Careers and work-related experiences (CWRE)

A toolkit for supporting the development of CWRE in schools and settings

Acknowledgements

Gyrfa Cymru
Careers Wales

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

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Ministerial foreword

High-quality careers education, advice and guidance has a crucial role to play in supporting our children and young people to reach their full potential. Through effective careers education we can give learners an improved understanding of the world of work, an awareness of the skills they need to succeed and a greater awareness of the wide range of opportunities and routes available to them.

Careers and work-related experiences (CWRE) is a critical component of our Curriculum for Wales. To ensure that CWRE provision meets the needs of learners and includes opportunities to develop career management skills, it should be well planned and outlined within a school or setting's policy. This toolkit supports the sections relating to careers and work-related experience in the Curriculum for Wales guidance which has been developed to support schools and wider education settings when designing CWRE in their curriculum. It will help you assess and evaluate the delivery of CWRE, and assess the impact on the progress made by learners. It can help to drive up the quality of CWRE being delivered, and provide a good benchmark to help identify where schools could improve.

We know that good, effective careers education motivates and inspires children and young people. We also know that it can excite them about subjects, increase motivation and confidence, and improve their attainment and progression in education. It is therefore crucial that collectively we do all we can to ensure no child and no young person is left behind, and that we support learners to establish high expectations and aspirations for themselves.

In times of uncertainty and change, the need to inspire our next generation is more important than ever. The earlier our children and young people's aspirations are raised and broadened, the better. Good careers education, advice and guidance should create 'lightbulb moments', making the connection between children and young people's studies and the opportunities that await them beyond the school gates. We must support our children and young people to gain the skills and experience they need for the jobs of today and the future, and ensure they are neither held back nor left behind.

Finally we would both like to thank everyone who has been involved in developing this toolkit, a toolkit that will support our schools and wider education settings to deliver quality careers and work-related experiences, and ultimately help our children and young people both to understand the relationship between their learning and the world of work and to have experiences that will open their eyes to the amazing possibilities that lie ahead.

Vaughan Gething MS
Economy Minister

Jeremy Miles MS
Minister for Education and Welsh Language

1. Introduction

The toolkit suggests ways of continuing to improve careers and work-related experiences (CWRE) in the curriculum through assessing and evaluating its impact on the progress made by learners.

CWRE for 3 to 16-year-olds is a cross-cutting theme in the Curriculum for Wales which will be implemented in primary schools, maintained nursery schools and non-maintained nursery settings from September 2022 onwards. Secondary schools that are ready will also start in September 2022, with the remainder beginning in September 2023.

CWRE is expected to make a significant contribution to learners' achievement of the four purposes (hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes) of learning and the seven wellbeing goals (www.futuregenerations.wales/about-us/future-generations-act/) of the Well-being of Future Generations (Wales) Act 2015 which constitute the shared vision for the new curriculum.

The learning provision that schools make for CWRE refers to both the contribution of CWRE to learners' progress and improvement as set out in the descriptions of learning in all the areas of learning and experience (Areas) and to the specific contribution of CWRE to learners' career development. Schools and settings are expected to follow the sections relating to careers and work-related experience within the Curriculum for Wales in developing their curriculum.

Children and young people are starting out on their journey through life, learning and work. They have choices to make about the educational pathway that they will take, the jobs that they will do and the kind of life that they will lead. They can expect to have to deal with change and uncertainty, adapting their ideas and plans to new circumstances; and as they shape their own careers they can also make a positive contribution to the wellbeing of others.

Careers matter, they make a difference to every individual, community and society. Everyone has a career, even if it takes a winding path and includes many stops, starts and changes of direction. Career is about more than undertaking paid work which may not be possible for some learners. It includes the work they do in the home, in their leisure pursuits and in their voluntary work. It is important to help learners engage with the ideas of career and lifelong learning and to empower them to make sense of, and take control of, their own careers and education to the best of their abilities.

CWRE is not just for the last few years of schooling, nor for a particular group of learners. From early years onwards, every child starts learning about the opportunities and possibilities that learning, work and career can open for them. The primary phase is critical for fostering exploration and discovery, strengthening aspiration and ambition, challenging stereotypes, widening horizons, keeping options open and building resilience. In the secondary phase learners begin to make decisions about subjects and

pathways that will influence the rest of their lives. The power of CWRE to motivate and engage learners is related to their perception of the relevance and usefulness of what they are learning to their everyday lives, both now and in the future. These gains depend on learners having a positive, hopeful and optimistic view of their career possibilities.

All young people need to leave school with a clear idea of the direction they are moving in. They need to know how to realise their plans, and to have the understanding and skills to be adaptable, resilient and enterprising in managing unexpected change and transitions. It is important that all primary, secondary and special schools, as well as other settings including pupil referral units (PRUs) and those providing education otherwise than at school (EOTAS), embed CWRE as a cross-cutting theme in the whole curriculum. (Unless otherwise stated, the term 'school' is used in the toolkit to refer to all these types of setting.)

This toolkit will provide you with a process for developing your school's CWRE approach. It will offer you advice, inspiration, tools and resources. However, every school's CWRE provision will be different and so it is important that you think about the design of your CWRE to reflect the ethos and vision of your school, what your learners need and the wider context in which you are working. The toolkit should help you to do this.

Curriculum for Wales

The Curriculum for Wales (hwb.gov.wales/curriculum-for-wales) provides an excellent framework for CWRE. It enables schools to design and realise their own curriculum which will enable learners to progress towards the four purposes. These four purposes set out the shared vision and aspiration for all children and young people to become:

• ambitious, capable learners, ready to learn throughout their lives

• enterprising, creative contributors, ready to play a full part in life and work

• ethical, informed citizens of Wales and the world

• healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The Curriculum for Wales recognises that CWRE is a cross-cutting theme that connects with all Areas. CWRE provides learners with meaningful frames of reference, relevant contexts, realistic examples, up-to-date resources and effective pedagogical approaches to enhance learning in each of the Areas. The Areas offer methods, perspectives and explanations to enhance learners' career thinking and planning.

What the toolkit is for

The toolkit is designed to assist schools in assessing and evaluating the quality of their CWRE provision linking it to their overall approach to continuous curriculum improvement. It suggests ways of collecting evidence of how well the school is implementing CWRE and weighing up the impact it is having on learners. At the heart of the toolkit are six dimensions of quality identified from international research

and adapted for Wales. Suggested prompts in the style of the the national resource: evaluation and improvement are offered to assist schools in thinking about what they do well and what they would like to improve. Schools are encouraged to use only the prompts that are relevant to their needs and to develop any additional prompts that they require.

How to use the toolkit

This toolkit will help schools to deepen their understanding of quality in CWRE so that they can fully incorporate CWRE in their curriculum design. The tools can be used flexibly and to align with the school's own systems for continuous improvement planning, collaborative professional dialogue and listening to learners. This approach is designed to support the initiative to reduce teachers' workload (www.estyn.gov.wales/node/14730). Relevant information and advice is also provided by Hwb, (hwb.gov.wales/) the national resource: evaluation and improvement, Estyn and the national approach to professional learning.

Section 2 of the toolkit explores the scope and value of CWRE and shows how the knowledge, skills and experiences developed through CWRE are related to the four purposes. It suggests a framework for enhancing learning in both CWRE and the Areas. The framework is non-prescriptive and can be used for a range of purposes including:

- carrying out a learning needs analysis (how well are we meeting learners' expressed needs?)

- auditing provision (what activities and experiences are we currently providing?)

- co-constructing statements of entitlement with learners (what can learners expect?)

- creating schemes of learning (what are our plans for learning and teaching?)

- asessing learning (how can we adapt our provision and identify ways forward for learners?)

- evaluating provision (how worthwhile is our provision and how can we improve?)

- investing in resources (what additional resources do we need?)

Section 3 of the toolkit offers a model for examining quality in CWRE and suggests ways of developing and maintaining high-quality provision. The model is based around the following six dimensions of quality:

- leading the development of CWRE in the school

- realising CWRE in the curriculum

- implementing effective learning and teaching in CWRE

- supporting professional learning in CWRE

- co-constructing CWRE

- demonstrating impact in CWRE.

This section explains how each dimension contributes to quality, both separately and through interaction with each other. It provides supporting guidance, self-assessment prompts and supporting resources to encourage further exploration of how to continuously improve CWRE.

Section 4 of the toolkit outlines a continuous self-assessment cycle and suggests ways that schools can use it. The main stages of the cycle are:

- exploring CWRE and self-assessment

- preparing for self-assessment

- implementing self-assessment

- reflecting on self-assessment

- acting on self-assessment.

The toolbox which accompanies this toolkit contains examples of tools and templates for collecting, analysing and presenting evidence of the quality of the school's CWRE provision. It also contains the resources which are linked to the prompts in the framework.

2. Realising CWRE in the Curriculum for Wales

CWRE is 'an age and developmentally appropriate careers education embedded across the areas of learning and experience ('Areas'), supported by a wide range of relevant work-related learning experiences and environments'. Various organisations have produced information and advice to assist schools in realising CWRE in the curriculum. **Welsh Government's** *Careers and work-related experiences* (hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#careers-and-work-related-experiences) provides statutory guidance on CWRE.

Learners develop their knowledge, skills and experiences to fulfil the four purposes of the curriculum. If we think about the four purposes through a CWRE lens they could look like this:

Ambitious and capable
Learners aim high, embrace learning and actively build their careers

Enterprising and creative
Learners create opportunities and develop the skills they need for their careers

Ethical and informed
Learners prepare for careers that will have a positive impact on their culture, community, society and the world

Healthy and confident
Learners experience personal growth and strengthen their wellbeing and personal agency as they build their careers

Curriculum for Wales resources

Curriculum for Wales (hwb.gov.wales/curriculum-for-wales/) resources on Hwb provide a strong starting point for thinking about how your school can realise the Curriculum for Wales. You might want to pay particular attention to the sections on designing your curriculum (hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/) and cross-cutting themes for designing your curriculum (hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum) as this is where CWRE fits.

⚙ Resources

You might also want to look at the specific reference to CWRE in each area of learning and experience guidance on Hwb:

Expressive Arts
hwb.gov.wales/curriculum-for-wales/expressive-arts/designing-your-curriculum/

Health and Well-being
hwb.gov.wales/curriculum-for-wales/health-and-well-being/designing-your-curriculum/

Humanities
hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/

Languages, Literacy and Communication
hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/designing-your-curriculum/

Mathematics and Numeracy
hwb.gov.wales/curriculum-for-wales/mathematics-and-numeracy/designing-your-curriculum/

Science and Technology
hwb.gov.wales/curriculum-for-wales/science-and-technology/designing-your-curriculum/

The national resource: evaluation and improvement

The national resource: evaluation and improvement provides evaluation and improvement prompts and resources to assist schools in developing the curriculum
hwb.gov.wales/evaluation-improvement-and-accountability/the-national-resource-evaluation-and-improvement/

Careers Wales

The remit, role and support schools can expect is outlined in *Brighter Futures*
careerswales.gov.wales/about-us/brighter-futures

The Careers Wales website provides useful information for practitioners, including professional learning resources on realising CWRE in the curriculum
careerswales.gov.wales/education-and-teaching-professionals/careers-in-the-curriculum

CWRE learning and the aims of inspirational CWRE

CWRE knowledge, skills and experiences are developed interdependently, and they enable learners to acquire the attitudes and values that will help them to make principled choices that have a positive impact on their own career wellbeing and the wellbeing of others in society and the environment.

Develop career knowledge	Build career management skills	Have career and work-related experiences
The facts, information and ideas that learners need to understand to develop their careers. This typically includes an understanding of education and training pathways, the labour market and the changing nature and future of careers and work. Acquiring career knowledge will contribute to the personal wellbeing and health of learners.	The skills that learners use to successfully manage and make progress in their careers. These will typically include the ability to reflect, to undertake research, to make decisions and to develop resilience as well as the skills to manage their personal finances and develop transition skills such as making applications. The development of career management skills will enable learners to make the best use of personal guidance, negotiate, advocate for themselves, tackle challenges and take advantage of opportunities.	Experiences are one of the most important ways in which career knowledge and career management skills are developed. They are about offering learners active, participatory and experiential learning opportunities such as role plays, simulations, volunteering activities, work visits, work placements and contacts with visitors. Career and work-related learning experiences will enable learners to raise their aspirations, broaden their horizons and improve their chances of success.

The statutory guidance takes this further and outlines five aims of inspirational CWRE which provide a framework for thinking about the content and building blocks of progression in CWRE.

1 **Exploring self and society**
Learners develop an understanding of the purpose of work in life for themselves and society as a whole.

2 **Widening horizons**
Learners become increasingly aware of the range of opportunities available to them, broadening their horizons.

3 **Overcoming barriers**
Learners develop the attitudes and behaviours required to overcome barriers to employability, career management and lifelong learning.

4 **Exploring opportunities**
Learners explore opportunities through a variety of meaningful experiences in learning, work and entrepreneurship.

5 **Developing adaptability and resilience**
Learners develop resilience and the ability to be adaptable in response to challenges, choices and responsibilities of work and life.

The five aims enable schools to identify knowledge, skills and experiences that are age- and developmentally appropriate for their learners and for the context, education and labour market within which the school is operating.

Exploring self and society

Growing self-awareness helps learners to recognise their personal qualities, values, interests, skills and needs. Personal reflective writing enables learners to tell their own story and make sense of who they are and who they could possibly become. Religious and ethical dialogue also enables learners to explore the meaning of work and career for themselves, their families and communities and for society as a whole. Society grapples with big issues such as wellbeing, the right to decent work, fairness, inclusion, environmental protection and sustainable economic development. Learners benefit from thinking through these big issues and, as citizens, considering how they can contribute to their own wellbeing and the wellbeing of others through their career choices.

Widening horizons

Aspiration can be strengthened by providing learning opportunities that extend children's horizons for action, for example by arranging a careers fair run by parents/carers or organising a visit to a university or local apprenticeship provider to introduce learners to possibilities that they have not considered before. Finding and using careers information requires a range of literacy and numeracy skills such as being able to locate, organise, evaluate and present information, and is a key component of making carefully considered decisions. Increasingly, digital skills are also necessary

to access careers information on online and social media platforms. Through the descriptions of learning within the Areas, staff can raise awareness of further study and career options.

Overcoming barriers

The barriers to opportunity are related to the effects of socioeconomic deprivation, lack of social and cultural capital, stereotyping and discrimination. Schools can and do make a big difference to children's and young people's life chances. Helping learners to overcome obstacles, build positive identities and a growth mindset is a long-term, continuous endeavour designed to help them realise their ambitions. Developing a commitment to lifelong learning and self-improvement as a learner also helps to liberate learners from barriers to opportunity. School staff have an important role to play in learners' personal networks of support as teachers, tutors and sometimes coaches and mentors. They can support learners to access opportunities and the protections afforded by the Equality Act 2010. Developing personal financial capability, vital for effective career planning and decision-making, also helps to tackle barriers to opportunity.

Exploring opportunities

Exploring opportunities promotes career creativity so that learners are able to imagine their dream jobs and make realistic plans for shaping the career they would like to have. Visits, visitors, business games, role plays, design-and-make simulations and other work-related experiences (including volunteering and on-site and virtual work experiences for older learners) help learners to explore and create opportunities for themselves. 'Learning by doing' activities also help learners to become more enterprising and employable by developing skills such as measured risk-taking, leadership, problem-solving, working in a team and customer care.

Developing adaptability and resilience

Adaptability and resilience are important for managing mental and emotional health from early years onwards. Adaptability and resilience develop resourceful learners able to manage their own careers, make successful career transitions and maintain employability. The impact of globalisation, advances in technology, the climate emergency and the COVID-19 pandemic illustrate the many factors that have amplified uncertainty and volatility in the labour market. Adaptability and resilience are key to enhancing personal agency, developing self-efficacy (learners' belief in their ability to accomplish what they set out to do) and managing the challenges, choices and responsibilities of work and life. Helping learners to understand their rights and responsibilities in employment and having a say at work and participating in society are key ingredients in preparing learners for their future careers. Thematic learning, problem-based enquiries and extended projects, undertaken individually and collaboratively, enable learners to understand why adaptability and resilience are important and how to develop those skills. Alumni and other visitors can tell learners how they fit in, stay flexible, 'market' themselves when applying for opportunities and recover from setbacks.

CWRE in Areas

Embedding CWRE in Areas connects learning to real-world contexts and to young people's futures. The sections relating to careers and work-related experience in the Curriculum for Wales guidance provide advice on contextualising Areas through CWRE. Further ideas and suggestions from schools will be uploaded on the Careers Wales website.

CWRE provision needs to engage with each of the Areas. All Areas help to prepare young people for their careers, and all Areas are enriched by thinking about how they contribute to the development of young people's career knowledge and skills and how learning in the Area will continue to be used throughout life. Schools need to ensure that CWRE learning is progressive, with learners being appropriately stretched as they develop.

Embedding CWRE learning in the Areas can help learners to:

- explore progression pathways linked to the Area
- recognise the relevance of learning in the Area to careers, work and life
- use examples from careers and the world of work as a resource and a context for learning in the Area
- know the value of qualifications in this Area
- explore work tasks, roles and workplaces associated with occupations in the Area
- explore the changing nature and future of work in the Area
- know about application processes for learning and work opportunities in the Area
- meet role models who work in the Area
- understand the importance of this Area to the culture, economy and society.

CWRE in skills

The sections relating to careers and work-related experience within the Curriculum for Wales recognise that the skills integral to the four purposes can have a significant impact on the effectiveness of CWRE (hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#careers-and-work-related-experiences)

- **Creativity and innovation** – Through being actively engaged in authentic experiences and examples from the world of work, learners can develop their curiosity and inquisitiveness. This enables learners to consider, investigate and generate novel solutions to problems, which provides an opportunity to develop an entrepreneurial mindset. Skills that contribute to individuals becoming creative and innovative are increasingly valued by employers across sectors, as they can support advancements and the continuous improvement of efficiency and effectiveness in industry.

- **Critical thinking and problem-solving** – As learners develop their critical thinking and problem-solving skills, CWRE contexts can be used to encourage learners to question and evaluate their ideas and arguments about careers and working life and to implement solutions to the challenges they identify. Applying these skills to their own career pathway supports learners to better understand the correlation between risk and reward, and how this impacts on their experience of the world of work. Learners need to critically analyse a diverse range of information to shape their views and perspectives

on the world of work. This will support them to understand and consider the impact of their decisions, now and for future generations (hwb.gov.wales/curriculum-for-wales/summary-of-proposed-legislation/#wider-requirements).

- **Personal effectiveness** – Learners' growing self-awareness and confidence contributes to their appreciation of their self-worth and how this relates to what they have to offer to the world of work. Employers value skills such as contributing to a team, leadership, resilience and the ability to reflect, adapt and change in different situations. Learners benefit from being able to reflect on their effectiveness during and after careers and work-related experiences, enabling them to identify strengths and areas for further training and development. Developing a positive mindset encourages learners to be open to acquiring new skills and becoming adaptable provides further opportunities in the world of work.

- **Planning and organising** – CWRE encourages learners to think about how they plan and organise themselves, their studies, their careers and other projects. This provides a good context for the development of decision-making and reflective-thinking skills and to develop learners' capacity to implement ideas, set goals, manage their time and monitor and reflect on the results of their endeavours. Effective application of planning and organising skills is highly valued by employers across a wide range of sectors. Learners need to be supported to understand the relevance of these skills to achieve their ambitions.

- **Literacy** – The world of work requires the ability to communicate effectively and apply literacy skills in different contexts. Developing effective communication skills enables learners to engage in careers and work-related experiences, with opportunities to consider other people's views and opinions. This will help learners understand the importance of developing positive relationships in the world of work.

- **Numeracy** – The world of work requires the ability to use numeracy effectively in everyday situations. Learners need to develop confidence in applying their numeracy skills in using and interpreting data. They will also benefit from being able to develop personal money management skills.

- **Digital competence** – The world of work requires the ability to use digital technology in a wide range of situations. The Digital Competence Framework (hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/digital-competence-framework) recognises that with an ever-evolving and increasingly digital world of work, learners need to develop their digital confidence and capability, including keeping safe online. This is part of developing their communication, research and networking skills. Learners will benefit from being encouraged to question the validity and accuracy of the information found on those digital platforms that can influence their life choices. Digital skills are valued by employers and the impact of a learner's digital imprint can be long-lasting and affect their career prospects, both positively and negatively.

CWRE in themes

There are many synergies and interconnections between the other cross-cutting themes and CWRE. Schools may find it helpful to seek the input of their learners in identifying the issues that can be looked at together.

- In relationships and sexuality education, for example, learners can investigate how to deal with bullying and harassment at work and how to develop positive relationships with work colleagues.

- In human rights education and the United Nations Convention on the Rights of the Child (UNCRC), learners can discuss ways of tackling career-limiting problems such as modern-day slavery and child labour.

- In diversity, and local, national and international contexts, learners can think about ways of tackling problems such as institutional racism and gender-based discrimination.
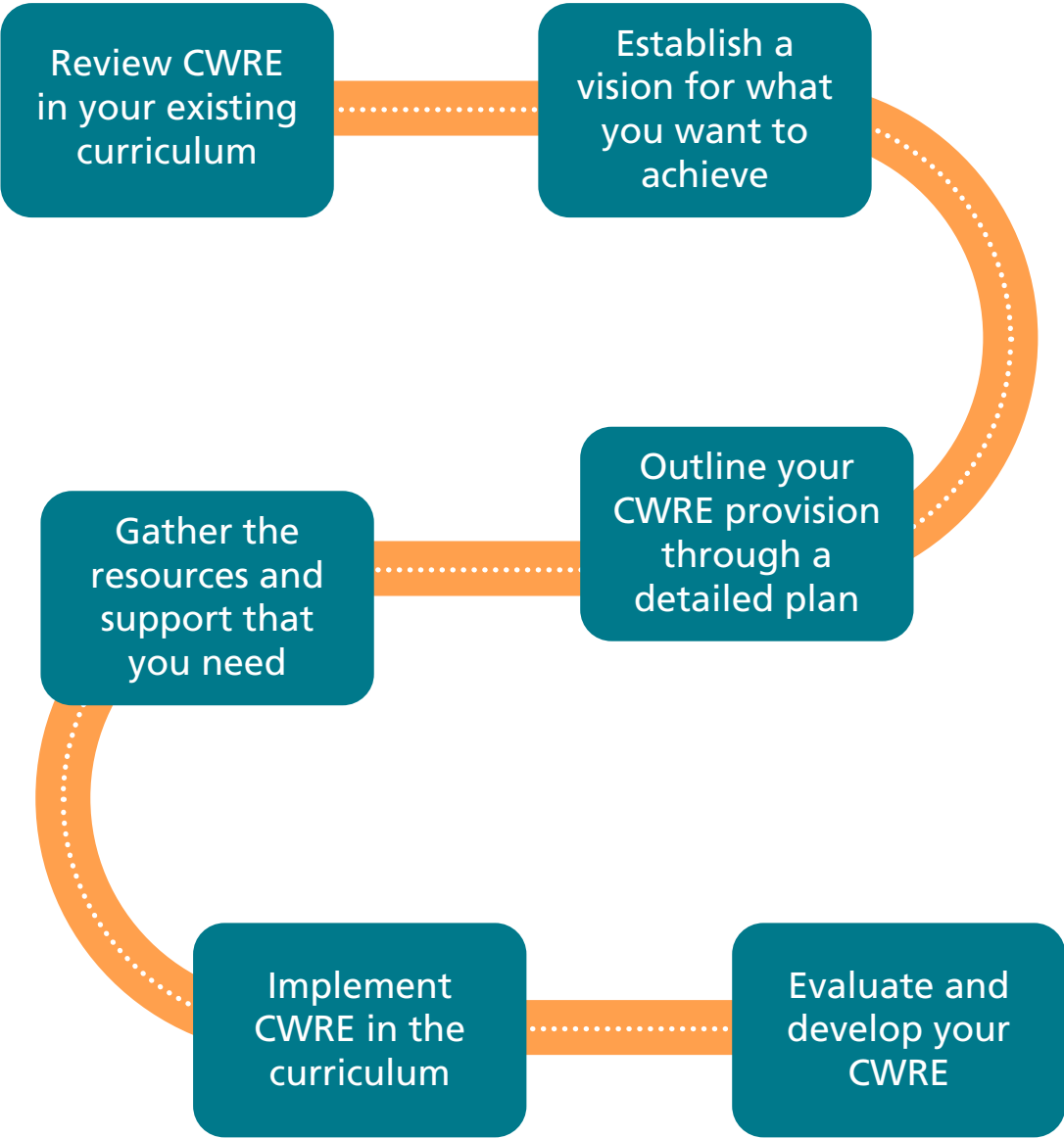
Designing CWRE in the curriculum

Designing CWRE in the curriculum is influenced by three interacting and interconnected parts:

- the characteristics of learners themselves that impact on their progress in achieving the four purposes

- the immediate contributions of the supporters and opportunity providers who can assist learners in reaching their goals

- the wider contextual factors that affect learners' chances and choices.

The diagram below from the sections relating to careers and work-related experience in the Curriculum for Wales shows the main influences on CWRE that schools need to take into account.
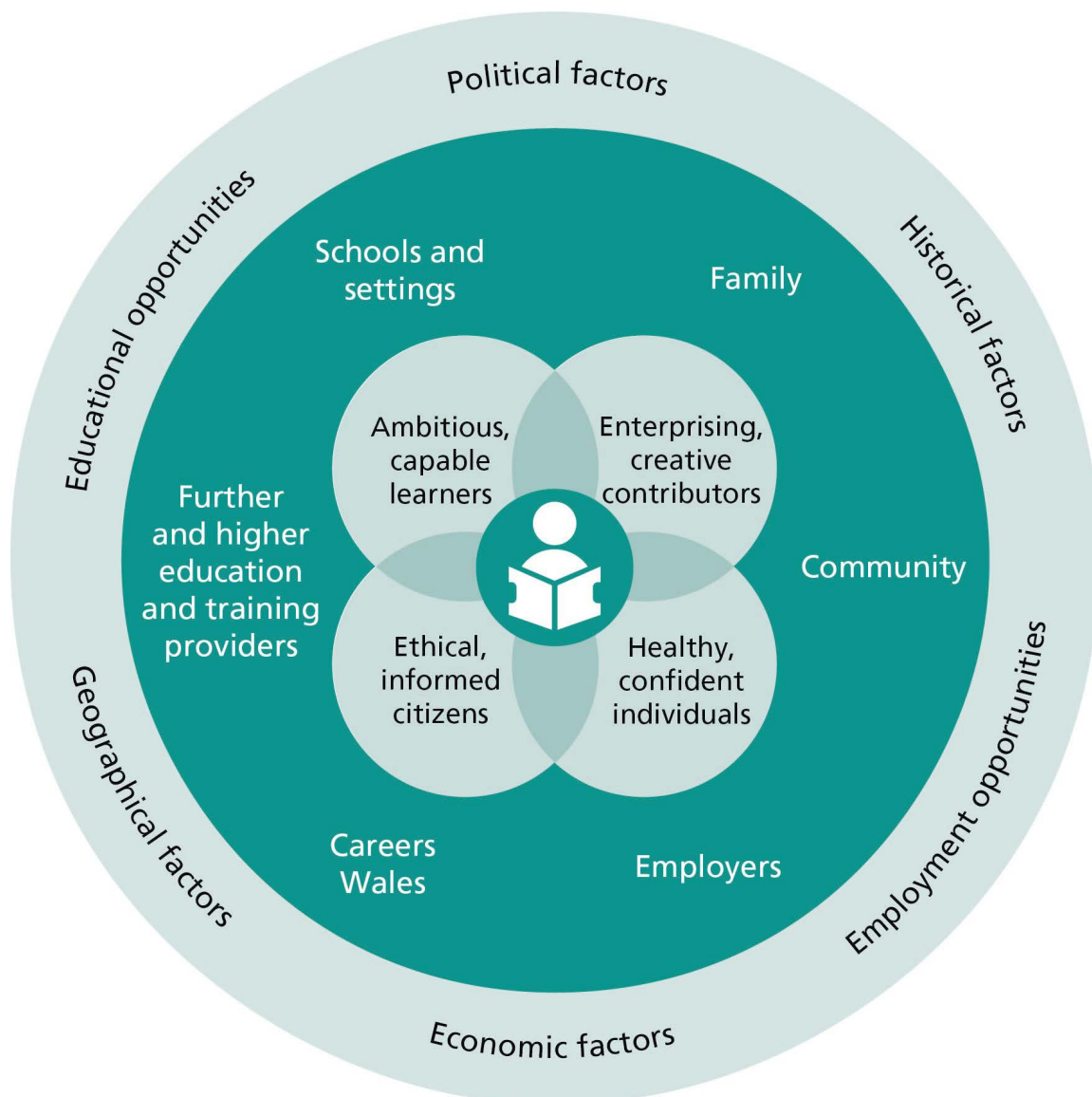
The Curriculum for Wales guidance suggests that you think about designing CWRE in the curriculum in a series of stages.

For suggestions of prompts and questions to ask in relation to the design of the curriculum, see the resources and toolbox suggestions on page 16 and 'Realising CWRE in the curriculum' in the next section (page 19).

Resources

A range of publications offer advice on how to manage curriculum innovation and change, including the following.

Estyn (2018) *Curriculum innovation in primary schools*
www.estyn.gov.wales/system/files/2020-07/Curriculum%2520innovation%2520in%2520primary%2520schools%2520-%2520en.pdf

Estyn (2020) *Preparing for the Curriculum for Wales – case studies and cameos from secondary, all-age and special schools*
www.estyn.gov.wales/thematic-report/preparing-curriculum-wales-case-studies-and-cameos-secondary-all-age-and-special

Hwb – Designing your curriculum
hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/

In the toolbox

Tool 1: Building a vision for CWRE in your school

Tool 2: Progression in CWRE

Tool 3: Planning for CWRE in the Curriculum for Wales

Tool 4: Planning evaluation and improvement

3. Quality in CWRE

There is no one way to realise CWRE and schools will differ in the way that they organise CWRE depending on their circumstances. Whatever approaches schools use to develop and implement CWRE they will want to do it well. This section explores the key dimensions of quality in CWRE. These dimensions are based on six domains of quality identified through international research (derby.openrepository.com/handle/10545/623112) and adapted for the Welsh context. These dimensions are interacting and interconnected so their combined impact is greater than the sum of their parts. This can be seen, for example, in relation to assessing individual progress in learning where the design of the curriculum, learning and teaching methods and professional dialogue interact with each other to improve impact. Schools which are effective in providing CWRE focus on the following.

The rest of this section will explore what each of these features of good quality CWRE provision look like and examine how schools can use this framework to develop their provision.

Leading the development of CWRE

Implementing a shared vision for the curriculum that encompasses CWRE is about the senior leadership team and governing body/management committee implementing clear strategies and actions to enable learners to realise their aspirations and be ready to play a full part in life and work. This could include encouraging a culture across the school that recognises the importance of CWRE and identifies its role in achieving the priorities in the school development plan and school strategic equality plan. The senior leadership is also responsible for taking decisions about specific roles in CWRE (for example identifying a curriculum lead for CWRE), resourcing, team-building, performance management, monitoring, evaluation and review. Leadership is an important driver of quality but it is not standalone and needs to be developed in conjunction with the other dimensions in the model.

Prompts

- How well do we communicate our vision and strategy for CWRE in our curriculum?

- How well does the process of self-assessment enable us to review, reflect upon and improve learning and progression in CWRE?

- How successful are we in providing a sustainable and appropriate level of resourcing for CWRE?

- How successful are we in enabling the role of CWRE leader (or equivalent) to ensure effective day-to-day leadership and management of CWRE?

- How well does the way we have defined job roles and responsibilities facilitate the implementation of CWRE?

- How well does the senior leadership team and governing body/management committee evaluate the impact of CWRE?

- How well does the school leadership and governing body/management committee facilitate co-agency with learners, partners and stakeholders in building resources and support for CWRE?

- How positive is the feedback we get from learners, stakeholders and partners about co-constructing CWRE with them?

Realising CWRE in the curriculum

Making CWRE happen to fulfil the aims of the four purposes of the Curriculum for Wales involves designing a school-level curriculum adapted to learners' needs and interests in which relevant and appropriate career and work-related content is embedded in the Areas and in the wider skills, the cross-cutting themes and mandated content to contextualise and connect learners' learning. Schools are encouraged to manage this in their own way within the spirit of the new curriculum. So, they may organise immersion sessions for learners to talk about what themes and topics they would like to study and follow this with collaborative planning within and across teacher Area teams.

Success in this dimension of the framework requires a clear understanding of what really matters in CWRE. Curriculum planning and development also needs strong connections with and between other dimensions, for example selecting high-quality learning and teaching approaches improves the implementation of the planned curriculum.

Prompts

- How well do we enable our learners to progress towards the four purposes through learning in CWRE?

- How well do we understand what really matters in CWRE?

- How well does our CWRE provision support the career-related learning outlined in the descriptions of learning for the Areas?

- How well does our CWRE provision support learners' engagement and learning in the Areas?

- How relevant and appropriate is what we teach about labour market opportunities and trends?

- How well do we address the issue of diversity (one of the cross-cutting themes) within CWRE and the curriculum?

Implementing effective learning and teaching in CWRE

CWRE is a learning process that supports learners to develop their career knowledge and career management skills. Implementing effective learning and teaching in CWRE is about selecting approaches that are fit for purpose. This involves consideration of what you are expecting learners to learn, what their needs and characteristics are and what resources are available. Schools can improve learning and teaching in CWRE by focusing on the 12 pedagogical principles identified by Estyn.

Prompts

- How well do we develop learners' knowledge, skills and experiences in relation to CWRE?

- How well do we develop in our learners the attitudes and values they will need to lead principled careers?

- How well do we create powerful learning environments for CWRE?

- How well do we ensure coherence, continuity, sequencing and progression in CWRE learning?

- How well do we secure meaningful work-related activities and experiences for our learners?

- How successful are we in building a bank of resources to facilitate inspiring learning and teaching in CWRE?

Supporting professional learning in CWRE

Professional learning has an impact on all the other dimensions of quality. It influences the effectiveness of leadership, curriculum development, learning and teaching, co-construction and learner impact. CWRE is a complex area that requires some specialist skills and knowledge as well as the right motivation from practitioners. How schools construct the roles they need in CWRE will vary but all teachers and school staff will be involved in the provision, and attending to their skills, training, motivation and engagement is central.

The national approach to professional learning (hwb.gov.wales/professional-development/national-approach-to-professional-learning?_ga=2.185559785.1386579108.1627829022-1970296062.1627829022) provides a framework for enabling the professional learning journeys of teachers and wider educational professionals which can support them in their roles in CWRE. Supporting professional learning in CWRE involves helping staff to 'own' their professional learning journey in CWRE and embrace the OECD model of schools as learning organisations. The blended learning approach also supports improvement in CWRE by encouraging collaboration, reflection, evidence-based practice and coaching and mentoring. It covers the full range of professional learning activities from working alongside and learning from colleagues to completing recognised courses. As well as school-level action to facilitate professional learning, regional and national initiatives can make a difference. Schools that participate in collaborative networks will be able to share and develop professional learning expertise around CWRE.

National professional standards for teaching and leadership will also contribute to the development of CWRE in the curriculum. Supporting professional learning around CWRE is about building on initial training to extend and deepen the professional learning of all staff in carrying out their CWRE roles and responsibilities.

A range of middle-tier organisations are set up to respond to requests from schools for professional learning support around CWRE. Schools are encouraged to regularly check with providers such as Careers Wales, regional consortia, Estyn and the Education Workforce Council (EWC). Professional learning in CWRE can also be developed by exploring opportunities that parents/carers, local employers and other external agencies can facilitate.

Prompts

- How well does our commitment to being a learning organisation enable us to create a professional learning culture supportive of CWRE?
- How well do we support the professional learning journeys of staff with leadership roles in CWRE?
- How well do we support all staff on their professional learning journeys in CWRE?
- How successful is the school in creating professional learning opportunities for staff who are delivering/leading on CWRE in the school setting through its collaborative networks and links with external partners?
- How well do we meet professional learning needs in CWRE within a reasonable time?

⚒ In the toolbox

Professional roles

Tool 6: The role of the CWRE leader

Tool 7: Teachers' roles in CWRE

Tool 8: The role of the careers professional

CWRE resources

Tool 9: Resources for CWRE in primary

Tool 10: Resources for CWRE in secondary

Tool 11: Resources for CWRE in special schools

Professional learning

Tool 12: Creating a professional learning culture for CWRE

Co-constructing CWRE

Quality can be improved by designing, developing and evaluating CWRE in cooperation with the learners, stakeholders and partners who stand to gain the most if the school's provision is of high quality, including the following.

- **Learners** – Putting learners and the learner voice at the heart of CWRE helps schools to provide content appropriate to learner development. Human rights education and the UNCRC, also a cross-cutting theme, establishes the right of children to be consulted and involved in decision-making that affects their education. Learners have a part to play in designing, implementing and evaluating CWRE.

- **Parents and carers** – Strong evidence points to the considerable influence that families have on the career and educational decisions of their children. Schools have an important role to play in engaging, supporting and empowering parents/carers, especially those with more limited confidence, capability and knowledge to help their children. Parents/carers can contribute to CWRE in a variety of ways including by providing feedback on the school's provision and offering their own experiences of careers and work as a learning resource.

- **Alumni** – Former students can be powerful role models across the curriculum showing current learners what is possible for them too.

- **Link schools and colleges** – 'Feeder' and 'take-up' schools and colleges and wider education partners have a reciprocal interest in creating a continuum of learning in CWRE and in sharing professional learning, for example through improvement partners and ambassadors.

- **Apprenticeship providers** – Engaging with apprenticeship providers will help to raise awareness of locally available progression pathways across all Areas.

- **Higher education institutions** – Most higher education institutions offer a range of activities and services to support schools in strengthening the aspirations of their learners, widening participation and preparing learners for higher education, for example North and Mid Wales Reaching Wider Partnership (www.reachingwider.ac.uk/) and First Campus – South East Wales Reaching Wider Partnership (www.firstcampus.org/).

- **Businesses, trade unions and professional associations** – Different work-related organisations will have their own reasons for taking a stake in the quality of CWRE. It may be to encourage future recruitment and to tackle skills shortages or be part of a more general commitment to young people and the local community. They can often provide additional resources and learning experiences to enhance learning across the curriculum.

- **Community and voluntary organisations and charities** – The third sector can often provide resources and experiences to enhance CWRE and to encourage the next generation of young people to engage in gift work.

- **Careers Wales** – The company is a bilingual, inclusive and impartial national careers service for Wales (careerswales.gov.wales/careers-professionals), wholly owned by the Welsh Government, with a statutory remit to make impartial careers information, advice and guidance available to children and young people up to the age of 19.

- How successful are we in engaging learners, stakeholders and partners in the development of our CWRE provision?

- How well do we facilitate the learner voice in the development of our CWRE provision?

- How well do we support parents/carers in enabling their children's career development?

- How well do we collaborate with partners in schools, colleges and settings to create a CWRE community of practice?

- How well do we work with Careers Wales to develop our CWRE provision and to secure learners' access to independent and impartial career guidance?

- How well do we engage with businesses, education and training providers and community organisations that provide opportunities for our learners?

In the toolbox

Tool 13: Building a network

Tool 14: Developing relationships with an employer or other visitor

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Demonstrating impact in CWRE

- Two kinds of impact are important in CWRE: practical and learning.

- The practical impact for learners is indicated by the informed choices, decisions and plans they make that impact on their school careers and, in the secondary phase, their next steps or destinations in learning and work. From the point of view of school self-assessment of CWRE, it is important that the school captures whether learners personally value the destinations they achieve. The monitoring that schools already do in relation to the promotion of wellbeing, equity and inclusion is particularly relevant to CWRE. Where other measures are used to demonstrate the impact of CWRE, the criteria for using them need to be made explicit. Secondary schools, for example, can analyse trends such as leavers who are not in education, employment or training (NEET) by comparison with regional and national destinations data published by Careers Wales.

- The impact on learning can show what learners know, understand and can do as a result of their participation in CWRE. Assessing learning in CWRE needs to be consistent with the shared national approach in the guidance on the principles, purposes and practices of effective assessment on Hwb. Appropriate assessment in CWRE, done with and not to learners, shows the progress made by individual learners and helps them to recognise what they need to learn next. From the point of view of school self-assessment of CWRE, evidence of 'distance travelled' can be a powerful indicator of the progress a learner has made from their starting point to wherever they currently are in their development. Good tracking and recording help to make this visible.

Prompts

- What approaches to impact measurement and evaluation are we taking?
- How successful are we in providing CWRE that learners enjoy and value?
- How well does our CWRE provision meet the needs of our learners?
- How successful are we at equipping learners with the skills they need to manage their own careers?
- How well do we support learners in making decisions, plans and transitions that benefit their progress in learning?
- How well does CWRE help disadvantaged and vulnerable learners achieve their aspirations and progress into education, training and employment with opportunities for lifelong learning?
- How successful are our learners in achieving positive first destinations that they value and are a springboard to future progress? (Secondary only)

In the toolbox

Tool 4: Planning evaluation and improvement

Resources

Hwb – Supporting learner progression: assessment guidance
hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/

Careers Wales – data on pupil destinations
careerswales.gov.wales/careers-professionals/pupil-destinations

4. Managing self-assessment of CWRE

Enquiry-based self-assessment is the rigorous and systematic analysis of the evidence of the school's performance in providing CWRE for learners with a view to supporting continuous improvement. This section outlines a suggested management process that schools can align with their overall approach to improvement. The prompts in the previous section will help to guide schools in their approach.

Self-assessment typically proceeds as a cycle of improvement. A school may choose to undertake a full self-assessment covering all dimensions of the CWRE quality framework as part of an annual, biennial or triennial cycle. In between times, that school may decide to complete a partial self-assessment focusing on one or more dimensions of the framework that have been identified as a priority. The suggested sequence of stages in the CWRE self-assessment cycle are shown below.

Acting on
self-assessment

Designing your
approach to
self-assessment

Preparing for
self-assessment

Implementing
self-assessment

Reflecting on
self-assessment

Designing your approach to self-assessment

There are lots of different ways that schools can go about self-assessing their CWRE. This toolkit suggests integrating CWRE self-assessment in the school's overall evaluation and improvement cycle. This is an opportunity to take stock of school priorities, to consider what the school does well and not so well, and think about how to use the self-assessment process to drive innovation and change.

It is useful to think about how to:

- **make it objective** and avoid the trap of being biased about the school's performance

- **keep it manageable** and ensure that it can be completed in the planned timescale and with the resources available

- **communicate with all stakeholders** about what the school is doing and why

- **engage a wide range of views** and perspectives from those who implement and use CWRE; ideally the school's self-assessment will engage a wide range of stakeholders rather than just represent the assessment by the CWRE leader or that of a small group

- **gather the evidence**, choosing tools and approaches that minimise additional data collection

- **analyse the self-assessment**, considering how best to make sense of all of the information that has been collected

- **present what you find**, considering who and what this self-assessment is for and who the primary and secondary audiences are for the results of self-assessment; the primary audience is the decision-makers who have the power to act on the outcomes of the self-assessment

- **act on what you find**, the primary purpose of acting on self-assessment being to support improvement planning.

Prompts

- Why are you self-assessing your provision?
- What is your gut feeling about what is good and bad about what you do?
- What kind of self-assessment process are you going to follow?
- What are you hoping will come out of this process?

In the toolbox

Tool 1: Building a vision for CWRE in your school

Tool 4: Planning evaluation and improvement

Tool 15: Designing your CWRE self-assessment process

Preparing for self-assessment

Designing the self-assessment process leads to preparing for it. This is about informing people that the self-assessment is happening and helping them to understand the role that they will take in it. This is about having a strong communication strategy, but also about committing to the process of co-construction. The self-assessment of the school's CWRE provision should not feel like it is being 'done to' people. Spend time with teachers, other staff and learners explaining what is going to happen.

The school may also want to involve a range of external partners in supporting self-assessment. This could include:

- **peer-to-peer self-assessment**, pairing with another school to carry out reciprocal assessments of CWRE in a supportive and impartial way

- **working with Careers Wales and the forums/networks that it coordinates**, for example taking part in a forum/network-wide initiative to assess the quality of CWRE leading to collaborative measures such as joint professional learning activities to improve learning

- **participating in regional initiatives**, for example working with challenge advisers to enhance the contribution of CWRE to school improvement

- **engaging an external consultant** to work with the school on the self-assessment.

All of these relationships need to be carefully managed at the start of the self-assessment process.

As well as good communication, effective preparation also involves constructing a project plan that outlines what is going to happen, when it is going to happen and who it is going to involve.

Prompts

- Are you clear about how you are going to organise the self-assessment process?

- Does everyone else who is involved know what is happening and why?

- Have you managed any external relationships to ensure that stakeholders are clear about their role?

- Have you created a project plan for your self-assessment?

In the toolbox

Tool 1: Building a vision for CWRE in your school

Tool 4: Planning evaluation and improvement

Tool 15: Designing your CWRE self-assessment process

Implementing self-assessment

Implementing self-assessment involves checking or auditing the school's CWRE provision and impact. Audits can be single or multi-method. They can use existing evidence and/or involve gathering new evidence. Examples of information collection include:

- discussions with learners, staff, stakeholders and partners

- classroom observations

- examinations of schemes of learning

- scrutiny of learners' assessed work

- questionnaires and surveys completed by learners, staff, stakeholders and partners

- reviews of external reports.

In the toolbox

Tool 3: Planning for CWRE in the Curriculum for Wales

Tool 4: Planning evaluation and improvement

Reflecting on self-assessment

Reflection involves examining what is working well, what could be done differently or better, and what the school needs to do next. As well as identifying strengths and priorities for development, it is also important to try and pinpoint the causal factors at play.

Avoid jumping straight to conclusions. Start by setting out each of the main findings and write a short commentary that explains the findings. It is important to conclude the self-assessment by identifying a way forward, thinking about who is going to lead it and identifying check points and moments for review.

In the toolbox

Tool 4: Planning evaluation and improvement

Tool 5: Reporting on quality to senior leadership

Tool 16: Key findings from your self-assessment

Acting on self-assessment

The reflection leads to the completion of a written self-assessment summary and report that can be shared with different audiences. The primary audience is the school senior leadership who have the responsibility for acting on the findings.

The school may also find it useful to package all of the documents in a self-assessment portfolio.

In the toolbox

Tool 16: Key findings from your self-assessment

Tool 17: CWRE self-assessment portfolio