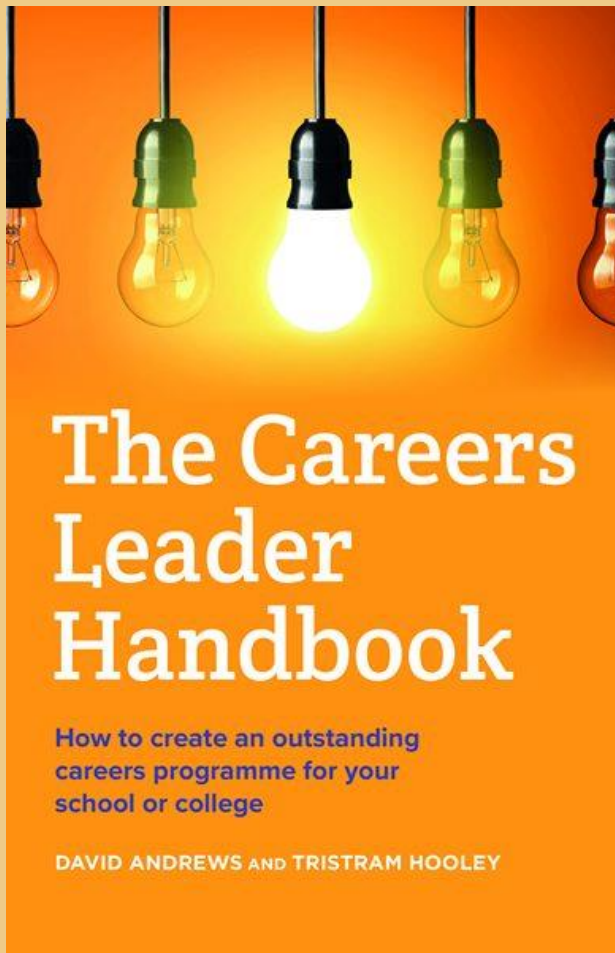




Embedding career learning in schools and subject curricula

Tristram Hooley

Careers leader handbook



- Written to support leading and managing careers programmes in schools and vocational colleges.
- Available from <https://trotman.co.uk/products/the-careers-leader-handbook>
- Additional digital resources at <https://indigo.careers/clh/>

Overview

Developing a
whole school
approach

Designing
your careers
programme

Defining
career
learning

Delivering
career
learning

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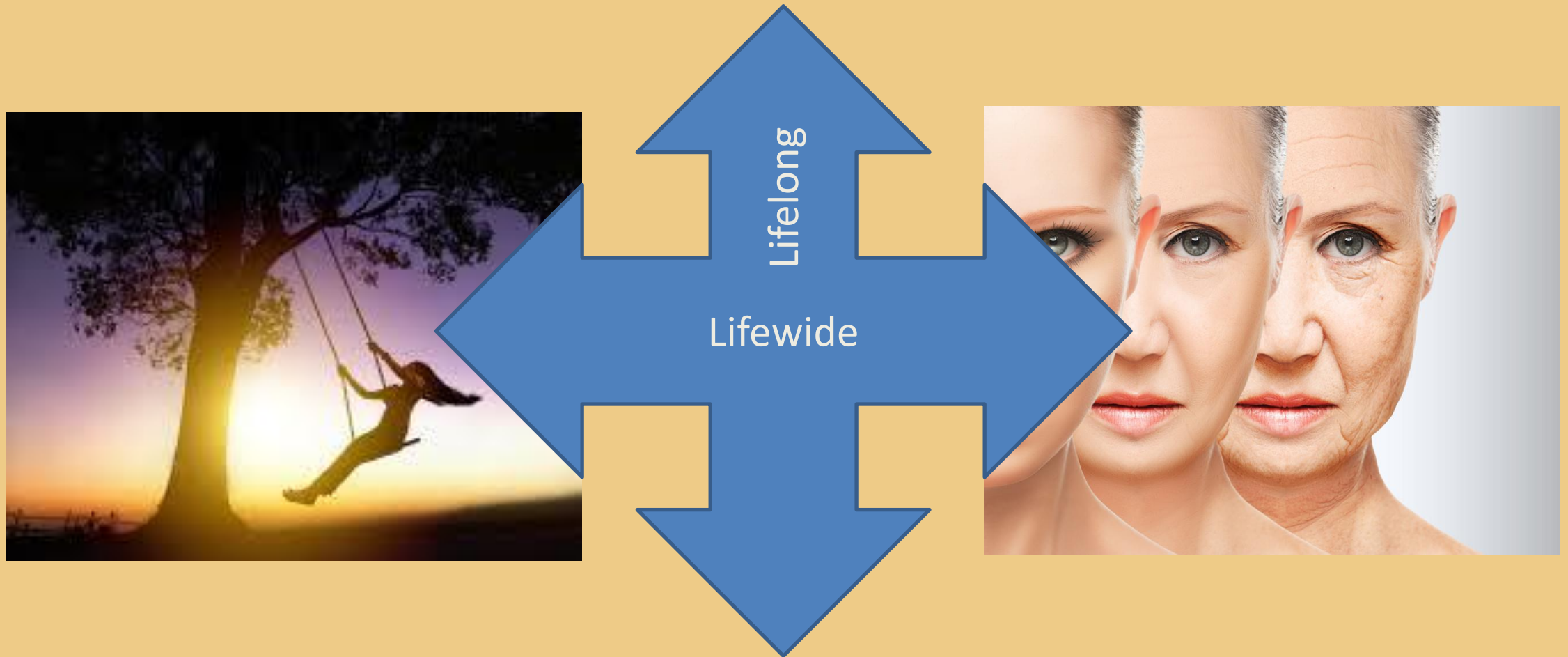
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career
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Career is
the
individual's
journey
through
life,
learning
and work

Career is lifewide and lifelong



It links...

Education with life

Effort today with outcomes tomorrow

Schooling with society

“Why are we learning this? What use will it be?”

Strong link to bildung/danning



A whole school approach



Embedded in your school's vision



What is the guiding philosophy in your school?

What does it promise to achieve for its students?

How does this link to career?

Engaging senior leaders

- Build a relationship with school principal
- Advise and help them around policy, strategy and resources
- Present a vision before you buy them into the details
- Report on successes as well as areas needing improvement
- Use them to support you sparingly.



Engaging school staff

Tutorial roles

- Career informant
- Pastoral support

Teaching roles

- Subject teacher
- Careers teacher

Leadership roles

- Middle leader (*careers leader*)
- Senior leader (*e.g. assistant head i/c careers*)

Getting colleagues on board

- Explain what you are trying to do, and why
- Lead by example
- Celebrate and publicise success
- Make it easy for them
- Make sure SLT back you up
- Ask for feedback and use their ideas



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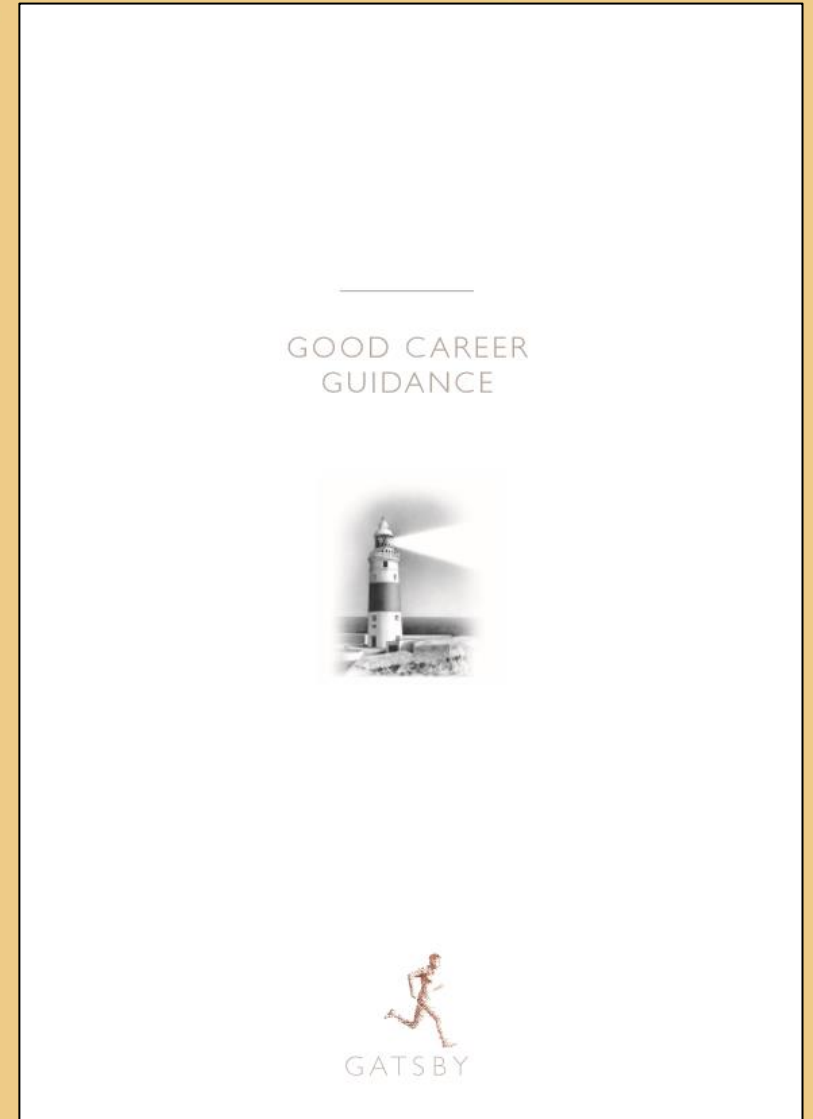
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Good career guidance

- Summarises existing evidence and frames good practice as eight benchmarks.
- Presents it in a way that can be understood by policy makers and acted on by school leaders.
- Has achieved wide support amongst policy makers and practitioners alike.



1. A stable careers programme

2. Learning from career and labour market information

3. Addressing the needs of each student

4. Linking curriculum learning and careers

5. Encounters with employers and employees

6. Experiences of workplaces

7. Encounters with further and higher education

8. Personal guidance

It doesn't have to be Gatsby, but...



you need to identify your programme aims...

figure out what the pieces of your programme are...

work out how it all fits together...

think about who is going to do it and where and when.

Overview

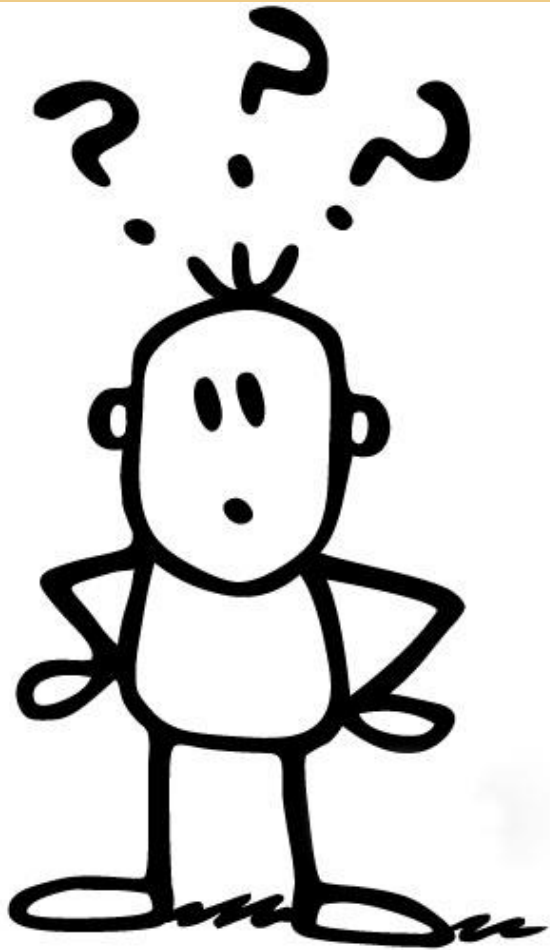
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What do you want people to learn?



Just as with all subjects career learning needs to define what you want people to learn.

Without an idea of the aims of learning, you can't start thinking about how you will teach and develop students.

Some possible learning areas

Students should...

- **Explore** the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces
- **Grow** throughout life by reflecting on themselves, their background, and their strengths and committing to lifelong learning.
- **Manage** their career actively, make the most of opportunities and are resilient in the face of setbacks.
- **Balance** their life as a worker and an earner with their wellbeing, other interests and their involvement with their family and community.
- **Influence** the development of their career by creating opportunities and building strong relationships.
- **Think big** and pay attention to how the economy, politics and society connect with their own life and career.

These learning areas are the basis for...

- career learning as a subject
- embedding career learning in other subjects
- whole school and cross-curricular learning

What is the curriculum

- The totality of the (formal) student experiences that occur in the educational process.
- This is typically driven by the subject, but there are also implicit and generic elements.
- Supplemented by co-curricular and extra-curricular elements



Relationships to the curriculum

Curricular learning

Co-curricular learning

Extra-curricular learning

Overview

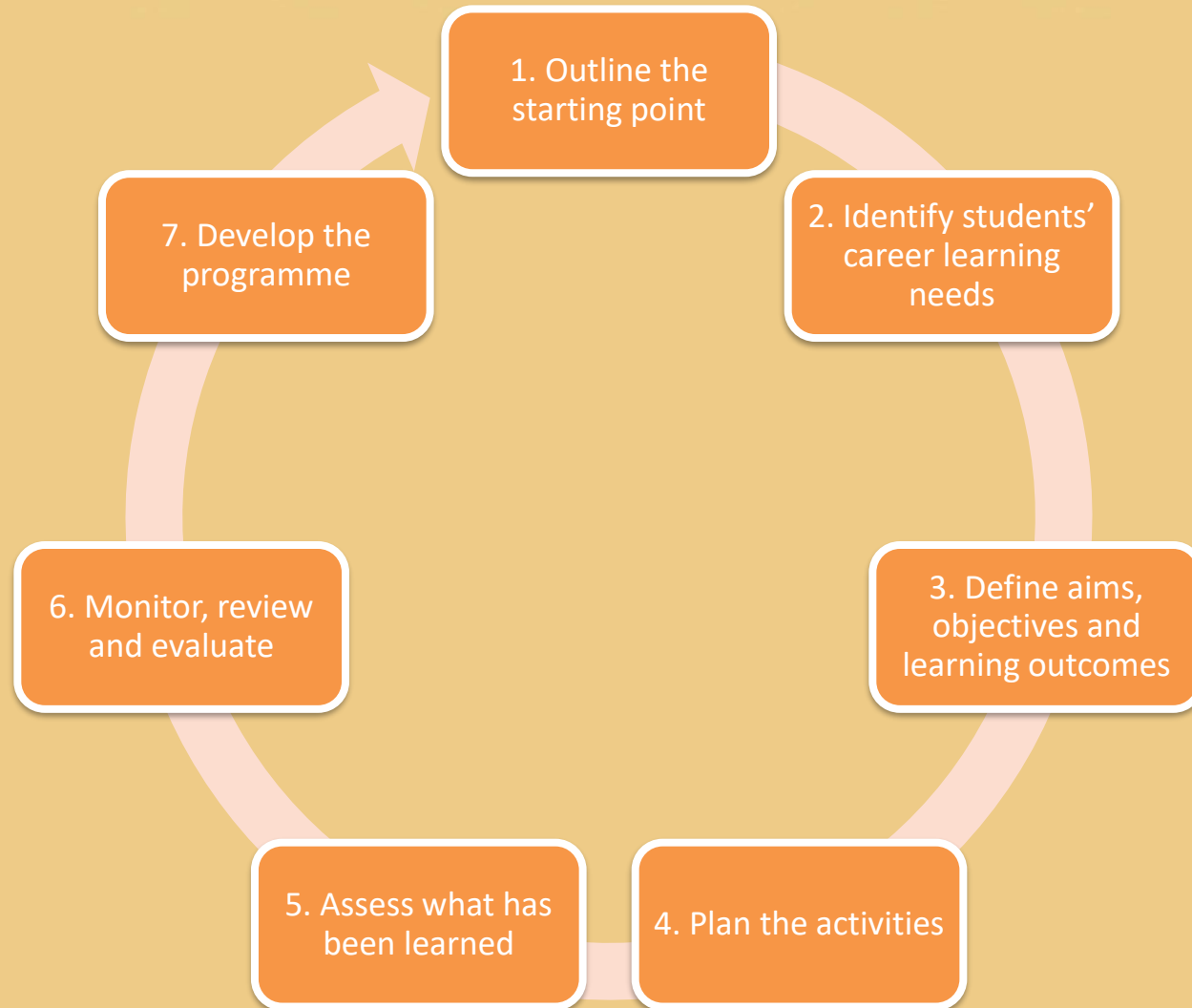
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Curriculum planning cycle



Careers education: models



discrete careers lessons



modules of careers
education within a PSHE
carousel



part of an integrated PSHE
course



part of a tutorial
programme



cross-curricular approach



curriculum days

Why embed career learning in subjects?

- help students to understand the relevance and application of subject knowledge and skills outside of school (careers using the subject)
- help students to understand the progression routes and employment opportunities in the subject area (careers from the subject)
- teach elements of the careers education scheme of work

Identifying opportunities



MHS
Mackville High School
Remote Learning Junior Student Timetable

Roll call will take place in **session one** each morning and students should be ready at 9am.

	Session	Year 7	Year 8	Year 9	Year 10
Monday	1 9:05 - 10:50	Science	PDHPE	Maths	English
	2 11:10 - 12:50	HSIE	Art	Science	Maths
	3 1:30 - 3:10	PDHPE	Indo Ext	English	HSIE
Tuesday	1 9:05 - 10:50	English	Maths	HSIE	Science
	2 11:10 - 12:50	Maths	PDHPE	Z Elective	Z Elective
	3 1:30 - 3:10	Indonesian	Tech	Maths	English
Wednesday	1 9:05 - 10:50	Maths	HSIE	PDHPE	Science
	2 11:10 - 12:50	Music	English	X Elective	X Elective
	3 1:30 - 3:10	SPORT	SPORT	SPORT	SPORT
Thursday	1 9:05 - 10:50	HSIE	English	Science	Maths
	2 11:10 - 12:50	Tech	Art	Indo Ext	English
	3 1:30 - 3:10	Maths	Science	Y Elective	Y Elective
Friday	1 9:05 - 10:50	Science	Maths	PDHPE	HSIE
	2 11:10 - 12:50	PDHPE	HSIE	English	Science
	3 1:30 - 3:10	English	Tech	HSIE	PDHPE

Scheme of Work: Surrealism

Faculty: Expressive Arts	Subject: Art and Design	Year Group: Year 8 - KS3	Term: Spring 2	Duration: 6 weeks
Objectives AIMS/LEARN Learn how to draw and make tonal studies from first hand evidence (if many sources) independent thinking/observation skills. Work right to a bit of still life/techniques to make sculpture. Informed by art's research and experimentation with surrealist ideas. Look at images of art work and respond mainly drawings & sculpture.	Activities Draw from observation of 3D objects (primary sources) to inform initial ideas. Create a final piece in MOD ROC based on prior research and development work. The sculpture should relate to the theme of & stored forms and linking the everyday object with unexpected visual combinations. Responding how they and/or disturbing images are interpreted in the work of Salvador Dali, Max Ernst and Rene Magritte. Compare and contrast other art's sculptural forms. Workshop on sculptures inspired by Magritte and Mod Roc. Painting finished sculptural pieces. Must Should Learn How to use the internet and books to inform research that is relevant to the chosen theme of Sculpture and Surrealism. Independent study skills. Using Mod Roc as a sculptural material. How to use and apply skills of colour mixing. To explore new ideas arising from working with sculpture.	Skills /Cpts/ NCref Cultural Understanding & Diversity Beliefs & Attitudes. Creativity & Exploring ideas. Team workers. Competence & Creativity. Effective Participation.	Resources Drawing equipment and still life objects. Additional images of everyday objects. Images by artists on PowerPoint and table resources - Rene Magritte, Salvador Dali and Max Ernst. Pencils, coloured pencils. News paper, masking tape, Mod Roc, paints, paint brushes. Project sheet with named artists, Rene Magritte, Salvador Dali and Max Ernst. This also includes keywords and assessment objectives. Interpretation & Evaluation. Explore & Develop ideas Finding information & Developing ideas Creative Thinkers, Self managers	Students own (evidence of postcards, sketches and photos) Student's own 3D work. Sculptural equipment and resources.
Assessment Self Assessment Peer Assessment Teacher Assessment Levels 1 - 4 & 5 Curriculum	Homework n/a	WIL & Cross Curricular Links Independent research may encourage links to other themes or subjects. Art websites - related to careers as an artist, educator, curator, photographer, historian and archaeologist.	Personal, Learning & Thinking Skills Creative Thinker Effective Participant Independent Enquirer Reflective Learner Team worker	Personal, Learning & Thinking Skills Ideas and idea development Peer Assessment/Group work - looking at art's examples. Discussion Personal Research Skills Website research Photograph task Self and Peer Assessment Presentations and Discussion.



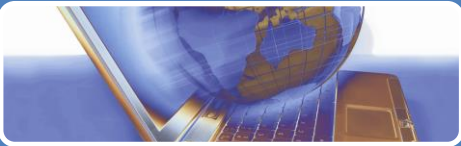
Subject link examples



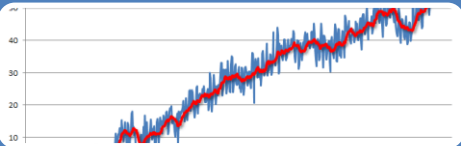
CVs in language classes



Changes in the local economy in humanities



Managing your online footprint in IT

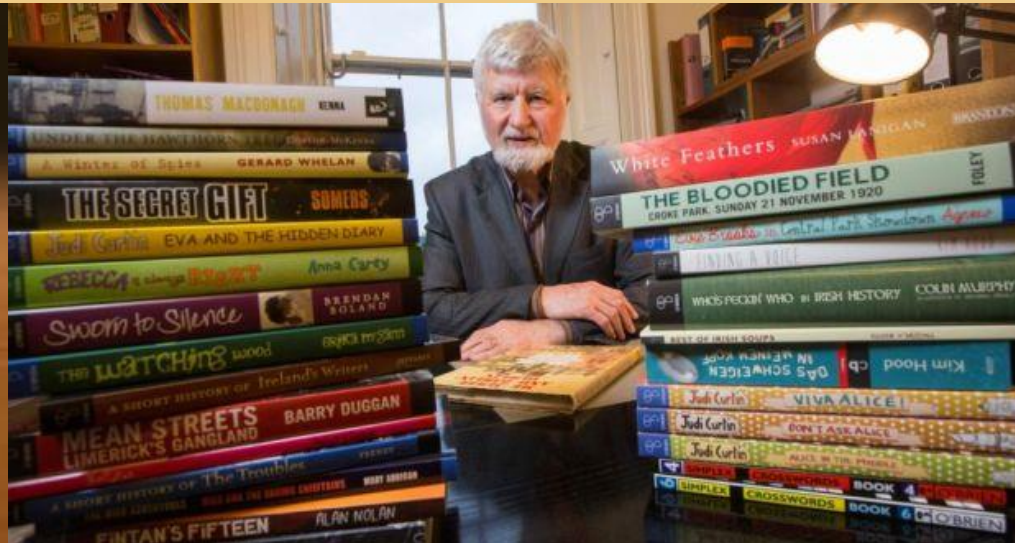


Analysing labour market information in maths



Interview skills in drama

Extended project: Literature



Cross-curricular themes



Questions



References and resources

- Adventures in Career Development
<https://adventuresincareerdevelopment.wordpress.com/>.
- Andrews, D. & Hooley, T. (2018). *The Careers Leader Handbook*. Bath: Trotman.
With additional online resources at <https://indigo.careers/clh/>
- Gatsby Charitable Foundation. (2014). *Good Career Guidance*. London: Gatsby Charitable Foundation.

Final thoughts

- We should be aiming to put careers at the heart of education.
- This means engaging our institutions and our colleagues in thinking about career.
- Career learning can exist as a subject in its own right, but it is stronger when it is connected to the rest of the curriculum.
- Building careers into the curriculum takes time and skill, but it is possible in every subject (and as a way of linking subjects).

About me

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