

LE.A.DE.R. Project

LEARNING AND Decision making Resources

KA2-Strategic Partnership - Project N. 2014-1-IT02-KA200-004105



Partner Organization (project partner) and country:	iCeGS, University of Derby - UK
Other organization involved in the Pilot Action (if not directly the partner organization):	Da Vinci Community School

INFORMATION ABOUT GUIDANCE CENTER / SERVICE AND STAFF PROVIDING THE PILOT ACTION

Career Guidance Center / Service (NAME of the Service/Organisation)	Da Vinci Community School
Address, e-mail, website	St Andrews View,Breadsall, Derby DE21 4ET Stella.mosley@davinci.derby.sch.uk
Career Guidance Provision Describe the service and the activities carried out by this organization (list of services and list of main target groups)	<ul style="list-style-type: none"> • 1-1 interviews with students (Yr 11 students) • Comprehensive PHSCE programme linking career choices to lifestyles.(KS3-4) • Speakers from colleges, training providers and Universities. (KS3-4) • Visits to businesses. (KS3-4) • Organise careers fairs, information to parents. (Yr 9 onwards. • Organise assembly talks on apprenticeships, careers etc. (KS3-4) • Students have access to JED in lessons and all school computers. • Careers noticeboards in every department. • All Year students participate in work experience during Year 10. • Careers and lifestyle information leaflet with useful websites, contact numbers given to students.
Staff and practitioners involved Describe the main roles and professional backgrounds	Stella Mosley- Vocational Co-ordinator- Level 4 Careers Guidance starting Level 6 April 2016. Main role to ensure students are not NEET and raising aspirations. Rosemary Atkinson- Librarian supports students ensure information is kept up to date in the careers section.

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	<p>Head- Liz Parry- overall responsibility of school.</p> <p>Head of PHSCE- Marc Bellingall- Developing schemes of work</p> <p>PHSCE teachers a small team keeps up to date on information.</p> <p>Form tutors- Disseminate information to students.</p> <p>Subject teachers- Promoting and linking curriculum to careers.</p>
<p>Resources and tools</p> <p>Describe main tools available and database, web sites, etc.</p>	<p>National Careers Service website</p> <p>Kudos Cascaid website.</p> <p>Job Explorer Database</p> <p>School website has links to post 16 options available for students to access at home.</p> <p>Relevant careers websites on students class link for example www. Stepuptonhs.co.uk and automotive.</p> <p>Information passed to students about events via noticeboards, PHSCE lessons and form registration.</p> <p>Links with businesses either on a short term or long term projects.</p> <p>Part of business in the community linked to G.I Group.</p> <p>Mock interview day for Year 10s and 11s with business people.</p> <p>Alternative timetable days on STEM subjects, enterprise or vocational careers.</p>
<p>Other information</p> <p>(Opening time, on line services, etc.)</p>	<p>Students are able to see me before and after school if an appointment has not been made.</p> <p>Also every Monday lunchtime drop in for Year 10 and 11 in the library to discuss progression issues, mock interviews etc.</p>

INFORMATION ABOUT PILOT ACTION	
Title:	Understanding the world
Short description of the Pilot Action:	We will be focusing on the Understand the world elements of the framework. We have selected this as we feel these are areas that the young people in the pilot group would benefit from. These will provide the students with the opportunity to focus on developing a deeper understanding of the fluid and changing nature of work. During this module we will set them a range of activities which will help them to learn about how careers have changed and to think about what careers might look like in the future.
Target group (with description of specific guidance needs)	Year 8 students (Aged 12-13 years old)
Expected learning outcomes , within the CMS framework	<p>Students will gain an understanding of the changing world of work.</p> <p>Students will gain an understanding of transferrable skills and how employment landscape will change.</p> <p>Students to gain an understanding of opportunities available to them.</p>
Learning plan , with a list of guidance tools (please, describe the activities and the career guidance resources you will provide to users)	See lesson plan below
Evaluation	<p>A Distance travelled tool has been developed this provides a set of questions which will be administered as a survey monkey online questionnaire at the start of the module and again at the end. The students will be asked to assess how far they agree with the statements.</p> <p>I have a clear idea about future career?</p> <p>I understand what I need to achieve my career goal?</p>

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- I am aware of the different options?
- I know where to access help and support in exploring career options?
- I understand the skills and behaviours necessary to succeed in working and learning?
- I know what I want to do?
- I know what I am good at?
- I am able to interact confidently and effectively with others?
- I know where to access help and support in exploring future options?
- I understand how to make the next step in my career journey?
- I am confident in dealing with set backs?
- I recognise opportunities and make the most of them?

The following statements will be used to assess distance travelled for the students.

I don't know, I don't agree, I slightly agree, I somewhat agree, I mostly agree, I completely agree

This tool will help us to assess if the students thinking has developed through undertaking the activities.

Workplan for Understanding the World

The sessions will be delivered through PSHE; 6 week block 1 hour a week for all year 8.

Starting June 2016 e-portfolios – to reflect and record the evidence

Activities	CMS skill	Resources	Who will be involved	Cascaid resources	Timing
1. Discussions about what they think about the changes. What other	Understand the changes	Did you Know? https://www.youtube.com/watch?			1 hr

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changes do you think might in the next 5-10 years		v=uqZil00YI7Y Shift Happens Discuss the EU referendum. Information sheet. http://www.bbc.co.uk/news/uk-politics-32810887			
2. Name all the jobs in the Olympic video – which recognises and which still exist	Understand how life learning and work roles	https://www.youtube.com/watch?v=E6NBHx80ovY Olympics opening ceremony		Use Kudos to research jobs.	1 hr
Generation activity Design posters of jobs 50 years ago and then 20 years in the future	Understand how life learning and work roles change over time. Discussion on jobs of the future.	Materials for designing posters, pencils, markers etc Kudos research latest jobs added and a list of potential future jobs. http://careers2030.cst.org/jobs/		Use Kudos to research latest jobs.	
Homework: Interviews with older people, parents, grandparent and the community. Devise a set of questions to explore what jobs were available, leaving school at 15 (younger), options for young people. How do they feel about these about these	Understand how life learning and work roles	Question sheet on roles. Interview using their mobile phone and record the interview			
3. Linking it to working within own community and relationships	Recognising role in society spider diagram of relationships	Feedback from homework. Discuss findings and difference between the jobs and how technology has impacted the job			1 hr

		market. Worksheets (Spider diagram). Card activity researching careers and networks.			
4.Planned happenstance. Would I lie to you activity- famous people taking opportunities and companies.	Identify, create and capitalise on opportunities	Case studies – (Len Goodman, being a footballer and becoming a dancer) where opportunities – work experience, Saturday jobs. Its about making opportunities ie getting involved in school plays (Bruce Willis). Could do this as a game where we give them a name and they have to guess. http://www.bankrate.com/finance/celebrity-money/celebrities-luck-led-to-fame.aspx#slide=6 Businesses happened due to circumstances			1 hr
5.Why people move for jobs, positive and negative drivers	Act on an international level for issues relating to life, learning and work	We day – Barclays life skills (good communication skills). Malala- re making a difference. Students to use post-it notes to state why people would change jobs or career paths covering each of the following: Life, learning and work.	Video of WE Day and information re: Malala		1 hr

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		<p>https://www.youtube.com/watch?v=eqtzslEnlg We day- Social change</p> <p>https://www.youtube.com/watch?v=A6Pz9V6LzcU Malala Yousafzai up to 5 mins.</p> <p>Workplace behavior scenarios.(Barclays life skills)</p> <p>Powerpoint presentation(Barclays Life skills)</p>			
6.Opportunities in world studying/work	Information on studying abroad	Research companies that are world-wide that are based in Derby Rolls Royce, Bombardier, Toyota, I.T company? Research project finding out about connections/exports.			1 hr