

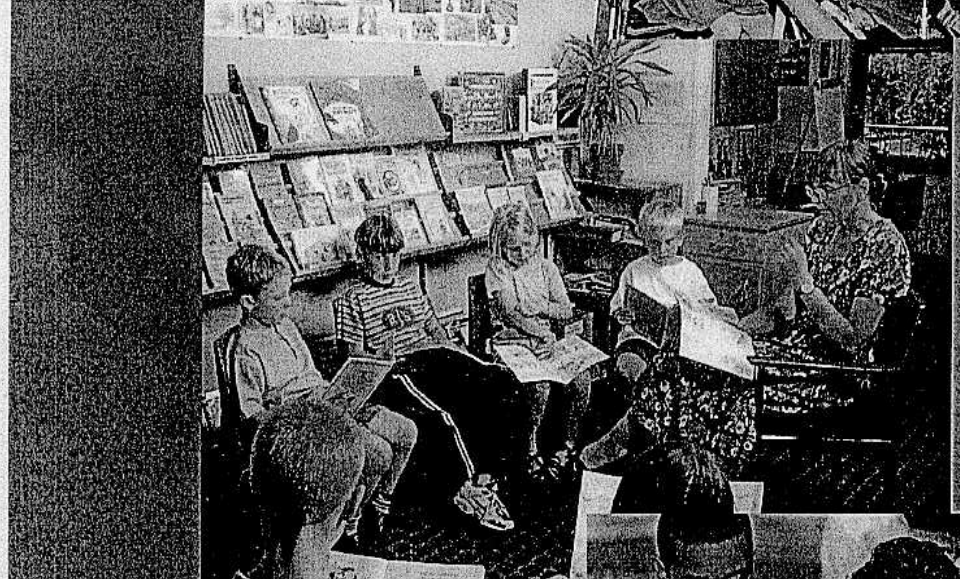
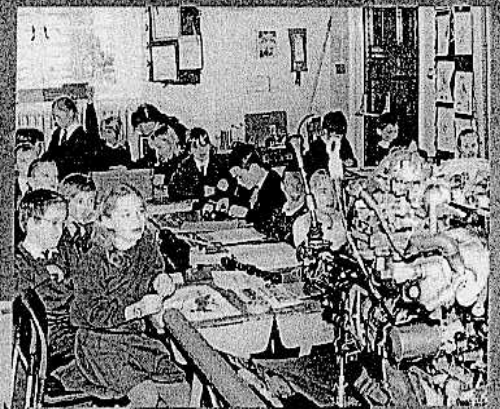
**CRAC NICEC**

# OPENING DOORS

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

by

Bill Law and Barbara McGowan



*Sponsored by*

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## Mobilising the action

Developing programmes in collaboration with others means mobilising people into action. Opposite is an example of a framework which can be used as a supporting tool. It takes six common kinds of collaborative contact; you may want to structure it with others.

While you are keeping up-to-date with these issues you can also check that the direction of the planned work is still acceptable to partners, and is still attracting their support.

The worked example shows the beginning of some planning for a Transition Day for Year 6.

### To Do

Useful planning tool - can use it to log actions as well.

Flip chart size would be good.

### among the PUPILS

what needs to be  
TOLD  
to whom?

*make sure all pupils  
know about the day, plus  
arrangement for rooms,  
groups, bags, etc.*

what needs to be  
SOUNDED OUT  
with whom?

what needs to be  
ASKED  
of whom?

what needs to be  
REQUESTED  
of whom?

what needs to be  
TALKED OVER  
with whom?

what  
HELP  
needs to be  
offered to whom?

*use PSE time to  
work on 'focusing' and  
'understanding' re.  
transition - use  
tasksheet on page 111*

### people in SCHOOL

*inform the Governing  
Body of plans for a  
'Transition Day'*

*will business governors  
commit time next term to  
support the transition  
work?*

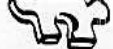
*ask secondary school  
colleagues who is going  
to be involved in planning,  
and on the day*

*how far do Year 6 Team  
want to use what we did  
last year? What should we  
develop from this?*

### people in COMMUNITY

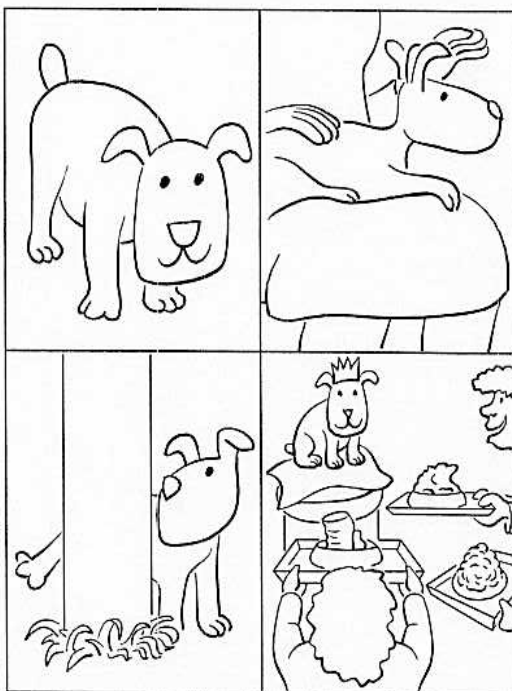
*Involvement of:*  
- parents of Year 6?  
- careers service? in  
pre- and post-work  
for the Transition Day





# Working with the National Curriculum

## Two approaches



... self – role – work – career plan

Everybody has an interest in how well children do in meeting the targets and attainment levels of the National Curriculum.

Some primary schools use learning webs to help children acquire and develop these abilities. Learning webs are particularly well suited to support the delivery of life-relevant learning. Similarly, career-related learning provides a fruitful source of ideas for extending, enriching and building relevance in a learning web. Learning webs are a useful approach to planning curriculum: they demonstrate learning links in a more holistic way and help to pull together areas of 'overlap' in learning.

Many primary schools deliver the National Curriculum through timetabled subjects. Often links are made between subjects, and 'mini-topics' are built in which help children to develop their understanding of how each area of learning is attached to others.

There is no part of the National Curriculum which is irrelevant to learning for life. Using immediate and relevant contexts from the world of work can make learning more interesting, increase motivation and support achievement.

The following two pages illustrate examples of how the National Curriculum can support and develop career-related learning:

- the first example shows a learning web linking work between four subject areas
- the second shows a range of subject level statements with links into work-related contexts.



## Using learning webs

Not all learning webs are complex. This is a simple web focused on a single special event, the kind of activity that most schools organise. The work has been put into a progressive sequence, and the four elements have been linked into subjects in the National Curriculum.

The principle in this simple example can be applied to more extended topic webs. All curriculum subjects can contribute a great deal to all levels in the progression.

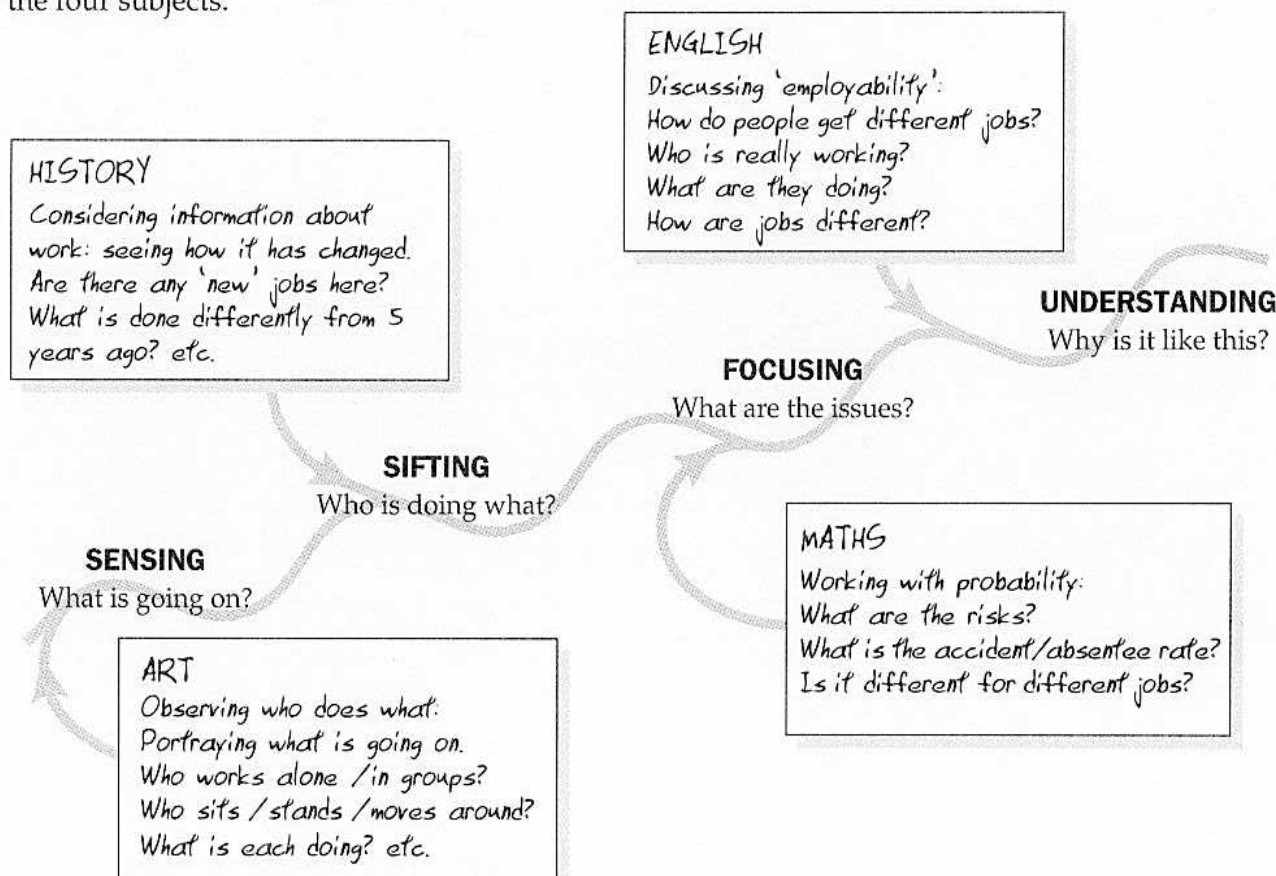
### To Do

Use morning briefing to suggest we use the next School Council meeting as a source of career-related learning. See who wants to be involved.

If anyone interested try this approach - may need to change the questions and subject boxes.

NB: could adapt task sheets on pages 104-111.

The topic is focused on a company visit. It links four subject areas each, of which is investigating a separate aspect. This is summarised in the four subject boxes. The children have been prepared to explore the answers. Their findings and responses will be worked with back in class, in each of the four subjects.



Children will have different levels of response depending on where they are in their own learning. Most will be able to convey a *sense* of what is going on, although fewer may be able to show an *understanding* of why it is like that.

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





## Working with level statements

Opposite is a framework showing a selection of attainment targets and level statements in National Curriculum subjects: each can be pursued in a career-related context. Working with level statements like this can support the development of career learning for pupils.

If you want to explore this approach you will need to identify an appropriate selection of attainment targets and level statements that can be pursued in your context. The choice will need to reflect who can help; who wants to help; and what resources are available.

### To Do

*Arrange meeting with year colleagues - sort a selection of targets and level statements for ourselves.*

*NB: photocopy page below for meeting.*

**sensing**  
enough to go on



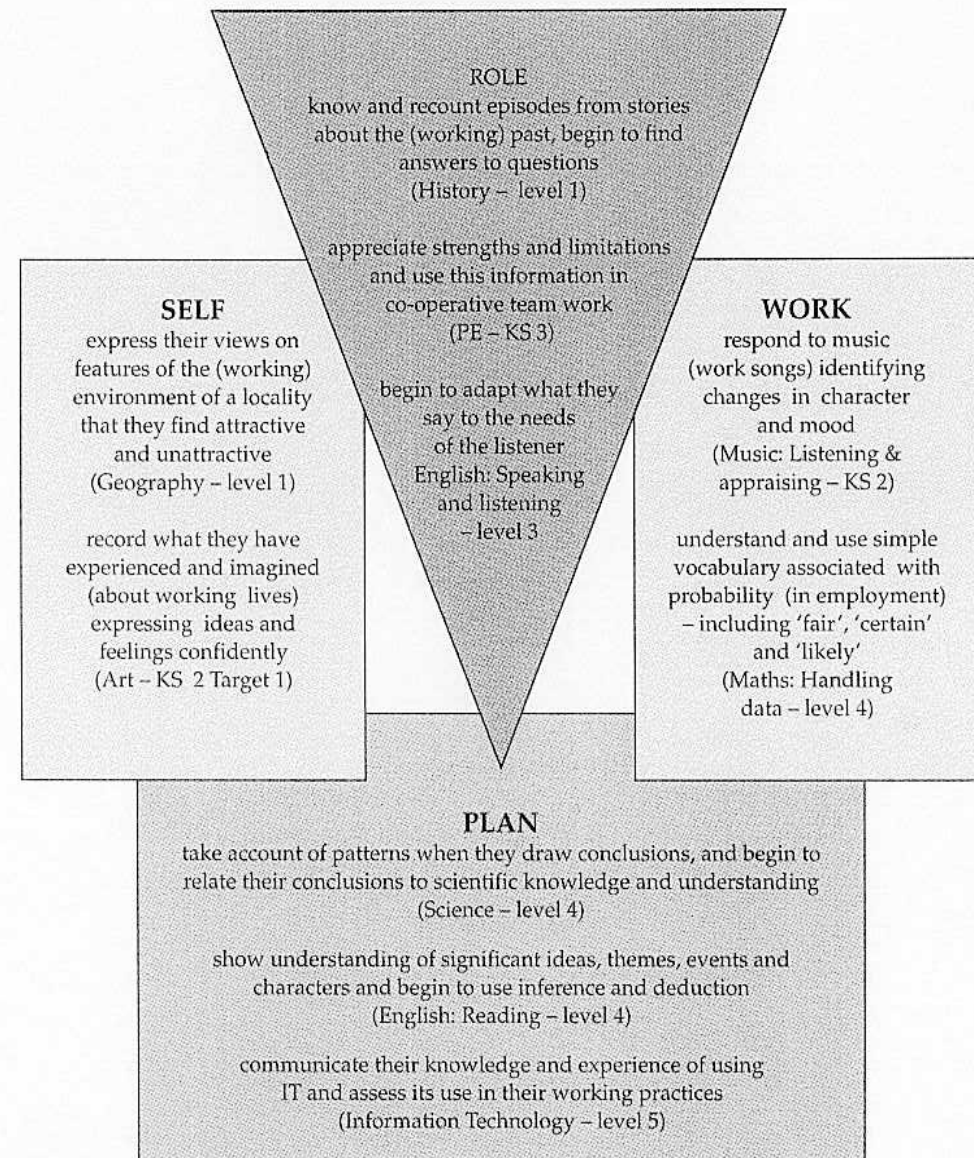
**sifting**  
similarities and differences



**focusing**  
what is important and why



**understanding**  
how things link together



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



## Working with level statements

Use this blank to record your own selection.

**sensing**

enough to go on



**sifting**

similarities and differences



**focusing**

what is important  
and why



**understanding**

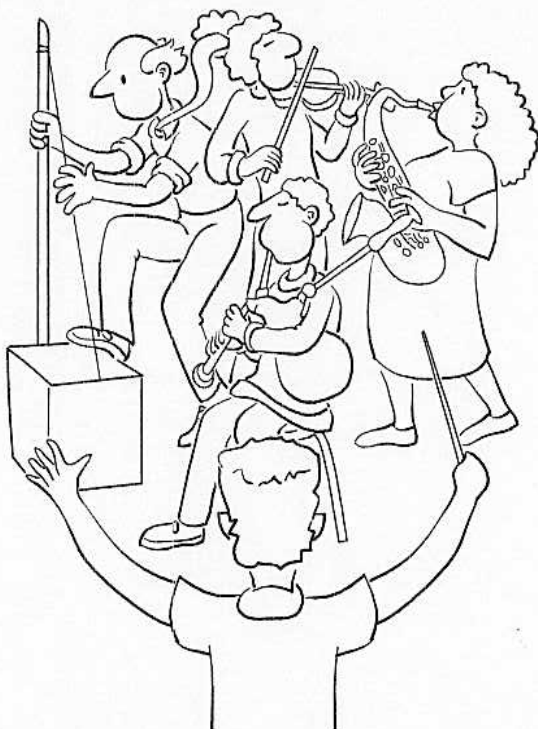
how things link together

Space for you to write in your own selection of level statements and attainment targets for:  
ROLE / SELF / WORK / PLANNING (circle one in use)



# Developing the work in your school

***Getting as much help as possible***



*... work with what people can do*

It is useful to think about what helps and hinders development in your school. There will be factors, such as changes in staffing, budget levels, the nature of your catchment area, and the type of buildings you have, that you have little influence over in terms of the impact they have on your programmes. The single greatest factor you can influence is the people with whom you work.

When a colleague wants to help with this work it will be useful if she or he can say:

- 'the organisation supports this'
- 'this is right for my programme'
- 'I want to do it'.

If colleagues can say only one of the above it will provide a start, and two make it likely to happen, but you need all three in place if the work is to be sustained.

As this applies to colleagues in relation to their position, role and experience, it can equally apply to external partners: governors, parents, business contacts and other people whose help you need. They also have to consider their situation, role and levels of relevant experience.

None of this work needs to become one more burden in an overcrowded, and over-demanding, professional life. Always the task is to work with what people can do and, for the moment, accept what they feel they can't. Then consider what you can do to help. Nothing stands still – not even resistance!





## Getting as much help as possible

There are things you can do to get maximum support for this work.

It is useful to think through three areas of potential development. Each will need to make some adjustment to accommodate this work, and each can support it:

- organisation development
- curriculum development
- human-resource development.

Opposite is a worked example suggesting some starting points to galvanise support for your programmes. You will be able to add other points you want to pursue.

### To Do

Copy framework opposite - circle or annotate some starting points.

Put down notes on possibilities for developing work during coming term.

Arrange to see head and talk over ideas.

*You will need to consider...*

*... and find out*

*... and take action to*

*... because you want people to be able to say*

*organisation development*

*... what happens now, identify those who can recognise the relevance of this work to their role*

*... gain management support concerning the value of this work to other people's job roles*

*"This is within my role; I can get involved because there is time and other resources are available - the organisational structure supports this."*

*curriculum development*

*... what objectives (attainment levels), resources and methods your colleagues are currently using*

*... suggest and offer ideas for curriculum resources, methods and outcomes*

*"This is a suitable use of my subject's knowledge, concepts or methods - it fits in my programme."*

*human-resource development*

*... about potential. Sense people's commitment, understanding and skill for getting involved in this work, either helping them to make a start or developing what they already do*

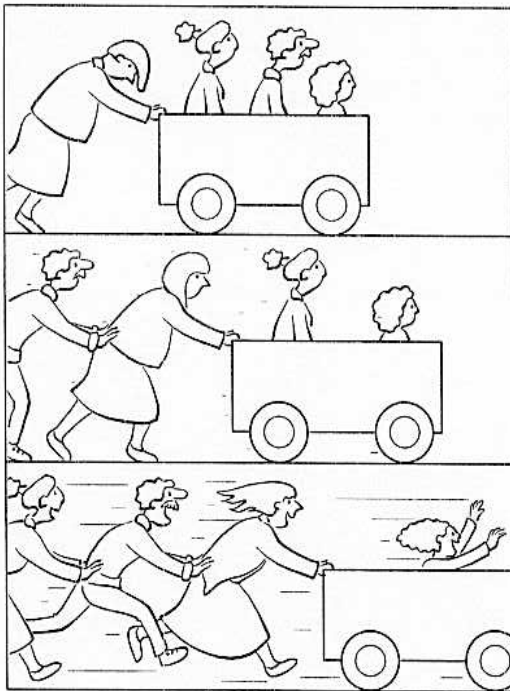
*... support people with appropriate information, consult them about your ideas, offer to be a 'mentor', see what training might be available - and look for opportunities to provide any other assistance*

*"I am interested - I understand this, I know how to do it, and I will."*



# Developing the work in your school

## Managing the development



... most development work involves changes

Most development work in schools involves change in more than one area. Curriculum development may well bring the need for staff development: support for colleagues in new ways of doing things, with different resources, or different people. Equally, it may involve organisational change: adjustments to the timetable, room changes, or, occasionally, more resources.

Career-related developments that you plan will have this 'knock-on' effect, particularly if little of this kind of work has been going on before.

It is tempting to believe in a busy and demanding professional life that it will be alright to be less rigorous, to 'cut corners'. This is to risk losing much of the value from your efforts: if the work lacks anchor points in the school it will probably lack sustainability.

It is worth tracking through the implications for change when planning the work:

- for the organisation
- for the curriculum
- and
- for the people you work with.

This is a professional process which anchors the work, supports resourcing, and offers a means of accountability. In this way the developments you initiate are more likely to be recognised as a significant element of the school's work.

On the next page is a worked example to illustrate how this might be tackled in practice.



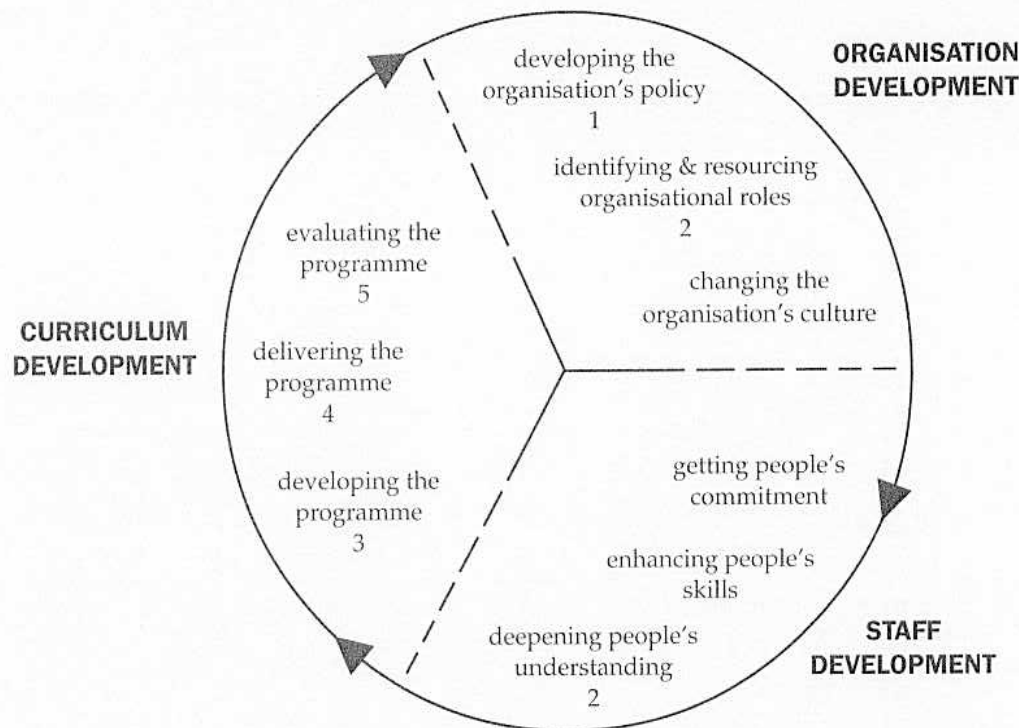
## Managing the development

This worked example shows how a scheme of work demands change in each of the areas: organisational, curriculum and staff.

The diagram shows an action plan involving:

- the maths co-ordinator
- the careers adviser
- a Year 6 teacher.

The circle shows aspects of organisational, curriculum and staff development. Where any of these is relevant to the developing programme it has a number. The numbers indicate a sequence of actions; each is written in the action plan below.



### To Do

Share this with team.

Useful method here - offers prompts for:

- \* what needs to be done
- \* how things might link
- \* getting the order right.

### Actions\*:

- 1 Meeting to agree what can be done
- 2 Negotiate timetable space + time for maths co-ordinator and Year 6 teacher to visit careers office: careers adviser to provide work-life statistics
- 3 Review resources, clarify learning outcomes and design method: write scheme of work
- 4 Deliver programme
- 5 Follow up and report to school management

### Who:

Curriculum co-ordinator, maths co-ordinator, careers adviser and class teacher for Year 6

Curriculum co-ordinator and head teacher

Teacher of Year 6 and maths co-ordinator

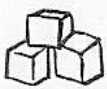
Teacher of Year 6 and careers adviser

Teacher of Year 6 and maths co-ordinator

\* Based on the example given on page 35.







# Securing the foundations

*This section offers some practical help with curriculum planning, based on a whole-school approach to the work. This may not be relevant to your needs for some time, although eventually a whole-school approach is necessary in any sustained development.*

The section will help you to:

- ▶ coherently link programme development to learning needs
- ▶ organise the recording and evaluation of the work.

All the ideas here reflect and build on what you already know, and do, in other curriculum areas.

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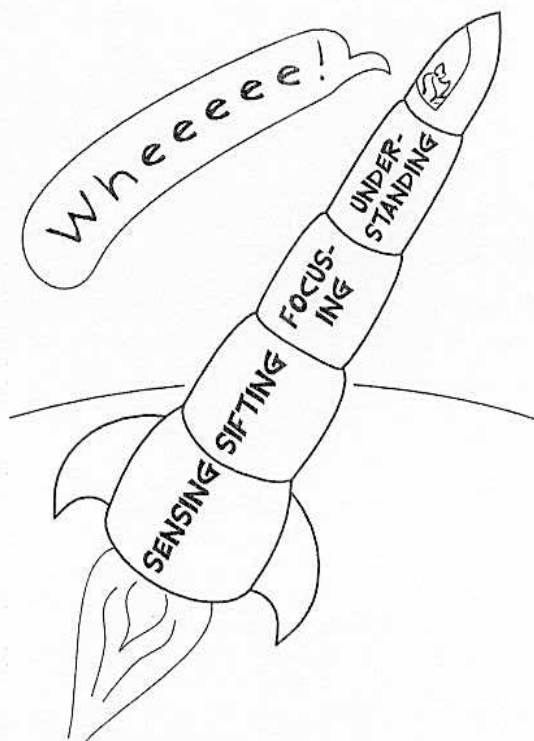






# Meeting children's needs

## Basic and developed learning



... laying the foundations to build a sufficient basis for action later

Laying foundations for learning means helping children do the basic things first. It is not helpful to rush children into developed learning when they have not got enough basic learning to go on. For example, inviting children to think about why women do some jobs rather than others, when they have had very few encounters, with few people, in few kinds of work, may actually reinforce stereotypes.

However, just keeping them at earlier stages in the progression will mean that they won't have enough of a basis for action by the time they need it. Much careers education and guidance provision in secondary schools loses its potential to help young people because the foundations are not securely in place.

The chart on the next two pages helps you to identify children's career-related learning needs in a progressive sequence.

It invites you to think about your class in relation to:

- what else they need to learn in each stage
- what schemes of work would provide opportunities to meet these learning needs.

The first page is concerned with basic learning needs and the next page with more developed needs.

These pages will also act as a useful basis for a professional dialogue with secondary colleagues:

- many of them will not know what you are doing to help children's progression in this area of work.

## Basic learning

Opposite is a worked example. It shows the first two stages of career-related learning – what children might be expected to be able to do at this basic level – and the needs which teachers have identified for pupils in their school. This is accompanied by some ideas about how existing programmes can help to fill the gaps, and develop the learning.

This is a useful planning tool when you are ready for it. If this is a new area of work to you it may be a while before you are in a position to use this overview.

### To Do

*Arrange to talk to all Year Leaders.*

*Start on mapping needs – can add schemes of work later.*

*Useful as a long-term planning tool – can use it to review work and eventually as a basis for drawing up a year plan.*

### Stages

### Your pupils would be able to ...

### Which stages need more attention for your children – in what way?

### What schemes of work would provide an opportunity?

#### SENSING

- gathering information about work, role and self

... say what is done, by whom; what they use; where they do it; and how they feel about it

*children lack work-related experience; it is reinforced if no-one at home works*

*English – People who work in our school*

- assembling events in sequence

... say what happens, in sequence; and maybe point out important turning points

*most of our children do not see the world of work as inclusive of them*

*Geography – Work in the neighbourhood and visit to the shopping precinct*

*Circle time – sharing experiences of mum at work*

#### SIFTING

- making comparisons

... sort out how things change, through time and in different settings

*some children beginning to grasp basic concepts here, but most need practice*

*Circle time – work on transition into Key Stage 2*

*Science – use work on comparing objects, linking things and events*

- using concepts and useful classifying words

... begin to use concepts – like “qualification”, “ProFile”, “outdoor work”, etc

*English – work on recording of own achievements and comparing classroom and work setting*

*History – look for similarities and differences between today and the past in current topic*



## Developed learning

Opposite is a worked example. It shows the second two stages of career-related learning – what children might be expected to be able to do at this developed level – and the needs which teachers have identified for pupils in their school. For each stage there are some ideas about how existing programmes can help to fill the gaps, and develop the learning.

This thinking needs to be used in conjunction with the outline on the previous page, which deals with parallel ideas for the first, basic stages of career-related learning.

### To Do

NB: do the same as for basic learning on page 64.

Arrange meeting with secondary careers co-ordinators to share the findings. See if we can plan something together.

### Stages

### Your pupils would be able to ...

### Which stages need more attention for your children – in what way?

### What schemes of work would provide an opportunity?

#### FOCUSING

- accommodating points of view, seeing things in other ways

... recognise the differences between their view of something and those of their family, friends and others

*often very difficult for children: many don't expect to be heard*

*reflects work we do with families as well*

*PSE – listening, not interrupting, respecting difference*

*English – express opinions, discuss with others*

*Art – use work on evaluating images from the locality, from the past and present*

- developing and testing one's own view

... know whether and how something suits them – is it something that they want or value?

#### UNDERSTANDING

- developing explanations 'why like this ...'

... make sense of how things got to this point

*dealing with cause and effect is a skill, needs constant reinforcement*

*PSE links well into many existing programmes in social education and fits well into transition preparation for secondary school*

- anticipating consequences 'what would happen if ...'

... know how it can work out

*many children find it hard to anticipate, and accept, that their actions have consequences for themselves and others*

*History, use existing discussion about why things happened or changed*

*Geography similarly, discussion about how did it get like this? how and why is it changed?*







## Using a range of methods

### Establishing and reviewing useful approaches



... reviewing useful approaches

When you have identified the available resources, and clarified the learning outcomes you want for your pupils, the next step is to decide on the teaching and learning method.

It is the critical choice of *method* which gains maximum outcomes from available resources.

**resources ► methods ► outcomes**

In all areas of the curriculum different approaches to teaching and learning demand more, or less, from the learner. At the beginning of a learning cycle teachers are more likely to provide information and practice processes with pupils. As the learning becomes more established, there is greater scope for involving pupils in managing their own learning.

Pupils learn about work, role and self in a variety of ways by:

- |                                 |   |
|---------------------------------|---|
| ■ <b>receiving information</b>  | listening to what people say, and watching what they do                               |
| ■ <b>finding things out</b>     | asking questions, looking around, exploring new places, and searching for information |
| ■ <b>telling what they know</b> | writing it down, drawing it, and talking about it                                     |
| ■ <b>trying it out</b>          | playing, experimenting, and doing it 'for real'.                                      |

Helping pupils to make the transition from dependent to independent learner is the basis for establishing access to lifelong learning. Career-related teaching and learning needs to engage pupils in this transition. Much work in secondary school careers education and guidance is concerned with early learning at a time when it needs to build on what has been achieved in Key Stages 1 and 2.



## Establishing useful approaches

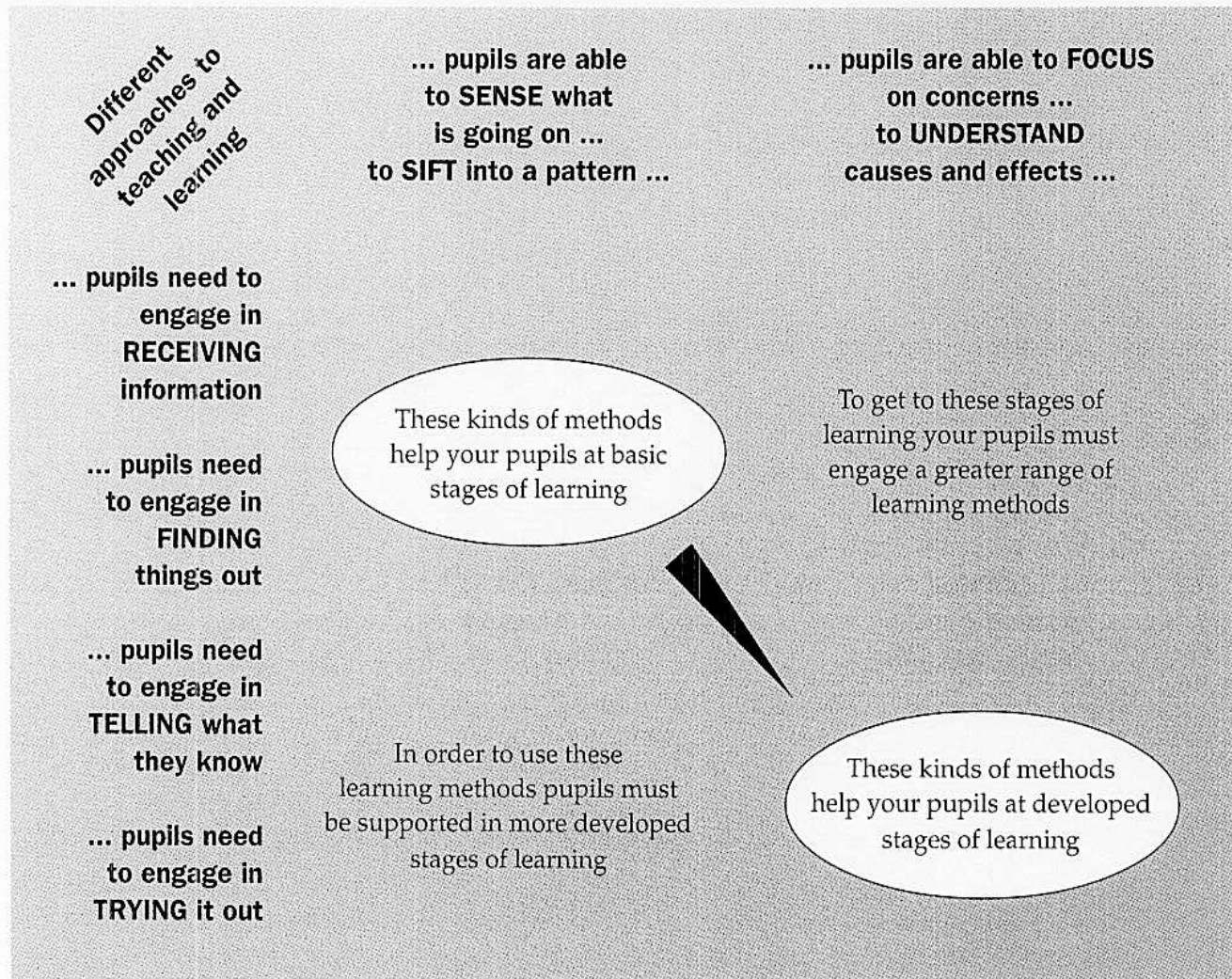
Approaches to teaching and learning are listed down the left side of the chart opposite. Teaching methods reflect progression: pupils are more involved in managing their own learning as they move down the list.

Stages in learning appear across the top. *Sensing* and *sifting* is more about finding out, describing and being able to compare one thing with another. *Focusing* and *understanding* require that pupils can realistically explain what is going on, and can try it out for themselves.

### To Do

Talk to our staff, and secondary colleagues, about this - do they recognise their work in these terms?

Use it to check progression in schemes of work, and as a curriculum planning tool.



At their own levels all children can reach all these stages, and engage with all these methods in any Key Stage. But they need learning methods to be planned in a way which helps them to secure the foundations, and then supports them into the later stages.





## Reviewing learning methods

The chart opposite can help you to structure a professional conversation with colleagues. It:

- sets out examples of what can be done
- helps you to review your own programme to check the methods you are currently using – 'We do this'
- helps you to identify areas where your methods can be expanded – 'We need this'.

Neither teachers nor pupils can take on unfamiliar methods suddenly. Expansion is best done in stages. The next stage may be just where your first column of ticks – 'We do this' – peters out, and the last column – 'We need to do this' – starts to record ticks.

### To Do

Arrange a team meeting to talk this through.

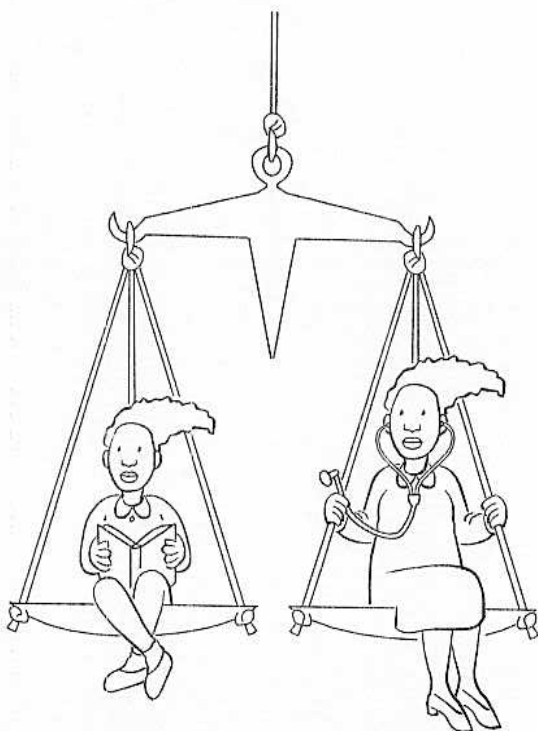
NB: copy to Jill who is going to use this, by herself, to review and plan for her class.

Pupil activity	Variations	Examples	We do this	We need this
RECEIVING	lessons and demonstrations	pupils learn how to do things by listening and watching	<input type="checkbox"/>	<input type="checkbox"/>
	talks, videos, films, etc.	pupils see stories about what happens at work	<input type="checkbox"/>	<input type="checkbox"/>
	teacher-led discussion	pupils say what they learn and receive help in clarifying it	<input type="checkbox"/>	<input type="checkbox"/>
FINDING	looking things up	pupils use a library, newspaper or directory	<input type="checkbox"/>	<input type="checkbox"/>
	gathering information	pupils go on a visit, get information from others	<input type="checkbox"/>	<input type="checkbox"/>
	talking to each other	pupils compare what they learn from an experience	<input type="checkbox"/>	<input type="checkbox"/>
TELLING	telling about work	pupils set down information about changes in work, mapping distribution	<input type="checkbox"/>	<input type="checkbox"/>
	communicating about role	pupils say what they see in people's work stories	<input type="checkbox"/>	<input type="checkbox"/>
	communicating about self	pupils say and set down feelings, experiences and achievements	<input type="checkbox"/>	<input type="checkbox"/>
TRYING	pretending	pupils dress up, act out a decision, try out a role	<input type="checkbox"/>	<input type="checkbox"/>
	classroom design-and-make	pupils work together on a task – such as making a wall map	<input type="checkbox"/>	<input type="checkbox"/>
	real task work	pupils make and market a product, put on a play or make a newspaper	<input type="checkbox"/>	<input type="checkbox"/>



# Finding the value in learning for working lives

## Evaluation



... finding the value

Evaluation includes looking at what children are learning, because assessment evidence is usually relevant to evaluation. Assessment is addressed to how well 'they' – the children – are doing. Evaluation is addressed to how well 'we' – the teachers (and other helpers) – are doing.

Evaluation helps us to know whether what we are doing:

**is worthwhile** it is good value for investment: sometimes called *summative* evaluation  
**can be improved** to make it even better value: sometimes called *formative* evaluation.

Where you put the emphasis will depend on the purpose and the audience: is it to report on something for which you are accountable, or is it to see what you can do next?

It is easy to assume that if we know how things turn out then we know how much value to place on the activity. But all evaluation needs information about inputs and processes as well as outcomes (see page 21).

### EVALUATION QUESTIONS ARE:

– about the **INPUT** of  
human and physical  
resources

– about the **PROCESSES**  
used in teaching and  
learning

– about the **OUTCOMES**  
for pupils and others

### SUMMATIVE

– concerned with whether  
this work is good value for  
investment

who and what is  
invested in this work?

what did we all do with  
the resources?

what has come out of this  
for whom?

### FORMATIVE

– concerned with whether  
this work can be done  
better

how can human and  
physical resources  
be improved?

how can people be  
involved better and how  
can things be used more  
effectively?

what new links do we  
now see between inputs  
and processes that can  
help us to plan for future  
outcomes?

The following two pages show how this frame can be implemented; the subsequent page suggests how the results can be used.



## Implementing an evaluative framework

The framework – inputs, processes, outcomes – has been used throughout this book to set out lessons, and schemes and programmes of work.

Opposite is a worked example. It is a description of a piece of work with children in year 4 (see pages 108 and 109). It tells what happened when they looked at some photographs of people in their community.

When the framework is used for evaluative purposes it needs to acknowledge that outcomes can be for pupils *and* for other people. Frequently they are for the teacher, but there can be outcomes for all kinds of people in school, and the community.

### To Do

NB: useful framework for recording schemes of work – makes them easy to use for future reference.

Wonder if a parent could help to record data for me?

### INPUTS

- \* three interesting pictures of people working
- \* teacher to support pupils discussing different points of view.
- \* worksheets to help pupils list ideas about work (spaces for children to put in names of workers and job titles, what the work is, why each is different from the other two, and lists of reasons for this).
- \* at least 60 minutes of class-time

### PROCESSES

- \* the children looked at pictures and talked to each other about the work
- \* they agreed names for workers
- \* they volunteered to say why one piece of work is best
- \* the teacher made a blackboard list of different reasons: children said 'you use a camera', 'people give you money', 'people need trains to get to work', 'it's a lady', One said 'I like trains.' – when asked 'yes but why?' he said 'because they're fun.'
- \* the children discussed agreements and disagreements: one youngster said 'It can't be a lady she's driving a train.'
- \* the children voted on which is the best thing about work. Some said 'using a camera', or 'going on a train', or 'ladies doing this'... Most said 'because they give you money'. They discussed disagreements

### OUTCOMES

- \* children wrote up worksheets at each stage: we didn't wait until the end
- \* children could see themselves as belonging to a working community; they were able to:
  - describe features of work
  - use working titles
  - appreciate the different things that people can see in work
- \* they could also imagine themselves as future workers; here they were able to:
  - list what might be attractive to them in work
  - begin to build concepts for information about work: the teacher used and explained terms like 'transport', 'entertainment', 'paid work', 'and non-discriminatory'
- \* the teacher has learned more about how children see work
- \* the teacher feels she is able to plan future learning on the basis of this knowledge. She wants to do some more work on 'paid' and 'voluntary'

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



## Using an evaluative framework

Investing time and effort in evaluation can be a wasted resource unless it is used.

Opposite is a worked example showing the teacher's evaluative comments on the piece of work discussed on page 71. There will be other things you would have said: evaluation is rarely able to capture all the points but it can give you a basis for realistic action.

This is not the only way to evaluate the work. A video of some of the work could have been made and used as evidence for evaluation. Similarly, working with a colleague in a team teaching situation could provide an 'observer' to feed back useful comments and action points.

### To Do

*This takes a bit of work, but could be a relatively quick way of finding realistic improvements - and knowing you haven't missed anything!*

*See if we can set this up as a template on the system.*

### INPUTS

### PROCESSES

### OUTCOMES

#### Summative evaluation

- \* visual images are useful
- \* children are keen to keep worksheets

- \* most children were active for much of the time

- \* there are gains in English oral skills as well as most of the intended learning-for-work skills

#### Formative evaluation

- \* takes a lot of time and effort to find useful pictures
- \* ran out of time in class - 60+ minutes not enough
- \* children did not at first recognise pictures as work
- \* worksheets got in a mess

- \* discussion gets out of hand - children get annoyed with each other
- \* some children are withdrawn in discussion

- \* it's disagreement that stimulates discussion
- \* difficult to resolve disagreements about 'lady train drivers'!

#### Action points

- \* allocate two 60-minute lessons
- \* ask English teacher to help
- \* take a Polaroid camera into the working neighbourhood
- \* provide two copies of worksheets - so they can copy a final version to keep

- \* put children into small groups for a short while at each stage of discussion - keeping the quieter ones together in their own groups - give them a bit of space
- \* specifically ask for and support quiet groups' views in whole class discussion

- \* negotiate link with the co-ordinator for English
- \* report to headteacher and governors - especially pay-off for English
- \* make this a series with more groups of three pictures - progressively broadening work horizons. Start with something on voluntary work
- \* find a female train (or bus, or crane) driver and bring her in to meet the pupils





## Uses of evaluation

It can be difficult as a teacher to recognise how valuable your work is. Teaching often lacks tangible results, and little of the work provides immediate feedback on what is being achieved.

Evaluation helps to provide data which records your achievements, logs progress, and creates a picture that you can share with others.

Evaluation can be valuable to you as:

- a **curriculum development** tool
- a **professional development** tool
- a means of **demonstrating value to others**.

You will want to use evaluation in different ways according to your priorities, needs and external considerations.

### To Do

NB: use evaluation data in first 2 ways suggested here - it will help to support my priorities this term.

Plus show to governors and SMT

## Evaluative work is valuable ...

### *using it as a curriculum development tool you can:*

- circulate the description to interested colleagues who may want to join in the activity with their own classes
- circulate a blank of the evaluation: ask for further comments on how the activity can be evaluated for value and improvement
- maintain a collection of such documents in the school curriculum development log
- review them from time to time in co-ordinating meetings to see how they fit into the school's subject work, learning webs and schemes of work

### *using it as a professional development tool for yourself and colleagues you can:*

- reflect on your own practice as a teacher: expand your repertoire of skills and your record of achievement
- know what you are actually doing for your children
- be better at your job

### *using it as a means of demonstrating value to others you can:*

- show evaluative documents to governors to help them understand the importance, value and difficulty of this work
- incorporate a summary into reports to Senior Management Team meetings: say where more detailed information can be found
- use them to develop cameos for use in school brochures: let parents know that you care what happens to their children when they leave you.





# Developing the work in your school

## Drawing up an action plan



... action planning can bring strength

Action plans are only written statements of what you, and perhaps others, intend to do. When there is a great deal more work demanding attention it is tempting to omit this stage from the planning.

The process of action planning can bring strength and underpinning to the work. It constitutes a firm undertaking negotiated between people who have agreed with each other on an 'I will do this part of the work ... if you will do ...' basis. You cannot make any real changes in this work unless you have support.

The format can be like the action plans you use with children. It is a means of tracking through what is needed for a new piece of work, or what is required to improve an existing development. An action plan used like this provides an opportunity to:

- ▶ say why you are doing this
- ▶ identify goals
- ▶ outline what needs to be done to get there
- ▶ list the actions needed – stage by stage
- ▶ say what help will be required.

It can also:

- ▶ state 'who is going to do what'
- ▶ invite signatures – and counter-signatures – from people, including managers, who can ensure that help is provided.

You can use it to firm up plans suggested earlier in this pack see also:

- 'Developing programmes and partners' on pages 48-51
- 'Developing the work in your school' on pages 58-59
- 'Finding the value: evaluation' on pages 70 and following.



## Drawing up an action plan

Here is a suggested framework for the kind of action plan you might use to develop this work in your school. The document will need to reflect the usual format of paperwork used in your institution. It may occupy several sides of A4.

Action planning will come naturally from the work outlined on pages 56-57, 58-59, 63-65 and 69.

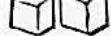
### To Do

Get help to put this on to a disk - with school logo etc.

Try it out at next team meeting - amend as needed.

## Intended new, or improved, provision

The aim:	Why this action is needed now:				
The objectives are to ... 1 2 3 4 5					
Agreed step-by-step action is as follows: 1 2 3	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; text-align: right;">By whom?</td> <td style="width: 40%; text-align: right;">By when?</td> </tr> <tr> <td style="border: none;"> </td> <td style="border: none;"> </td> </tr> </table>	By whom?	By when?		
By whom?	By when?				
New resources and support needed (including other people who need to be involved) <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;">Development team</td> <td style="width: 50%; vertical-align: top;">Others who can help</td> </tr> <tr> <td style="border: none;"> </td> <td style="border: none;"> </td> </tr> </table>		Development team	Others who can help		
Development team	Others who can help				
Signed _____ Date _____ Signed _____ Date _____					
Signed for Management _____ Date _____ Resources and support agreed					





# Using the resources

*This section offers support by identifying a range of resources for this work. It helps you to:*

- ▶ identify people who can assist you with this work
- ▶ find materials that can support your developments.

<b>People who can help</b>	Page
<i>... at local, regional and national level</i>	79
■ working in partnership with:	
parents	80
secondary school colleagues	81
careers service colleagues	82
community contacts	83
■ finding useful organisations and networks	85
<b>Using published curriculum material</b>	91
<i>... in the curriculum</i>	
■ recently published material for use at Key Stages 1 & 2	92
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<b>Tasksheets to help pupils learn</b>	103
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■ tasksheets to help pupils learn:	
Learning from a visit	104
Learning by telling work stories	105
Sorting information	106
Taking a closer look	107
Making comparisons	108
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# People who can help

Career-related teaching and learning benefits from the involvement of people outside school. The list includes parents, colleagues from secondary schools and careers services, as well as a large number of individuals from the local, and often wider, community. There is more about this on page 43 and following in *Identifying priorities*.

Different groups have different interests, perspectives and authority to speak. This section looks at making the most of existing and potential help from those who have something to offer, and something to gain, by working with you. It looks at working in partnership with:

- secondary school colleagues
- careers service colleagues
- community contacts
- useful organisations and networks.

People operate in a number of roles: for example, a parent might be a governor, an ex-pupil may be a role model for achievement, and a local employer could host a visit. At the same time each of these people could offer support from another perspective.

## Pick 'n' Mix

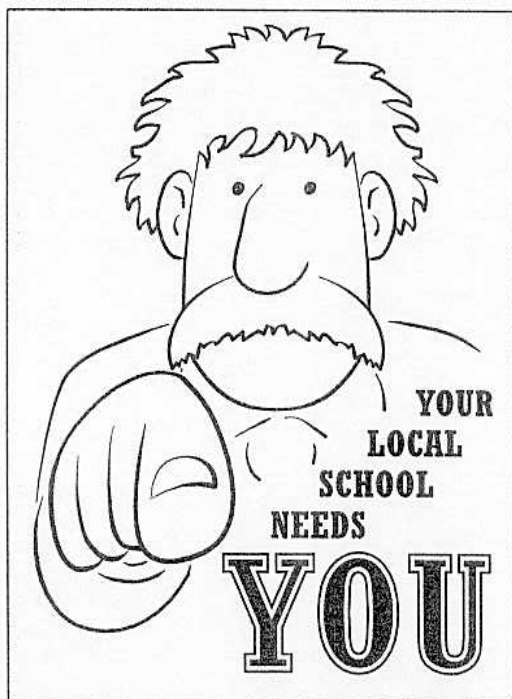
### people in these roles

parent   helper to the children  
 professional colleague  
 visitor to the classroom  
 'friend' of the school   school governor  
 helper to the teacher   ex-pupil

### can do many of these tasks

host a visit   share relevant experience  
 join in a role play   support reading practice  
 provide specialist expertise   promote the work  
 supply resources   monitor/evaluate an activity  
 provide administrative help   act as a role model  
 mentor a teacher/a pupil   offer feedback  
 help to develop curriculum materials

*roles and tasks can be linked in many configurations for each group of people*





## Working in partnership with parents

There may have been an opportunity at some point in your life when you thought 'I couldn't do that'. Perhaps you couldn't, but you might more accurately have been saying:

- 'that isn't like me'
- 'I don't really know much about it'
- 'it's too big a step to take right now'
- or
- 'that's outside my comfort zone!'

We all have perceptions about what is like us, what we can deal with, and, therefore, *what possible futures we can have*. It is through being aware of this inner thinking – its usefulness or impediment – that we begin to develop more choices.

The family is the single most influential factor in determining children's life choices: it offers perceptions of what is like them, what they can deal with, and therefore, what possible futures they can have.

When children say 'I couldn't do that' it might mean:

- 'I'm not a "brainbox"'
- 'it's not cool'
- 'you have to work too hard'
- or
- 'I don't think my mum would like that'.

We all pass on our own career-related learning to children. Parental perception of what is imaginable will have the same kinds of possibilities, and limitations, as our own. Future choice is as much about what is 'inside' as what is 'outside' in the world of work.

All primary and middle schools have well established ways of working with parents. Parents are made welcome in the school at almost any time, and at least some parents are regularly involved in classroom activities.

In the ongoing dialogue you conduct with the parents and carers of the children in your class you will hear their thoughts, feelings, and perceptions of present lives and possible futures.

Sharing some of the ideas about career-related learning from the pack with interested parents will support this work. Developing some of the roles and tasks on which you collaborate with parents will provide the context for developing the learning. Involving parents in the analysis you make of the 'career-related' needs of their children; in the learning opportunities you are able to set up; and in the times of discussion and reflection you have with children, will help to strengthen the learning.



## Working in partnership with secondary school colleagues

Many secondary school colleagues will believe that career-related work is the province of their school, fitting within the Key Stage 4 curriculum. Some may recognise the value of the work throughout Key Stage 3, although a large proportion will confine inputs to Year 9.

Few secondary colleagues will initiate a dialogue with their cluster primary schools to specifically ascertain:

*'What career-related learning has been built into Key Stages 1 & 2?'*

At the point of transition career-related learning deserves the same attention as any other area of the curriculum. Unless the foundation work, to develop, deepen and strengthen the learning, is shared, much of it will be lost.

A simple audit of the work you do as suggested on page 21, would provide a good basis for an opening discussion.

Most secondary schools have a careers co-ordinator: a person with designated responsibility for the development and co-ordination of careers education and guidance (CEG). The role may also be known as head of careers, work-related co-ordinator, or even fall within the province of the personal and social education (PSE) or work experience co-ordinator. It is not usually a full-time post, and many people in the role will have quite different subject-based responsibilities.

Most secondary schools provide for all students from Year 9 onwards:

- access to impartial guidance
- a programme of careers education and guidance
- access to a resource centre.

Many schools also offer:

- support for recording achievement and action planning and from Year 9 onwards
- experience of work

Most schools have a designated careers adviser going into the school on one or more days a week to conduct guidance interviews, contribute to the curriculum and work with parents.

To deliver their CEG programme some secondary schools have timetabled careers lessons, others organise subject areas to pick up career-related learning, and many schools have both. Careers lessons may involve class tutors doing part of the work in either PSE or tutorial time. There are no programmes of study for the work, but there is a statutory obligation to provide a curriculum that prepares pupils for the 'opportunities, responsibilities and experiences of adult life'. QCA, DfEE and Ofsted have all produced guidelines. It would be helpful to find out how careers work is included in the School Development Plan(s) of the secondary school(s) in your cluster.

It could be useful to share some of the thinking and frameworks from this pack with the careers co-ordinator(s) to link the work in Key Stages 2 and 3. Possible starting points are *Identifying the needs* (page 15) and 'A closer look at aims' ... 'objectives' ... 'and learning outcomes' (pages 24-29).





## Working in partnership with careers service colleagues

Careers services have opportunities in their annual business planning process to build in work with Key Stages 1 and 2. Whether they do this or not may depend on the local priorities and the focus of government policy, and therefore targeted funding. These priorities will vary from year to year.

Recently a number of careers services have been developing work with primary schools. Some have worked with Local Education Authority advisory staff to produce curriculum materials, and run training for primary school teachers; others have offered cross-phase in-service training, and built the development of this work into a career adviser's job description.

There are strong areas of mutual interest in the work of primary schools and careers services. Many careers advisers managing a programme of interviews in a secondary school find that there is insufficient foundation learning for their time to be used effectively by the student. The secondary school may have a well planned careers work programme, but much of the internal constructs, and manner of thinking about the world of work, are already well established in young people. There is insufficient time to unpick unhelpful thinking in Key Stage 3. This means that many young people have too little useful learning to go on when they need to make career decisions.

There are also a number of key concerns which the work of the careers services, as well as schools, need to support.

Like you, careers services must devise strategies to:

- deal with underachievement
- minimise social exclusion
- raise standards.

Working in partnership with you to lay the foundations for career-related learning may help careers services to address some of the underlying factors in these issues, and to link the work through Key Stages 2 and 3.

It could be useful to initiate a discussion with the local careers service or, if you have had no contact with them before, to approach the service via the careers co-ordinator in the secondary link school. A starting point would be to explore common-ground thinking (see pages 44 and following). Some useful frameworks appear in *Identifying the needs* (page 15) and 'A closer look at aims' ... 'objectives' ... 'and learning outcomes' (pages 24-29).



## Working in partnership with community contacts

Community contacts include parents and teachers from other schools as well as commercial, industrial and public sector contacts.

Contacts in the community can be a resource providing ideas, a different perspective, and a great deal of enthusiasm for developing insights, horizons and experiences with children.

For children, just working with adults who are not teachers or parents is valuable career-related learning. Some community partners may be able to offer material resources for your programmes, but this will always be a marginal consideration.

Working with community contacts can be frustrating. There will be a range of people who want to work with you, and are able to offer something that is supportive of the teaching and learning you plan.

The difficulty can lie in finding them, identifying clear roles for all involved, and communicating across different 'cultures'.

### Finding the right people

The most appropriate person may not be the first contact. It is important to negotiate and discuss who will work with the school to ensure that everyone is confident and able to contribute relevant experience and expertise. Everyone will need to be clear about their role and task, and all will need to experience 'a right to be there'.

### Identifying clear roles and tasks

It is critical to be very clear about what you want someone to do, and how you will support them doing it.

Could you work with any partners where they:	Yes	Maybe	No
■ act as a role model, either through being in school or hosting visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ host a visit to show what it is like to be doing a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ join in a role play and take on a role alongside the pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ work with a teacher to design and develop some curriculum materials for a pupil-based activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ support pupils with specialist knowledge where they need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ act as an observer for a piece of work, for example, monitoring children's reflections on a visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ supply resources to the school that can be used in this work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ attend events, talk about this work, ensure that other influential people see and are able to value what is happening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Communicating across different 'cultures'

The most frequent difficulties include:

- objectives which are not clear, or mutually respected
- failure to keep or circulate notes of meetings and/or agreed actions
- insufficient attention to contingency planning
- partners who are unable to maintain contact with each other.

Be prepared to make and suggest changes: most people who want to work with schools are committed to making it a success.





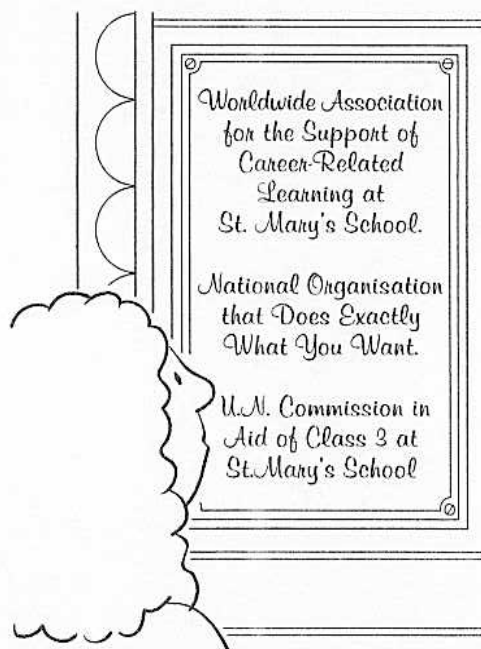
## Finding useful organisations and networks

There are a number of useful, national organisations and networks supporting and developing career-related learning. You will also have some local organisations and networks that you can call upon: many of these have a national headquarters which appears in the list.

Each entry has a:

- contact address
- telephone number(s)
- fax number(s)
- e-mail address (where available)
- web site address (where available)
- brief comment about the organisation/network.

Most of those listed will be familiar to your secondary school colleagues, although many are now active in the primary sector also.



... finding useful organisations



**Careers Research and Advisory Centre (CRAC)**

Sheraton House, Castle Park,  
Cambridge CB3 0AX

Tel: 01223 460277

Fax: 01223 311708

E-mail: [enquiries@crac.org.uk](mailto:enquiries@crac.org.uk)

Web site: <http://www.crac.org.uk>

CRAC is an independent development agency and registered educational charity promoting lifelong learning for all. CRAC runs a range of courses and conferences for teachers on all aspects of the world of work and education; and conducts individual projects for business, education and government covering training and development, strategic directions, and research and analysis. It produces reports and briefings on current issues in education and careers guidance.

**Careers and Occupational Information Centre (COIC)**

Moorfoot, Sheffield S1 4PQ

Tel: 0114 259 4561

Fax: 0114 259 3439

Web site: <http://www.dfes.gov.uk/cidhome.htm>

COIC is a publishing house within the Careers Information Division of the DfEE. It publishes and promotes access to careers information that is authoritative, accurate and national in scope. The careers information is aimed at meeting the needs of careers education and guidance practitioners, teachers, parents, young people and adults in making education, training and employment choices.

Publications can be obtained from:

COIC, PO Box 298A, Thames Ditton KT7 0ZS

Tel: 0181 957 5030

Fax: 0181 957 5019

**Careers Services National Association (CSNA)**

2 Leabrook Road, Dronfield Woodhouse,  
Sheffield S18 8YS

Tel / Fax: 01246 291 541

E-mail: [shelaghwoolliscroft@compuserve.com](mailto:shelaghwoolliscroft@compuserve.com)

Web site: <http://www.careers-uk.com>

CSNA acts as a voice for its member organisations at a national level, by promoting the economic and social benefits of lifelong careers guidance and acting to secure resources for the effective delivery of quality services. Members include all English Careers Service organisations that provide statutory careers guidance services under contract to government. Activities include: arguing the case for careers education and guidance; proposing ways of safeguarding the quality of services provided; influencing education, training and employment opportunities, and promoting strategies to secure equality of access to opportunities.

A number of careers advisers work with teachers in primary schools. It is worth contacting your local careers company to see if it is one of them.

**Centre for Education and Industry (CEI)**

University of Warwick, Coventry CV4 7AL

Tel: 01203 523909

Fax: 01203 523617

E-mail: [j.m.norman@warwick.ac.uk](mailto:j.m.norman@warwick.ac.uk)  
(general enquiries)

E-mail: [p.k.lyness@warwick.ac.uk](mailto:p.k.lyness@warwick.ac.uk)  
(information and publications)

**Construction Industry Training Board (CITB)**

Bircham Newton, Kings Lynn, Norfolk PE31 6RH

Tel: 01485 577689

Fax: 01485 577503

E-mail: [resource@citb.or.uk](mailto:resource@citb.or.uk)

Web site: <http://www.citb.org.uk>

Publications: 01485 577 800

**Department for Education and Employment (DfEE)****Careers Information Division**

Moorfoot, Sheffield S1 4PQ

Tel: 0114 275 3275

Fax: 0114 275 4724/3

E-mail: [ccd.dfee.mf@gtinet.gov.uk](mailto:ccd.dfee.mf@gtinet.gov.uk)

Web site: <http://www.dfee.gov.uk/cidhome.htm>

DfEE Publications can be obtained from:

DfEE Publications P.O. Box 5050 Sudbury,  
Suffolk CO10 6ZQ

Tel: 0845 60 222 60

Fax: 0845 60 333 60

The Centre for Education and Industry was established in 1987 by the University of Warwick to serve as a centre for the study and dissemination of information and experience of education-business collaboration. It offers research, teaching, consultancy and evaluation services for government departments, business and education at local, regional, national and international levels.

The three main strands of CEI activities are concerned with:

- vocational education and training – including vocational qualifications;
- the work-related curriculum – including work experience, teacher placements and work-based learning;
- the role of education in economic development.

Based within CEI is The School Curriculum Industry Partnership (SCIP), which has been at the forefront of promoting partnerships between education and industry since 1978.

CITB's Prevocational Education Initiative promotes the use of construction as a context for learning for young people of all ages and abilities. There are 121 Curriculum Centres throughout England, Wales and Scotland. CITB's Area Education Units also provide careers advice and guidance.

It publishes a range of useful materials to support the curriculum at Key Stages 1 and 2. Specifically, much its material is directly linked in to National Curriculum programmes of study, for example, construction as a context for learning mathematics. A publications catalogue can be ordered by calling the publications number.

This is the section of DfEE that has specific responsibility for the development of careers work in schools, colleges and careers services throughout England. It has oversight of the development of policy and practice. It publishes supporting guidelines for the implementation of policy.

**Institute of Careers Guidance (ICG)**

27a Lower High Street, Stourbridge,  
West Midlands DY8 1TA

Tel: 01384 376464

Fax: 01384 440830

E-mail: [hq@icg-uk.org](mailto:hq@icg-uk.org)

Web site: <http://www.icg-uk.org>

**National Association of Careers and Guidance Teachers (NACGT)**

Portland House, 4 Bridge Street, Usk,  
Gwent NP5 1BG

Tel: 01291 672985

Fax: 01291 672090

E-mail: [janice@nacgt.force9.co.uk](mailto:janice@nacgt.force9.co.uk)

**National Education Business Partnership (EBP) Network**

c/o SmithKline Beecham, 11 Stoke Poges Lane,  
Slough SL2 3NW

Tel: 01753 502370

Fax: 01753 502022

E-mail: [national\\_ebp@compuserve.com](mailto:national_ebp@compuserve.com)

**National Institute for Careers Education and Counselling (NICEC)**

Sheraton House, Castle Park, Cambridge CB3 0AX

Tel: 01223 460277

Fax: 01223 311708

E-mail: [nicec@crac.org.uk](mailto:nicec@crac.org.uk)

Web site: <http://www.crac.org.uk/nicec.htm>

ICG is the UK's largest professional body representing careers guidance practitioners and those interested in careers guidance. It defines and promotes the ethics, principles and practice of high-quality careers guidance to all individuals as their right.

The NACGT is a professional association for teachers with responsibility for the development of careers education and guidance (CEG) in their institution. The association works to support members in the delivery of high-quality CEG by: the regular dissemination of information; the development of theories of CEG and the implementation of policies and practice; the provision of networks to support practitioners at local, national and international levels; offering consultancy and advice in the field of CEG and the training of practitioners; and by seeking to influence decision-makers and funding agencies.

The National EBP Network is the national voice for EBPs in England, Wales and Northern Ireland. It supports local practice by providing a single point of contact for businesses wanting to work with education; a central forum for the EBP movement; the promotion of a corporate image; representations to national agencies; a coherent voice in response to national policies; an opportunity for national and regional dissemination and training; and quality standards for EBP work. It works across all Key Stages. Your local EBP will be listed in the telephone book and will be known to LEA advisory staff, secondary colleagues and careers service staff, or contact the national number for details. Most EBPs work extensively with primary schools and would be pleased to be in contact with you.

NICEC is a network organisation initiated and sponsored by the Careers Research and Advisory Centre (CRAC). It conducts applied research and development work related to guidance in educational institutions and in work and community settings. Its aim is to develop theory, inform policy and enhance practice through staff development, organisation development, curriculum development and research.

**Northern Ireland Council for Curriculum,  
Examinations and Assessment (CCEA)**

29 Clarendon Road, Belfast, BT1 3BG

Tel: 01232 261200

Fax: 01232 261234

E-mail: [info@ccea.org.uk](mailto:info@ccea.org.uk)Web site: <http://www.ccea.org.uk>**Prospects Distribution Services Ltd**

Newland, Nr. Ulverston, Cumbria LA12 7QG

Tel: 01229 588166

Fax: 01229 588225

**Qualifications, Curriculum and Assessment  
Authority for Wales (ACCAC)**

Castle Buildings, Womanby Street, Cardiff CF1 9SX

Tel: 01222 375400

Fax: 01222 343612

E-mail: [info@accac.org.uk](mailto:info@accac.org.uk)**Qualifications and Curriculum Authority (QCA)**

29 Bolton Street, London W1Y 7PD

Tel: 0171 509 5555

Fax: 0171 509 6666

E-mail: [info@qca.org.uk](mailto:info@qca.org.uk)Web site: <http://www.qca.org.uk>

QCA publications can be obtained from:

QCA Publications, PO Box 99,

Sudbury, Suffolk CO10 6SN

Tel: 01787 884442

Fax: 01787 312950

CCEA is responsible for providing advice to the Minister with responsibility for Education in Northern Ireland on curriculum, assessment and examination matters, and for conducting Key Stage assessments, administering the transfer test and conducting GCSE and GCE examinations. CCEA also has a regulatory role in relation to standards. It provides information and teaching materials to support the curriculum; and commissions and undertakes research and development projects.

This is an organisation that specialises in publications on career-related learning in all Key Stages. It provides a free service to schools. It offers a description of any publication, finds material to meet a particular need, identifies a publication you may have heard of but for which you lack details, and orders from any range of publishers on your behalf, so that you write only one order and receive one invoice.

The authority's fundamental purpose is to promote educational and vocational achievements of people of all ages in Wales: by implementing a better-focused curriculum with rigorous assessment arrangements in schools; by preparing people for the world of work through extending opportunities to gain high-quality qualifications, through schools, colleges and in the workplace; and by promoting and supporting the teaching of Welsh. ACCAC provides information regarding educational developments in Wales to teachers, governors, local education authorities, employers, teacher trainers, students and parents.

An amalgamation of what was formerly the National Council for Vocational Qualifications (NCVQ) and the Schools Curriculum and Assessment Authority (SCAA – the body responsible for producing the National Curriculum). QCA's prime duty is to advise the Secretary of State for Education and Employment on all matters affecting the school curriculum, pupil assessment and publicly funded qualifications offered in all schools, colleges and workplaces. It regularly publishes documents supporting policy implementation across all Key Stages.



**Science Engineering Technology and  
Mathematics Network (SETNET)**

37 Queen Anne Street, London W1M 9FB

Tel: 0171 636 7705

Fax: 0171 636 7706

E-mail: [setnetwork@aol.com](mailto:setnetwork@aol.com)Web site: <http://www.setnet.org.uk>**Scottish Qualifications Authority (SQA)**

Hanover House, 24 Douglas Street,

Glasgow G2 7NQ

Ironmills Road, Dalkeith, Midlothian EH22 1LE

Helpdesk: 0141 242 2214

Fax: 0141 242 2244

E-mail: [mail@sqa.org.uk](mailto:mail@sqa.org.uk)Web site: <http://www.sqa.org.uk>

SETNET is a unique collaborative forum consisting of education organisations, institutions, professional bodies, charities and major companies, which aims to stimulate collaboration between the many good industry-school link schemes that exist to encourage young people to take an interest in engineering-related subjects. SETNET has established SETPOINTS around the UK to provide teachers, students and industry with help and information about the schemes available. These can be found on the SETNET web pages or can be obtained by dialling the SETNET help line.

The Scottish Qualifications Authority is responsible for most academic and vocational qualifications available in Scotland's schools, colleges and training centres, and in the workplace. Each qualification is developed in partnership with education, industry and government, with the needs of the employer and individual in mind. The qualifications are recognised nationally and internationally.



## Using published curriculum material

This section provides a list of recently published career-related teaching and learning material for use at Key Stages 1 & 2.

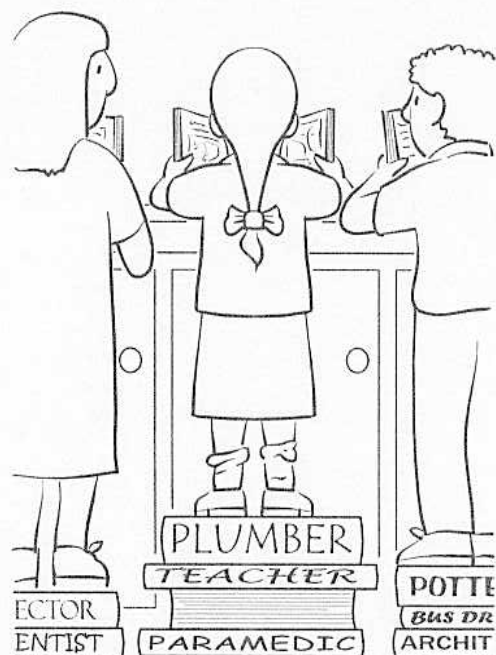
In all cases when you use published material you will want to adjust:

- the objectives to suit your pupils
- the teaching and learning methods to suit your resources
- the reviewing and recording methods to suit your work.

The published material listed is as comprehensive as possible at the time of going to press. The information given is accurate at this point, but it is advisable to check details before ordering. Inclusion of any item in this list does not imply the material has been reviewed and is recommended.

For each piece of material listed there is:

- ▶ the title
- ▶ the ISBN number or Prospects Distribution Services Ltd code
- ▶ the name of the publisher
- ▶ the cost
- ▶ a short description of the material.



... using published material



## Recently published material for use at Key Stages 1 & 2

### A Day in the Life of ...

... a Busdriver	ISBN 0749626178
... a Dentist	ISBN 074962616X
... a Farmer	ISBN 0749626143
... a Vet	ISBN 0749626151
... an Ambulance Team	ISBN 074961997X
... a Doctor	ISBN 0749619961
... a Fire Fighter	ISBN 0749619953
... a Nurse	ISBN 0749623365
... a Policeman	ISBN 0749619945
... a Postman	ISBN 0749623330
... a Refuse Collector	ISBN 0749623357

Wayland

£8.99 each

### All Around Us

(Set of Books 1-6) Code 7010

Learning Materials

£8.99

### Careers Education & Guidance at Key Stages 1 and 2

Available from:

North Tyneside Education Business Partnership

Tel: 0191 200 5878

£10.00

### Changing Times Changing Work

Code BCS2

Careers and Education Business Partnership

£20.55

All items with an ISBN number, or a code number, can be obtained via Prospects Distribution Services Ltd. – see details on page 89. In addition, items with an ISBN number can be obtained from any good bookseller, or direct from the publisher. Remaining items have individual details showing where they can be obtained.

Full colour books with 24 pages of undemanding text. The title explains exactly what the book does. Suitable for role play. For use in Key Stage 2.

Expendable workbooks providing topic work for the less able child. Cloze procedure and activity pages. For use in Key Stage 2.

This is a publication for teachers. A4 paperback, 32 pages. It consists of 12 case studies giving examples of what schools in North Tyneside are doing. It aims to show that raising the profile of careers education does not require a lot of additional work.

This is presented as a cross-curricular theme showing how work has changed through time. For use in Key Stage 2.

**Check It Out Leaflets**

Code BCS3A

Careers and Education Business Partnership

£31.95

**Colour Cards/Colour Library: Occupations**

Code G11

Winslow Press

£34.75 + VAT

**Colour Sequence: Social situations**

Code 01 1540

Winslow Press

£23.75

**Creature Concepts**

ISBN 1873408145

Lifetime Guidance Wiltshire

£14.95 + VAT

**Explore the Working World**

ISBN 1860176925

Hobsons

£9.99

**Focus On Work**

Code BCS4

Careers and Education Business Partnership

£45.00

**Geography: People and Work**

Code BCS5

Careers and Education Business Partnership

£19.50

Ten A4 double cards about real people in real employment situations. Durable, laminated material. For use in Key Stages 1 and 2.

94 postcard-sized cards covering different types of work. Teachers' notes included. For use in Key Stage 2.

Photographs for sequencing. Teachers' notes included. For use in Key Stage 2.

Six lively posters. Not laminated. Full colour. Aim to start pupils thinking about their own future. For use in Key Stages 1 and 2.

A book for teachers consisting of a series of case studies produced by Suffolk Careers Services on how primary schools are developing careers education across a range of subjects.

Set of A4 encapsulated cards with no text. Concentrates on down-to-earth occupations. Sturdily packaged. Teachers' notes included. For use in Key Stages 1 and 2.

A resource pack for teachers integrating geography and careers education and guidance. Photocopiable, flexible self-explanatory units. For use in Key Stage 2.



**If I were**

Code LCW02

Lifetime Guidance Wiltshire

£39.50

**Is School Working**

Available from Shell Education Services

Tel: 01635 31721

£15.50

**Job Notes**

Code jobnotes

Future Prospects Plc

£30.00 + VAT

**Learning Outcomes from Careers Education and Guidance**

QCA (1999)

£4.00

Available from QCA publications (see page 89)

**Lifestyles: The Group & The Island**

Codes 5031 &amp; 5032 respectively

Learning Materials

£13.80 each

**Listening Skills: Indoor Sounds & Outdoor Sounds**

Codes 012528 &amp; 012529 respectively

Winslow Press

£35.50 each

**Looking and Thinking – Books 1, 2 and 3**

Code 2017

Learning Materials

£41.40

100 photocopiable sheets with text on both sides. Aimed towards better readers – could be too much text for children who have reading difficulties. For use in Key Stage 2.

This set of materials seeks to use the school and its environs as a focus for economic activity and decision-making. It contains a Teacher's Guide and material for use with children at Key Stages 1 and 2.

Ten posters in full colour with 18 A4 double cards. Each contains details of a different type of work. Easy reading. For use in Key Stage 2.

Although this publication is focused largely on Year 9 and upwards, there is an expectation that secondary school teachers will build on what has been achieved in Key Stages 1 and 2. It includes a summary of what this earlier work might cover.

20 photocopiable masters for stimulating oral and written work about real-life situations. For use in Key Stage 2: children need a reading age of nine.

Sturdy colour cards with audio cassette tapes to encourage sound awareness, attention and concentration, and active listening. For use in Key Stages 1 and 2.

These books are concerned with helping pupils to develop reasoning skills. The illustrations hold the clues at two different levels. For use in Key Stage 2.

**Making Crisps**

Code CC5

SCIP

£15.00

**I'm Glad I'm Me – plus Workbook**

Codes 1180 and 1181 respectively

Learning Materials

£3.95 &amp; £1.75

**Making Science Work**

Code BCS6

Careers and Education Business Partnership

£29.50

**Me, You and Them**

ISBN 0851705871

Lifetime Guidance Wiltshire

£59.95

**On the Spot Leaflets**

High Flyers

£100.00 for 150 leaflets

**People at Work**

... in TV News ISBN 0237518 228

... Making Cars ISBN 0237518 236

... for an Airline ISBN 0237518 252

... in Mountain Rescue ISBN 0237518 260

... at a Vets ISBN 0237518 244

... Making Films ISBN 0237518 279

Evans

£9.00 each

**Picture-a-Job**

ISBN 1873408560

Lifetime Guidance Wiltshire £39.95 + VAT

A comprehensive series of photographs depicting the process of factory-made crisps. For use in Key Stage 2.

Promoting self-awareness and a positive self-image. Each lesson provides a stimulus for discussion and encouragement for awareness. The workbook can be used as a personal file that the pupil can be proud of. For use in Key Stages 1 and 2.

Presented as a cross-curricular theme; science statements are easily fitted into non-science teaching programmes. Photocopiable pack. For use in Key Stage 2.

Activity pack introducing students to peer group pressure, exploring feelings, personal skills and decision-making. For use in Key Stage 2.

Packs of photocopiable leaflets. Each one shows the 'tools of the trade', has tick box questions, details of 'where I might work', 'when I might work', 'what I would wear', and 'what I need to improve on'. For use in Key Stage 2.

Descriptive and accessible material for use with children in Key Stage 2.

25 laminated photocopiable cards and user notes looking at work skills in familiar areas. Cut out jig-saw on one side, text on the reverse.

**Set For Change**

Code BCS8

Careers and Education Business Partnership

£41.55

**Sort It!**

A career-related curriculum pack for primary schools

Post Office Education Service

£5.00

**Technology in the High Street**

Code BCS10

Careers and Education Business Partnership

£41.55

**Way Ahead English – set 1-4****Way Ahead English – Teachers' Workbook**

Code LD091 &amp; 5045 respectively

Learning Materials

£13.60 &amp; £3.40

**Way Ahead Maths – set 1-4****Way Ahead Maths – Teachers' Workbook**

Code 6080 &amp; 6080T respectively

Learning Materials

£55.20 &amp; £5.40

**When I Grow Up**

Code BS13

COIC

£10.00

**Workplace Visits – The Chainstore**

Code CC4

SCIP

£7.50

Durable vinyl kit for building a theatre set to approach the world of work through drama.

For use in Key Stage 2.

This pack features a series of links between Royal Mail and three Hackney primary schools. Pupils examine the core skills involved within mail distribution, apply and interview for jobs, and set up a postal system within the school.

The world of work is introduced through the 'high street'. It covers traffic lights, supermarket tills and street lighting.

Helps pupils to develop a wide range of basic skills: following directions; writing skills; collecting information; and the media. The latter covers newspapers, advertising, the role and range of television current affairs and news reporting. For use in Key Stage 2.

Photocopiable masters of practical maths tasks included in everyday topics. It covers: personal differences; buying things; travel; and around the home. For use in Key Stage 2.

A folder consisting of an A4, 28 page Teacher's Guide; job description cards; posters; and 15 colour prints. It promotes equal opportunities by cutting across stereotypes of gender and race. A new edition has been prepared. For use in Key Stages 1 and 2.

This covers a visit to a chainstore. It covers preparation and debriefing in order to get the best out of the visit. For use in Key Stage 2.