ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission

Llywodraeth Cymru
Welsh Government

Careers and work-related experiences toolbox

Gyrfa Cymru
Careers Wales

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

OGL © Crown copyright 2022 WG43647 Digital ISBN 978 1 80391 560 9

Contents

1. Building a vision for CWRE in your school 2
2. Progression in CWRE 3
3. Planning for CWRE in the Curriculum for Wales 4
4. Planning evaluation and improvement 5
5. Reporting on quality to senior leadership 8
6. The role of the CWRE leader 9
7. Teachers' roles in CWRE 11
8. The role of the careers professional 12
9. Resources for CWRE in primary 13
10. Resources for CWRE in secondary 18
11. Resources for CWRE in special schools 25
12. Creating a professional learning culture for CWRE 27
13. Building a network 30
14. Developing relationships with an employer or other visitor 32
15. Designing your CWRE self-assessment process 33
16. Key findings from your self-assessment 34
17. CWRE self-assessment portfolio 35

1. Building a vision for CWRE in your school

The template below enables you to build a vision for CWRE in your school. It aims to help you consider your school's mission, what CWRE activities you already have in place, your goals for CWRE and how you will achieve them.

What is your school's vision or mission statement and how does it relate to CWRE?
What CWRE activities already exist within your school and curriculum?
What is the vision for your CWRE provision? What is it ultimately trying to achieve?
Where are you going? What do you want your CWRE provision to look like in three years? Identify 3 to 5 high-level goals.
1 **2** **3** **4** **5**
Who are the key stakeholders that you are co-constructing your curriculum with?
How are you going to get there? Identify 3 to 5 high-level steps.
1 **2** **3** **4** **5**

Click here to access form

2. Progression in CWRE

CWRE is a continuous learning process. Progression involves taking the learning wider and deeper each time a learning aim in CWRE is revisited. Learners themselves are the best guide to what they are ready to learn next and the level of challenge that is right for them. Schools can identify broad aspects of progression that are age- and developmentally appropriate for the majority of learners, linked to the aims of learning in the sections on CWRE in the Curriculum for Wales (CfW) guidance and to their unique circumstances.

The template below enables you to write progression statements applicable to the age and developmental range of your learners.

The learning environment develops and the teaching focuses on:	Early development (Approximately ages 3 to 7)	Developing years (Approximately ages 8 to 11)	Adolescence (Approximately ages 12 to 16)
Exploring self and society			
Widening horizons			
Overcoming barriers			
Exploring opportunities			
Developing adaptability and resilience			

Click here to access form

3. Planning for CWRE in the Curriculum for Wales

CWRE is a cross-cutting theme to promote the career development of learners and their progress in and across the areas of learning and experience (Areas). Learners will benefit from the school having a flexible and evolving CWRE plan that addresses their needs and interests. The plan needs to be agreed and maintained continuously at school level and to show, clearly and explicitly, how CWRE will be implemented. The template below is provided as an example, but to cut down on additional work schools may prefer to adapt it or use their existing planning and monitoring, evaluation and review (MER) tools instead.

Target groups Who is it for?	**Scheduling** When will it happen?	**Brief overview of the activity** What will happen?	**Areas of learning and experience** Which Areas?*	**Intended impact**		**Review** What can we do to improve?
				How will learners benefit in their Area learning?	How will learners benefit in their CWRE learning?	

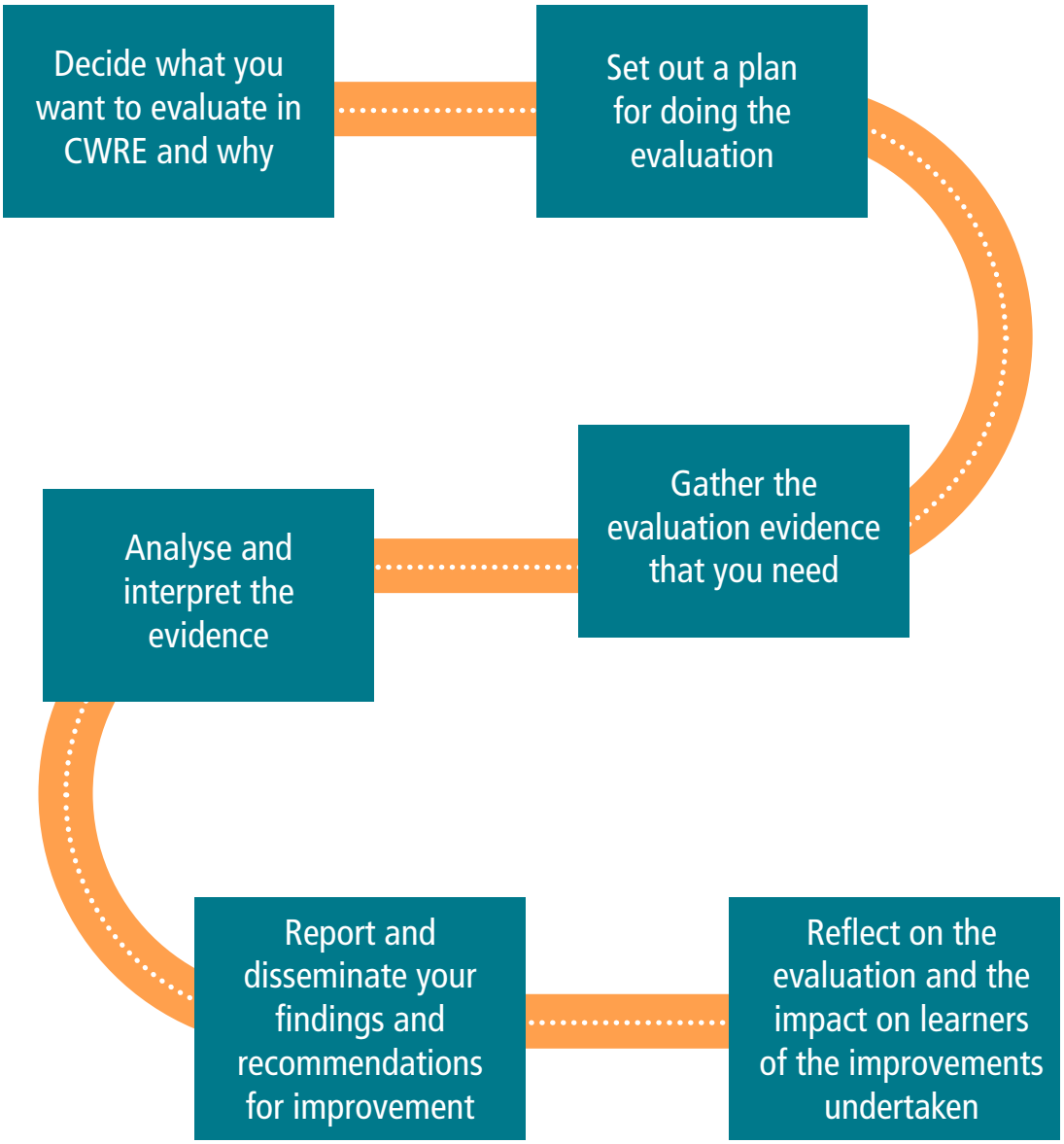
*Key:
Expressive Arts (art; dance; drama; film and digital media; music)
Health and Well-being (physical health and development; mental health; emotional and social wellbeing)
Humanities (geography; history; religion, values and ethics; business studies; social studies)
Languages, Literacy and Communication (Welsh; English; international languages; British Sign Language)
Mathematics and Numeracy
Science and Technology (biology; chemistry; computer science; design and technology; physics)

Click here to access form

4. Planning evaluation and improvement

Evaluation contributes to self-assessment by providing a structured way of investigating the worth of the school's CWRE provision and how it can be improved further. It is a resource-intensive activity that needs to be managed carefully to ensure a good return on investment. The approach suggested in the tool follows the guidance in *School improvement guidance: framework for evaluation, improvement and accountability* (Welsh Government, 2021) (gov.wales/school-improvement-guidance) in encouraging a flexible and realistic approach to the evaluation and improvement of CWRE.

An effective evaluation will inform the decision-making of those leading the development of CWRE in the school. This suggests that you need to think about the following steps.



Decide what you want to evaluate in CWRE and why

Everyday evaluation is a continuous process; but from time to time schools will identify the need to carry out a specific evaluation. This can be triggered by specific concerns such as:

- are you aware of a difficulty such as negative feedback from learners about how much they enjoy and value a particular activity (and how can we turn it around)?
- are you unsure about whether an activity is having the desired impact on improvement?
- are you interested in piloting and evaluating a new activity?

When identifying what to evaluate, you will also need to be realistic about what level you pitch your evaluation. DL Kirkpatrick identifies the following four evaluation levels.

1. Reactions – Are learners satisfied?

2. Learning – What learning has taken place?

3. Transfer – Has the performance of learners improved?

4. Results – Has the school benefited?

Set out a plan for doing the evaluation

Careful planning will help you to avoid mistakes such as not communicating well with those who will be involved in the evaluation. It will also help you to avoid evaluation flaws such as judging an activity to be ineffective when it was actually the management and implementation of the activity which was deficient.

You can adapt/use this evaluation planner to prepare for an evaluation.

Evaluation plan headings	Your planning
Issues to be investigated	
Purpose of the evaluation	
Your hypotheses or main ideas in relation to the focus of the evaluation	
Who will be involved and in what way	
Methods and schedule for collecting information including piloting your evaluation instruments	
Methods and schedule for analysing and interpreting information	
Formats for presentation and dissemination of your findings	

Click here to access form

Further reading

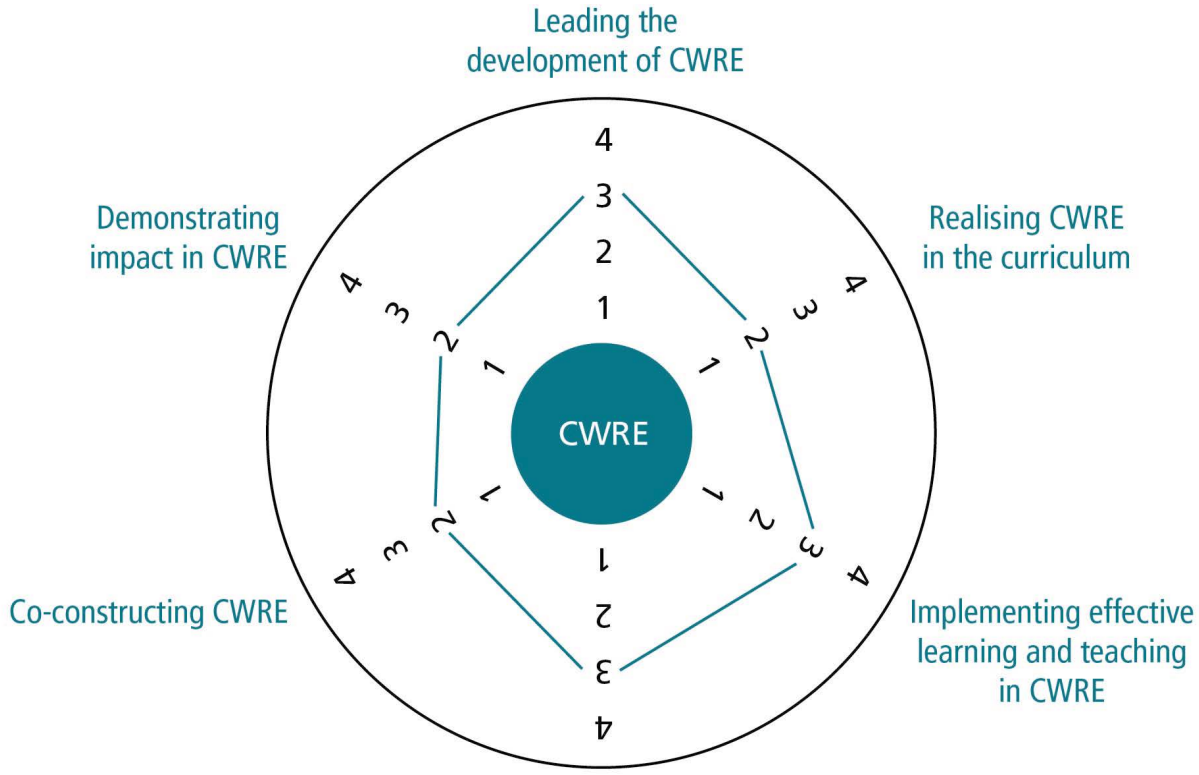
- *A Guide to Actively Involving Young People in Research* by Perpetua Kirby (www.invo.org.uk/wp-content/uploads/2012/01/InvolvingYoungPeople2004.pdf) offers advice on involving learners in evaluation.
- NFER's 'How to' Guides Collection (www.nfer.ac.uk/how-to-guides-collection) offers advice on doing action research and running focus groups.
- The chapter on 'Evaluating and developing your programme' in *The Careers Leader Handbook* by David Andrews and Tristram Hooley (Trotman Publishing, 2018) (https://trotman.co.uk/products/the-careers-leader-handbook) introduces a theory of change model that will help you to improve the effectiveness of your evaluations.
- *Practical Research and Evaluation: A Start-to-Finish Guide for Practitioners* by Lena Dahlberg and Colin McCaig (SAGE Publications Ltd, 2010) (https://methods.sagepub.com/book/practical-research-and-evaluation) offers an accessible introduction to evaluation.
- *The DIY Evaluation Guide* by Rob Coe, Stuart Kime, Camila Nevill and Robbie Coleman for the Educational Endowment Foundation (https://educationendowmentfoundation.org.uk/public/files/Evaluation_Guide/EEF_Evaluation_DIY_Evaluation_Guide.pdf) is a useful resource for teachers.

5. Reporting on quality to senior leadership

It is sometimes useful for a CWRE leader to provide a brief summary of the school's progress in CWRE to senior leaders. The following tool provides one way to present this information as a single-page summary.

Consider each of the six dimensions of quality and rank where you see CWRE is across the school. Join up the numbers to provide a visual understanding.

Complete the key findings chart and make your recommendations for strengthening, improving or prioritising the next steps for CWRE.



Key: 1. Needing development
2. In development
3. Developing well
4. Well-developed

Key findings	Key recommendations

Click here to access form

6. The role of the CWRE leader

A key principle of the CfW is the close cooperation and integration of staff roles at the whole school and Area level. The implementation of CWRE requires a team approach. Schools may wish to consider how the role of CWRE leader can support this way of working.

The CWRE leader role is a specialised function undertaken by a senior or middle leader usually as part of their wider duties. The size of the role and the duties it is combined with will depend on the context of the school. It can be carried out by a teacher, a career development professional or a professional from another background (for example a member of the administrative staff, an individual with experience in industry). The senior leadership will need to take steps to source professional learning for the individual appointed to ensure that they have the appropriate skill set. The figure below shows the main careers leadership tasks related to the CWRE self-assessment framework.

The role of the CWRE leader (adapted from David Andrews and Tristram Hooley's The Careers Leader Handbook) (https://trotman.co.uk/products/the-careers-leader-handbook)

The framework	Key tasks
Leading the development of CWRE	1. Advising senior leadership on policy, strategy and resources for CWRE 2. Reporting to senior leadership and the governing body 3. Managing the work of other careers staff, for example administrator (if appropriate)
Realising CWRE in the curriculum	4. Managing the provision of careers information and curriculum resources 5. Liaising with leads in all the Areas to plan and develop CWRE 6. Maintaining an annual CWRE plan
Implementing effective learning and teaching in CWRE	7. Monitoring developments in pedagogical research, theory and practice 8. Recommending learning and teaching approaches for implementing CWRE
Supporting professional learning in CWRE	9. Briefing and supporting teachers, tutors and support staff 10. Assessing training needs and negotiating possible professional learning solutions
Co-constructing CWRE	11. Negotiating an annual service-level agreement with Careers Wales (secondaries) 12. Establishing, maintaining and developing activities with further education colleges, universities, apprenticeship providers and employers 13. Engaging parents and carers in CWRE 14. Activating the learner voice

The role of the CWRE leader (adapted from David Andrews and Tristram Hooley's The Careers Leader Handbook) (https://trotman.co.uk/products/the-careers-leader-handbook)	
The framework	**Key tasks**
Demonstrating impact in CWRE	15. Liaising with pastoral and learner support managers (for example tutorial team managers, special educational needs coordinator) to identify ways of meeting learners' individual guidance needs, including referring learners to careers advisers 16. Monitoring, reviewing and evaluating the impact of CWRE

7. Teachers' roles in CWRE

Classroom teachers support CWRE in four main ways. Use these prompts to help staff plan their learning journeys in CWRE.

Career informant

Being a trusted adult who has made career decisions and has experiences that might inform a young person's career building

Pastoral support

Providing pastoral support and helping to make links to career decisions and career support

Within Area

Making connections between Areas and CWRE in the context of the wider curriculum, and building career knowledge, career managment skills and career and work-related experience into the curriculum

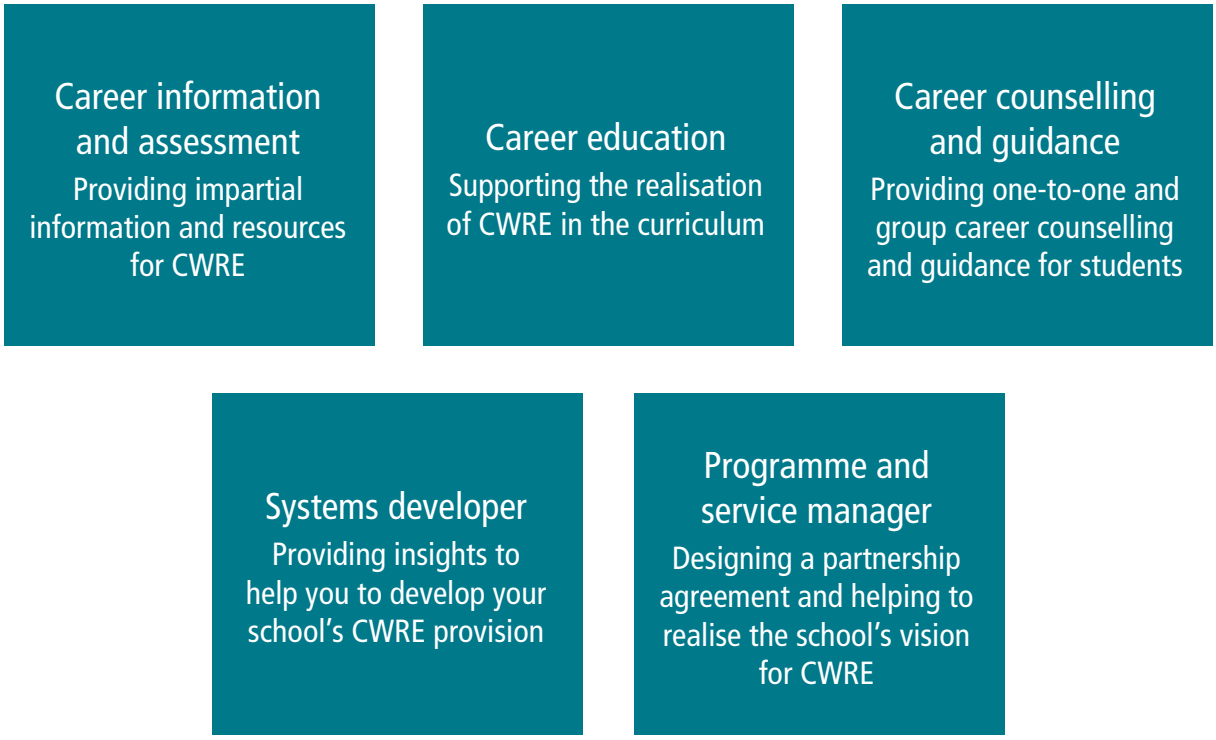
Realising CWRE

Being involved in developing and delivering specific CWRE activities, for example as part of the Health and Well-being Area or as a cross-curricular activity

Source: Adapted from Tristram Hooley, Tony Watts and David Andrew's Teachers and Careers (University of Derby, 2015) (https://derby.openrepository.com/bitstream/handle/10545/346008/Teachers%20and%20Careers-final.pdf;jsessionid=A9003191F06C187D848F5281EA7E9601?sequence=1).

8. The role of the careers professional

Your school will want to draw on the support provided by Careers Wales to develop and implement CWRE. A key part of this will be working closely with a careers professional. The key roles of a careers professional are shown below. How will you use the support of a careers professional to develop your CWRE?



Source: Adapted from the *NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals* (www.nice-network.eu/pub/)

9. Resources for CWRE in primary

Resources

This list includes both resources that have specifically been developed for Wales, and resources that have been developed for other contexts. Resources from outside of Wales may need some adaptation. The inclusion of resources in these charts should not be taken as a recommendation. The list is not exhaustive and will be updated appropriately on the Careers Wales website.

Areas	Curriculum resources	Professional learning resources
Expressive Arts	Bring the Noise (www.bbc.co.uk/teach/bring-the-noise) provides music resources from BBC Teach Children in Art (www.nationalgalleries.org/art-and-artists/features/children-art) provides resources from the National Galleries of Scotland Drama Resource (https://dramaresource.com/drama-resources/) includes articles and resources for drama teachers Jump Start (https://primaryschooldance.co.uk/dance-resources/) (£) provides dance resources Nikon Kids Photo Club (https://kidsphotoclub.com) (£) shows how to use photography in the classroom and in extra-curricular clubs	*Drawing the future* by Nick Chambers, Dr Elnaz T Kashefpakdel, Jordan Rehill and Christian Percy (Education and Employers, 2018) (www.educationandemployers.org/wp-content/uploads/2018/01/DrawingTheFuture.pdf) How you can use drawing to explore children's futures National Drama (https://ndresources.co.uk), a subject association for drama teachers and theatre educators. The resources linked aim to assist with distance learning National Society for Education in Art and Design (www.nsead.org) One Dance UK (www.onedanceuk.org) provide a guide to careers in dance, and Dance Ambassadors Music Mark (www.musicmark.org.uk) provide a comprehensive range of resources to support excellence in music education The Media Education Association (www.themea.org.uk) provides resources to support media educators and promote media literacy work

Areas	Curriculum resources	Professional learning resources
Health and Well-being	Equal Choices, Equal Chances (www.equalityhumanrights.com/en/primary-education-resources) offers lesson plans and videos developed by the Equality and Human Rights Commission Jigsaw Wales (www.jigsawpshe.com) (£) provides a detailed and comprehensive PSE/ health and wellbeing scheme of learning for ages 3 to 16 PiXL (www.pixl.org.uk/edge) (£) offer life skills resources PSHE Association (https://pshe-association.org.uk/curriculum-and-resources/resources/health-and-wellbeing-wales-how-pshe-association) offers a range of resources designed to be embedded into health and wellbeing education in Wales	*Career exploration and development in childhood* edited by Mark Watson and Mary McMahon (Routeledge, 2018) (www.routledge.com/Career-Exploration-and-Development-in-Childhood-Perspectives-from-theory/Watson-McMahon/p/book/9781138602014) presents chapters from leading figures in the field of childhood career exploration and development Early Education (www.early-education.org.uk) *Realising the ambition: Being Me* (Education Scotland, 2020) (education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf) Skills Builder (www.skillsbuilder.org/primary) *Educators' Toolkit*
Humanities	History resources (www.history.org.uk/primary) from the Historical Association Historic England (https://historicengland.org.uk/services-skills/education/images-by-theme/) provide images by theme	Geographical Association (GA) (www.geography.org.uk/home) is the leading subject association for teachers of geography National Association of Teachers of Religious Education (NATRE) (www.natre.org.uk) works to support those who teach and lead in all schools and institutions and at all stages of their career
Languages, Literacy and Communication	HarperCollins (www.harpercollins.com/pages/childrens) children's books (£) Scholastic (www.scholastic.co.uk) children's books (£) Usborne Publishing (https://usborne.com/gb/) children's books (£) Walker Books (www.walker.co.uk) children's books (£)	National Association for the Teaching of English (www.nate.org.uk) The English Association (https://englishassociation.ac.uk) UK Literacy Association (https://ukla.org)

Areas	Curriculum resources	Professional learning resources
Mathematics and Numeracy	MoneySense (https://natwest.mymoneysense.com/home/) from NatWest – a free financial education programme for 5 to 18-year-olds with fun activities, games and resources that help teach children about money at home, as well as in schools Young Enterprise – Young Money (www.young-enterprise.org.uk) is a national charity motivating young people to succeed in the changing world of work by equipping them with the work skills, knowledge and confidence they need	Association of Teachers of Mathematics (www.atm.org.uk) provides a range of professional development and lesson materials, including those addressing ongoing effects of the pandemic Mathematical Association (www.m-a.org.uk) supports and promotes confidence and enjoyment in mathematics for all, and especially young people National Centre for Excellence in the Teaching of Mathematics (www.ncetm.org.uk) provides a range of professional development and lesson materials, including those addressing ongoing effects of the pandemic
Science and Technology	CareersCraft (careerswales.gov.wales/plan-your-career/careers-wales-education-resources/careerscraft-on-minecraft) is a new Minecraft world designed to help encourage players to learn more about work opportunities and the world of work as well as their own strengths and interests Careers City (hwb.gov.wales/repository/publishers/53ec1adb-6ec7-4773-a59e-9e4d57e282b3/resource/e261d08e-a589-4e3a-9d04-3d1feeea9473/en) is a resource for learners aged between 7 and 11. The main learning tool centres around the 'Discovery Map' which features buildings within 'Careers City' that represent key sectors of industry, such as shops to represent retail jobs, a recycling centre to demonstrate roles in energy and environment and a futuristic hub to feature jobs in life sciences	STEM Learning (www.stem.org.uk) provide projects, training and resources for teachers and learners Technology, Pedagogy and Education Association (https://tpea.ac.uk) informs policy and practice in education technology The Design and Technology Association (www.data.org.uk) provides advice, support and training for those involved in teaching design, engineering and technology

Areas	Curriculum resources	Professional learning resources
Science and Technology (continued)	Careers Planet (www.adviza.org.uk/shop/careers-planet) (£) has space-themed lesson plans and games in which children become astronauts and voyage to a make-believe galaxy to discover 23 Careers Planets and the jobs that exist on them	
General/ cross-curricular	BBC class clips (www.bbc.co.uk/bitesize/topics/zhkk7ty/resources/1) are careers and the world of work classroom videos Enterprise Troopers (businesswales.gov.wales/bigideas/partner-area/national-primary-school-competition-enterprise-troopers) from Big Ideas Wales gives primary school-age children across Wales the opportunity to develop entrepreneurial skills in a fun and interactive way First Jed (www.careersoft.co.uk/Products/Job_Explorer_Database/First_Jed.aspx) (£) is designed for primary and special needs and has a world of work map, information on jobs and quiz questions icould (https://icould.com) provides careers films and resources LOUD! Network and the PSHE Association (https://pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-'job-skills-influences) have worked together to produce new Key Stage 2 lessons on 'job skills, influences and goals' My future My choice (www.myfuturemychoice.co.uk) provides activities and resources (£) North East Ambition (www.northeastambition.co.uk) provides resources, a directory of providers and curriculum tools	*A guide for primary school leaders on working with employers and volunteers* (www.educationandemployers.org/wp-content/uploads/2014/10/Primary-Futures-Guide.pdf) by Primary Futures provides guidance for primary schools on how to work effectively with employers *Do primary school children's career aspirations matter?* Eirini Flouri and Constantina Panourgia (Centre for Longitudinal Studies, 2012) (https://cls.ucl.ac.uk/wp-content/uploads/2017/04/CLS-WP-20125-.pdf) *Occupational aspirations of children from primary school to teenage years across ethnic groups* by Lucinda Platt and Samantha Parsons (Centre for Longitudinal Studies and the Runnymede Trust) (https://cls.ucl.ac.uk/wp-content/uploads/2018/09/9948_CLS_Paper_Occupational_Aspirations_of_Children_WEB_FINAL.pdf) *Primary Futures: connecting life and learning in UK primary education* by Anthony Mann, Elnaz Kashefpakdel and Steve Iredale (www.educationandemployers.org/wp-content/uploads/2017/05/Primary-Futures-research-essay-2017-Mann-Kashefpadkel-Iredale.pdf) *Starting Early: Building the foundations for success* by Chris Percy and Alice Amegah (Education and Employers) (www.educationandemployers.org/research/startingearly/)

Areas	Curriculum resources	Professional learning resources
General/ cross-curricular (continued)	The Panjango Resource Bank (https://panjango.com/collections/resource-bank) (£) provides interactive teaching resources including an online careers game to bring learning to life and connect it with the real world Primary Careers Resources Platform (https://primary-careers.careersandenterprise.co.uk) from the Careers & Enterprise Company includes resources, case studies, news and information about why careers education is important and what works Primary Futures (www.primaryfutures.org) enables schools to connect with volunteers from the world of work TES teaching resources (www.tes.com/teaching-resources) (£) Twinkl (www.twinkl.ca/search?q=welsh&c=244&r=parent) (free and £) provides a range of teaching and planning resources including some that can be used in CWRE YouTube (www.youtube.com) – search on careers videos for children/kids	*What works? Career-related learning in primary schools* by Elnaz Kashefpakdel, Jordan Rehill and Deirdre Hughes (Careers and Enterprise Company) (www.careersandenterprise.co.uk/media/m42pwir3/what-works-in-primary.pdf) The Curriculum for Excellence (Education Scotland) (education.gov.scot/education-scotland/what-we-do/developing-creativity-employability-and-skills/) *The contribution of curriculum areas* (Education Scotland) (education.gov.scot/media/kxugralx/btc1.pdf)

10. Resources for CWRE in secondary

Resources

This list includes resources that have specifically been developed for Wales, and resources that have been developed for other contexts. Resources from outside of Wales may need some adaptation. The inclusion of resources in these charts should not be taken as a recommendation.

Areas	Curriculum resources	Professional learning resources
Expressive Arts	The Arts Council of Wales (https://arts.wales/) is the official body that funds and develops the arts in Wales	National Drama (https://ndresources.co.uk) is a subject association for drama teachers and theatre educators National Society for Education in Art and Design (NSEAD) (www.nsead.org) is a voice for art, craft and design education, across all sectors, all phases, throughout the UK and beyond One Dance UK (www.onedanceuk.org) provides a guide to careers in dance, and Dance Ambassadors Music Mark (www.musicmark.org.uk) is a membership organisation, subject association and charity who provide music education services and hubs The Media Education Association (MEA) (www.themea.org.uk) support media educators, promote media literacy work and raise the status of media education

Areas	Curriculum resources	Professional learning resources
Health and Well-being	CV+ (www.cvplus.co.uk) offers a portfolio, cover letter and CV builder (free and £) Equality and Human Rights Commission in Wales (www.equalityhumanrights.com/en/commission-wales) champions equality and human rights for all Jigsaw Wales (www.jigsawpshe.com) (£) provides a detailed and comprehensive PSE/health and wellbeing scheme of learning for ages 3 to 16 PiXL (www.pixl.org.uk/edge) (£) offers life skills resources TrueTube (www.truetube.co.uk) offers resources for RE, PSE and Citizenship What's Your Strength? (https://whatsyourstrength.co.uk) (£)	Association for Physical Education (afPE) (www.afpe.org.uk/physical-education/) is the subject association for PE in the UK PSHE Association (https://pshe-association.org.uk/curriculum-and-resources/resources/health-and-wellbeing-wales-how-pshe-association) LifeSkills (https://barclayslifeskills.com/educators/lessons/) offers lesson plans Skills Builder (www.skillsbuilder.org/secondary) *Educators' Toolkit*
Humanities	Cadw (cadw.gov.wales/learn) *Why Study Geography?* Alan Parkinson (£) London Publishing Partnership *Why Study History?* Marcus Collins and Peter N Stearns (£) London Publishing Partnership	British Association for Local History (www.balh.org.uk) promotes local history and serves local historians Careers education in the geography curriculum (www.rgs.org/schools/teaching-resources/careers-education-in-the-geography-curriculum/) module by the Royal Geographical Society Geographical Association (GA) (www.geography.org.uk/home) the subject association for teachers of geography The Historical Association (www.history.org.uk) National Association of Teachers of Religious Education (NATRE) (www.natre.org.uk) works to support those who teach and lead in all schools and institutions and at all stages of their career Royal Geographical Society (www.rgs.org/schools/)

Areas	Curriculum resources	Professional learning resources
Languages, Literacy and Communication	Double Club (hwb.gov.wales/repository/discovery?fields=resources&query=Double%20Club&sort=relevance&strict=1) (French, German, Spanish, Italian, Portuguese) from the Welsh Football Association *Why Study Languages?* Gabrielle Hogan-Brun (£) London Publishing Partnership	Association for Language Learning (ALL) (www.all-languages.org.uk) for those involved in the teaching of foreign languages National Association for the Teaching of English (www.nate.org.uk) works regionally, nationally and internationally at all key stages The English Association (https://englishassociation.ac.uk) UK Literacy Association (https://ukla.org)
Mathematics and Numeracy	MoneySense (https://natwest.mymoneysense.com/home/) from NatWest – a free financial education programme for 5 to 18-year-olds with fun activities, games and resources that help teach children about money at home, as well as in schools Maths (realhistories.org.uk) (www.realhistories.org.uk) nomis (www.nomisweb.co.uk) offers official labour market statistics. Office for National Statistics (www.ons.gov.uk) *Why Study Mathematics?* by Vicky Neale (£) London Publishing Partnership Young Enterprise – Young Money (www.young-enterprise.org.uk) is a national charity motivating young people to succeed in the changing world of work by equipping them with the work skills, knowledge and confidence they need	Association of Teachers of Mathematics (www.atm.org.uk) Mathematical Association (www.m-a.org.uk) National Centre for Excellence in the Teaching of Mathematics (www.ncetm.org.uk) Wales Institute of Mathematical and Computational Sciences (WIMCS)

Areas	Curriculum resources	Professional learning resources
Science and Technology	Royal Academy of Engineering's (www.thisisengineering.org.uk) videos on science, technology, engineering and mathematics (STEM) workers Royal Society's Inspiring Scientists: Diversity in British Science (https://royalsociety.org/topics-policy/diversity-in-science/inspiring-scientists/) STEM Learning (www.stem.org.uk) offers projects, training and resources for teachers and learners	Association for Science Education (ASE) (www.ase.org.uk) is an active membership body that has been supporting all those involved in science education from pre-school to higher education for over 100 years; members include teachers, technicians, tutors and advisers Computing at School (www.computingatschool.org.uk) Institute of Physics (www.iop.org) Royal Society of Biology (www.rsb.org.uk/education) advances education and professional development and engages and encourages public interest in the life sciences Royal Society of Chemistry (www.rsc.org/teaching-and-learning/) education website brings together their online support for chemistry teaching *Science, Technology, Engineering and Mathematics (STEM): Guidance for schools and colleges in Wales* (2012) (gov.wales/science-technology-engineering-and-mathematics-stem-guidance-schools-and-colleges) *Science, Technology, Engineering and Mathematics (STEM) in education and training: A delivery plan for Wales* (2016) (gov.wales/science-technology-engineering-and-mathematics-stem-delivery-plan) Baseline evidence and research project for gender equality in STEM (2020) (gov.wales/baseline-evidence-and-research-project-gender-equality-stem) Technology, Pedagogy and Education Association (TPEA) (https://tpea.ac.uk) informs policy and practice in education technology

Areas	Curriculum resources	Professional learning resources
Science and Technology (continued)		The Design and Technology Association (www.data.org.uk) provide advice, support and training for those involved in teaching design, engineering and technology Equality in Science, Technology, Engineering and Maths Board (gov.wales/equality-science-technology-engineering-and-maths-board/equality-stem-board-what-we-do#content) STEM Learning (www.stem.org.uk/) – projects, training and resources for teachers and learners
General/ cross-curricular	Amazing Apprenticeships (https://amazingapprenticeships.com/) Apprenticeships (careerswales.gov.wales/apprenticeships) – Careers Wales Bitesize (www.bbc.co.uk/bitesize/learn) – educational resources by the BBC British Council Wales (https://wales.britishcouncil.org/en/educational-resources/school-teacher) – international links, professional development opportunities, curriculum resources, classroom support and awards Business Class Partnership (www.bitc.org.uk/case-study/wales-business-class-partnership-stories/) from Business in the Community Career Comp@nion (www.careercompanion.co.uk/) – designed to support career leaders in the management, maintenance and delivery of their activities Career Kickstart (www.natwest.com/learning/learning-for-you/working-life.html) from NatWest	*Guide to using the Career Development Framework – KS3, KS4 and Post 16* (www.thecdi.net/write/Guide_to_using_the_Career_Development_Framework_KS3,_K4,_Post_16_.docx) from the Career Development Institute CEC Resource Directory (https://resources.careersandenterprise.co.uk/) from the Careers & Enterprise Company Inspiring the Future from Education and Employers (www.inspiringthefuture.org/) Welsh Government Apprenticeships (gov.wales/apprenticeships) *Partnerships with employers in secondary and special schools* (Estyn, 2020) (www.estyn.gov.wales/thematic-report/partnerships-employers-secondary-and-special-schools) Skills Gateway (businesswales.gov.wales/skillsgateway/) from Business Wales – employer-facing with useful information for schools on apprenticeships, labour market information, qualifications and regional skills partnerships

Areas	Curriculum resources	Professional learning resources
General/ cross-curricular (continued)	Careerpilot (www.careerpilot.org.uk/) for 13 to 19-year-olds (focused on south-west England) Careersoft (www.careersoft.co.uk/) (£) produces quality independent careers resources Careers Wales (careerswales.gov.wales/job-information/articles) offers skills and careers linked to different subjects Eclips (www.eclips-online.co.uk/) (£) provides users with all the information they need to make informed careers decisions Education Business Exchange (EBE) (careerswales.gov.wales/employers/working-with-schools) is a database of employers across Wales who are keen to work with schools in a range of different ways icould (https://icould.com/) video resources and Buzz Quiz LifeSkills (barclayslifeskills.com/) created with Barclays LMI for All (www.lmiforall.org.uk) provides high-quality, reliable labour market information (LMI) to inform careers decisions Morrisby (www.morrisby.com/schools) (£) provides high-quality careers platforms, assessments and guidance resources My future My choice (www.myfuturemychoice.co.uk/) offers activities and resources (£) My Personal Finance Skills (https://mypersonalfinanceskills.org/) offers resources and workshops (age 14-plus) My World of Work (Scotland) (www.myworldofwork.co.uk/) – Scotland's career information and advice website by Skills Development Scotland (SDS)	CollegesWales (www.colleges.wales/) offers information about post-16 careers and work-related education projects The Curriculum for Excellence (Scotland) (education.gov.scot/education-scotland/what-we-do/developing-employability-and-skills/) *The contribution of curriculum areas* (Scotland) (education.gov.scot/media/kxugralx/btc1.pdf)

Areas	Curriculum resources	Professional learning resources
General/ cross-curricular (continued)	North East Ambition (www.northeastambition.co.uk/) offers resources, directory of providers and curriculum tools Planit (Scotland) (www.planitplus.net/) provides a number of interactive tools to help with career planning Pontydysgu (https://pontydysgu.eu/) – Bridge to learning Speakers for School (UK-wide) (www.speakersforschools.org/) aims to end educational inequality by giving all young people access to the same prestigious networks Start profile (www.startprofile.com/) – search for placements, jobs, courses and apprenticeships Start Something Good Social Enterprise Challenge (www.bigideas.wales/startsomethinggood) from Big Ideas Wales – social business challenge Success at School (https://successatschool.org/) offers careers information and subject guides (free and £) TES teaching resources (www.tes.com/teaching-resources) (£) – lesson resources by TES Twinkl (www.twinkl.co.uk/) (free and £) provides a range of teaching and planning resources including some that can be used in CWRE UCAS (www.ucas.com/) for post-16 careers information and higher education admission services Youth Card (app) (www.speakersforschools.org/youthcard-join/) from Speakers for School YouTube (www.youtube.com/) – search on careers videos for young people	

11. Resources for CWRE in special schools

Resources

This list includes both resources for learners with additional learning needs that have specifically been developed for Wales, and resources that have been developed for other contexts. Resources from outside of Wales may need some adaptation. The inclusion of resources in these charts should not be taken as a recommendation.

Areas	Curriculum resources	Professional learning resources
Expressive Arts	Bring the Noise (www.bbc.co.uk/teach/bring-the-noise) from BBC Teach (music) provides music resources for teachers Singing Hands (https://singinghands.co.uk/) (free and £) promotes signing with Makaton to develop children's communication potential through music, songs, games and activities	
Health and Well-being	Epilepsy Action (www.epilepsy.org.uk/info/children-young-adults) has advice and information for children and young people Mencap (www.mencap.org.uk/advice-and-support/employment-services) offers careers and employment advice to young people New Horizons (www.asdan.org.uk/new-horizons/) from ASDAN (£) is an activity-based curriculum resource that supports the delivery of PSE, citizenship and careers education for 9 to 13-year-olds with special educational needs	ADDISS (The National Attention Deficit Disorder Information and Support Service) (www.addiss.co.uk/) shop (£) has resources to help children and young people succeed in education and employment ADHDWISEUK (www.adhdwise.uk/) (£) offers training and consultancy on achieving positive outcomes for learners with ADHD *Helping Children Pursue their Hopes and Dreams: A Guidebook* by Margo Sunderland (Routledge, 1999) (www.childmentalhealthcentre.org/shop/books/product/78-helping-children-pursue-their-hopes-and-dreams-a-guidebook) (£) is designed to help children manage their feelings Makaton (https://makaton.org/TMC/) (free and £) has developed a range of life skills resources using speech with signs

Areas	Curriculum resources	Professional learning resources
Science and Technology	*Obsessive Compulsive Disorder: A Young Person's Self Help Guide* (www.anxietyuk.org.uk/wp-content/uploads/2020/10/Obsessive-Compulsive-Disorder-A-young-persons-self-help-guide.pdf) shows how thinking like a scientist can help to beat OCD	The Design and Technology Association (www.data.org.uk/)
General/ cross-curricular	North East Ambition (www.northeastambition.co.uk/) for resources, directory of providers and curriculum tools TES teaching resources (www.tes.com/teaching-resources) (£) Twinkl (www.twinkl.co.uk/) (free and £) provides a range of teaching and planning resources including some that can be used in CWRE	The Council for Subject Associations (www.subjectassociations.org.uk/member/special-educational-needs-disabilities/) – for links to specialist associations and charities in the field of SEND Skills Gateway (businesswales.gov.wales/skillsgateway/) from Business Wales is employer-facing with useful information for schools on disabled people's employment including access to work, inclusive apprenticeships, a more equal Wales and workforce rights and responsibilities CollegesWales (www.colleges.wales/) offers information about post-16 careers and work-related education projects for additional learning needs National Association for Special Educational Needs (www.nasen.org.uk/) *Partnerships with employers in secondary and special schools* (Estyn, 2020) (www.estyn.gov.wales/system/files/2021-08/Partnerships%2520with%2520employers%2520in%2520secondary%2520and%2520special%2520schools%2520en_0.pdf) SEND resources (https://resources.careersandenterprise.co.uk/browse-category/send) from Careers & Enterprise Company

12. Creating a professional learning culture for CWRE

Developing the teachers and other staff who facilitate CWRE is a critical part of building high-quality provision. The school should:

- devote time to professional development for all staff involved in CWRE, for example through organising a dedicated inset session
- work proactively with supporters (for example improvement partners) and networks (for example school leader and practitioner networks) in focusing on developing CWRE
- carry out a survey of professional learning needs in CWRE with specific groups of staff, for example Area leads
- make use of external professional learning support where appropriate.

Professional learning sessions for CWRE

The following checklist will help the school to plan a professional learning session for CWRE.

- Set up planning group.
- Confirm date, timings, rooms/venues, budget, which staff will be participating.
- Consider inviting guests/speakers and experts to enhance the session.
- Identify the purpose of the session (aims and objectives) and give it a catchy title.
- Suggest topics/activities and facilitators. Outline proposed content and training methods (active and participative). When ready, transfer details to session planner and assign individuals to lead on different parts of the event.
- Plan digital and social media component (for example participation via online platform, recording session, twitter hashtag).
- Plan how you will evaluate the event (with reference to the Kirkpatrick model).
- Identify and organise admin support required (for example greeting guests, preparation of materials, refreshments).
- Promote the session via announcements and reminders, for example newsletter, email, posters, use of social media.
- Plan how you will disseminate the outcomes of the event.

External providers of professional learning

There are a wide range of organisations that can support professional learning in CWRE for your school.

CWRE professional organisations

- Career Development Institute (www.thecdi.net/Home)
- Careers Wales (careerswales.gov.wales/careers-professionals)

National projects

- Education Workforce Council (www.ewc.wales/site/index.php/en/)
- Hwb – professional development (hwb.gov.wales/professional-development/)
- National Academy for Educational Leadership Wales (https://nael.cymru/)
- National approach to professional learning (hwb.gov.wales/professional-development/national-approach-to-professional-learning/)
- The Curriculum for Wales Professional Learning Programme (curriculumforwales.gov.wales/2019/11/29/the-curriculum-for-wales-professional-learning-programme-from-our-regional-education-consortia/) – Curriculum for Wales
- Professional learning journey (hwb.gov.wales/professional-development/professional-learning-journey)
- Professional standards (hwb.gov.wales/professional-development/professional-standards/#y-dull-cenedlaethol-ar-gyfer-dysgu-proffesiynol:-safonau-proffesiynol-ar-gyfer-addysgu-ac-arweinyddiaeth)
- School Improvement Consortia (www.wlga.wales/school-improvement-consortia-wales-contact-details)

Regional professional learning consortia

- School Improvement Consortia Wales (www.wlga.wales/school-improvement-consortia-wales-contact-details)
- North Wales (www.rspnorth.wales/)
- Regional Skills Partnerships (https://businesswales.gov.wales/skillsgateway/skills-development/regional-skills-partnerships)
- South East Wales Cardiff Capital Regional skills Partnership (www.data.cymru/sewso)
- South West and Mid Wales (www.data.cymru/rlp)
- South West Wales (https://rlp.infobasecymru.net/IAS/themes/)

Online resources addressing key theories for CWRE

CWRE builds on a long history of research, practice and theory. People involved in leading CWRE in schools may be keen to explore some of the underpinning thinking behind the area. This tool provides you with some key starting points.

- Career Theory and models (www.careers.govt.nz/resources/career-practice/career-theory-models/) – A resource produced by Careers New Zealand to provide an introduction to some of the main career theories.
- Career Theory (https://marcr.net/marcr-for-career-professionals/career-theory/) – Resources from MARCR.net designed to support careers professionals in training.
- Introduction to career theory (https://adventuresincareerdevelopment.wordpress.com/2020/09/17/introduction-to-career-theory-a-self-study-course/) – A self-study course from Tristram Hooley.
- Dialogic teaching (www.jct.ie/perch/resources/english/dialogic-handout-1.pdf) is a teaching approach that is based around collaborative conversations between teachers and students. It can be used effectively to support CWRE as it encourages dialogue and reflection. See also the webinar from Professor Robin Alexander (https://my.chartered.college/2020/11/webinar-dialogic-teaching-revisited-more-important-now-than-ever/).
- Problem-based learning (https://teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning) presents students with a problem to solve which requires them to engage with a range of materials. The emphasis is on students answering a fundamental question that is important to them such as 'How can we improve job satisfaction at work?'
- Experiential learning (https://en.wikipedia.org/wiki/Experiential_learning) or learning by doing is an approach that can be used to support CWRE. See CERIC's detailed collection of resources looking at the use of experiential learning in career development (https://ceric.ca/wpdm-package/experiential-learning-and-career-development/).
- Portfolio-based learning (https://teaching.unsw.edu.au/assessing-portfolio) encourages learners to create a portfolio recording their learning and achievements in CWRE.

13. Building a network

CWRE cannot be facilitated by the school alone. It is important to build a network with other individuals and organisations to support your CWRE provision. Typically, your network should include some or all of the following.

- Learners
- Parents and carers
- Alumni
- Link schools and colleges
- Apprenticeship providers
- Universities
- Businesses, trade unions and professional associations
- Community and voluntary organisations and charities
- Careers Wales

Mapping your network

It can be useful to think about who you already know and work with. The following template might be useful in supporting you to do this.

Partner	Key contact	Current activities	Areas for development

Click here to access form

Building new relationships

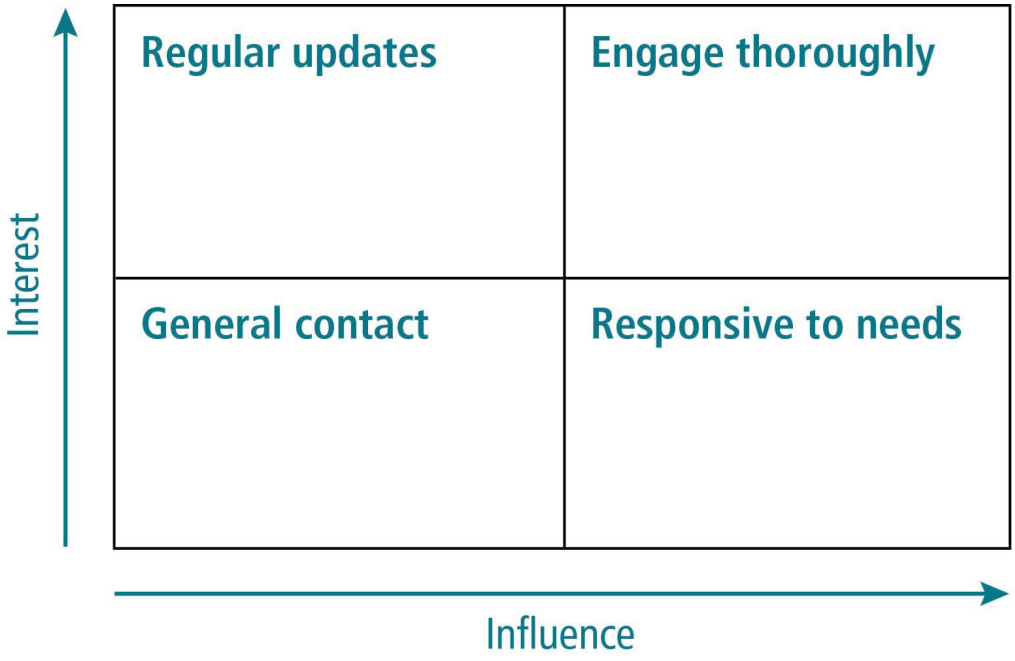
You may also want to consider what organisations and partners you want to engage with. The following template may be helpful in doing this.

Potential partner	Key contact if known	What are you looking for?	What are they looking for?	How will you make contact

Click here to access form

Managing multiple relationships

It is very easy to quickly build up a lot of relationships. If you end up with too many you can quickly find it difficult to manage them all. The following framework provides a way to organise and manage your partnerships and contacts.



14. Developing relationships with an employer or other visitor

Not everyone in your network will need to come into your school or interact directly with learners. Where you are bringing an employer or other visitor into the school there are a range of things that you need to think about. It is important to spend time with the visitor talking about what you want them to do, what they should expect, how they want to be addressed and a range of other issues. The following checklist will help you to cover all of the important issues in advance.

	School		Employer
Main contact			
Job title			
Form of address in the school setting			
Telephone			
Email			
Alternative contacts			
Project details			
What is the activity?			
When will it take place?			
Where will it take place?			
What type of space will it need?			
Who will be present?			
How old are the learners?			
Links to Areas			
Descriptions of learning covered			
What will the employer/visitor do?			
Resources needed			
Refreshment and dietary needs			
Car parking			
Action plan			
Actions to be completed	**Who?**	**By when?**	**Comments**

Click here to access form

15. Designing your CWRE self-assessment process

The template below will help you to design your CWRE self-assessment process.

Self-assessing your school's provision	
What is your self-assessment focusing on?	
Who is leading the self-assessment?	
Who else will be involved?	
When is it going to take place?	
Key activities	
What processes and approaches will you use?	
How long will this take?	
Outcomes	
What do you hope to achieve?	
What will be the main outputs and outcomes of the self-assessment?	

Click here to access form

16. Key findings from your self-assessment

Once you have completed your self-assessment you should spend time reflecting and identifying your main findings, what you think about them and what you are going to do. Ideally you should try and recognise both strengths and areas for development and also identify the most important areas, quick wins and issues for later. You cannot try and address everything in one go.

Key findings from your CWRE self-assessment			
Strengths	**Why (commentary)**	**What needs to happen?**	**Whose responsibility is it?**
Key areas for development	**Why (commentary)**	**What needs to happen?**	**Whose responsibility is it?**
Quick wins	**Why (commentary)**	**What needs to happen?**	**Whose responsibility is it?**
Issues to park for later		**When will you return to this?**	

Click here to access form

17. CWRE self-assessment portfolio

It can be useful to bring together all of the documents that you have used in your self-assessment. This may include many of the documents in this toolbox as well as other forms of evidence. You can use the following as a coversheet for this portfolio to help you to organise all of the evidence that you have brought together.

Self-assessment portfolio cover sheet			
What is your school's vision for CWRE?			
Who has lead responsibility for CWRE?			
Who are the key stakeholders?			
Dimensions of quality			
	Strengths	Key areas for development	Evidence
Leading the development of CWRE			
Realising CWRE in the curriculum			
Implementing effective learning and teaching in CWRE			
Supporting professional learning in CWRE			
Co-constructing CWRE			
Demonstrating impact in CWRE			
Reflections			
Key actions			
Review			
Review points for this self-assessment			
Planned date for next self-assessment			

Click here to access form