have some experience of that work ourselves, it will have conveyed only the most general idea of what they actually do.

A good starting point for career-related learning in primary schools is here. Children share our understanding of roles. They recognise people in working roles: 'The caretaker is the man with the keys' ... 'The dinner ladies look after us while the teachers have a rest!' ... 'My mum goes to the hospital every day, she's a nurse'.

By helping children to find out about, meet and tell stories about people in roles, you are helping them to start to lay the foundations for career-related learning. Later, in secondary school, this can be developed as their understanding, and their career learning needs, deepen.

As a primary teacher you can introduce children to a wide range of work roles – perhaps more than their families or immediate community are able to provide. You can help them to build a sense of what working lives are about, and offer a rich base for their future.



## Getting children started on working roles

You can use the idea of working roles to sound out the extent, and realism, of children's early career-related learning in your class.

### To Do

THIS WEEK - listen to children re. people in work - questions, attitudes, etc. Particularly stuff from stories, TV and our visit out.

Have a quick think about what we do with children on concept of role - how much chance do we give them to get to grips with some of this?

Talk with year 3 team about their supermarket project.

Learning about working roles happens in a variety of ways for children.

- **from the things people say and the impressions they give\***  
about their jobs, the feelings they have about who they are, and why they do that work
- **from the roles children have**  
at home - son or daughter, sibling, consumer, friend; and in school - 'shopper', team member, pupil, class representative, librarian and others
- **from stories which tell about people in roles**  
the youngest children know stories about a postman, sportswoman, explorer and hairdresser, and hear and see many other stories in the media
- **through role play**  
a much used and valuable teaching method in primary schools which helps to develop and deepen children's experiences of roles like these.

Not everything children believe now will make a useful foundation for later! Listening to their understanding of roles will help to identify some other things they will need to learn.

In the next section of the pack, *Thinking about* there is more about roles in aims, objectives and learning outcomes on pages 24-29, in the case studies on pages 31-33, in building learning progression on page 37; and later, in *Identifying priorities* on page 55, there is some thinking about working with role in National Curriculum level statements.

\* A smartly dressed colleague visited a primary school. She went to do some work with children about the heavy manufacturing industry she represented. She arrived in a hurry wearing her driving shoes - a pair of 'glitzy' sandals! 'Are you a Princess?' she was asked. (Thanks to the Education Manager of British Steel, previously a primary headteacher, for this anecdote.)





# The resources

## Building the resources



... grandparents can offer opportunities for learning

All activity needs resourcing, but this work does not necessarily mean you need to find a lot more time and money. Much of the resource material is already there in the form of people. Human resources are at least as important as material ones and they are often near at hand. Much of this work is a partnership.

You and colleagues work with many people, who are not teachers, doing a lot of things that can help to build this learning:

- *parents, carers, extended family members, business contacts, governors, trades people – and others in the community.*

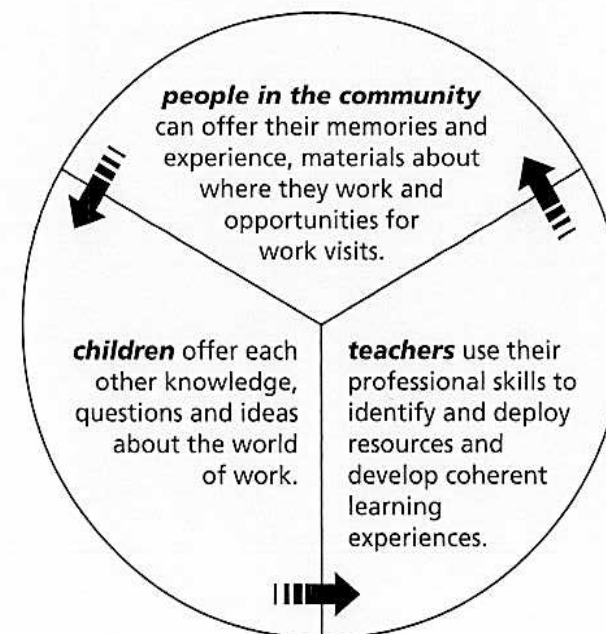
The intended recipients of this teaching and learning are also a resource for developing it:

- *children.*

The contacts, knowledge and needs are made into learning experiences by:

- *teachers.*

Using a frame like this can help to 'map' resources.





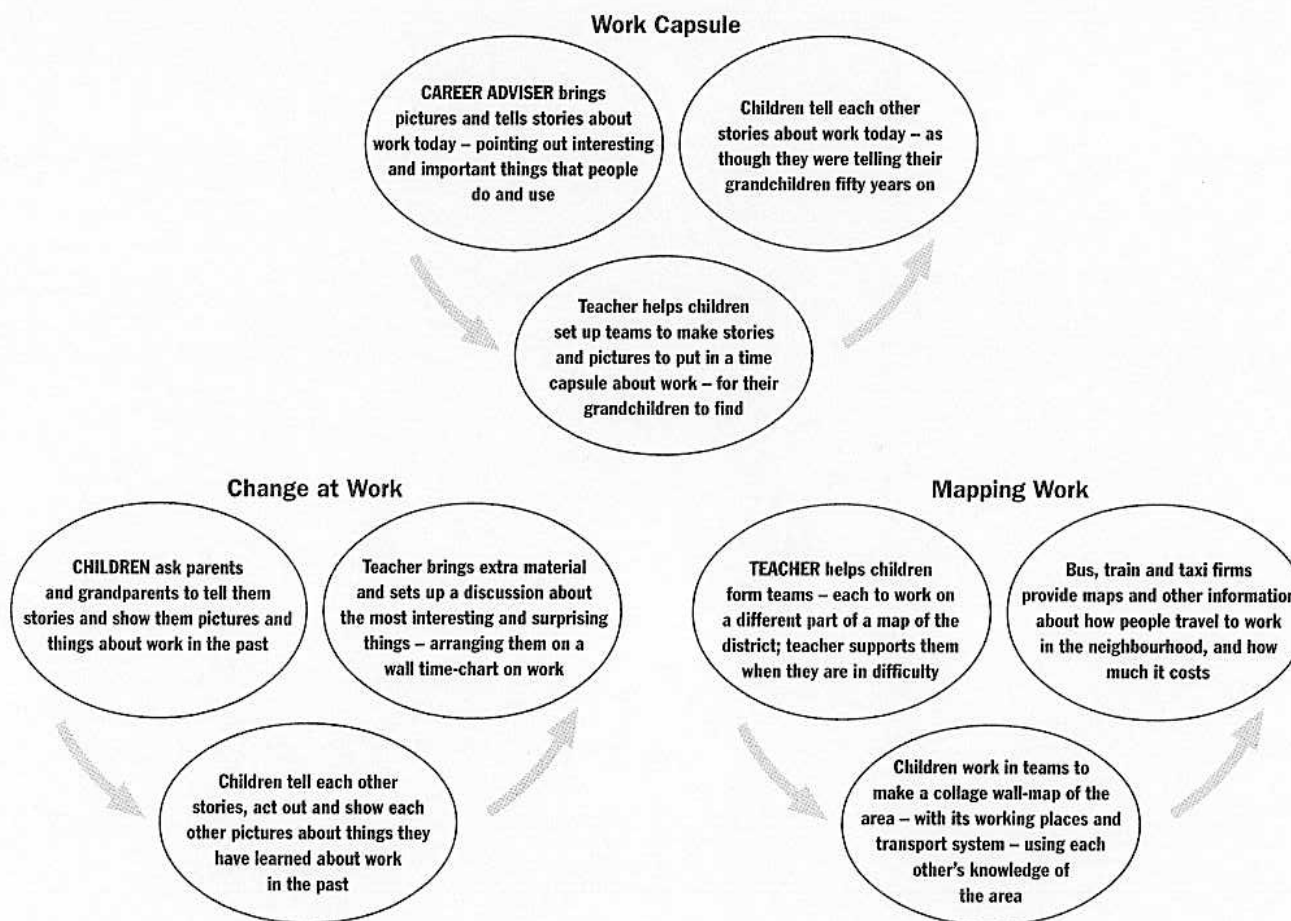
## Building the resources

In each of these three examples of career-related learning the arrow indicates the starting point and direction of development of the activity. They show how an activity can begin with an input from the children, the teacher or someone from outside the school – like a careers adviser.

### To Do

We do a lot of this – could make more of parent and community contacts.  
Discuss with colleagues re. who can offer what from people we know. If time – who else (and what else) could we involve?  
Wonder if there's a careers adviser to work with us? and a religious leader?  
NB: if this takes off will need to think a bit about how to link these resources.

### Examples of resources teachers are using in this work



More thinking about resources can be found on page 44 and following, and in the section *Using the resources* beginning on page 77. The case study on page 33 is about making a work capsule. Some pupil tasksheets for supporting work like this appear on pages 104-111.



## Planning some learning for working lives

Developing this work in your school means finding out what is already going on – who is involved, what they are trying to achieve and how it is being done.

The frame opposite can be useful. There are three columns inviting you to list:

- *What goes in?* – the resources, human and material, being used in this work.
- *What goes on?* – the projects, topics and schemes of work already happening.
- *What comes out?* – the learning outcomes you are helping children to reach.

A worked example has been written in.

### To Do

Use this to have another look at year 6 drama – scope for more emphasis on 'careers' work.

Would be good to 'map' all our work like this – maybe a piece of flip chart paper in staffroom ruled 'In' 'On' 'Out' columns (+ example) for all of us to put work in? Not too time-consuming!

Talk to the head – can't go further on my own.

### What goes in? (INPUTS)

### What goes on? (PROCESSES)

### What comes out? (OUTCOMES)

#### Visit to local places of employment

- \* Preparation time: for the teacher to make a pre-visit, and to arrange for the pupil visit to local shopping area.
- \* class-time to prepare, make visit and follow up.
- \* Teacher skills in facilitation.
- \* Children group-work skills.
- \* Adults willing to be interviewed.

- \* children prepare and practise questions;
- \* visit three shops in the local precinct;
- \* talk about what they found;
- \* ask each other questions;
- \* act out a role saying why they have chosen it;
- \* Children help teacher assemble a wall-chart of the visit showing where they went and what they found.

- \* pupils are able to imagine doing different jobs
- \* pupils understand that adults take on different roles
- \* pupils develop confidence in their own abilities
- \* pupils develop communication skills and listen to others†

† examples taken from QCA consultation document 1998.

Some pupil tasksheets for supporting work like this appear on pages 104-111.







# Thinking about

We have seen that learning for working lives in the first few years of education is concerned with laying foundations: beginning where children are in order to build a secure base for later. *This section of the pack explores some of the basic concepts behind careers work to see how they apply to primary schools.* The material will help you to:

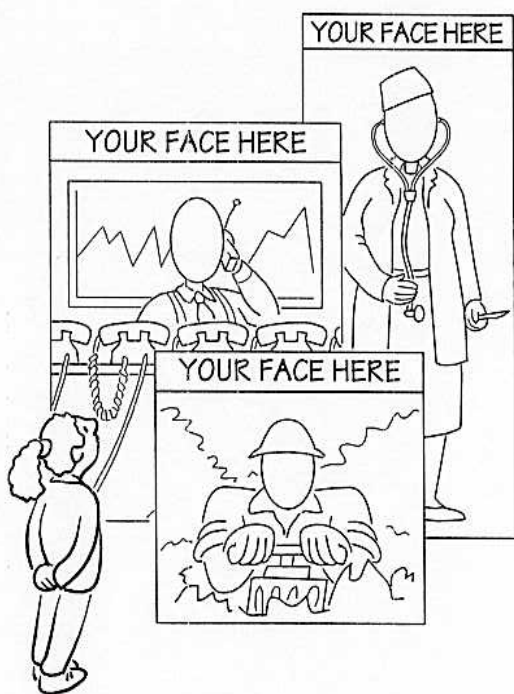
- ▶ 'sift' some of this fundamental thinking
- ▶ compare your professional understanding of what needs to be done with the ideas here.

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# From aims to learning outcomes

## A closer look at aims



... giving pupils opportunities to learn about work roles

Aims are important to teaching and learning: they give a sense of direction.

QCA has proposed three aims for careers work\*. They suggest broad areas of knowledge and understanding that young people need in order to develop career learning.

The QCA aims are derived from easily recognisable, common-sense thinking. The intention is to help young people develop skills, knowledge and understanding that will enable them to make effective choices at 14+ and 16+; manage the transition from school into the next step; and support their longer-term planning.

The aims say that pupils should be able to:

- understand themselves and develop their capabilities – **self-development**
- investigate careers and opportunities – **career exploration**
- implement career plans – **career management**.

We have seen that primary schools are laying the foundations for this later learning. A good starting point is:

- learning about people at work – **work roles**.

\* These aims were first published in *Looking Forward* (SCAA, 1995).



## A closer look at aims

The QCA aims are intended for use by both primary and secondary schools. There is a strong recognition that the work has its beginnings in primary education.

We have seen on pages 16-17 that a good starting point for the work in primary schools is learning about working roles – a 'basic aim'. This uses what children have already begun to learn about working lives, and can be experienced as relevant now.

This learning will be spiral, being visited many times as children develop learning about:

- themselves in a work role
- the choices they can have
- how they can make them happen.

### To Do

*Need to think about this – very different way of looking at what we do.*

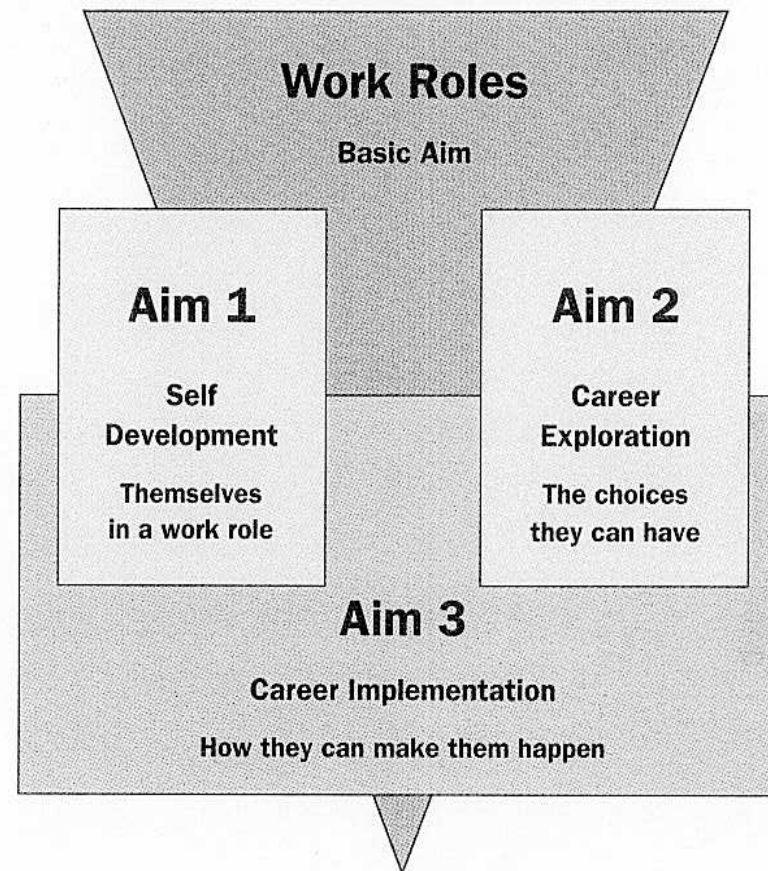
*See if what I do fits into this frame – does it pick up what's important for us?*

*Talk to others – see if anyone else plans their work in these terms.*

Basic  
Learning



Taking  
Action

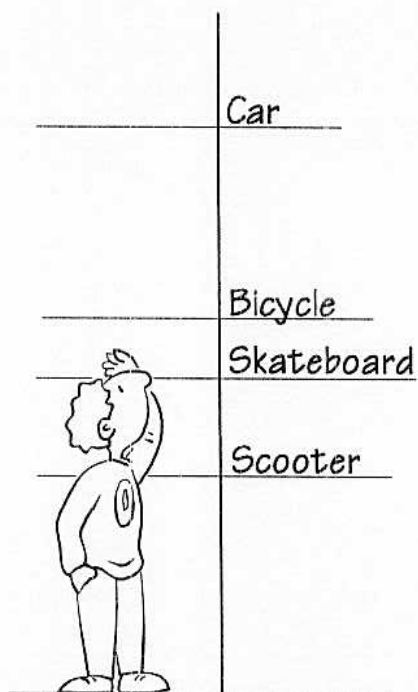


The aims are not separate: the work you do for one helps to develop understanding in the others. The diagram above shows these links: learning nearer the top is nearer to your children; that at the bottom will be more relevant to students at secondary school.



# From aims to learning outcomes

## A closer look at objectives



... some that your children are not ready for yet ... have done enough on ... are ready to learn now

Although aims are important in giving a sense of direction to the work, they are not a blueprint for developing it. Aims must be broken down into objectives – targets that are relevant, specific and manageable. The clearer you can be about what you want children to learn, the easier it is to identify available resources, appropriate activities and criteria for evaluation.

In all areas of the curriculum it is important for primary and middle school teachers to know what children will be expected to learn later.

Among the objectives for career-related learning there are some that your children:

- *have done enough on:*  
the objectives cover ground the children you are teaching are familiar and comfortable with, they need to break new ground.
- *are ready to learn now:*  
this will build on what they know; it looks useful and relevant and will lay a bit more of the foundation for later.
- *will need to learn soon:*  
these are things that will follow on from their learning now; they will be needed for the next step.
- *are not ready to learn yet:*  
the objectives are too far removed from where they are now; this is work for later years in primary school, or needs to wait until children reach secondary school.

Each new learning objective needs to build a bridge between what your children already know and what they are going to need to know. The position changes through time; what seemed far removed last term might now look appropriate and useful.





## A closer look at objectives

Each aim can be broken down into relevant and specific objectives which:

- say what children need to learn
- are statements from which learning outcomes can be developed.

Opposite is a first attempt to define what children should be able to learn and do in the area of career-related learning by the end of Key Stages 1 and 2. They are written in terms that children can relate to, helping them to take control of their own learning.

The best place to begin is where statements build on what children already know and lead to what they need to learn.

### To Do

Set up a discussion:

- identify what we already do within this framework - where? how?
- get some other ideas, without the need for much more work
- look at how we can move children on.

Talk to head - who could be involved?

A framework for developing learning outcomes\* by the end of:

Key Stage 1 – Pupils:

### Self-development

- recognise and take pride in their achievements
- develop confidence in their own abilities
- develop communication skills – listen to others and respond appropriately
- are sensitive to needs and feelings of others and can share fairly
- express personal preferences and identify a personal goal or target for improvement
- develop skills to work in a group or alone to complete a task satisfactorily
- value themselves and see worth in others

### Career exploration

- understand adults take on different roles
- investigate traditional and non-traditional roles in the home and school
- are aware of a variety of occupations
- through simulation, role-play and visits, imagine doing different jobs
- gain increasing independence and are increasingly able to cope with change

### Career management

- ask for help when they need it
- organise, plan and record work which the teacher has asked them to do
- demonstrate independence in choosing an activity or resource
- manage their own physical needs
- behave appropriately in front of others
- adjust to new situations with ease

Key Stage 2 – Pupils:

- have a developing sense of their own strengths and weaknesses
- are able to identify what they are good at and what skills they need to develop
- are able to co-operate with each other and work in a team
- talk and listen to adults other than teachers in a variety of situations
- recognise and use opportunities when they arise

- show a growing awareness of the world of work
- have knowledge of a wide range of occupations and how these may change over time
- begin to develop concepts and a vocabulary to describe ideas about work
- are aware of the importance of health and safety
- understand what is meant by stereotypes
- are developing broad horizons about the world of work

- draw on the help and support available to them
- make simple action-plans and carry them through to completion
- show self-reliance in finishing work
- make reasoned decisions and choices based on information they have gathered
- understand what is meant by transition and can cope with preparing for and making changes

\* This framework is taken from a QCA consultation document (1998).



## A closer look at learning outcomes

Learning outcomes:

- ▶ describe what you can see being achieved by your children
- ▶ provide a context for assessment – you can know whether children have learned this or not
- ▶ are small stepping stones in the journey towards the overall aim.

When you have identified an objective to work on, you will be able to devise a cluster of learning outcomes.

There is no single route to achieving any one learning outcome: opposite is an example.

### To Do

Use this to get a focus on 'scattered' activities – maps coherence.

See if others are interested – could use it to develop our year 6 transition work e.g. try out – 'Can ask questions of adults who are not teachers, and listen to the answers'.

The same learning outcome will be visited and revisited many times, in a range of settings, throughout a pupil's school life. Each occasion will help to confirm and consolidate the learning, and strengthen its usefulness and transferability. As a teacher you create a myriad of opportunities for your children to learn. These do not come from a standardised checklist: you write this level of detail for your schemes of work, with your class. The learning opportunities are found in the activities you set up, the resources you access and the settings you choose. Some will be more demanding than others; some will be more appropriate for some children than others; some will help children to develop a deeper understanding.

An example of a learning outcome realised in a variety of ways:

### *I can find out about work in and around the area of my school*

#### *I can*

- **describe** what different people in school do to help me
- **find out** from the caretaker, secretary and dinner lady three things she or he likes about the job
- **calculate** the total number of hours all the adults work in my school, in a week
- **plot** on a map all the places where people work within 100 yards of the school
- **list** all the different jobs I saw being done on a visit to the local supermarket
- **collect** pictures of someone doing a job I like and say what I like best about it
- **act out** with a friend a meeting of the librarian and her assistant when he is late for work
- **prioritise** a list of 10 jobs, the most important at the top, saying why I chose that order
- **discuss** my priorities with a partner who sees them differently.

Approaching learning outcomes like this enables you to plan a lot of opportunities for children to learn within existing schemes of work. *To build on this learning does not need anything added to the curriculum: it is the same curriculum approached from a different point of view.* The work you structure for literacy and numeracy can accommodate this kind of learning; some of the resources you need can be found within a world-of-work context.



## People who work for our school

Starting with work on roles is recognisable and relevant to children in primary school.

On the right is the general aim, in the middle are some objectives, and nearest are some learning outcomes – clear statements of things that:

- children can do
- in your class
- now

which will help them to build some useful learning for now and later.

You may have some very different ways of structuring these learning outcomes that enable your children to progress towards the same objectives. It will depend on your schemes of work, resources and methods.

### To Do

Show this to Jill, she might want to adapt it for her year 2 class.

Start thinking about sharing some of this work with secondary colleagues. Should we mention it at next co-ordinating meeting with them?

### Learning outcomes

Children learn to do this now ...

... find out about school as a place of work -

specifically they will be able to:

find out from the caretaker / secretary / dinner lady what three things she or he likes about the job

make a list of all the kinds of people who come into school - milkman, inspectors, parents, etc.

map them round a picture of the school, drawing lines to join them to people they come to see

imagine what any of them would be thinking about and draw a speech bubble to show it

explain to the teacher why they think the people will say that

### Objectives

... as part of being able to do this ...

are aware of a variety of occupations

understand adults take on different roles

### Aims

... in this area of their living

WORK ROLES  
(BASIC AIM)

Some pupil tasksheets for supporting work like this appear on pages 104-111.





## A workplace visit

This is a work plan tracking aims, objectives and learning outcomes for a visit children are going to make to a local company. It supports 'speaking' in English.

The aims describe broad learning that children will need to acquire for use in the distant future.

The objectives are things children need to be able to do by the time they leave secondary school.

The learning outcomes are for a Key Stage 2 class; things children can learn to do now.

### To Do

Talk to head - see if he can recognise this as 'careers' work. We do a lot - maybe need to start liaising with secondary schools about it. Perhaps find out what they are doing in year 7?

### Learning outcomes

Children learn to do this now...

... find out about work in the local neighbourhood -

specifically they will be able to:

tell each other a story about a day in the life of a working person

identify one thing they particularly like about work they have seen done - to tell adults at home

talk to their friend about one thing that especially surprised them about what people are doing in work

make a picture of somebody working; a picture they especially want to put in a folder, and be able to tell you why

record what they have found and tell the rest of the class

### Objectives

... as part of being able to do this...

understand adults take on different roles

express personal preferences

investigate traditional and non-traditional roles

organise, plan and record work which the teacher has asked them to do

### Aims

... in this area of their living

WORK ROLES (BASIC)

SELF DEVELOPMENT

CAREER EXPLORATION

CAREER MANAGEMENT

Some pupil tasksheets for supporting work like this appear on pages 104-111.





## Making a work capsule

This is an example showing how work in separate subjects can be linked together. This is a particularly useful means of supporting learning for working lives.

The work is planned through stages:

- 1 children collect pictures about work today – from home, books and magazines
- 2 they sort everything into piles: for work (a) in shops, (b) at a desk, (c) with machines, (d) in scientific places, (e) on the roads
- 3 they form teams for each of the clusters, each making a 'capsule' of things about that sector of work – things they want to be able to show their own grandchildren one day.

### To Do

Show this to Humanities Co-ordinator – any use? Can it be adapted to support existing work?

Do we need to start thinking about someone to co-ordinate this work?

### Learning outcomes

Children learn to do this now...

... find out about work in the local neighbourhood –

specifically they will be able to:

find out, ask about, listen, read, look up... from people at home, and by using magazines and books, about work in the neighbourhood

work together in teams on a specific task

say to each other why some kinds of work are more common than others

sort out also in teams, how examples of work go into different categories

count in teams, how many different sorts of work can be found in each of five categories

### Objectives

... as part of being able to do this...

understand adult's take on different roles

develop skills to work in a group

begin to develop concepts and a vocabulary to describe ideas about work

have a knowledge of a wide range of occupations and how these may change over time

make reasoned decisions and choices based on information they have gathered

### Aims

... in this area of their living

WORK ROLES

SELF DEVELOPMENT

CAREER EXPLORATION

CAREER IMPLEMENTATION

Some pupil tasksheets for supporting work like this appear on pages 104-111.



# Curriculum planning

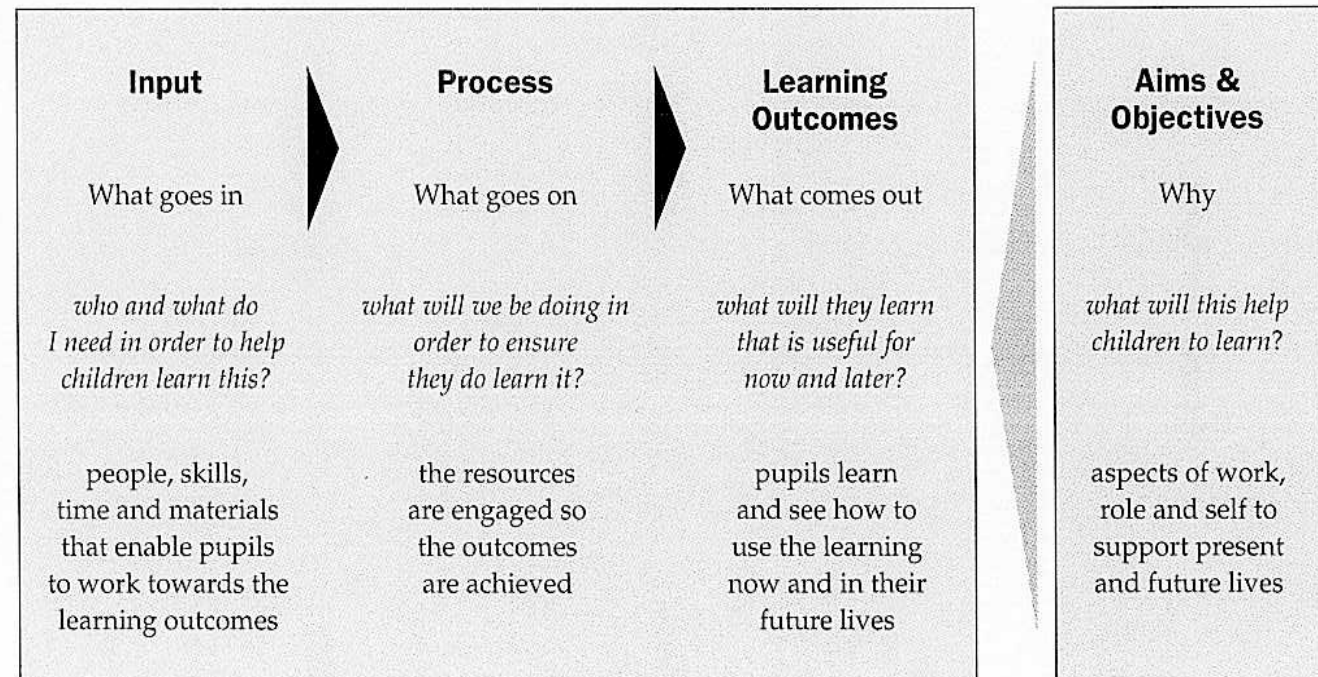
## Resources and methods



... designing appropriate activities

It is one thing to know what you want children to learn, but quite another to ensure that they do!

To turn the thinking about aims, objectives and outcomes into effective action means identifying useful, and available, resources, and designing appropriate activities. These pages help to put this thinking into a planning sequence.



These questions put together like this form a dynamic model for curriculum development. You will recognise this from planning you do for all other areas of the curriculum.

On the next page is a worked example of this thinking applied to careers work built into mathematics at Key Stage 2.



## Resources and methods

The worked example shows how this Input-Process-Outcome model for curriculum development can be used. It tracks the planning process through:

- setting learning objectives
- clarifying learning outcomes
- identifying resources and
- devising appropriate teaching and learning methods for relevant activities.

Setting any curriculum activity in a work-related context builds in relevance and helps children to learn more about working lives. The example shows career-related learning built into National Curriculum mathematics at Key Stage 2: Handling Data – understanding and using probability.

### To Do

Adapt for my class – see also page 59.

Use 'input-process-outcome' sequence more often – quick way to identify 'holes' and 'possibilities'

### Inputs

Statistics – numbers showing how often or how rarely accidents, ill health or unemployment happen in different areas of working life, and for different groups of people\*

Time and space to work at the task

Material and equipment for making charts

Pupils able to engage in group work

Teacher skills to enable and support

\* Our local careers office should be able to help us get this material

### Processes

1. Pupils list any harm thought to be 'likely' for different people in different kinds of work. They look at the numbers and work out which are the most and least common risks for different work.

2. Pupils draw graphs and charts to show what happens.

3. Pupils and teacher talk about any surprises in the numbers – and unfairness.

4. Pupils compare reactions concerning what a person can do about it.

### Learning Outcomes

to understand and use simple vocabulary associated with probability – including 'fair', 'certain' and 'likely'.

Specifically, pupils will be able to:

(1) get a sense of 'risk' or unfairness in different sorts of working life

(2) calculate how likely risk is in a specific example of work

(3) be able to talk about what can be done to reduce risk

### Aims & Objectives

General aim  
About career implementation:

Objective  
Make reasoned decisions and choices based on information they have gathered

Some pupil task sheets for supporting work like this appear on pages 104-111.



# Building progression

## What is basic and what comes later



... later learning relies on the strength of earlier learning

Part of the curriculum process is planning for progression. Developing progression in teaching is often an instinctive professional activity for experienced teachers. They know 'children can't do that, until they have learned how to do this'.

In all areas of the curriculum, later learning relies for its success on the strength of earlier learning. If the earlier learning is weak, the later learning is going to be a problem.

There are four broad stages in the development of children's career learning. These are progressive:

- sensing
- sifting
- focusing
- understanding.

This sequence was first introduced in *About this pack* on page 5.

It is important that learning for working lives takes account of this progression.

These stages in children's learning are described in more detail below. You will recognise much of this from the way children talk to you about the world of work.







## What is basic and what comes later

Attention to progression is essential: four stages are clarified and elaborated opposite. This is a practical blueprint for helping children to *develop* their learning.

At the point of career choice many young people begin to say 'I don't know enough', 'what is available?', 'what is like me?', 'what other things can I do?' and much more. They are still trying to build a sense of what they need to understand.

Children need opportunities to work through this progression to give them enough useful learning to go on when they get to the point of career choice.

### To Do

Re-read page 5 – useful summary. Can definitely 'hear' some of this in things children say.

Discuss with Jill any differences in thinking and feelings coming from her year 2 class, and my year 6.

There are four main stages in pupils' progress through career-related learning. Each forms part of their journey towards being able to make effective decisions and take competent action:

**sensing** the experience – gathering information about work, role and self. This is where children look at the working world and discover what people think and feel about it all. It is a stage of building impressions: they notice what goes on, who does what, and their own reactions to it; they are able to say who and what they like or could do. Children already have a great deal of this experience before they get to school. It continues to be built life-long.

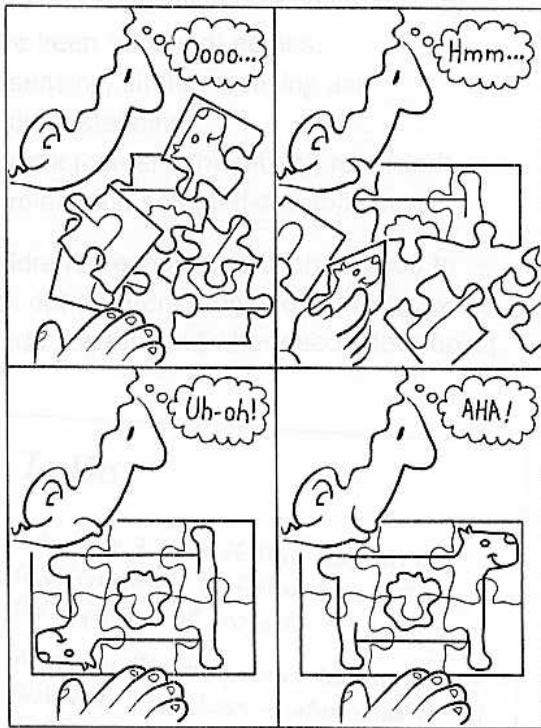
**sifting** what they know into a useable order. This is where children start to make comparisons and links. They sort what they find into patterns – of similarity and difference; they play, draw pictures, tell stories and find other ways to express the ideas. It leads to the formation of concepts and the classification of what they are coming to know. Some of this can be useful – e.g. when they say 'at work some people look after children', – and some of it is more questionable – e.g. when they say 'that's women's work'.

**focusing** on what is important to them, and what they particularly want to know about. Children find things which are important to themselves and which may be different from what other people see. This is also where they begin to notice the differences between their own and other people's point-of-view: an important part of developing self-awareness. Children may first focus on work they know about from home because it is closer, familiar and easier to understand.

**understanding** causes and effects in what happens. They see how things relate to each other, how what they, and other people, do has causes and effects. It means being able to explain past events and anticipate future ones. This opens doors to seeing 'it doesn't have to be like this, it can be different'. It leads to being able to anticipate the consequences of their own and other people's actions. This will be important in other areas of living and learning as well as career-related work. It can be a difficult step for many children.

# Building progression

## Theory into practice



... sensing ... sifting ... focusing  
... understanding

The four stages in children's learning for working lives can be applied to any learning activity. On this and the next page an example shows how reflecting on progression has been built in as part of the follow-up to a visit. It is helping the teacher to know what stage children have reached in their learning.

### Following up a visit

Below is a collage the children have made back in school. They have drawn pictures of what they saw and then displayed them. They have added 'say' and 'think' bubbles showing what they heard people say about their work, or what they imagined people might say. This helps children to say what they know, but it also helps the teacher to understand where they are in the learning progression: it is different for different children:



**SENSING:** looking and noticing what happens – Mohammed and Lucy make disks from Errol's computer programs.

**SIFTING:** finding patterns, making comparisons, organising information – Jane works in an office, Errol works at home and Charlie works part time.

**FOCUSING:** seeing patterns perhaps differently from how others see them – The dispatch department is empty today: I wonder why?

**UNDERSTANDING:** explaining and anticipating – Poor Jane! She needs more orders.

Some task sheets to use with children based on this thinking are on pages 104-111.

As a teacher, you monitor children's learning all the time. There are some suggestions to help review a class discussion about a visit like this on the next page.



# Developing the work in your school

## A sequence of activity

### Menu



#### STARTER

*Description Darioles*  
*Impressions in Aspic*  
*Jellied Gathering*  
*Listening on Croutes*



#### FIRST COURSE

*Potage au Comparison*  
*Point of View Pie*  
*Crème d'Concept*  
*Pattern Purée*  
*Crôte à la Focus*



#### NEXT COURSE

*Salad de Consequence*  
*Escalopes of Anticipation*  
*Fondu de Explanation*  
*Cause and Effect Panada*

Recognising the stages in career learning enables you to plan a progressive sequence of learning to reflect the needs of children in your class. As in the rest of the curriculum, schemes of work need to offer differentiated learning opportunities.

By listening to children you will get to know where the focus is in their career-related learning. Earlier learning needs a lot of 'sensing' activity in it, and later learning must move purposefully to 'understanding' activity.

The framework on the next page uses a collection of activities and tracks them as:

**earlier learning** – where children are describing what they find, gathering information and assembling impressions

**building and strengthening learning** – that uses what children already know and prepares them for what they will need to learn. They are making comparisons, forming concepts, focusing on what is important to them and developing a point-of-view

**developed learning** – that builds on strong foundations. Here children are recognising cause and effect, and anticipating consequences. The learning is starting to be embedded in children's thinking, and the learning outcomes are the result of more than any single activity.

This framework will help you to 'map' the work you do: it will help you to see where each of your activities fits in the learning progression. However, nothing is that neat and tidy and much of what you do will be able to be accessed at more than one level.

... by listening to children you will get to know what stage they have reached





## A sequence of activity

You will want to locate learning for working lives in a variety of subject settings and times. The work you do with children will be greatly strengthened by the work-relevant learning they do with your colleagues.

Almost any activity can be structured to reflect different stages of learning development, from 'sensing' to 'understanding'. The framework opposite shows some activities sequenced to show this progression, located in English, history and geography.

You may need to design more early activity, for at least a few children, but some children may be ready for more complex objectives – even those of interest to secondary-school colleagues.

### To Do

A lot to measure up to! This is whole-school planning.

Need to find out more about how 'sensing' to 'understanding' works. Find someone who is really interested to talk this through with.

Wonder what the secondary Careers Co-ordinator makes of this?

### Inputs

### Process

### Learning Outcomes

### Objectives\*

*earlier learning likely to have more 'sensing' activity*

people who come into school willing to be interviewed

interviews by children of a range of people in school

Children are able to:

1 *ask questions and talk* to adults who are not teachers or parents

1 understand adults take on different roles

2 develop communication skills

writing and drawing materials

class discussion

2 *describe* some different work that people do

'mapping' of findings with comments

3 *imagine* what it is like for some people at work

*building and strengthening learning likely to include 'sifting' and 'focusing' activity*

stories and pictures from working life in the neighbourhood, etc.

making a time capsule to show five different kinds of work in the neighbourhood

1 *describe* some work in their community

2 *sort* work into categories

1 understand adults take on different roles

2 are aware of a variety of occupations

a local company willing to host a work place visit

children visit company as a group

3 *work in a team*

4 *tell a story* about a day in the life of a working person

3 develop communication skills

4 develop skills to work in a group

writing and drawing materials

each child has an opportunity to ask questions, draw pictures and hear about what the company does from someone working there

5 *identify* one thing they particularly liked

6 *talk* about one thing that especially surprised them

7 *make* a picture of someone working for their folder, explaining the choice

5 investigate traditional and non-traditional roles

6 express personal preferences

7 organise, plan and record work which the teacher has asked them to do

*developed learning likely to have more 'understanding' activity*

material from earlier work – photocopied where necessary

making a pictorial 'story-board' (or cartoon) about a day in the life of one person they have come across

1 *express* what is important to them in the working lives of these people

2 *work out* how people find work

3 *talk* about why people do different jobs

4 *be able* to recognise cause and effect in the stories

1 understand adults take on different roles

2 are aware of a variety of occupations

3 develop communication skills

4 develop group work skills

5 express personal preferences

\* Taken from a QCA consultation document (1998) see page 25.







# Identifying priorities

The aim of this section is to identify ideas for developing this work which take account of the individual nature of your school. Development needs can only be appreciated by looking at a school in the context of its community. You know the school and its circumstances and can estimate the priorities. *You will only want to use this section if you are planning a whole-school approach.* It focuses on helping you to:

- ▶ review the situation, the people, their experience and attitudes to this work
- ▶ decide what you want, and can do, about any of the work in your school
- ▶ find ideas for developing work that reflect these needs.

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# Who has an interest in this work?

## Getting started



... find people who have something to offer

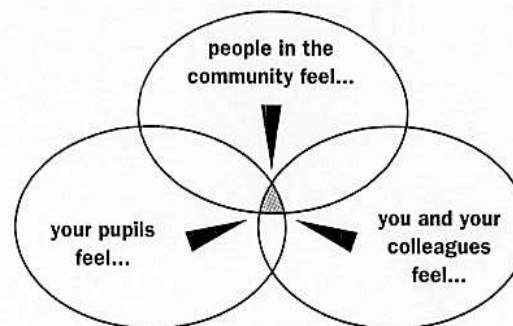
It is worth investing time and effort to think through who can help. Career-related learning has a natural link with the world outside school, and is best developed in partnership with the community.

Many people will not recognise what this learning is about in primary schools, and may be sceptical of its value. Some people may be interested, but have reservations about what they see as 'extra work'.

A good starting point is to find people who:

- have something to **gain**
- have something to **offer**
- can work **together**.

Such people are found in school: among your pupils, fellow teachers and senior managers; and among people in the community, from both home and working life. In considering how you can all work together it is useful to reflect on the feelings they may have about this work.



Think through the things these groups might say. Some people will occur to you as natural allies: others may become so after they have heard you talk about it. You can do this 'mental check' alone, but it is often much more helpful to talk it through with a colleague. You each have separate networks.



## Getting started

Finding out whether people can work together means taking time to understand their points of view: including considering their feelings about the work. This page suggests one way of examining the range of viewpoints.

All our points of view reflect what we:

- believe about ourselves and the world
- identify with in groups we know
- value in our experience.

The prompt cards opposite are arranged in these clusters. They can be used to generate thinking for any relevant group of people.

### To Do

Have a chat with a few people who are interested – include the head.

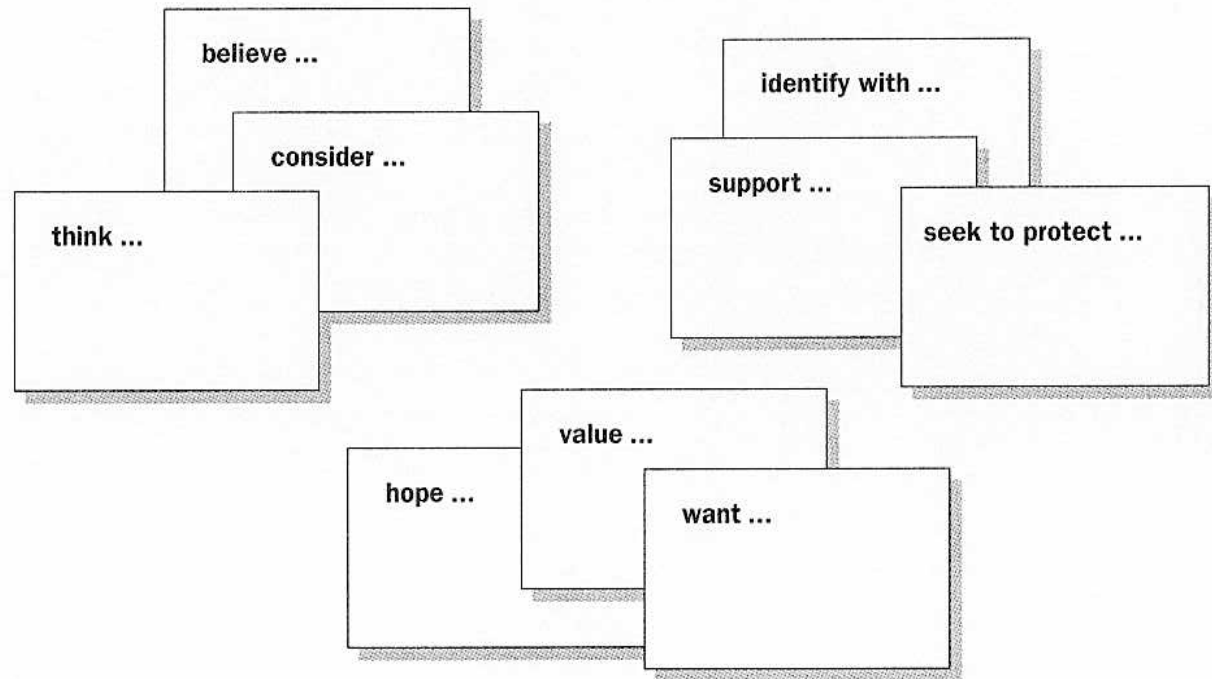
See what they think about developing this work – and what they want out of it.

Might start a collection of cards to note what people say is important – useful card index of ideas and people.

The points of view of people who are interested in 'helping' and 'gaining' cannot be ignored. Their beliefs, values and attitudes will either close or open doors on support.

*A starting point might be to complete the following sentences:*

**'Many parents ...'**



The same thinking can be continued for the following groups, and others you may want to add:

**'Children about to leave us ...'**

**'Most teachers ...'**

**'Our governors ...'**

**'Business people ...'**

**'Secondary teachers of Year 7 ...'**





# Who has an interest in this work?

## *Finding common ground*



*... choose people who you think are likely partners*

From initial considerations about who can help, you will have identified people with whom you want to work. There may also be people with whom you feel you need to work, but are not sure enough about their point of view.

If you can make time it would be useful to invest in a discussion. An open-ended discussion means there is no way of knowing what will come out. Some of the thinking will be self-evidently useful in pointing a way forward; some will need to be put on one side until earlier work can be done, or resources become available. Some people will be enthusiastic and capable partners; others will need time and more focus before they can help.

Choose people who you think are 'likely' partners. The greater the cross-section you have present the more fruitful will be the outcomes. It is particularly useful to assemble people who can speak for the groups they represent: for example, a fellow teacher, the deputy head, the careers co-ordinator from a secondary school, a couple of parents, a business governor and someone from the local religious community. It might be appropriate to include two or three pupils. You can collect a wide range of different points of view on this work quickly.

This might be easier to organise if you use existing opportunities: for example, attach the discussion to the end of a governor's meeting, or time it to precede a parents evening.

You could conduct this 'search' entirely within a school-based framework, finding internal partners. This is less challenging and time-consuming, although it may also reflect narrower concerns and offer fewer resources.



## Finding common ground

You are seeking to identify people who have something to offer; who seek gains from the work; and who can work together on an agreed basis.

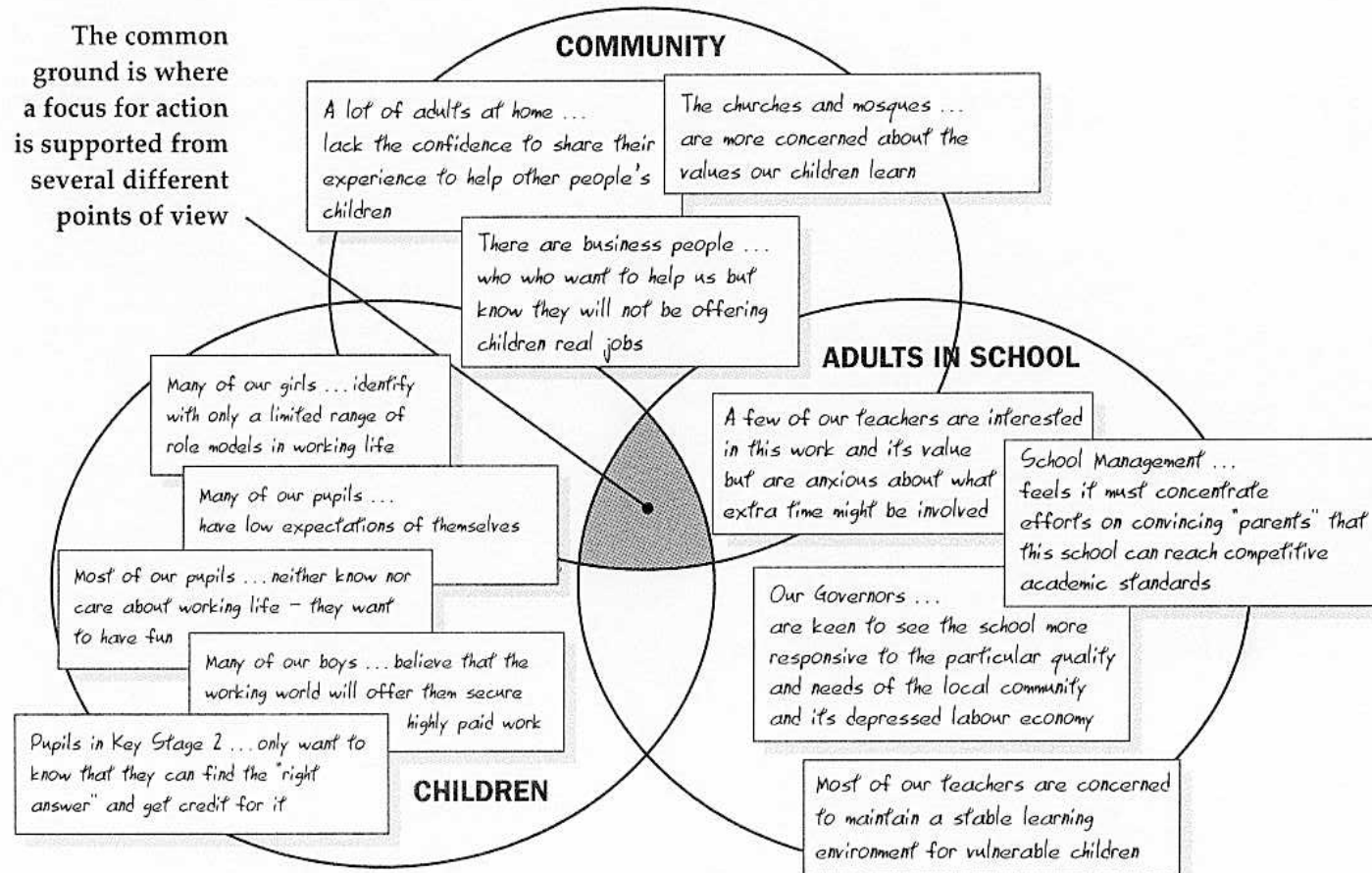
In the worked example opposite different points of view have been noted, summarised and arranged around the common ground at the centre. Who occupies this centre ground depends on how the ideas in the original discussion were clustered.

### To Do

Organise meeting to find out who wants to be involved – and how – from outside school staff. Should we include a couple of children from my class?

Order big Post-Its for people to write ideas – will move easily to cluster 'themes'. Check we have some flip chart paper – example looks a useful way of writing it up later.

NB: find out if we have a local EBP (see page 88) – and if they want to work with us.



A practical point worth thinking about is helping everyone to contribute in a discussion. Often points get lost, or are overlooked, from people who have less confidence to speak. A useful approach is to ask people to note their thinking on a Post-It, using a separate one for each point. You can request that they write in capital letters, summarising the idea in a few words, so everyone can see all the points of view as the thinking develops. Post-Its can be added at any time in the discussion. It helps to keep the group focused, and stops any one individual from monopolising the discussion. Working with the group you can cluster the Post-Its; allow themes to develop, and locate the common ground.



# Developing programmes and partners

## Using the common ground



... in collaboration with  
supporting partners

Having established some common ground for developing the work, in collaboration with supporting partners, you are in a position to decide *what* needs to be done. This is all part of the same discussion, but will need to be managed as a separate stage.

Common-ground thinking is around needs and wants for action. If it has been a useful and focused discussion you might have a fairly extensive agenda. You can't do something about everything. You need to sort out what is the *best next thing* to do. Teaching time is costly so any idea must have a strong basis for action: it will need to have impact and be sustainable.

This means any planned action must be:

- **productive**      it offers identifiable gains
- **realistic**        it uses available resources
- **anchored**        it fits into organisational structures
- **approved**        people feel good about it!

This common-ground approach provides a strong basis for making these judgements.

On the next page is a worked example suggesting the kind of plan for action that can emerge. It will need to be translated into schemes of work, and located in the curriculum by teachers, but it will be recognisably relevant to a wide range of people who can contribute to its implementation. It may be very focused, and small scale, or it could form the basis for a year's work.



From the common ground you can draw out a framework of ideas about what should, and could, be done.

In the worked example opposite, only the cards showing the common ground appear.

In the middle points for action have been drawn up reflecting these central concerns. The resulting schemes of work will be able to draw on resources from the group that first recognised these as priorities.

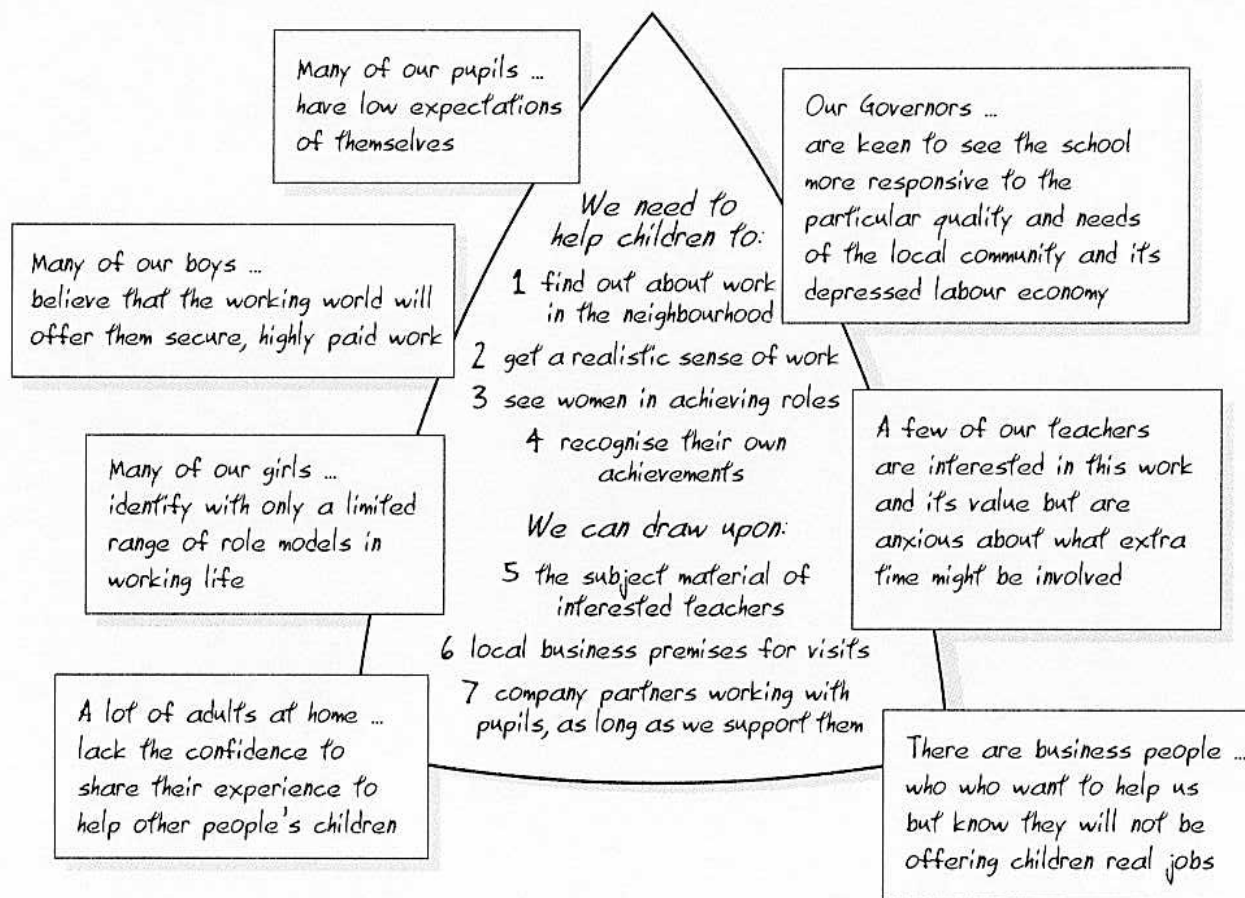
This is not an instant process, but it provides a framework for planning that:

- recognises **needs**
- helps to identify **realistic actions**
- suggests **available resources**
- focuses **support** for your work.

## To Do

Think about who to ask to be part of a core group.

NB: needs to be informal - but need people who can be called on little and often.



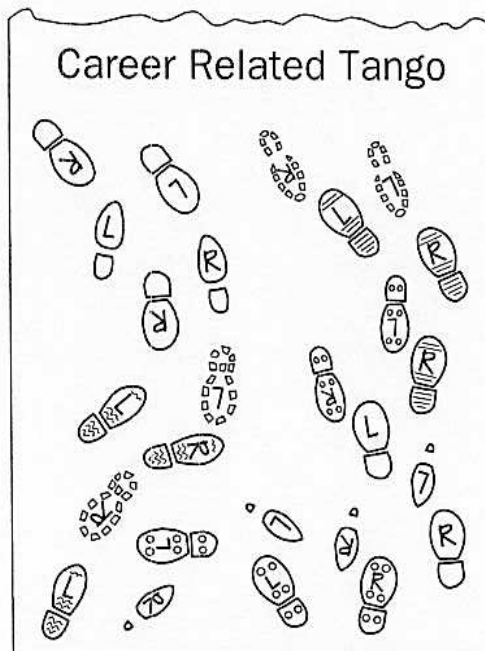
Once you have established the principle of working with the wider community you will need to utilise this process, on this scale, only at infrequent intervals. Each occasion will provide an opportunity to update everyone who showed an interest, but who may not have been directly involved in the subsequent action; it may offer an ongoing source of ideas and resources and keep you and others, who have some common interests, in touch. This approach also provides you with the resource from which to set up a core group of people who can be called on to be actively involved in your work, more informally, and more frequently.





# Developing programmes and partners

## *Mobilising the action*



*... it is important to invest in some strong co-ordination*

When you begin to plan action and develop the work, and to create schemes and programmes of study, you will be able to progress some of the work relatively easily within your own area.

If you are embarking on more ambitious action, involving other people doing something as well as yourself, it is important to invest in some strong co-ordination. Supporting other people now could lead to more help for programme development later.

There is nothing new in this, but much of the work might be a departure into unfamiliar territory for many of those with whom you need to work. Different people will need to:

- be kept up-to-date as your thinking develops
- be sounded out further about their ideas or level of commitment
- know what you asking from them
- know what help you are offering to them.

Unfortunately, many out-of-school partnerships wither and die, and in-school collaborations fail, because the work loses focus. Having a systematic approach to managing the communications cuts down the overall effort involved. On the next page is a suggested framework for managing this.