

Career Education Standard (3-18): Learning Resource

Before embarking on reflective activity on the Career Education Standard, it would help if you have considered Aberdeenshire's draft guidance on Skills for Learning, Life and Work.

What follows is based on the Education Scotland Learning Resource published in April 2016. It contains reflective questions designed to get you thinking about how the Career Education Standard might be used in school.

Overview of the Career Education Standard

The opening pages of the document, pages 3-5, give the background to the production of the Career Education Standard, with the following quotation from *Education Working For All*, the Wood Commission's final report, being key :

"A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieving this. In particular, local authorities, SDS and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input."(Education Working For All, 2014, p22)

The document then outlines the Entitlements and Expectations of pupils, parents/carers, teachers/practitioners, Skills Development Scotland and employers before supplying "I-Can..." statements for each level within CFE. In this support package, we have not worked through the document chronologically, but instead have pulled together questions relating to pupils' experiences, to practice in learning and teaching and to the roles and responsibilities of other partners.

A proforma for recording responses and drawing together action points is included in the Appendix.

Entitlements for Children and Young People

- 1 Read **pages 7 and 8** of the Career Education Standard for details of the entitlements for children and young people in relation to career education.

For Reflection

- Describe the extent to which the practice in your school/setting/faculty/department provides children and young people with these entitlements
- Which areas would you consider as strengths?
- Which areas require further development?
- The standard makes clear the entitlement for all learners to “**develop CMS as an integral part of their curriculum**”. (CES, page 8)
To understand this more fully, look at P6, and the Appendices of Career Education Standard (Learning Resource 3)
<https://education.gov.scot/improvement/Documents/dyw23-learning-resource-3-career-management-skills.pdf>

Expectations of Teachers/Practitioners

- 2 Read **Page 10** of the Career Education Standard which details the expectations of Teachers/Practitioners

For Reflection

- Which of these expectations do you feel are consistently delivered in your setting?
- What are the barriers to delivering the expectations of teachers and practitioners consistently?
- How might these barriers be overcome?

Expectations of Partners

- 3 Read **pages 9, 11 and 12** for details of the expectations of partners within the delivery of the Career Education Standard.

For Reflection

- To what extent do the partners mentioned in the document support the school/setting/faculty/department in the delivery of career education at the moment?
- How might this partnership working be developed and/or strengthened to ensure the expectations of these partners are realised?

“I Can” Statements

- 4 Read **pages 15-17** to get an overview of the “I Can” statements for children and young people. Next, focus on “I-Can” statements pertinent to the children and young people you teach.

For Reflection

Consider the range of experiences children and young people will need to have, to be able to develop the confidence to make these statements a reality.

- What do you do within existing plans/programmes of study to help children and young people develop this confidence or acquire the experiences described?
- How do the methodologies/approaches used in classrooms in your school/setting help children and young people to develop this confidence, or acquire the experiences described?
- What can be done to support staff to adopt a suitable range of approaches to allow children and young people to develop this confidence or acquire the experiences described?

How Good Is Our School 4

To further examine the links between the Career Education Standard and HGIOS 4, look at *CES-Self Evaluation and Reflection* - <https://education.gov.scot/improvement/dyw23-career-education-standard-learning-resources>

Career Education Standard

- 1 Read **pages 7 and 8** of the Career Education Standard for details of the entitlements for children and young people in relation to career education.

Current Provision	Strengths	Areas for Development

- 2 Read **Page 10** of the Career Education Standard which details the expectations of Teachers/Practitioners

Expectations Consistently Delivered	Barriers to delivery	How barriers might be overcome

3 Read **pages 9, 11 and 12** for details of the expectations of partners within the delivery of the Career Education Standard.

	What partners do currently	Ways partnership could be strengthened/developed
Parents/Carers		
Employers		
Others (CLD, SDS, Third Sector, local organistaons)		
General Points		

- 4 Read **pages 15-17** to get an overview of the “I Can” statements for children and young people. Next, focus on “I-Can” statements pertinent to the children and young people you teach.

What is done currently within existing programmes/plans?

What could be added to existing programmes to ensure “I Can” statements can be made with confidence

What support/further development is required for staff?

Please use the space below to record any actions you feel are required back in your own school