which way is forward?

LiRRiC:
life-role relevance in curriculum
for effective and useful learning

based on a submission to
The Qualifications and Curriculum Authority

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The **Career-learning NETWORK** www.hihohiho.com

contents

what is LiRRiC - and who needs to know?

LiRRiC stands for 'life-role relevance in curriculum'. It is a set of proposals for reforming how we help school-and-college students to learn to manage their lives. This work has been mainly done in timetable slots assigned to personal-social-and-health-education, religious-education, education-for-citizenship and careers-education. Taken together these parts of curriculum have been known as personal-and-social development (psd).

We need to know whether and how psd is useful in students' lives. It would mean that students are interested in the lessons, they remember what they learn, they recognise its usefulness when they need it, and they put it to good use. And that would mean that students would find that what they learn in psd helps them: as daughter-or-son, sister-or-brother, friend-and-partner, consumer-and-debtor, neighbour-and-citizen, and employee-or-entrepreneur. These are life roles; and it is in role that life's problems are solved and its dilemmas are resolved.

who this concerns – and why

How students learn that is as important to all of us as any issue in contemporary society. It is about the well-being of young people finding fulfilling and sustainable lives. Some of it is about positioning themselves as income earners. But education is useful in more ways than that: it is for physical-mental-emotional-and-social well-being - for use, pleasure and delight.

Curriculum is community property: we all have an interest. We want our young people to achieve their own well being. But how they manage that also affects our well being. We are all stakeholders in curriculum.

> **in the community:**　　　　　　　　former students. families, business people, social-and-youth services, and religious-cultural-and-voluntary groups;
> **in local and central government:**　policy-makers, their advisers and officers;
> **in the education service:**　　　　students, teachers and their managers.

But psd is important to stakeholders in another way. It relies on community as well as on curriculum. We need the help of people who can take a constructive interest in the education of other people's children. And, so, getting psd right needs the involvement of all curriculum stakeholders – as beneficiaries and as partners.

There is a lot for all stakeholders to re-examine, re-organise and re-energise. And we have no reason to be complacent. It is far from clear that young men and women use what they learn at school or college to deal with (for example) keeping healthy, settling disputes, protecting the environment - or even acting in their own career interests. Media headlines greet each bit of bad news with questions about what schools and colleges are doing about it. They may have a point: we need to think again about what we are trying to do, and how we can usefully do more.

the dynamics and the experience. And we need to do that now - pressures on young people are mounting. There are plenty of people out there seeking a say in their lives. Some pressures are commercial, some come from friends, some from family. There are religious interests, growing commitments to environmental issues, and to human and animal rights. Some interests are well-founded, some are not.

We may or may not allow concerns like these a voice in curriculum, but young people certainly bump into them. They do that at home, on the street, in the shopping mall, while clubbing, in sports grounds and in working life. All are intensifying: group allegiances are tightening, and the persuaders are getting more savvy with the media – especially the internet. It has been called a 'war for children's minds'.

what LiRRiC proposes

LiRRiC works from the assumption that the pressures are outstripping psd's ability to help students deal with them. The way we have set it up makes it pretty-well impossible for it to cope. It has become a frail and overloaded vehicle.

repositioning psd. The problem is in the way psd is located in curriculum - it is marginal. LiRRiC argues for a restructuring, so that psd is not made forever to cling to the edge of timetable. Curriculum has the resources to enable students to take their own defensible, fulfilling and sustainable stance. But we don't think of those resources as psd, we think of them as 'academic'. We need to re-shape a set-up in which learning-for-assessment is mainstream, and learning-for-life is marginal.

academic resources. The LiRRiC position is that psd will not be effective unless it engages more of the academic base. It requires some serious re-thinking - asking what science, the arts and the humanities are for. Of course, they are for achievement and enjoyment; but, says LiRRiC, they are also for use – not just vocationally but for personal-and-social well-being. Few are in a better position than accomplished academics to fire-up interest, help people find out what they need to know, and get that knowledge into useful order. This is not the whole of what psd must do, but it is a pretty good start.

community resources. There is another dimension to psd, extending away from the school or college and towards the community – into the village, the neighbourhood and out to society. Academics may or may not have a grasp of what is going on in all those communities; it is not part of their job description. So whose job is it to get to grips with how things are changing in the neighbourhood? ...on the streets? ...through the mall? ...at workplaces? ...and on the net? Business people know some of it, as do Connexions advisers, and people in the social-and-youth services. But they don't know it in the way it is known in families, and by voluntary workers, and among neighbourhood groups.

new thinking. There is no shortage of academic and community resources for helping our young men and women work learn for life. And teachers, community-based experts, and voluntary helpers are assiduously working at it. But they have been working to a frail and marginal psd structure. LiRRiC argues it can and must be strengthened and repositioned. The Qualifications and Curriculum Authority has invited blue-sky thinking on the how psd is best organised. The invitation is part of root-and-branch curriculum re-think. Much of what is set out here was submitted to the QCA in May 2006[1] and is under consideration. Recommendations from the QCA will appear shortly. This material is designed to enable people who can help with the implementation of those recommendations.

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[1] This developed version of the submission is published in the Career-learning Café with permission of the QCA.

	the key concepts	the main points
a.	a whole curriculum *standards are protected*	*Education for personal development is most usefully established as integral to the whole curriculum – not as a series of separate supplements to an 'academic' main event. It is therefore structured in a way which, far from undermining academic standards, actually relies on them.*
b.	common ground *links are established with each 'academic' subject*	*Learning for personal and social development draws upon knowledge gained from 'academic' subjects. It develops a series of shared learning activities with academic work - so that the whole curriculum is both effective and useful.*
c.	integration *this learning is taken off the edge of timetable*	*LiRRiC restructures conventional curriculum boundaries – for example by bringing together maths and geography academics, personal advisers, mentors, and citizenship teachers, in a project on substance abuse. LiRRiC organises these events as and when the students need them - setting aside space and time for them to work out how they will use this knowledge in their lives.*
d.	relevance *LiRRiC makes its distinctive contribution to the curriculum*	*The strategy brings together the two inter-dependent aspects of a single curriculum: standards, which ensure that what is learned is sound; and relevance which shows that learning is worth the effort. Without standards learning is shaky, but without relevance it is futile.*
e.	life role *students see where, with whom and how they can use their learning in their lives*	*The strategy requires a clear and manageable framework for identifying useful learning. That organising concept is life role – which lays out the settings, the relationships and the tasks associated with occupying any position in any community. It raises questions about how students will use the learning: 'where will you be?', 'who else will be there?', 'what tasks will you be taking on?'. And it does so in terms which are credible to young people.*
f.	whole person *learning includes feelings, touches relationships and refines judgements*	*The idea of role is useful because all life's decisions and transitions are accomplished in role – for example in a family, as a neighbour, with friends, as an employee, spending income, and as an activist. Life-roles call on a whole person – still breathing, still thinking, still feeling and still socially involved.*
g.	assessing 'skills' *this learning is assessed to inform further action by the students*	*LiRRiC learning is for the attitudes, knowledge and cognitive and affective abilities. These are the elements in learning which equip a person to do something. The term 'skills' is used as a shorthand for this range of dispositions. It cannot be assessed as though it were narrowly an observable outcome; it needs other-than-conventional forms of assessment.*

h.	learning for action *appropriate teaching-and-learning methods are designed and used*	*Programme development for life-role-related learning calls for distinctive teaching-and-learning methods. They must attend to how learning moves from information to action, how it relates to the student's on-going social-and-emotional experiences, and how it can be embedded for use in their future experience. Wholly 'academic' method does none of these things.*
i.	young people *credit is given to what young people learn from experience*	*In contemporary world young men and women can draw on many sources of information and impressions, are in touch with increasingly persuasive ways of translating that knowledge into action, and can - therefore - readily see themselves as independent of school-or-college–based and professional help. LiRRiC must not ignore these realities.*
j.	community links *LiRRiC pushes the boundaries of students' experience*	*LiRRiC is managed in terms which take account, not just of academic and professional expertise, but also of community-based experience. It establishes learning, in both curriculum and community, in ways which expand the horizons set by past experience.*
k.	local *neighbourhood resources-for-learning are engaged*	*The starting points for learning must relate to what students recognise as prevailing economic and cultural realities. LiRRiC therefore requires an informed appreciation of the school's or college's catchment communities. This means that programme-management decisions must be made locally.*
l.	programme management *appropriate management styles are identified and applied*	*Programme management for LiRRiC does not work wholly on the basis of pre-defined institutional structures. Much of its human resources are volunteered. They are valued for experience and credibility as much as for training and expertise. Some of this help comes from the curriculum, some from the community. It calls for a flexible touch in relating resources to learning needs, in designing schemes, and in building teams.*
m.	curriculum reform *LiRRiC helps to change curriculum in a changing world*	*LiRRiC increases the usefulness, credibility and coherence of what students learn across the curriculum. Because it has wide ranging links with 'academic' curriculum those gains can be made curriculum wide. LiRRiC is, therefore, a force for further adaptive reform – at the heart of curriculum and pointing to what students now most need to learn.*

Some schools and colleges are well ahead in developing curriculum in these ways. Others are working on them. Some are just not going to be bowled over by yet another over-optimistic initiative. Yet others find the idea of such radical restructuring daunting.

They all have a point: LiRRiC is no quick-and-easy fix; it is multi-dimensional; it means taking thing with another - each of its proposals depends on all of the rest.

We will not grasp its potential with a single take, and it cannot be implemented at a stroke.

what happens?

The central idea is life-role relevance. And, to get that, we need more time and space in curriculum. So, before we go into a lot of planning for using the idea of role, this section describes what happens where psd is not clinging to the edge of timetable.

LiRRiC does not solve the problem simply by asking for more time. With pressures on curriculum being what they are, this could only lead to a marginal gain. The strategy is, instead, to restructure the whole curriculum into a single and coherent framework. And to do that in ways which do not mean shaving time off other work. That means creating shared spaces where appropriate academic teachers and community contacts take part in LiRRiC schemes. The features of a LiRRiC scheme are set out on the following page. They are set up as-and-when-required.

time

This strategy provides time on three important bases:

enough time: Learning for action requires active learning, which can take on board the social-and-emotional as well as intellectual basis for action. It takes time.

in the right block lengths: LiRRiC schemes links to together what conventional timetable breaks up. And students need time to enquire, consider, try out and recognise the breadth of that learning as a basis for action in their lives. The lesson-bell can be a damaging interruption of that process.

at the right time: There are certain times in student's lives when they need to get to grips with what they are going to do - and to do that now. It means timing some schemes at particular junctures – examples are on joining the school-or-college, or when particular crossroads hove into view.

space

Some schemes need a lot of learning space, some a little, and some need a particular arrangement of the space. The possibilities are infinite, but there are three broadly-distinguishable types of space:

focussed: Some learning can be achieved in a two-or-three-hour one-off scheme.

extended: Some needs a-day-or-more, particularly when students are engaged in community-linked experience, enquiry and practice.

interleaved: Some learning needs to be interleaved with work in other settings – whether in the 'academic' curriculum, at home, on a personal project, on the net, or in a library. Some need space for more enquiry and for talking things over with other people.

We will turn shortly to what kind of policy support there is for these developments. But, first, the panel on the following page sets out what can be achieved.

action

An outline scheme is set out in the panel. The centre column outlines the tasks. On the left and right are signposts to the main points in the LiRRiC model.

what happens on a LiRRiC scheme of work?

at the planning stage

(k) local

> investigate learning needs – what our students need to be able to do;
> work out the relevant life roles – where in their lives students recognise the usefulness of that learning;   **(d) relevance**

(a) whole curriculum

> select academic teachers – people with useful expertise for this learning, and who are willing and able to help;
> select community-based helpers – people with appropriate experience for this learning, and who are willing and able to help;   **(i) community links**

(j) community links

> bring in community-based experts - such as Connexions people;
> negotiate common-ground for the event – so that scheme team know what is planned, what they can get from it and who will be doing what;   **(b) common ground**

(c) integration

> set up the event – to engage small-group, whole-group and individual learning activity - engaging students with sources of expertise and sources of experience.

at delivery

> engage students in examining clear life-role markers - pointing to where, with whom and how this learning is useful;   **(e) life role**

(h) learning for action

> engage students and their helpers in a clearly mapped learning sequence - to examine, question, sort, probe, explain, try-out and adapt the learning for its usefulness.

at the follow-through

> engage students in anticipating where else in their lives they can see that they can use this learning – expanding the life-role relevance;   **(f) whole person**

(g) assessing skills

> engage students in recording learning outcomes and planning how they will learn more.

at the follow-up

> take on board students' reactions to this learning – for its relevance and its usefulness;   **(i) young people**

(m) curriculum reform

> identify where this learning can usefully be improved;
> begin work on the up-coming LiRRiC event.   **(l) programme management**

LiRRiC and policy priorities

There is much agreement between the aspirations of policy and what LiRRiC is designed to deliver. This section shows how that is so. The quotations come from the Department for Education and Skills (DfES), the QCA, and organisations informing policy. Later in the section there is a series of panels quoting specifically psd-relevant policy statements.

a wider policy perspective

But we need first to take a wider perspective on policy. There is a broader policy map; and it is currently being redrawn. There are three emerging shifts in strategic policy thinking. All have consequences for the way we manage the education of our young men and women. They concern:

1. the importance of well-being;
2. the impact of background culture;
3. the limits on what central government can do.

They are illustrated below. But all of these ideas can be found in all parts of the political spectrum.

1. **the importance of well-being:** how can government better help to improve the work-life-balanced quality of people's lives - in both economic terms and other-than-economic terms?

" Our national output has grown in every quarter since 1993. But a visitor might rightly ask: 'if you're so rich, how come you ain't happy?' Of course, happiness and well-being are notoriously slippery concepts. But it's hard to deny that something is wrong. The UK has had the highest drug use in Europe, and the worst record for teenage pregnancies. The proportion of children in the UK who are in households without work is the highest in Europe. People will grow up in a country where drug abuse is common, and where there is widespread fear of terrorism and violent crime. The issue is not how easy it is to vote. it is whether it is worth voting at all. *"*

Jesse Norman and Janan Ganesh – *Compassionate Conservatism*

2. **the impact of background culture:** how does policy better relate to the background cultural beliefs and values which inform the way in which people now make up their minds about what they will do?

" The great majority of young people are taking advantage of the expanding opportunities that changes in society and the economy are providing. The internet, mobile phones, digital TV and games consoles have transformed the way they use their leisure time. Texting and chat-rooms are for many an essential means of communication. The web is today's newspaper, gossip column and encyclopaedia all rolled into one. *"*

DfES - *Youth Matters*

3. **the limits of government:** how far must policy now go in acknowledging that much of what now needs to be done in society cannot be scripted from the centre?

> " When regulators supervise utilities they face a problem: the information needed to determine the targets appropriately is held by the people in specific companies and in schools and hospitals rather than in government departments. The inevitable consequence is the complication and proliferation of targets. These processes become confusing and inconsistent, and undermine the authority and morale of those engaged in the activities which are being planned. "
>
> John Kay - *The State and the Market*

There is a back-story, long understood by psd people, now being picked up by policy. People do not just manage their lives for competitive advantage. They are concerned for family-and-social well-being - work-life-balanced. The ways in which different social groups see this is shaped by a widening range of background cultures. Appreciating that range of experience causes people involved in implementing policy proposals sometimes to welcome and sometimes to resist them. There can be, then, a severe limit on the genuine support that central government can rely on. Policy needs a stronger and more thoughtful partnership with sources of help closer to where it is to be implemented. And those different links will need to be able to work out differently in different institutions and communities.

The following pages shows how policy and LiRRiC are based on a similar account of how things now are. A DfES document with great relevance to the future of psd is *Youth Matters*. Its repeated exhortation to 'go local' is an acknowledgement of the limitations of central government. Its insistence that career development is best understood in the context of all the other issues confronting young people, is an acceptance of the importance of work-life balance. And its acknowledgement of the cultural impact on young people's lives of emerging information technologies is a major part of its starting point.

How does this all play out in policy specific to psd? All of the remaining quotations from policy refer to curriculum, youth-and-community services, children's trusts and extended schooling.

policy for personal development

The policy quotations are on the right. Each statement is linked, on the left, to one of the main points proposed by LiRRiC. There are brief comments on whether and how there is any agreement. There are some issues, which are revisited at the end of this section.

a whole curriculum

how standards are protected

a. QCA sets out two aims for the curriculum They are to promote attainment and to prepare for life. LiRRiC unifies curriculum by proposing that these standards and this relevance cannot be achieved independently of each other.

> **1.** The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils. It should equip pupils with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally.
>
> **2.** the school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives. It should encourage pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields, and prompt a personal response to a range of experiences and ideas.
>
> *QCA – The Aims of the Curriculum*

common ground

how links are established with each 'academic' subject

b. Policy also sees standards and relevance as inter-dependent. LiRRiC negotiates with academic teachers on the basis that standards need relevance and relevance needs standards.

> The National Curriculum:
>
> > promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
> > prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.
>
> These two aims reinforce each other. The personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve.
>
> *DfES - The National Curriculum (Education Act 1996)*

integration

how this learning is taken off the edge of timetable

c. Policy sees integration as joined-up, multidisciplinary and cost-effective help. LiRRiC agrees, but sees the most important effect of this restructuring as locating psd as a central feature of curriculum and of the school's and college's relationships with community.

relevance

how LiRRiC makes its distinctive contribution to the curriculum

d. Relevance speaks of the usefulness of learning. In the past policy has strongly supported academic achievement for its economic and competitive usefulness. LiRRiC can now work more fully with the way in which government also sees personal-and-social well-being as an aim of policy.

"

A vital part of effective implementation will be securing maximum value – by integrating more effectively the resources available through all services for young people, so that they have the biggest possible positive impact on young people's life chances.

DfES - *Next Steps*

Schools are at the centre of change, working closely with multi-disciplinary teams which support children, young people and parents, in and beyond school... We want to encourage the wider development of such approaches.

DfES - *Youth Matters*

By freeing up resources in this way we expect that, over time, local authorities and their partners, such as schools and colleges, will be able to focus more on prevention. This focus should be helped by improved integration across professional boundaries and breaking down of barriers between programmes and funding streams.

DfES - *Youth Matters*

"

The school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. It should develop their ability to relate to others and work for the common good.

QCA - *About the National Curriculum: Values, Aims and Purposes*

"

life role

how students see where, with whom and how they can use their learning in their lives

e.

LiRRiC uses a 'task-setting-relationship' description of life role, to mark the usefulness of learning to life. Policy also speaks of role, with a similar three-way analysis, for identifying the purposes and activities of learning.

" We need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns, and with the rapid expansion of communication technologies. "

QCA - *About the National Curriculum: Values, Aims and Purposes*

Something to do, somewhere to go, someone to talk to.

DfES - *Next Steps*

whole person

how learning includes feelings, touches relationships and refines judgements

f.

Policy characterises learning as both intellectually and emotionally driven and for both personal and social purposes. LiRRiC shares this deeper and wider understanding of learning - for constructively making judgements, engaging feelings, and living in relationships.

" We want to build a radical and far-reaching programme, designed to cover what young people themselves have told us matters most:

> being healthy;
> staying safe;
> enjoying and achieving;
> making a positive contribution; as well as
> achieving economic well-being. "

DfES - *Youth Matters*

The school curriculum should promote equal opportunities and enable pupils to challenge discrimination and stereotyping. It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level. It should also equip pupils as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.

QCA - *About the National Curriculum: Values, Aims and Purposes*

assessing 'skills'

how this learning is assessed to inform further action by the students

We can conveniently see outcomes as operational skills – things that students can do. But LiRRiC and policy now agree that abilities-for-action rest on underlying attitudes and knowledge, and cannot be wholly assessed in terms of what students are observed to do. LiRRiC, however, still sees assessment primarily as a basis for students' own action.

g.

> Functional skills are those core elements of English, maths and ICT that provide an individual with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work.
>
> QCA – *Functional Skills*
>
> Personal learning and thinking skills:
>
> > team workers: young people work confidently with others, adapting to different contexts and taking responsibility for their own part...
> >
> > self managers: young people organise themselves and their learning, showing commitment to self-improvement...
> >
> > independent enquirers: young people take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes...
> >
> > reflective learners: young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success...
> >
> > creative participators: young people work with others to find imaginative solutions and outcomes that are of value....
>
> QCA - *A Framework for Personal, Learning and Thinking Skills*

learning for action

how appropriate teaching-and-learning methods are designed and used

While policy is in no position to advise trained and experienced teachers on methods, it acknowledges that learning for action requires active learning. LiRRiC shares that common-sense position.

h.

> Developments in learning and work make it essential that young people take a more active role in their career learning. It is, for example, better that young people develop the skills to investigate opportunities than that they are simply made aware of them. Consequently, the careers-education programme emphasises individual participation. It is built on three aims. These are that young people should be able to understand themselves and the influences on them, investigate opportunities in learning and work, and make and adjust plans to manage change and transition.
>
> DfES - *Careers Education and Guidance: A National Framework*
>
> Pupils should be taught through opportunities to: take responsibility, feel positive about themselves, participate, make real choices and decisions, meet and work with people, develop relationships, consider social and moral dilemmas, find information and advice and prepare for change.
>
> QCA – *Non-statutory Guidelines for PSHE*

young people

how credit is given to what young people learn from experience

i. It is a given of current 'voice-and-choice' policy that users should be able to evaluate and choose services. LiRRiC is also user-centred, although in different terms. It's starting point is students' learning needs. In particular, LiRRiC acknowledges that students' experience gives them credible ways of understanding the value of what it provides.

community links

how LiRRiC pushes the boundaries of students' experience

j. Policy and LiRRiC agree the value of community-links. But community is where LiRRiC acknowledges the authority of experience, but also pushes its boundaries. The former wins immediate credibility, the latter achieves on-going usefulness. LiRRiC must work with subtle interactions between what people say they want and find they need.

"
Local involvement is about more than just consulting - important though that is. We must give teenagers and their parents a real voice in decision-making and, increasingly, put spending power in their hands. This will ensure that services improve and become more responsive to what local people want. We must adopt the same approach for parents as we move towards the provision of a local menu of information, advice and support that best meets their needs.
"

DfES - *Youth Matters*

"
Many projects find that the development of extended schools is an important catalyst for enhancing collaboration between education and other agencies. The key to developing partnerships seems to be a careful and sustained process of trust building where partners seek to understand each other's aims, priorities and working methods... It is particularly important that extended schools do not fall into the trap of imposing professional views of what is 'needed' on the communities they served. Genuine community consultation and participation are necessary but as this is difficult to achieve, many schools find it helpful to work with partners who are more experienced in this field.
"

DfES - *Evaluation of the Full Service Extended Schools Project: End of First Year Report*

local

how neighbourhood resources-for-learning are engaged

k.

Public education is the local delivery of a national service. There are issues: doubts about setting up 'post-code lotteries' and yet a belief in the importance of local perspectives. LiRRiC works locally. But it sees a local perspective as important not just as a way of understanding needs, but as a source of help. The locality is where LiRRiC finds both its users and its partners.

programme management

how appropriate management styles are identified and applied

l.

Managers are greatly respected in current policy. But management is not a single sets of abilities. LiRRiC management tasks are distinctive: diagnosing local needs, designing integrated schemes, building cross-curricular and community-linked teams. Such a distinctive range of tasks needs support from a distinctive range of management styles.

"
The national framework is designed to enable all schools to respond effectively to national and local priorities, to meet the individual learning needs of all pupils and to develop a distinctive character and ethos rooted in their local communities.
"

DfES – *The National Curriculum*

"
Many schools, colleges and training providers will have a management grouping in place to bring coherence to the guidance and support offered to their learners. Organisations that have not yet integrated their provision should consider setting up an appropriate management forum. A forum brings together all staff with management responsibility for this work. It enables them to meet regularly, agree how to integrate their work, set up coherent recording and referral systems and monitor practice to check that things are going as planned. The result is better integrated and more coherent provision for both young people and those working with and/or supporting them... The person best placed to convene a guidance forum is the senior manager with oversight of student support.
"

DfES - *Careers Education and Guidance: A National Framework*

enhancement and reform

how LiRRiC helps to change curriculum in a changing world

m. As learning needs change so must curriculum – policy is clear about that. The positioning of LiRRiC - in contact with community, with academic learning, and with learning needs - makes it a more-than-usually sensitive source of influence on on-going curriculum development. It can do this both locally and - through appropriately organised networks - nationally.

"The curriculum cannot remain static. It must be responsive to changes in society and the economy, and changes in the nature of schooling itself. Teachers, individually and collectively, have to re-appraise their teaching in response to the changing needs of their pupils and the impact of economic, social and cultural change. Education only flourishes if it successfully adapts to the demands and needs of the time."

DfES – *The National Curriculum*

Five policy issues are set out on the following pages. They concern:

1.   the centrality of **curriculum**;
2.   the authority of **expertise**;
3.   the learning purposes of **assessment**;
4.   the usefulness of **integration**; and
5.   the tactical importance of **schools and college**s.

policy issues

At the heart of all the statements, quoted on the previous pages, is a concern for the support and enablement of people's well-being - in their economic, domestic, consumer and neighbourhood roles. These agreements with LiRRiC should not surprise us. Changes in our society have had much the same impact on LiRRiC as they have on policy. It would be disturbing if that were not so.

There are, however, issues. None is unresolvable. Indeed, each offers an opportunity further to clarify thinking and to develop a more sustainable agenda for education. The analysis points to five areas needing further thought:

1. **the centrality of curriculum.** LiRRiC links together three broadly-based sources of help. They are (a) community-based experience, such as mentors can provide; (b) community-based experts, such as Connexions advisers or social workers can provide; and (c) school-or-college based curriculum, including work done in the 'academic' curriculum. Students can find out much of what they need to know through direct-and-personal contact with mentors and face-to-face attention from advisers. But any useful account of how things are in the contemporary world, and how they impact people's lives, must now meet more demanding criteria. Meeting them will require more than informal learning, however experience, and more than occasional advice, however expert. For learning of this complexity, breadth and depth we need schemes of work: (1) based on well-founded understanding of how things work; (2) moving from learning to learning in progressive sequence; (3) supported by time and space for reflection and practice; and (4) building an on-going anticipation of where and how the learning is useful in life. Only curriculum can do this.

2. **the authority of expertise.** Policy for public services has, for some decades, been informed by a wish to protect users from what is called 'producer capture' – an expectation that professionals will use their expertise to look after their own position. Policy has sought to counterpoise any such tendency by recasting users as customers who must be able to say what they want and to expect to be heard. LiRRiC belongs to a much-needed re-balancing of this policy. What people initially say they want - for example on diet or conflict resolution – does not invariably provide a basis for useful action. Part of the meaning of expertise is to understand the difference between wants and needs. And working with needs is not lacking in any care or concern for the user. Indeed, colluding with immediately expressed wishes may, itself, be deeply user unfriendly. And so, while responsible expertise acknowledges the authority of user experience, it also pushes at the boundaries – examining the limits of experience and suggesting new and useful experiences. Experience-based 'voice-and choice' of users is always a good starting point for learning – but it is not invariably a sustainable action point.

3. **the learning purposes of assessment.** Policy interests over recent decades have sought 'objective' evidence of outcomes; and they have done so in order to hold providers to account. A problem for those procedures has been that less-easy-to-verify but no-less-important elements have been neglected by assessment procedures. There is another approach: students can use assessments as a basis for making up their minds how they will use learning in their lives. Furthermore, there is a another reasons for doubting the value of conventional assessment for psd. Our brains are in a perpetual state of clearing-out: without realising we are doing it, we all discard knowledge when the reason for learning it seems to have passed. That is why learning should not be marked as useful in tests, but as useful in life. There are

three dimensions to understanding the purposes of assessment: they can serve accountability, selection, and life-planning. LiRRiC requires a more robust understanding of the third dimension.

4.   **the usefulness of integration.** Integration in pubic-service policy has two aspects to its rationale. The first relates to people's experience: what people do about (say) working-life has causes and consequences in what they do about domestic-, neighbourhood- and social-life. Highly specialised expert services, which separate these concerns, risk missing how they are linked in people's experience. The second aspect has to do with the value of provision: it is that what is learned for one of these areas of life will be useful in others. There is, however, a kind of professional pride which insists on well-maintained boundaries – (say) around what careers work is about, or how historical knowledge can be used, or who should be admitted to a network of help. But all of this pure-mindedness risks missing how many sources of learning is, and needs to be, linked to people's lives. Integration reclaims these possibilities - by linking subject to subject, life-role to life-role, and curriculum to community.

5.   **the tactical importance of schools and colleges.** LiRRiC supports the action proposed in *Youth Matters*. Those proposals set out how a children's trust (in the local authority) commissions appropriate services. Social services, youth services, education-welfare services, Connexions services and a range of voluntary and independent providers, feature in the networks set up in this way. Schools and colleges are included where their provision meets standards required by the trusts. But how people manage their lives varies across any local authority - there can be more variation within a single authority than between different authorities. Relatively centralised authority can be relatively blind to these variations. Schools and colleges are more closely tied to neighbourhoods – which broadly correspond to their catchments areas. Where schools (particularly extended schools) and colleges link to their localities, they become eyes and ears for appropriate provision. Looked at this way, LiRRiC is a necessary component in the effective implementation of *Youth Matters*. What schools and colleges do about the proposals will be critical to their success.

LiRRiC has much to offer policy. The task now is to get this thinking into a form that practitioners can use. That is where policy becomes reality. And that is where the following section now takes us.

a new model for effective and useful learning

This section is a bridge between policy and implementation. Policy aspirations can only be realised through practical programme management. We need now get to grips with the tasks which are critical to that realisation. They are set out in the table (following page). It concentrates on key tasks for the development of LiRRiC.

The table signposts where, in the ensuing pages, you can examine the tasks in more detail. All are significant; but different schools or colleges will deal with them in varying ways and in different orders. At the same time they are all inter-linked - each helps to make sense of the rest. This means...

1. you can use the ensuing pages in any order which is appropriate to your school or college;
2. you can work outward, starting with your starting points, but making step-by-step progress - to achieve a sustainable basis for change;
3. it takes time - LiRRiC cannot be fully realised in short order.

Policy must be patient with practice; practice has a demanding task. LiRRiC is a new model for effective practice – moving from policy to implementation in useful and manageable terms.

The central idea of role is well-defined common ground to both policy and programme management. Policy and LiRRiC use different language - but the ideas coincide:

Youth Matters urges the need for*:*   'somewhere to go', 'someone to talk to', 'something to do'.

In LiRRiC life-role relevance means: 'for life's settings', 'in those relationships', 'on its tasks'.

This is new thinking for psd. New thinking calls for a new term; hence 'LiRRiC - Life Role-relevance in Curriculum'.

There are significant gains for curriculum to be made here. And, because LiRRiC works as a unified part of the curriculum, they are gains for the whole curriculum.

a whole curriculum	*how standards are protected*	>	**i.** building one curriculum p.20		
common ground	*how links are established with each 'academic' subject*	>	**ii.** making common ground p.21		
integration	*how this learning is taken off the edge of timetable*	>	**iii.** integrating the space p.22		
relevance	*how LiRRiC's makes its distinctive contribution to the curriculum*	>	**iv.** insisting on relevance p.23		
life role	*how students see where, with whom and how they can use their learning in their lives*	>	**v.** enabling learning transfer p.24		
whole person	*how learning includes feelings, touches relationships and refines judgements*	>	**vi.** enabling affective learning p.25	**vii.** enabling social learning p.26	**viii.** getting coherence p.27
assessing skills	*how this learning is assessed to inform further action by the students*	>	**ix.** assessing skills p.28		
learning for action	*how appropriate teaching-and-learning methods are designed and used*	>	**x.** providing for processes p.29	**xi.** building in progression p.30	**xii.** engaging active learning p.31
young people	*how credit is given to what young people learn from experience*	>	**xiii.** building credibility p.32	**xiv.** asking students p.33	
community links	*how LiRRiC pushes the boundaries of students' experience*	>	**xv.** linking to community p.34		
local	*how neighbourhood resources-for-learning are engaged*	>	**xvi.** thinking locally p.35		
programme management	*how appropriate management styles are identified and applied*	>	**xvii.** building teams p.36	**xviii.** managing schemes p.37	
enhancement and reform	*how LiRRiC helps to change curriculum in a changing world*	>	**xix.** shaping research p.38	**xx.** differentiating learning p.39	**xxi.** keeping up and moving on p.40

LiRRiC - a new model for effective and useful learning for personal and social development

realising policy through programme management

use the following pages in any order which is appropriate to the work in your school or college

i. building one curriculum

LiRRiC belongs to a unified curriculum. It is not a supplement to an academic main event, it is integral. There is no conflict between academic standards and LiRRiC relevance: they depend on each other - without standards learning would be lacking, without relevance it would be futile.

LiRRiC programme managers have no interest in diluting curriculum standards. On the contrary, their work depends on maintaining high standards. But LiRRiC managers question whether standards can be a sole driver for curriculum. They seek better than a monoculture of standards - we all need a broader-based culture of learning. The base-line task for LiRRiC programme managers is to ensure that students can recognise and use curriculum as learning which is useful in their lives. It may come as a bit of a surprise to some students, but the curriculum really can help them to work out what to do in their lives.

maintaining standards. There is a first question to ask in working out what to do. It is:

> 'what's going on?'.

The subjects in the curriculum are a resource for LiRRiC because each poses its own take on the 'who?', 'where?', 'when?', 'how?' and 'why?' supplementaries to that first question. Assessment systems test for how well students are managing them.

This aspect of curriculum has been characterised as 'transmission'. It maintains curriculum as an accumulating body of knowledge, skills and values, which each generation passes on to each rising generation. It celebrates high attainment and excellent achievement. Which is often what people are thinking about when they use the term 'academic'.

ensuring relevance. LiRRiC programme managers seek more - moving on from the first question 'what's going on?' to a second question for students to ask:

> 'what am I going to do about it?'.

And that means not just acquiring what curriculum transmits, but using it in a life. LiRRiC enables students to use learning in action, not as candidates for assessment, but in all their life-roles. It makes curriculum a starting pistol rather than a finishing line.

In LiRRiC using learning, to work out what you are going to do in your life, means using it in your life roles. Students already occupy many life roles - such as daughter-or-son, brother-or-sister, friend, lover, volunteer and worker. Young men and women can use help with what they do in these roles now. But – taking the long view - what is done in these roles, can shape what will be done in future roles. And so, life-role relevance means that LiRRiC points to both how you manage things now, and how you will manage things later. In LiRRiC life roles include all present and future family, neighbourhood, consumer, worker, volunteer and citizen roles.

But LiRRiC does not belong to any particular selection of these roles, such as 'career' or 'citizen' or 'entrepreneur' roles - it belongs to them all.

releasing the dynamics. The critical task here is to realise how 'academic' curriculum and LiRRiC draw on each other. They are as mutually dependent as the two questions:

> 'what is going on?'
> and
> 'what am I going to do about it?'.

There is a two-way dynamic: seeing that learning is useful is a motivator for learning; so that wanting to learn drives up standards. LiRRiC validates curriculum: it is not a plea for a different curriculum, it is a strategy for making better use of the curriculum we already have – and are developing.

being clear about the implications. LiRRiC managers are, therefore, helping to build one curriculum. LiRRiC is not a by-way, not a marginal addition and certainly not an optional supplement to curriculum. It is integral to any adequate conception of a modern curriculum..

Our young people need a fuller answer to the question 'why is this worth learning?'. It is true that without standards learning would be lacking, but it is also true that without relevance it would be futile.

ii.   finding common ground

What happens in life roles is best informed by the learning that curriculum subjects transmit. There is no part of the National Curriculum which cannot be useful in this way. This is the common ground between LiRRiC and 'academic' learning.

Common ground means that a scheme of work is occupied and shared by different people, each for their own purposes. LiRRiC comprises a series of schemes, which people with different core interest can use for shared purposes and other purposes which are different for different people. But they all agree - the scheme is worth doing.

drawing on academic learning. Every part of the subject-discipline base of curriculum can be useful for both 'academic' and for life-role-relevant purposes. This makes part of a programme manager's task one of finding the common ground between LiRRiC and 'academic' learning.

> Take protecting the environment: what we know of 'what is going on' can draw on the science of life, the technology of emissions, the economics of pollution, the geography of tourism, and the music of protest.

> Or take dealing with substance abuse: now we need to know about the science of biological effects, the mathematics of probability, the history of prevalence, the geography of supply, the economics of demand, and the literature of experience.

> It is hard to see how any proper understanding of what to do about such things can be developed on any lesser basis. LiRRiC cannot proceed without the help of some of that academic expertise. And young men women cannot work out what they can sensibly do about any of this except on such an informed basis.

recognising the importance of expertise. One of the most useful activities in LiRRiC learning is well-managed discussion. Students need to compare and examine what they know, and re-think and rehearse it into a useful and sustainable form. But useful discussion must be well-informed - more than an habitual repetition of what students hear on the street or pick up from the tabloids. That is why LiRRiC needs expert input. Experts are useful for what they know, but they are even more useful for the help they can give in enabling students to know how to find out more.

expanding common ground. Programme managers seek common ground across the curriculum. By relating learning to a range of life roles LiRRiC is aligning itself with the full breadth and depth of curriculum, not with any vocational, or other constituency, in it.

LiRRiC is pragmatic, but it does not see learning wholly in vocationally or politically utilitarian terms – it is for use, pleasure and delight. It therefore belongs to the whole curriculum – its languages, its sciences, its arts, its humanities and its technologies.

using the dynamics of change. Over time any common ground occupied from different perspectives will lead to re-thinking about how curriculum is used.

> In the cases of the environment and substances: we may think again about the value of science. We might also think of other disciplinary areas worth including - for example, the psychology of dependence, the sociology of pressure, the media-studies of how people are informed, and the law concerning penalties.

making subject-to-subject links. When students are working on this, they need to draw on more than one of these sources, at the same time. For example, it could be useful to examine the relevant science alongside its treatment in the media. And so LiRRiC heals the separations which a subject-by-subject curriculum opens up. It means that something learned this week in science can be linked to something that was covered last term in media studies, or will be covered next week in history, or whatever other 'academic' knowledge is useful and can be drawn in.

respecting the subject base. Finding common ground needs a timetabling strategy which structures these subject-to-subject links. But it needs to do that without increasing the load on curriculum – and in a way that leaves 'academic' teachers free to go on building a high-standards knowledge-base in the subject-by-subject curriculum.

iii.   making time, clearing space

LiRRiC creates shared spaces for cross-curricular and community-linked work. Its timetabling strategy restructures boundaries - creating a series of schemes, sharing enough time, in useable spaces, and making effective use of available resources. LiRRiC is a sequence of such schemes.

LiRRiC links high standards to useful relevance, moving between what is learned and why it is worth learning. It needs a linking strategy which gives us useable time and space.

avoiding infusion. There are some strategies that will not work - it is important to exclude them. Cross-curricular infusion is one of them. Infusion seeks time for LiRRiC inside all subjects. It would, for example, require all teachers to refer to life-role relevance at appropriate points in their own timetable slots. Done well, it might motivate students for academic subjects. But, even then, it can only be partially effective, because...

> it arbitrarily invades subject boundaries;
> it is marginal to the dominant 'academic' agenda;
> without thought and commitment it is likely to be counterproductive;
> it is piecemeal – we can't know who is doing what;
> it fails to make the all-important subject-to-subject links.

using integration. LiRRiC timetables a special and shared framework for cross-curricular learning which avoids all these pitfalls. It is a project-by-project restructuring of those boundaries – making enough time and clearing useable space. Effective integration structures well-targeted, well-timed, appropriately-resourced and sustainably-manageable programme of learning projects. Within that structure it makes common ground between standards and relevance.

> Take education on substance abuse: students can usefully be alerted to the life roles – such as friend, parent or worker - where the issues need to be faced, Students can then see how what is done about them issues makes a difference to them and people important to them. Various subjects – it may need to be biology, history, media studies and law – which can tell of what it would be useful to know in dealing with these issues, in these roles.

Once learning needs have been specified, and the general timing and shape of a scheme can be envisaged, LiRRiC structures the scheme by:

1. identifying life roles where the learning will be useful;
2. working out scheme logistics – a scheme running for how much time, when, how spaced over time, in what sequence, and with how much individual, group and plenary work;
3. engaging teachers whose expertise and teaching-and-learning style can help;
4. engaging community-based experts – such as those in social and Connexions services - as consultative help to students;
5. engaging community-based mentors whose experience and interpersonal style can help;
6. negotiating common ground, and agreeing who will do what;
7. introducing the project by pointing to where in life students can use this learning;
8. supporting students in a planned sequence, drawing on and using the expert knowledge;
9. engaging students in recording learning outcomes;
10. working with students on where else in their life students can anticipate using this learning - how what is learned for one life role can be useful in others.

being cost effective. All of this is already used in a well-managed experience-of-work scheme. The difference is that LiRRiC managers need thoroughly to take on board coverage and contacts for life as citizen, family-member and consumer - as well as worker. But, that in mind, LiRRiC is usefully thought of as a planned sequence of such projects - set up as-and-when required.

And so: integration does not require more resources, it engages only people who can help; it does not demand more time, it re-allocates existing time; and it does not dilute standards, it relies on them.

iv.   insisting on relevance

The central idea in LiRRiC is life-role. When the question is raised 'what can you do about your learning?' the answer always locates the person in some role in life. The idea of role links what is known to why it is worth knowing. And life-role scenarios can engage both teachers' and students' imagination of possible futures.

LiRRiC is for learning which students can recognise as being useful in their lives. It is a distinctive purpose, different - for example – from learning in order to reach an assessable standard.

focussing on life roles. The central idea is life role. All the decisions that need to be made, problems that need to be solved, and moving-on that needs to be negotiated are undertaken in role – for example as parent, as worker or as citizen. In each case a vivid image can be evoked of a person, in a setting, with relationships and taking on a task.

identifying learning needs. All learning can help students in their life roles.

> Take worries about diet: questions about human rights, and anticipations of working life: Students can learn much of what they need to know about them in science, history and geography. But the LiRRiC question is 'what can you do about this?'. And, where role is linked to academic learning, it becomes specific: 'what can you do about what science teaches you about diet', '... about what you've learned from history about human rights', '...about how geography explains changes in the local economy?'.

bridging learning to action. There are three elements for programme design in the question 'what can you do about this?':

1. 'you' - an active **self**;
2. 'this' - an **opportunity** for action;
3. 'you can do' – a **role** that puts you in a position to do something about it.

Role links 'self' to 'opportunity'. When 'you' do something about 'this' you are doing it as parent, worker or citizen - or in one of the myriad life-roles we all occupy.

the link

opportunity >	role	<self
what options are available?	what can be made to happen in this role?	how and why would a person do it?

Role is a linking concept – carrying self to opportunity, and bringing opportunity to self. Focussing tighter, the bridge has a structure. There are three key elements to role:

(3a) **setting**:   where will you be (when you make this happen)?
(3b) **relationship**: who will you be with?
(3c) **task**:   what needs to be done?

the structure

opportunity >	role at a setting, in relationships, on a task	<self
what's going on 'out there'?	what will I do... in this setting? ...with these people? ...facing this task?	what's going on 'in here?'

being imaginative. There is a lot of room for programme-development imagination here:

> On diet: it might mean visualising a burger-bar, with friends, choosing from the menu. On human rights: on the street, with other volunteers, helping the homeless. On working life: in a workplace, with a line manager, negotiating terms.

Such life-role scenarios give recognisable relevance to learning. There are many others. They can all use academic input, but they all reach beyond it – from 'what's going on?' to 'what can I do about it?'.

v.   enabling learning transfer

LiRRiC is learning which transfers from a learning setting to the settings where it will be used. This is more than a learning outcome, it is a living outcome. It requires that the learning reminds students of their lives, so that their lives remind them of their learning – and goes on doing that.

LiRRiC is learning gained in one setting, but used in another. It must, then, enable a transfer - from the learning setting to the life setting. Transfer is more than a learning outcome. A learning outcome can be achieved in the classroom, but a living outcome is achieved somewhere else. Good academic work will ensure that learning outcomes are gained; LiRRiC's job is to enable the transfer of that learning to life. We are talking here not just about assessed learning outcomes but of outcomes-for-life. If transfer is not achieved then, however well students do in tests and assessments, what we are trying to do is just not working.

making markers for transfer. For transfer to occur students need to be able to imagine where in their lives it will be useful. And they need to visualise those markers while they are learning. Life-role thinking can enable this in useful detail. It provides the key elements for making such markers. They call up the narrative scenarios where the learning can be used:

setting: (when you use this learning) this is where you will be;
relationship: this is who you will be with;
task: this is what you will be taking on.

being imaginative. The use of role makes a lot of space for creative imagination of different role-marker stories.

> A programme manager can think laterally – say on diet, human rights and working life: it might be more useful with some groups to refer (on diet) to being 'at home, talking about meals, with your family'; or (on human rights) 'in a pub, wanting to speak-up for the homeless, with your mates'; or (on working life) 'on a call-out, trying to be helpful, with a difficult customer'.

The essential requirement is that students recognise the learning as belonging to their lives. Making good markers for the transfer of learning means that the 'classroom' reminds students of their lives - so that their lives will remind them of the 'classroom'.

starting-up and following-up. The setting-relationship-task markers can be used in a start-up activity. But, in follow-up, teachers can also seek further markers from students - by asking where else, with what other people and on what other tasks they can envisage using this learning.

start-up and follow-up transfer markers

setting	relationship	task
...you will be able to use this learning when you are in this position...	...with these people...	...taking on this
...where else can you see that you can you use this learning?...	...with whom?...	...taking on what?

All life-role markers make learning more transferable. In follow-up they providing yet more links between the learning and life - increasing the likelihood that students will use the learning in their lives. (And, of course, also increasing the likelihood that the learning will be remembered.)

getting living outcomes life-long. Life-role markers make it more likely that learning is embedded in a range of associations; the learning is - then - more likely to be recalled, tried out, and adapted for re-use.

Life-role scenarios are stories; and we are all more likely to recall narrative than other memories. You see what this means: people will remember and use the learning; but they will also remember and recall where they learned it. Effective transfer lays foundations for the valuing of learning itself - life-long.

vi. enabling affective learning

There are emotions which urgently well-up, feelings that have settled into an on-going sense of the ways things are, and purposes which give meaning to a person's life. All are important in LiRRiC.

Any talk of why a person would do one thing rather than another evokes affect.

> For example, talk of dieting, or the environment, or animal rights or working life calls up feelings: 'are you sure you really want to take this on?'; 'I care about it a lot, I've got to try!; 'but he's hopelessly over-optimistic about what he's trying to do'.

LiRRiC is for helping people with such things. Everybody can give themselves more of a chance by learning to manage affect. LiRRiC works on how unhealthy, aggressive or impulsive behaviour is often rooted in affect. That is not because people don't understand, but because some emotion suddenly wells up, or some on-going feeling takes over, or some compelling purpose asserts itself. All of this is affect.

working with layers. Affect is not invariably soft and cuddly, it can be a tough and ruthless driver. LiRRiC helps students recognise and work with that – in the mall, on the street, at work:

emotions:	They well up – for example boredom, excitement, anger, desire. They by-pass rationality and can provoke impulse – leaping before you look. But they are instinctive, and can have survival value – where he who hesitates is lost. On the other hand, they can just make lovers and shoppers over-impulsive.
feelings:	These are part of a more-settled sense of the way things are. They might show as competitiveness, altruism or kindliness; and they also show in people's on-going preferences and interests. They do not by-pass rationality, they incorporate it into a single account of how things seem to be. But they are deeply internalised – often suggesting action that feels more like intuition than logic. Parents, friends and the politically-active draw on them.
purposes:	These are longer-term and more pervasive goals, calling up values that can persist life-long. They may be experienced as a deep need, or the pursuit of fulfilment, or a search for

something worthwhile in life. They show, for example, in volunteering: some crave the action, some seek the stimulation, some want to make a difference. Much the same applies to entrepreneurship and pursuing a career. Such meanings can persist throughout a life. Good biographies reveal the themes they trace in a life.

Cool rationality might show you what it might be possible for you to do, but all of this warm-and-hot affect tells you why you would bother.

recognising expertise. Affect reaches beyond rationality: but there are academic disciplines which examine it – including science. Affect is rooted in instinct. Like rationality, instinct suggests action. But it does so in different terms: to act or be still, approach or avoid, fight or run, help or hide. We inherit such drives because they have survival value.

Feeling good does not always mean that it is good. Much of how this is so also comes under some scrutiny in 'academic' curriculum. Literature, drama and (in another way) history speak of motivation and meaning in what people do. And what we call 'emotional intelligence' draws on neurological aspects of psychology. LiRRiC relies on such expertise – because students need all kinds of ways of understanding affective life.

respecting affect. There is nothing superior or inferior about any of these layers of affect. Any can move you on, or lead you into serious trouble. Knowing how this is so, and knowing how to harness it, are essential to LiRRiC.

Affect rightfully demands attention in formal roles - such as parent, entrepreneur and citizen. Enabling students to manage affect is important in informal roles such as 'jock', 'queen-bee' or 'clown' – and critical in anti-social and criminal roles.

vii.   enabling social learning

Thinking about what people do in role sets things in a social context. These dynamics - of attachment and allegiance - are powerful. They offer LiRRiC both serious challenges and useful resources.

Affect is often experienced in relation to other people – think of desire, disappointment and altruism. Nothing is done in a social vacuum: we manage our roles with..., for..., and in response to... other people.

working with roles. Role thinking sets role in relationship:

> **person with person** - every role has a reciprocal role: worker with colleagues, parent with child; consumer with retailer, friend with friend, citizen with neighbour, believer with guru;
> **person with people** - for each role the links spread out: a worker has links with colleagues, but also with ...customers, ...managers, ...investors, and more;
> **person with self** - everyone has more than one role: the worker is also a consumer, a parent, an activist, a believer – we all occupy a lot of life roles.

How is that experienced? It means that when a college applicant is working out what he is going to do about his career, he might take account of his respect for his adviser - but also of his feelings for his lover, and his need for the respect of his peers. The adviser might not top that list.

Role thinking holistically maps the range and layers of such relationships.

working with role conflicts. It also maps their dynamics. There are always drivers and tensions. Different role relationships throw up different priorities - and they can conflict. In working-life resolving that strain is what we mean by 'work-life balance'.

In these ways role-scenarios brings out much of the breadth, depth and dynamics in the term 'relationships'. And they are interesting stories.

working with the dynamics. There are two kinds of stories:

attachments: These are made through inter-personal exchange – making contact with a person. People can feel that something must be done about diet because of up-close feedback; citizenship because of an admired role model; learning because of help from a mentor; work because of the expectations of a loved one – all person-to-person.

allegiances: These are formed person-to-group - peer-group pressure and parental interests are group influences. They are cultural - expressing shared experience in stories, music and play. They can be rooted in class-, ethnic- or religious-experience. They transmit assumptions, values and expectations - ranging from what is worth buying to who is worth listening to. From inside the group this can feel like unassailable truth. Groups reward compliance, ostracise deviance and protect their own. Membership can be highly prized.

We can set up career-learning so that students know what to do about recruitment procedures. But their first task may actually be knowing what to do about their attachment to a single mother – or their allegiance to 'the crew' on the street. If these relationships are not worked through, then the recruitment officer won't even get a look in.

tapping into social influence. Social influence means that life-role action may not depend on what a student pays attention to, but who. It can both liberate and entrap. Stereotypes are culturally acquired and they entrap. They are LiRRiC's greatest challenge.

Social influences are challenging to LiRRiC because they are strong. That is why programme managers must work with them. Since they are learned socially, they can be re-learned socially. Because that is so, LiRRiC's most powerful tool is to broaden the base of contacts and cultures. LiRRiC therefore argues the value, not just of more information, but of meeting people the-likes-of-whom students have never met before.

New places to explore, surprising people to meet, and different things to try out – few things can make change-of-mind more of a possibility.

viii.   getting coherence

LiRRiC develops coherence in two areas. In the academic area it builds a shared framework both with academic disciplines, and between them. In the life-role area it links role to role. Coherence therefore builds a unified curriculum, for a whole person, in one life.

Engaging affective and social learning is a whole-person strategy. There are two drivers here: across subject boundaries, and within LiRRiC itself.

working across subject boundaries. In life, using learning rarely means drawing on only one subject specialism.

> For example: knowing what to do about animal rights is more sustainable when informed by different disciplines – science, sociology and religious studies. All have something useful to say about it. A person working on the issues might need, at one time, to draw on at least these three areas of understanding.

But what life-roles join together a subject-bound curriculum puts asunder. That is why LiRRiC integration develops a framework in which such subject-to-subject links are made and used.

keeping LiRRiC coherent. But LiRRiC contains its own dangers of fragmentation. Life roles can themselves be developed into specialisms. There are possible disintegrative tendencies within the idea of life-role itself – it can be fragmented:

> Different stakeholders have interests in different roles: some favour attention to religious, some to worker, some to enterprising, and some to citizen roles. Those interests can be formulated into subjects – so that, say, 'careers', forms yet another subject in an entirely subject-bound curriculum.

LiRRiC would then become part of its own problem – lost cohesiveness. It would also be further cluttering an already-cluttered timetable.

That is not to say that the subject bases of curriculum must never be changed.   A LiRRiC manager can make a case for more media-studies, philosophy, psychology, sociology and economics. (How we get more of this in, without squeezing something else out, is an issue.) LiRRiC needs all those learning opportunities. But its primary task is to enable students to use that learning, joined-up, in life.

making curriculum cohesive. Life roles cohere.

> We can each do something about environment, not only in our role as activist, but also as family member, householder, worker and consumer. Most purposes can be realised through more than one role. And what is done in one role links to what is done in another. For example, what a worker does about the environment (such as turning down a job in a company with a seriously dirty carbon footprint) may be influenced by her daughter's feelings, and could have consequences for her son's pocket money.

So what is done in one role can be seen to influence what is done in other. In one life, what a person does as a worker must cohere with what she does as a mother. Any idea that there is any specialism which can set a boundary around the role of worker, separated from the role of mother, or from any other role - that idea is a scholastic myth.

The programme-management pointers concerning coherence are:

> - we may need change in the coverage of specialist disciplines;
> - but inventing new life-role-based specialisms could actually squeeze out the knowledge we most need;
> - life-role relevant learning needs academic disciplines to be linked together, in a single coherent framework;
> - it is unreal to work with one role in isolation from others;
> - learning for any purpose can always be used in more than one role.

Integration must, therefore, frame a unified curriculum - for a whole person, in one life.

ix   repositioning skills

Learning for action calls on more than narrowly-defined skills. Appropriate assessment engages students in reviewing what they have learned, in saying how they can envisage using the learning in their lives, and in planning what further learning they need for those purposes. It all means re-locating the idea of 'skills'.

The word 'skills' is useful in talk of curriculum, because it points to specific things which students are able to do with their learning. And, from points-of-view in which accountability is important, there is this advantage: skill is relatively easy to assess – you can observe whether students can do it or not.

expanding on skills. The 'to-do' quality of skills is important. But there is more to say about: action is also driven by understanding and by attitude.

> **on understanding:** A person who habitually replicates a learned once-and-for-all skill, without adaptation, is not equipped for a complex and changing world. But being able to adapt skills requires an understanding of how things work – the causes-and-effects in how doing it 'this' way gets 'this' result. That understanding embeds the skill for use in more than one situation.
>
> **on attitude:** Action is motivated. Motivation is an affect-laden attitude to the action. While skills permit action, motivation fuels it. It drives the action at the level of emotions, of feeling and of purpose. As a species, we have an unusually wide range of motivations for action.

So LiRRiC locates skills at three levels: by practice, by shaping practice with deeper understanding, and by energising practice with a wider range of motivations. While some may train, we must educate. The trouble for some is that education is not so easily-assessed.

developing assessment. Assessment answers the question 'how are the students getting on?'. A useful way of sorting out the purposes for assessment is to ask 'who needs to know?'. There are three parties.

The first is the student, who can use the information to improve her or his progress. Second parties are helpers who can use the information to improve the help they offer. Third parties are people who can use the information to see whether a student has reached a required standard.

1. **first-party planning** needs to know where and why achievement has, and has not yet, been realised. It is called 'formative' because it informs further action by the student.
2. **second-party evaluation** needs to know how to help students make better progress. The jargon is 'catalytic', pointing to how teachers and other helpers can use it to evaluate and change what they do.
3. **third-party assessment** needs to know how completely students have reached intended learning outcomes. The term 'summative' points to how the student is summed-up at a particular stage.

LiRRiC can be assessed in all these ways: (1) to help the learner; (2) to evaluate the helper; (3) to maintain accountability to funders, selectors, and other third parties.

involving students. LiRRiC programme managers give a higher priority to (2) than (3). But they give highest priority to (1):

> it gives students a handle on directing their own learning;
> it lets students in on identifying appropriate criteria;
> its self-review is an essential element in learning-how-to-learn;
> it links students to how they intend to use the learning in their lives;
> and to plan for what further learning they will need.

We need more design and development on this. There are promising developments in personal-learning plans, progress files, recording experience and profiling.

But, in all this still-developing work, we still need to reposition 'to-do' skills in a fuller account of how students get ready for action.

x.　providing for process

Much of the knowledge underpinning LiRRiC is subject to change. Change means that students need not only to learn, but to be ready to re-learn. And that means taking command of learning processes - for life-long use.

LiRRiC starts from coverage: the question 'what's going on?' is answered in terms of facts, factors and trends. And people need this information. It is why we need specialists: for example experts on the science of health-care, the economics of the labour-market, and the history of citizenship.

setting up learning for a changing world. But what we know about such things changes. Whatever academics say today, they will say differently tomorrow. Some of this will expand existing information, but some will replace it. The answer to the basic question 'what's going on?' changes, and what we can say of it expands. And so all well-founded knowledge must change. It is part of all educators' work to enable students to deal with that – to know, to know how to find out more, and to know how to go on finding out.

Students need to be aware not only of what they learn, but also of how they learn it. Then they can re-engage learning processes for themselves. In that way they become self-propelled - keeping up with change. Process develops the basic question from 'what's going on?' – it becomes '...and how can I find out more?'. Today's curriculum will serve our children for today, and perhaps tomorrow, but not for a lifetime. Learning-how-to-learn will.

calling on coverage. Much of the prevalent account of change is about global economy and the science and technology which support it. Academic curriculum can help students with what they need to know about this - as partners, householders, parents and consumers, as well as workers and citizens.

But there is more: global changes have social and cultural effects - with life-role implications. Things are moving on in how friendships are formed, families are organised, ethnicities are cherished, work is experienced and citizenship is engaged.

Again, these social and cultural trends can be covered in 'academic' curriculum. The narrative subjects – including literature, drama, and history – can develop a grasp of what is happening in people's lives and experience. So can psychology and sociology.

enabling process. But the most pressing issue here is for processes – less about what we learn, more about how we learn it. And learning processes are also part of 'academic' curriculum: scientific methodology, historical method, philosophical epistemology, and the arts of narrative communication are all about how we know anything.

> Can we develop a street-level epistomology? – asking 'why are we so sure of ourselves?', 'who knows better?', 'how do we know what we can trust?', 'how do we know who?', 'does what we're finding out make any sense?', 'what's our "take" on it?', and 'how do we get that across to anybody else?'.

All academic work is rooted in questions like these. And - in science, in history in literature, and on the street - they must always precede the question 'so now what do we do?'.

LiRRiC programme managers are alert to two areas for integration with academic curriculum. Our students need all the help they can get on:

coverage: What students need to know. Coverage is expressed as nouns - for example, about facts, factors, trends, impressions, roles and experience.

process: How students gather information and impressions. Process is expressed as verbs, for example in locating, enquiring, sorting, probing, explaining, anticipating, revising and communicating.

LiRRiC can see the point of the nouns, but - most of all - it wants students to take command of the learning verbs.

xi.   building in progression

LiRRiC learning is as complex and demanding as any. It therefore needs to be assembled into a stage-by-stage progression - moving from basic to developed learning. That progression is essential for setting out how learning begins, moves on, and is completed. And 'completion' here means 'ready-for-use'.

LiRRiC is learning for action: its problems are posed not by examinations but by life; its endpoint is not that people know how to score high in tests but how to move on in life – not the same thing. Moving-on in life needs an understanding how one thing leads to another.

working towards understanding. There is as much complexity here as in any part of any curriculum. LiRRiC programme managers build into schemes a journey towards understanding:

> how past causes have led to present effects – explanations of how things got this way;
> how present causes can lead to future effects – anticipations of how things can be changed;
> how we are all both causes and effects - how things have affected 'me', and how 'I' can be effective.

All of this underpins autonomous action – it builds an ability both to intend what happens and to anticipate its probable consequences. It is the basis of all skilled action: it is how skills become adaptable, and it is a requirement for finding meaning and purpose in what people do. Without these kinds of understandings, action is little more than impulse or habit.

developing progression for action. There is a lot to learn here. Progression is how education manages that complexity. Progression is used in two senses: it can describes how one *qualification* leads to the next; but also what *learning* is making that possible. LiRRiC scheme uses progression as a *learning* sequence - moving from a starting point to a resolution. The resolution is knowing what to do. LiRRiC uses a process-driven sequence – based on learning verbs. Getting to a ready-for-action end-point means working through that stage-by-stage progression. There are programme-design features here.

sensing: This is **'finding out'** enough to go on - the information and impressions that informs action. It comes with the help of expert sources, including 'academics'. It also comes from community-based experience.

sifting: This is **'sorting out'** by putting knowledge into useful order - in lists, mind-maps and stories. These three devices 'file' together what goes together, like-with-like.   Expert categories also do this - in databases and worksheets. And so do peoples' natural constructs – sorting things into 'before and after', 'close and distant', 'like and dislike', 'me and others'.

focusing: This is **'checking out'** on selected 'files' – things that are important for my purposes. All learning for action requires this kind of selective probing. Nobody can examine everything in detail. Students' personal priorities come into play here – everything is seen from a point-of-view. It concentrates the mind.

understanding: This is **'working out'** past causes of present effects, and present causes of future effects - how one thing leads to another, whether in myself or in the opportunities. It explains how these things got this way, and suggests what can be done about them.

In progression each stage depends on its previous stage.

> Working backwards through the progression on an issue of self esteem: 'I'll never be able to that' is an *anticipation* based on a mis-*focus*; fed by distorted *mapping*; resting on too little *information*. Careful reworking how that belief starts and progresses changes everything, and suggests what can be done about it – offering new anticipations.

Learners are not just acquiring knowledge here, they are making it their own. Alert helpers and their programme managers will notice not just what learning has been retained, but what it means to their students.

xii.   engaging active learning

Learning for action requires active learning. That means a pace that attracts and holds students' interest, a style that is at ease with disclosure and exploration, an acknowledgement of both expertise and experience, and space where the action can be trialed, reviewed and adapted.

LiRRiC requires active learning. Schemes draw on three clusters of method - all inter-active, but at deepening levels of student activity.

using didactic methods. These are more than 'chalk-and-talk': they include narration and demonstration, as well as presentation. Expertise is often presented in these ways; and experience is recounted as a story.   But all are also delivered through worksheets and graphics - as well as talk. And all can use technology-based media. Students learn from what the presenter tells and shows. Where it works well, students are active – interested, reflective and questioning. Presenters encourage that:

> 'am I being clear?...', 'any questions?...', 'can you see what this means?...', 'what do you make of it?...'.

The presenter is central, and the inter-action is radial - moving to and from the presenter. Some things cannot usefully be learned in any other way.

using participative methods. These move students on - from gathering knowledge to using it. Methods include interactive checklists, problem-solving tasks, simulations of critical events, and experimental try-outs. There are hi-tech virtual versions of all these. But much needs to be done in a real interpersonal space - where 'technology' means moving the furniture. All of this enable students to get what they've learned into a basis for action – identifying, practising and adapting knowledge and skills. It means that teachers are seeking solutions from the students...

> 'what can you say about this?...', 'what would you do?...', 'how do you know?...', 'what happens if?...', 'what happens when?...' 'what happens next?...'.

The teacher is not central, and discussion is orbital - students learn from trying things out and from each other. It all expands the possibilities for action.

using experiential methods. These take students into more personal levels of thinking, affect and social relationship. Methods include recording experience, inviting students' disclosure of experience, beliefs and values, the rehearsal of real events in their lives, role plays where students try-out roles in exchange with each other, and open discussion of how all of this works out. Virtual versions of these methods are rarely sufficiently nuanced. In all of these methods students are engaged in affect-laden and socially-set realities. Teachers support them in this with tentative cues...

> 'what do you guess she means by...?', 'why did you do that...?', ' how do they feel when...?', 'now that you know..., would you do it like that again?'.

There are few 'right answers' here. But there is how each student locates things in her or his own experience. These are points-of-view - different students responding to the same thing in different ways. That discussion must be orbital – students learning from each other. And all-round trust is critical: students engage as they will, but they need ground rules.

supporting facilitative helpers. All of this is about how teachers, visitors and students facilitate learning. There is no reason to assume that all psd teachers are comfortable with the whole repertoire, or that academics and visitors are not. But they can't be scripted – we each find a version of method that we can manage. Which gives the programme manager quite a task – to arrange for:

> enough time to make appropriate methods for the scheme useable;
> somebody who can facilitating learning at that appropriate level;
> a scheme with pace to both to fire-up interest and keep everybody in touch with what is going on.

It calls for serious programme-management expertise.

xiii.   building credibility

In LiRRiC the idea of 'role' draws 'academic' learning into everyday life. To use words like 'friend', 'neighbour and 'employee' calls up scenes in everybody's story. It is how LiRRiC builds credibility in the curriculum.

From the toddler-years children gather impressions from experience - first from the family. In the child's eyes what happens just seems to be how things are meant to be – everywhere, for everybody, all the time. Where later experience reinforces that view, it sometimes comes into conflict with what children find they are supposed to learn at school. Our curriculum does not seem to belong to their world: they don't learn what they do in their lives from our curriculum. There are sharp and vague versions of this tension, but it is prevalent – provoking a frequently-asked classroom question 'please Miss, why are we doing this?'.

earning respect for learning. Some answers to the 'faq' are variations on...

> *'because it's in the curriculum'.*

But, since the curriculum is the problem, we need to back it up it: 'because it's in the exam?' and 'you need to get qualified?'. There is a point here; but, from a young person's point-of-view, it can feel like being made to jump through other people's hoops.

We have other answers - variations on...

> *'you'll thank me for his one day'.*

They run along the lines, 'because knowing how things work means you can work out what to do about them', 'because you can use learning in your life', and even 'because appreciating poetry can make you a better lover'.

It is true that idea that learning is useful can come as a surprise to students; but linking learning to life-role can change their minds. To speak of life roles is to call up scenes in everybody's life. And it is to do so in graphic terms: people doing meaningful things, in real situations, and in recognisable relationships. LiRRiC is, then, a credible variation on the quip 'you'll thank me for this one day!'. Students can feel that they are living in the same world as their teachers. Teachers, though hardly ever really 'cool', can be accorded some credibility.

speaking of the scope of life-roles. The more completely the idea of role is used, the greater that credibility. Here are seven bits of role-related, jargon each speaking of the breadth of that experience:

universal:	'*Whatever I do, I'm doing as a daughter, or a friend, or a lover, or as a member of my group...*
transferable:	'*What I learn like this I can use in other ways – so where else might I be? with who else? taking on what else?...*
flexible:	'*But I'll do it differently then – maybe not like friend but as a colleague, maybe not like a daughter but as a partner...*
dynamic:	'*Shifting my thoughts like this gives me new ways of looking at things – not just as a member of a teenage group, but like a parent, with a teenager of my own...*
engaging:	'*The stories always contain different ways of looking at things. And working out how to deal with that, so that you can move on – sometimes it works out okay and sometimes it doesn't. And that's interesting!...*
embedding:	'*You remember stories more than you remember facts. Which means I'm more likely to think about the story again, when I need to...*
adaptive:	'*Because the way I see my mum' trying to be a good mother' is different from the way she sees it. D'you think my daughter will see it in yet another way? Things change - you have to keep on keeping up.'*

Life-role relevance strengthens the credibility of the curriculum by drawing 'academic' learning into students' lives.

There is plenty of room for classroom talk here. And for programme creativity.

> Take informal roles, which emerge when formal roles don't work for people. Informal roles - like 'jock', 'boff' and 'queen-bee' – are more likely to be examined in the media than in the curriculum. But they reflect changing social attitudes. And students can tell us more about them than we can tell them.

xiv.   asking students

Learning is not what we teach, it is what students make of what we do. The two are never quite the same. This is because students have other ways of learning for their lives. The relationship between what they know and how we help is therefore critical to LiRRiC.

Three observations of contemporary life particularly demand LiRRiC programme managers' attention:

1. students have more sources than ever for finding out what is going on – our constantly-upgrading information technologies are big factors in this trend;
2. students are aware of more options for working out what they will do – this is so not least in their lives as consumers and workers;
3. ideas about what 'what-to-do-before-you-die' are diversifying – there are a lot of cultural, religious, commercial and ideological groups out there, all seeking a say in what your students might do.

being aware of media and local talk. It is true that soap opera, reality-tv, game-box, camera-phone, and the internet are powerful carriers of ideas for living. They speak of what is worth doing, what is worth buying, and who is worth listening to. This is the stuff of talk on the streets, and where your students hang out. And so, it also true that media transmissions are re-transmitted in our villages and neighbourhoods. Much of it is pretty-much gossip, but none-the-worse for that. Conversation is a way of comparing beliefs and values - and checking them out. As a species we enjoy talk, because we really do need to talk. Which is good news for phone companies.

respecting student authority. It's LiRRiC's job to make it good news for curriculum. Students see curriculum as no better than one of many sources of influence on what they do. We are competing for their attention; and we can make no assumptions that we will get it. Students demand a voice; any hint of disrespect for that voice evokes hostile reactions. They have a point: in many ways they are in a better position to see what is going on in their lives than we are. Curriculum expertise has its authority, but so does their experience.

engaging students in shaping learning. Our job is to hold expertise and experience in a conversational relationship. Expert helpers talk about learning needs - though we must do it without falling into the trap of assuming that they always need what we provide.

Our expertise must converse with their experience. LiRRiC provides for this by:

> drawing on student's appreciation of local realities;
> drawing on their experience of social-and-emotional influences;
> calling on their ability to help each other;
> calling on them to say how the learning can be used in their lives;
> setting up learning which can give focus to each student's point-of-view;
> using methods where students examine, trial and shape the basis for their own action;
> setting up assessment which is useful to their first-person purposes;
> adapting curriculum so that it is useful to them;

The deeper the programme moves into this range of tasks, the more necessary it is to work with small groups and individuals. And the more likely it is that disclosing talk will occur – that a student's voice will be heard, and heeded.

LiRRiC is, in all of these senses, student-centred and personalised learning. Everything moves towards a student's informed and sustainable action.

striking a balance. Throughout all these activities programme managers are seeking a workable balance between sources of authority – our students' authority and our own:

on need: we can make professional diagnosis of their learning needs;
on voice: they can say what their experience teaches;
on choice: action is, then, on the enabled basis of the student's understanding of what is going on.

LiRRiC is for enablement. Advice is only advice; but enablement equips a person to become her and his own adviser. In the contemporary world students may not welcome dependency on our advice. And, even if they do, in today's world it would not be of much long-term help to them.

xv.   linking to community

A role is a person in a social setting – roles link a person to a community. A role also gives that person a bases for action in the community. But that means that it can become a script, shaping what a person is expected to do. LiRRiC cannot ignore this two-way dynamic.

To occupy a role is to have stake in society. But role is set in an immediate community of relationships: it is in community that people acknowledge each other's roles. A person's roles are, then, important parts of his or her social identity – 'George was a devoted husband, a loving father, a cheerful bus driver, and a reliable friend'. Such affirmations appear on headstones.

LiRRiC must work with where all of this is worked out – in community. It needs an appreciation of the students' up-close and on-going community.

appreciating community. Arriving at that appreciation is not easy, because people occupy more than one community. That is why the concept 'community' is so slippery. Cosmopolitan families offer roles in relation to relatives and acquaintances across-the-country ,and abroad. Many families inhabit city- and county-wide communities, with role-relationships reaching outside the neighbourhood. In both cases students might go to school or college over long distances. But, for most people, 'up close and on-going' means local – 'our town', 'this neighbourhood', 'the village'. Communities often have some alignments with school-and-college catchment areas.

There are other ways of thinking about community: as ethnicities, as religious memberships, as social-class solidarities and as gay communities. There are also 'criminal communities'. The internet is massively expanding the opportunities for developing such communities - and influencing people for action that the community values.

locating communities. There are two sets of indicators putting a recognisable marker on a community. They are what the community shares, and how community shapes what people do:

1. a community often shares economic-and-cultural experiences;
2. those shared experiences often shape a distinctive life-style.

Both (1) and (2) influence attitudes to curriculum. And both can be compelling.

responding to community influence. There is a two-way people-in-community dynamic here – for entrapment and liberation:

entrapment: closed communities have role **expectations** which script action readily recognisable as 'good-for-us';

autonomy: open communities allow members to develop role **conceptions** to include new ways of going about things.

All communities have some open and some closed features. The school or college is also a community, offering the role of 'student'. It also imposes some role expectations, and accepts some conceptions of that role.

Part of the programme manager's work on learning needs is to appreciate ways in which a community is entrapping and liberating. The task then becomes one of seeing where it is possible to expand the range of contacts, to introduce a wider range of experiences and – in this way - to enable a wider range of role conceptions. It is as demanding work as any that the programme manager will take on.

diversifying community resources. A method is to support the whole curriculum by locating new, diverse and engaging resources for learning. With help from community partners – such as Connexions and youth agencies - the manager can locate new material, locations and people.

material: words-and-pictures accounts of experience in this and other communities;

locations: places worth visiting – for new experience, freer enquiry and more possibilities for action;

people: mentors and others to meet, especially credible people with horizon-expanding stories.

Much of the learning that can come from these resources is most usefully enabled in 'academic' subjects – particularly in the humanities.

In all cases expanding community-links means 'different places to go, surprising people to meet, and new tasks to take on'.

xvi.   thinking locally

Community influences are first-of-all local influences. LiRRiC draws on local expertise and local experience. But this is just a first step for grasping wider possibilities.

For most people community means locality. Programme managers are working with some combination of inner-city enclave, leafy suburb, gated sequestration, dormitory village, deeply-rural hamlet and far-off-shore island. The interchangeable vocabulary of 'community', 'quarter', 'locality', 'neighbourhood', 'patch' and 'post-code' reflects a subtle, complex and overlapping geography.

working with learning reality. In learning, people work from the known to the unknown: what your students learn, must seem to belong to the world they already know – the phrase is 'proximal learning'. The idea has a special importance to LiRRiC: independently of what they learn with you, local experience has given your students - day-by-day and year-on-year - a picture of how things are in their world. Not to start with them, there, would be to risk confusing and alienating them. It would be easy for them to assume that what you are doing belongs to other people – not to them.

working with local reality. Understanding looks for what is distinctive. Students know some of it – in part from what they pick up from peers and family. And, for some, locality is fiercely-defended territory. Local media also help. But the look-and-feel of the place as you drive in, or walk about, says a lot about conditions, expectations and aspirations.   Here are seven features (and some new terms to think about) with different experiences of each...

profiling a locality

income...	...overstretched...	...manageable...	...affluent
beliefs...	...depressed...	...doubtful...	...optimistic
values...	...individualistic...	...shared...	...pluralistic
expectations...	...fixed...	...negotiated...	...open
life-style...	...restricted...	...media-driven...	...varied
learn-style...	...distrustful...	...compliant...	...enquiring
work-style...	...survival...	...fulfilment...	...contribution

Each locality profiles in a different way, not necessarily in any obvious patterns. Each profile of local experience is distinctive. This is where your students' learning for life begins.

> Take environmental concerns: people's starting points on what needs to be done about tourism, transport, shopping and activism may well vary locally - from profile to profile.

being subtle. Locality is an organic, not an administrative, reality. Indeed, a locality usually bears little relation to local-authority districts: neighbourhoods can be less alike than the districts in which they are set are like other districts. LiRRiC programme managers need a subtle appreciation of post-code locality.

expanding local learning. LiRRiC works from the specifics of locality, towards wider possibilities. A careful examination of the features in the local profile gives programme managers clues about where to make a start on the process. They are looking for new possibilities – but possibilities which can meaningfully be set alongside the possibilities suggested by the culture of origin. LiRRiC integration is well placed to seek these out.

academic expertise:	There are 'academic' resources on locality: in community history, local geography, neighbourhood literature, local media and ethnographic sociology. All can call up unrealised possibilities for action.
local expertise:	Expert sources in the community know more about local life than it might be reasonable to expect of teachers. They can be consultants both to teachers and to students. Different experts know about different roles - for example in career management, health care, crime prevention and voluntary action. All can see more possibilities for action than might at first be obvious.
local experience:	Mentoring draws on real experience of local life. Former students can usefully help, as can parents in a position to take a useful interest in the education of other people's children. They make authentic aspects of their own life-stories available to students. Their authority is that experience. Their usefulness is that they can surprise.

LiRRiC needs these sources to be both credible and surprising – to link to the familiar and to expand it. In education for the management of a life, an aim is that the culture of origin need not be the culture of destination.

xvii.   building teams

LiRRiC calls upon both expertise and experience. Its human resources comprises both professionals and volunteers. It works in both school-or-college and community. It needs a distinctive kind of network management.

Heads-of-department have demanding jobs: they engage human and material resources, for enabling students to achieve learning outcomes. They must recruit, monitor, evaluate and support the programme and its team. And LiRRiC programme managers must do all of this, but more.

facing up to the challenge. LiRRiC is not like a subject department, its team is more broadly based. It comprises:

>   specialist subject teachers - who see their 'academic' expertise as useful to students in managing their life roles;
>   **community-based experts** - with knowledge of one or other of the life-role situations that LiRRiC focuses, such as career-management, voluntary-work or health-care;
>   **experienced community contacts** - whose week-on-week experience helps students visualise using learning in their lives;
>   **specialists in personal and social development** - whose specialism is in how to engage these human resources in a programme of work, and how to facilitate the kind of learning that the programme requires.

This is not conventional staffing for a school-or-college department. The team includes other-than-specialist helpers, some of whom have other-than-professional backgrounds, and most of whom help on other-than-institutional bases. It calls for other-than-conventional management.

finding the common ground. Network members each have their own reasons for taking part. Among them is a drive to improve the position of their own work. Subject teachers can, for example, see opportunities for increasing motivation in their own disciplines. The fact that such interests only partially overlap with LiRRiC's does not mean that programme managers cannot work with them. It means only that managers know that they must draw on other people's drivers for this work. This is finding common ground – 'we agree about what we are going to do, you for your reasons, we for ours'. It is as delicate and demanding as any negotiation in education.

energising students. But there are non-negotiable factors. Learning for life makes distinctive demands on helpers – who therefore need distinctive styles. Programme managers are looking for people who are...

accessible: because working on managing a life must be open to exchange, accepting of challenge, and appreciative of point-of-view;

credible: because it must also be based on a mix of well-founded expertise and authentic experience;

useful: because the test of LiRRiC learning is 'will it work?': knowledge is valued - not for its purity, elegance or excellence - but for how it helps;

firing-up: because what is said and done about managing a life must attract purposeful attention – this is more than just curiosity.

These criteria are non-negotiable - LiRRiC cannot work in any other way.

following the energy. There are teachers and helpers who use other styles. They are no less impressive; but they are not for this work – and probably not wanting to be. And meeting the four criteria is more important than routinely taking on people whose formal position might suggest that they should be doing this work. Trying to engage differently-equipped and sensibly-reluctant helpers is unlikely to be effective. The LiRRiC approach to team building is a version of 'less is more': the few who can energise will help - more than others whose abilities and interests lie elsewhere.

Following the energy achieves more than scripting reluctance. But it calls for a special kind of network-management flexibility. LiRRiC is flexible enough to deal with this kind of team building. The idea of life–role gives that flexibility: life's purposes can be pursued – and its abilities enabled - in more than one role. And any role can draw on a wide range of expert and experience-based sources. There is plenty of room here for adjusting the programme so that it engages useful people, rather than following a ready-made institutional script.

What cannot be energised from one source can from another.

xviii.   managing schemes

There's no shortage of tasks for LiRRiC programme managers. Making the schemes work is at their heart. But there is necessary background work, and it is diverse. It all needs a team approach.

In terms of how they work LiRRiC managers are positioned like middle managers. But their tasks are as demanding as any senior manager's.

sorting-out LiRRiC management tasks. The tasks are usefully arranged in three groups:

organisation management: ensuring that school-and-college based systems work, both in their internal and community-linked operation - including communications, staff-role assignments, funding, budgeting, logistics, value-for-money accountability and public-relations;

scheme management: ensuring that useful learning and living outcomes are achieved - by understanding students' needs and readiness, engaging appropriate human-and-material resources, setting up effective learning processes, and evaluating for the improvement of schemes;

people management: ensuring supportive links are maintained with subject teachers, with community-based experts and with other community partners - in families, business organisations, helping agencies – all people who can offer useful help.

No one manager can do all of this. It's not just a matter of time, but of style. They are all demanding tasks. And each calls on a distinctive cluster of abilities and dispositions. None is more important or demanding than any other. But they are all there to serve the purposes of designing and delivering useful and effective LiRRiC schemes.

supporting design and delivery. Ten design-and-delivery tasks for LiRRiC schemes are described on page 22. But schemes cannot be developed from nothing – they need background work to make them possible. There are a range of such supporting tasks. They work across the separate schemes – a set of on-going activities, building a sure footing for the whole programme. (The tasks are numbered below in continuation from the 10, but – logistically - some come before and some after that earlier list.)

11. maintaining an on-going appreciation of what is going on in the school-or-college (particularly in cross- and extra-curricular programmes - such as voluntary-work, school-productions, work-experience, progress-file and extended-school work**);**
12. and also of what is going on in the community (pages 34-35) - with how regional, national and global trends are affecting it (page 40);
13. using both sets of appreciations to identify what range of schemes are needed, at what stages in students' experience and in the overall school-or-college programme;
14. collating a resource bank of school-or-college and community-based material, locations and contact information of helpers (page 34);
15. briefing potential helpers, and canvassing them for possible participation in schemes – building a team (page 36)
16. monitoring scheme contacts with students – particularly to ensure that they are guarded against negative or damaging effects;
17. collating scheme evaluations into an ongoing account of how the programme of schemes is, and is not, effective;
18. using the above to offer feedback and support to partners - on what they are doing and how they can be helped to do more;
19. using all of the above to ensure the programme is understood and is open to suggestions for development – both in the school-or-college and in the local community;
20. feeding emerging ideas - for further needed curriculum reform - into the school-or-college system, as well as through curriculum associations, in the media and in professional publications.

A lot of this work is done by attending to news and features in the media and by engaging in ordinary conversation. Carrying a notebook helps. There are opportunities here for research-and-development organisations to help with much of this background thinking and planning.

building a management team. Nobody can do all of this - it needs a team. With so much policy-driven development now occurring in the community – much of it commissioned by children's trusts - it is far from obvious that LiRRiC managers must all be teachers. Indeed LiRRiC management may well prove to be school-community-based team work.

xix.   shaping research

LiRRiC inevitably poses as many questions as answers. It depends on several layers of emerging policy thinking, and that agenda needs further big-picture research. But the research needs of practice are different. Though they all need local people to be more involved in the framing of research questions and in the conduct of enquiry.

LiRRiC needs research in two areas:

> **impact research:**   looks for evidence of effectiveness, and - in particular – for the realisation of policy aspirations;

> **diagnostic research:** looks for evidence to inform how the work can be improved - evaluation is one form of diagnostic research.

The most significant step in both of these is the formulation of research questions: we'll only find out about what we have the sense to ask about.

consulting on impact research. There are impact questions for LiRRiC. The first two, below, are commonly asked on behalf of policy, but policy could also usefully take an interest in the ensuing three. They are on:

1. **economy:**   can this work be associated with the economic well-being of the nation?
2. **social stability:** can it be associated with improved social stability and social well-being?
3. **equity:**   does it enable students more fairly to access opportunities?
4. **efficiency:**   is avoiding duplication through integration cost effective?
5. **reform:**   does unification with curriculum lead to significant improvements in whole-curriculum development?

Findings are along the lines that, in these ways, the work is (or is not) 'a good thing'. And, as contributors to curriculum reform (page 40), programme managers are important to the formulation of such questions.

signposting diagnostic research.   But LiRRiC can't be good for anything else, unless it is good for students. This is a matter for diagnostic research. It asks an array of more basic questions – for example:

on coverage	on process	on outcomes
in what ways do students successfully access help – for roles ranging from domestic to those in wider society?	in what ways do they progress from gathering information to taking effective action?	in what ways does LiRRiC help them deal with stress, manage social pressure and move on?

Answering questions like these would enable us better to understand and improve practice. But formulating such questions in useful detail needs professional knowledge. Programme managers must be in the research loop for framing such research-and-evaluation questions.

engaging in practice-based research. Answering diagnostic questions means being able to say in what ways the work is effective - and not so effective (nothing is perfect). And that needs attention to a range of factors. A multiplicity of factors means that there is always a distinctive series of causes-and-effects.

> For example: outcomes may be achieved by some students more than others; in some communities more than others; with some programme management more than others; from some resources more than others, on the basis of some processes more than others. And any of these findings may be associated more with some outcomes than others.

Like the table on page 19 that interaction is multiple and layered. And so it is in local immediacy that we will find how programmes are effective, in some respects and not in others. That is how we identify key variables for improvement.

It needs research by local people. Useful questions for curriculum development are posed by people who know enough to know what questions it is possible to ask – and which of these it is most worth asking.

If curriculum development is to have evidence-based practice it must have practice-based evidence.

xx.   pushing boundaries

LiRRiC outcomes cannot be wholly prescribed in advance. LiRRiC seeks expanded thinking, which accommodates unanticipated outcomes, and makes room for students to be uniquely themselves. It means pushing the boundaries of habitual thinking – theirs, ours and society's.

Change demands wide-ranging thinking, leading to new ideas for action. It can mean letting go of familiar beginnings and moving on to imagined selves in possible futures. For our students - and also for us.

Outcomes like these cannot be mapped in advance: we cannot fully anticipate them; and policy makers cannot precisely prescribe them. LiRRiC seeks outcomes in such expansive terms. And, therefore, in more differentiated terms.

opening up processes. Differentiation in education conventionally visualises students each finding their own path to learning outcomes. The differentiation is between 'learning styles' – some styles are said to suit some students better than others. But the outcomes are prescribed: differentiation means different processes, not different outcomes. Moreover, reinforcing habitual individual learning styles is itself limiting. LiRRiC enables both familiar and unfamiliar learning processes.

opening up outcomes. LiRRiC also works towards differentiated outcomes. What each student learns is different.

> That is not to say that an overall target for a reduction in teenage pregnancy is not welcome.
>
> Neither is it to say that action to reduce emissions should not be urged.
>
> But it is to say that we cannot assume that what people should do about pregnancy, or about the environment, should be thought to be the same for everybody.

educating - more than training. How we work with currently consensual answers to pressing issues exposes an important feature of a good education. There is an underlying difference between training (as in a vocational curriculum) and education. In training the role is fairly-thoroughly scripted in advance – it says a lot about 'where you will be, who you will be with, and what will be your task'. But a useful education cannot fully know in advance where the learning will be used, who it will be used with, and what its students will be taking on. Life-role

relevant education is infinitely expandable (page 24). It invites students to anticipate what new roles they might find. And it must equip them for whatever they can see - and for what none of us can yet imagine.

working with unpredictability. That is why unfettered differentiation is necessary to a good education. It deepens the student centrality set out on page 33:

> *   each student has a different starting point in the culture of his or her community - each differently experiencing its socio-emotive impact;
> *   each arrives at a basis for action through her or his own progressive understanding of how things work – and LiRRiC's work is to enable sustainable processes for that thinking (page 30);
> *   but the process requires that each student's point-of-view is free to be different from other people's.

Living outcomes are, then, determined by students not by targets; because no two people will move through those processes in the same way. And so there are always a number of sustainable answers to any version of the question 'what are you going to do about that?'. Indeed there can be serious disagreement about how life's dilemmas are to be resolved - yet nobody need be wrong.

> One student sees a worthwhile target body-weight as different from another. And has different priorities for career management. And sees religious obligations differently. And orders environmental options differently. And supports different social-and-political values.

Education should surprise. Surprise causes change-of-mind; and change-of-mind equips for change. When our children can no longer be surprised or surprise us, that is when we should start to worry. What seems familiar also feels comfortable; but comfort is a poor guide in times of change. We need expansive thinking for a differentiating curriculum.

Pushing at the boundaries of conformity, habit and convention is a requirement of renewal – whether personal, social or professional.

xxi.   keeping up and moving on

Changing economies and their technologies are making a difference for everybody. But, just as important, there are associated social-and-cultural changes. LiRRiC puts the school-or-college in operational touch with all of these developments. It helps us to know what to do about the curriculum.

On-going curriculum reform requires programme managers to keep up-to-date with research and policy. That is why they give time to professional publications, development conferences, and policy websites.

But there are other worlds, outside professional and policy discourses, which also demand our attention. Curriculum reform needs programme managers who have some appreciation of economic and of social-and-cultural change. The news-and-comment media are sources - speaking of the world in which students live their lives. And, when it comes to how these events impact locally, young people and other community contacts are authoritative sources.

keeping up. All of this is important to curriculum, because global developments in economy and technology make a difference to what people do as workers and consumers. And there is a no-less-important second-wave effect of globalisation – with an impact on people's personal loyalties and group allegiances.

> People are increasingly aware of: unfairness, at home and abroad, in the distribution of life chances; growing stress and anxiety at all levels in that pecking-order; the effects of what we have been doing to the natural environment; and the way our society is seen across the globe.

Such appreciations make a difference to what people do about work. But they also shape what they do as parents, consumers, believers, neighbours and citizens. It is not possible to educate people in such matters without taking on board their appreciation of what is happening, and how that impacts lives – their own and of those important to them.

But, as we have seen (page 33), the global economy and its technologies also influence how people learn:

> > **sources** - where they gather information and impressions;
> > **processes** - how they decide what they will do about it;
> > **influences** - whom they believe it is worth paying attention to.

It is a world in which claims to exclusive professional authority serve nobody well - there is a well-documented and pervasive distrust of established authority. Yet there has never been a greater need for parents, consumers, believers, workers, neighbours and citizens to know what is going on and what they can usefully do about it.

LiRRiC is the school's contact with these developments - and what they mean for curriculum.

moving on. Curriculum is a primary means through which a society deals with change. LiRRiC must work out, year-on-year, how best to shape curriculum to meet changing learning needs. Some of the more critical steps on this journey will be knowing how to reshape practice on:

performance: Changing conditions require flexible performance indicators – capable of setting locally-defined outcomes in a context of universal entitlement.

network: Some potential community-based partners are formally well-positioned to attract our attention, but we now need a wider range of informal community-based contacts.

management: In times of change, schools-and-colleges need to continue to develop well-managed links with their communities, with children's trusts and in extended-school arrangements. What they do about *Youth Matters* will be critical to its successful implementation.

Progress on all of this is achievable only in measured steps. In the nature of change there can be no once-and-for-all blueprint. LiRRiC is a long-term model for curriculum reform. And LiRRiC programme managers, acting school-wide and on the whole curriculum, are key players.

twenty challenging questions for LiRRiC

<table>
<tr><td rowspan="3">students</td><td>1.</td><td>why 'role'? - will students know what we are talking about?</td><td>'Brother-with-sister', ' daughter-at-home', and 'maybe-sticking-up-for-gang' are roles. How they are worked out can have life-long effects. Role is a whole-person concept - affect-laden and socially-located. It calls up real and recognisable images, that students can use in their lives. It may be a novel concept, but a lot of concepts in curriculum are novel to children.</td></tr>
<tr><td>2.</td><td>how will students know that they are getting, say, much needed careers-work help?</td><td>LiRRiC provides well-structured schemes with clear aims, moving towards useful living outcomes. The primary task is that students are enabled to see how they can use the learning in their lives. In LiRRiC they say whether or not they can use the learning in their career management. And, if they can't, it is better that we know - and do something it.</td></tr>
<tr><td>3.</td><td>does LiRRiC's repeated use of 'enabling' mean what the rest of us call 'empowering'?</td><td>LiRRiC is an educational strategy - for learning. Which means knowing, remembering, taking a view, understanding, and being equipped to do something about it. That's enablement. This is different from having the power to do it. (Power-without-ability can conjure images of bulls in china shops.)</td></tr>
<tr><td rowspan="3">teachers</td><td>4.</td><td>why would academic teachers agree to this?</td><td>They won't all agree. But LiRRiC is designed to work with the willing and able. Those who do agree will welcome that their subjects do not have to provide the additional time, that their credibility is enhanced, and that student motivation for their work is increased. LiRRiC is positioned to draw on that energy.</td></tr>
<tr><td>5.</td><td>will LiRRiC find enough willing academics?</td><td>LiRRiC identifies role-relevance flexibly, and it is never necessary to have any particular academic involved. But willingness does vary and the general school-or-college ethos is a factor. Where it is a big factor, LiRRiC can get started on a pilot basis with the help of few informal contacts - blazing a trail.</td></tr>
<tr><td>6.</td><td>what happens to careers, pshe and citizenship tutors that LiRRiC makes 'redundant'?</td><td>Some able and committed psd people are key to the effectiveness of LiRRiC. Some as facilitators, some as programme managers. Others would prefer to move their involvement to a basis in their academic expertise, and not on the (sometimes spurious) basis that they are qualified in either psd-process or -coverage.</td></tr>
</table>

professionalism	**7.** **won't integration dilute professional standards?**	LiRRiC extends partnerships, bringing in more expertise and experience. We need to help students reliably to learn from a wider range of sources. (We are going to need to be smarter, not dumber.) There is no threat to education-professionalism here – though there might be a need to rethink it.
	8. **won't, say, health education get ignored - like a 'small cog'?**	LiRRiC is a bigger 'machine' than psd has been used to. It gives it visibility, room for manoeuvre, and influence. But there are critical issues of individual well-being in LiRRiC. Partners, with what some might regard as more economically and politically dominant constituencies, need to understand how completely their particular LiRRiC work depends on personal-social-and-healthy well being.
	9. **it's too much for the time I have - how do I cope?**	Search LiRRiC for one manageable piece of work, to take you in a useful direction. Find an in-tune colleague – LiRRiC gives you room to work with somebody you *can* work with, rather than who happens to teach a particular subject. Set up a joint pilot event. Make sure it pays off – both with learning-and-living outcomes and students motivation for the academic input. Talk with both your HoDs. Point to a next step.
policy	**16.** **by restructuring in this way won't we be risking policy gains already made?**	Policy is rightly driven by public demand. And so the credibility that serves us best is with that public. We most need people to find the help we offer local, credible and useful. Then *they* will demand life-long access to LiRRiC networks. And policy will listen.
	11. **shouldn't we be seeking specific policy support for LiRRiC?**	Policy support can set up a useful sense of direction, *or* sharply-targeted requirements; fully-developed materials and strategies, *or* background encouragement for action, precisely-directed funding streams, *or* an increase in funding levels. Sometimes it helps for policy to be specific, and sometimes to stand back. But, some start-up funding for local networks would come in handy.
	12. **what if policy doesn't come through for LiRRiC?**	LiRRiC-like action and policy already share a sense of direction, with plenty of background encouragement. A danger with more precise measures is that providers use cosmetic responses to position themselves for advantage. Such micro-management often fails to reach the targets. And education services generally do better when they act, not by policy-driven maneuvering, but on deeper motives.

	13. isn't this just too ambitious and unworkable?	LiRRiC is a needs-driven and resource-based programme. That is what a life-role focus and an integrated structure offer. And this is the best kind of practicality. It is impractical to dissipate scarce resources in scattered schemes - none of which is well-enough resourced to work. In too many cases we have been doing too much of that, for too long.
	14. can LiRRiC 'less-is-more' arrangements facilitate enough classroom work?	Facilitators are in short supply. All LiRRiC events need at least one – usually in a team. Depending on process, some plenaries are okay with a facilitator ratio of 1:40. Classroom work needs at least 1:30. But classroom events in a scheme need not be timetabled simultaneously. LiRRiC makes more optimal use of facilitators than some conventional psd.
practicality	**15.** what sort of distribution of time will there be between the LiRRiC and academic work?	Allocating to LiRRiC all psd time could give it around 20 days a year. Enough for a series of, say, six 1-5-day schemes. The rest of the time would be academic business-as-usual. This gets LiRRiC into the mainstream. But, as common-ground strategies fully kick in, LiRRiC will become more central – and timetabling will become easier.
	16. LiRRiC needs a lot of lead time for planning – isn't that inflexible where we need to be flexible?	We do need to be flexible, and LiRRiC does need advance planning - you can't prepare by reading worksheets on the way to the classroom. So, what if something in tomorrow's news is a hook for LiRRiC learning, and no scheme is scheduled? At least one of your trusted and light-on-their feet, academics will be able create a lesson segment by reading that news on the way to the classroom.
	17. Is LiRRiC a psd programme? – and, if it is, where can I get the materials?	LiRRiC is not a ready-made package, but a model for curriculum development, which is related to policy thinking and QCA proposals. Packages, such as *The Real Game*, are still useful. But they need to be set in a locally-designed, community-linked, academically respectable, actively-processed and broadly life-role-related frame. The Café already has ideas for doing that – and is developing more.
	18. will schools and colleges ever be ready for this?	Much is down to ethos – some schools-and-colleges are more open to change than others. But, sooner or later we must all face the realities that make both *Youth Matters* and LiRRiC necessary. We will get there by stages - adapting and rethinking as we go. There is no quick fix here; but now is a good time to make a start – and also to see where it can lead.

partners	**19.**	**are schools and colleges taking over?**	Not possible. But schools and colleges are becoming more critical players – because most of what now needs to be learned for managing a life can only be learned through curriculum. But they can't 'take over' - they don't have the kind of expertise - for example, of Connexions and social services. And they cannot manage without the help of community-based volunteers. LiRRiC is a multiple-partnership model.
	20.	**does this mean that LiRRiC works across conventional territorial boundaries?**	Yes.

a whole curriculum >	**i.** **building one curriculum** *What LiRRiC Means for Careers Work* pp.1-5		
common ground >	**ii.** **finding common ground** *Learning from Experience* pp.1-14		
integration >	**iii.** **making time, clearing space** *New Start for Connexions* pp.1-14		
relevance >	**iv.** **insisting on relevance** *The Coverage – Opportunity, Role and Self* pp.1-15		
life role >	**v.** **enabling learning transfer** *The Coverage – Opportunity, Role and Self* pp.15-17		
whole person >	**vi.** **enabling affective learning** *The Influences – Inner Life and Other People* pp.4-19	**vii.** **enabling social learning** *Careers Education and Guidance - Out of the Box* pp.2-10	**viii.** **getting coherence** *What LiRRiC Means for Careers Work* pp.1-5
assessing skills >	**ix.** **repositioning skills** *The Influences – Inner Life and Other People* pp.4-12		
learning for action >	**x.** **providing for processes** *The Processes – Learning Verbs* pp.1-5	**xi.** **building in progression** *The Processes – Learning Verbs* pp.5-6	**xii.** **engaging active learning** *Fewer Lists, More Stories* pp.1-28
young people >	**xiii.** **building credibility** *Careers Education and Guidance - Out of the Box* pp.14-20	**xiv.** **asking students** *Careers Education and Guidance - Out of the Box* pp.14-20	
community links >	**xv.** **linking to community** *New Start for Connexions* pp.1-14		
local >	**xvi.** **thinking locally** *New Start for Connexions* pp.1-14		
programme management >	**xvii.** **building teams** *Learning from Experience* pp.15-21	**xviii.** **managing schemes** *Learning from Experience* pp.15-21	
enhancement and reform >	**xix.** **shaping research** *Careers Education and Guidance - Out of the Box* pp.11-13	**xx.** **pushing boundaries** *Careers Education and Guidance - Out of the Box* pp.21-26	**xxi.** **keeping up and moving on** *Careers Education and Guidance - Out of the Box* pp.1&30-31

getting further help with LiRRiC

find underpinning ideas for each LiRRiC task in the titles listed here

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website links on the following page

underpinning ideas for LiRRiC

Each of the following free-to-download monographs helps with developing useful insights into LiRRiC. And all signpost you to frameworks for making practical use of the thinking. Copy and paste the links into your web-browser.

Careers Education and Guidance – Out of the Box	www.hihohiho.com/underpinning/cafculture.pdf
Fewer Lists, More Stories	www.hihohiho.com/underpinning/cafbiog.pdf
Learning from Experience	www.hihohiho.com/underpinning/caffutures.pdf
New Start for Connexions	www.hihohiho.com/underpinning/cafgrnppr.pdf
The Coverage – Opportunity, Role and Self	www.hihohiho.com/underpinning/CPIpdfs/cafcpi1.pdf
The Processes – Learning Verbs	www.hihohiho.com/underpinning/CPIpdfs/cafcpi2.pdf
The Influences – Inner Life and Other People	www.hihohiho.com/underpinning/CPIpdfs/cafcpi3.pdf
What LiRRiC Means for Careers Work	www.hihohiho.com/underpinning/lirric.pdf

upcoming Café titles

These title will also help with LiRRiC. They will be published in the Career-learning Café during 2007.

Programme Management - Building Teams and Developing Schemes	early-2007	
Career-learning Narratives – Telling, Showing and Mapping	mid-2007	get updated on these Café developments...
Mentoring – Enabling Learning from Experience	late-2007	

and

LiRRiC – Who is Doing it? - and How are They Getting On with It?	*mid-2007*	... by e-mailing 'yes' to bill@hihohiho.com.

help colleagues

cut-and-paste this url, and e-mail it to them   www.hihohiho.com/moving%20on/cafqca.pdf