Career Learning and Development
A framework for Compulsory Schooling in Malta

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MINISTRY FOR EDUCATION AND EMPLOYMENT
NATIONAL SCHOOL SUPPORT SERVICES

DIRECTORATE LEARNING AND ASSESSMENT PROGRAMMES
DEPARTMENT CURRICULUM, RESEARCH, INNOVATION AND
LIFELONG LEARNING

AIM OF WORKSHOP

"

- To share with participants how career education and career guidance is delivered in Malta.

- To introduce the framework and its aims

- To share practical examples which can be used in schools and/or career centres.

MINISTRY FOR EDUCATION AND EMPLOYMENT

Directorate for Learning and Assessment Programmes (DLAP)

Curricular Content

Personal, Social & Career Development (PSCD) lessons

Qualified PSCD teachers

Directorate for Educational Services (DES)

Career Guidance Content

Career guidance interventions

Qualified Career Advisors & Qualified Guidance Teachers

The PSCD programme in mainstream schools

- Year 4 – Year 11
- Cyclical and developmental
- Age appropriate
- Classes of not more than 17
- Circle format

The Career Guidance programme in mainstream schools

Career guidance can be defined as "services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers" (OECD & EC, 2004, p.10)

- Year 4 – Year 11
- Individual, small, large group work
- Developmental programme
- Acquisition of knowledge, skills and attitudes

Year 9 PSCD Workbook

Page 1

Keywords
Career / Job
Characteristic traits
Employability skills

The different characteristics needed for a particular job/career

A **job** is simply something to do to earn money.
A **career** is a series of connected employment opportunities, where you build up your skills and take up training opportunities to move up to a higher paying and higher prestige position or employment.

CAREERS I'M INTERESTED IN ...

Choose 3 jobs/careers in which you are interested, from the pictures provided by your teacher.

List the skills needed for each job/career.

Skills Needed	Skills Needed	Skills Needed

Page 25

The value of work and its benefits

Before you start some work, always ask yourself three questions:

Why am I doing it?
What might the results be?
Will I be successful?

Only when you think deeply and find satisfactory answers to these questions, go ahead.

Make a list of the reasons why people work.

- To help others.
- To give a contribution to the community and society they live in.

_____
_____
_____
_____
_____

Keywords
Values
Rights and Duties
Responsibilities
Positive Outcomes

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Put the phrases in the right column.
Some boxes are left empty for you to think of different rights and duties.
Discuss.

Receive my salary on time

Meet the required deadlines

Time-off sick leave

Rights   Duties

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Taking care of resources and equipment

Arrive on time

Go on strike

Being treated equally

Skills needed to express oneself in front of an audience

Public speaking is speaking to a group of people in a structured, deliberate manner intended to inform, influence or entertain the listeners.

Keywords

Preparation
Appearance
Assertiveness
Self Expression

The three stages of public speaking.

THE PREPARATION ▶ THE DELIVERY ▶ THE RECEPTION

Put the correct numbers in the arrows provided.

DO   **DON'T**

1. Prepare beforehand.

2. Keep in mind your audience.

3. Talk too fast.

4. Keep eye contact with the audience.

5. Gesticulate too much.

6. Use a monotone voice.

7. Show enthusiasm and energy.

8. Put hands in your pocket.

9. Use gap fillers like 'emm or 'eee'.

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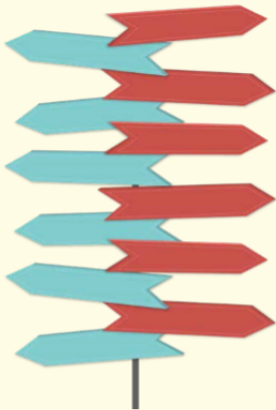
Writing a good covering letter and a Curriculum Vitae (CV)

The covering letter and Curriculum Vitae (CV) are the first steps you will be making when applying for a job or training opportunity. These are the first contact you will be making with the employer or agency and thus they really need to be effective.

Keywords

CV writing
Planning
Presenting oneself

Imagine you are writing a covering letter to an employer. Discuss why all these are important.

1. Explain why you are applying and why you are qualified for the job.

2. Address the letter to a named person in the company.

3. Refer to the job you are applying for. Include the reference number if this is available.

4. Be positive and enthusiastic about your qualities.

5. Be without grammatical or spelling errors.

6. If emailed, put your covering letter in the body of the email. If you attach it with nothing in the email body it may be misidentified as spam.

7. Keep it clear, concise and to the point. Try not to go over one side of A4.

8. Relate your skills to the job.

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Think and reflect

Job Vacancies

Choose one of the adverts presented to you by the teacher and say how you will adapt your CV to suit the post you are applying for.

Job title	Strengths	Voluntary activities outside and inside the school	Skills/Transferable skills
	Highlight your strengths according to the needs of the employer and focus on the skills that match the job.	Is your work experience limited? Describe your education and training first; highlight volunteering activities and placements or traineeships.	Explain any transferable skills you might have in school or being active in a voluntary organization.

NB You can access the Europass CV on https://europass.cedefop.europa.eu/en/documents/curriculum-vitae

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Primary Career Education Programme

Year 5 students:

Class based sessions (Who am I, Exploring the world of work, Gender and careers)

College drama activity (Employability skills)

Year 6 students:

Transition

Team building

Choice of language

Secondary Career Education Programme

Choice of Language/Subjects

Programme for Year 8 students

Career Learning Portfolio starting in Year 9

○ Students are helped to keep a record of their career learning, i.e. a learning tool

○ Students are encouraged to reflect and think about themselves, what they want to do in the future, how they can achieve this, i.e. a reflective instrument

○ Empower students to outline a plan of action which will provide them with direction when they leave school i.e. a career planning tool

Kulleġġ San Injazju

ESPERJENZI TA' KARRIERA F'ĦAJTI

Ktejjeb dwar il-Pjan għall-Iżvilupp tal-Karriera tiegħi

L-Isem u l-Kunjom: _____

Il-Klassi: _____

L-Iskola: _____

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Year 10 Students' career exposure experiences/career orientation visits

Mock interviews for Year 10 students

Career Exposure

Student's Reflective Logbook

What do I know about types of careers in this sector?
X'naf dwar tipi ta' karrieri f'dan is-settur?

_____
_____
_____

Have I ever had the opportunity to observe people at work in this sector before? If yes, briefly explain.
Qatt kelli l-opportunità qabel li nosserva n-nies fuq il-post tax-xogħol f'dan is-settur? Jekk iva, fisser fil-qosor.

_____
_____
_____
_____

What were my reflections on the observations, referred to above?
X'kienu l-ħsibijiet tiegħi dwar dawn l-osservazzjonijiet, imsemmija hawn fuq?

_____
_____
_____
_____
_____
_____
_____

What do I hope to gain from this new experience?
X'qed nistenna li nikseb minn din l-esperjenza ġdida?

_____
_____

What personal skills/qualities are required for this role?
X'ħiliet u kwalitajiet personali għandek bżonn għal dan l-irwol?

(Tick where appropriate) / *(Immarka dawk li japplikaw)*

Personal skills/Qualities / *Ħiliet Personali:*

- [ ] Team-work
  Li taħdem fi grupp
- [ ] Assertiveness
  Li tkun assertiv
- [ ] Creative thinking
  Ħsieb kreattiv
- [ ] Flexibility
  Flessibilità
- [ ] Confidentiality
  Kunfidenzjalità
- [ ] Positive Attitude
  Attitudni pożittiva
- [ ] Initiative
  Inizjattiva
- [ ] Listening
  Li tisma'
- [ ] Customer Care
  Kif taqdi lin-nies
- [ ] Punctuality
  Puntwalità
- [ ] Aptitude for learning
  Xewqa għat-tagħlim
- [ ] Problem solving
  Kif issolvi l-problemi
- [ ] Leadership
  Ħiliet ta' tmexxija
- [ ] Time Management
  Tqassim tal-Ħin
- [ ] Trustworthiness
  Li jistgħu jafdawk
- [ ] Meticulous
  Tkun preċiż
- [ ] Organisational Skills
  Ħiliet ta' organizzazzjoni

Communication Skills / *Ħiliet komunikattivi:*

- [ ] Reading
  Qari
- [ ] Written
  Kitba
- [ ] Telephone
  Telefown
- [ ] ICT
  ICT
- [ ] Spoken Interaction
  Verbali

Reflections / *Riflessjonijiet:*

_____
_____
_____
_____
_____
_____

Mentor's feedback form
Osservazzjonijiet tal-Organizzazzjoni fuq l-istudent/a:

Please complete the following report form by ticking the appropriate box as follows:
Jekk jogħġbok imla l-kaxxa t-tajba kif indikat:

Excellent = 1;	Acceptable = 3;	Not applicable = 5
Eċċellenti = 1;	*Aċċettabbli = 3;*	*Ma japplikax = 5*
Good = 2;	Poor = 4;	
Tajjeb = 2;	*Ħażin = 4;*	

Personal attributes / *Ħiliet personali*	Day 1 / *Jum 1*	Day 2 / *Jum 2*	Day 3 / *Jum 3*	Day 4 / *Jum 4*	Day 5 / *Jum 5*
Punctuality / *Puntwalità*					
Appearance / *Dehra*					
Politeness / *Manjieri tajba*					
Awareness of rules / *Għarfien tar-regoli*					
Attitude to work/observation / *L-Attitudni lejn ix-xogħol*					
Initiative / *Inizjattiva*					
Responsibility / *Responsabbiltà*					
Relationship with employees / *Relazzjoni mal-ħaddiema*					

Mentor's Signature

Contact Person's Comments - *Xi kummenti oħra:*

_____
_____
_____

Name / *Isem* _____ Signature / *Firma* _____
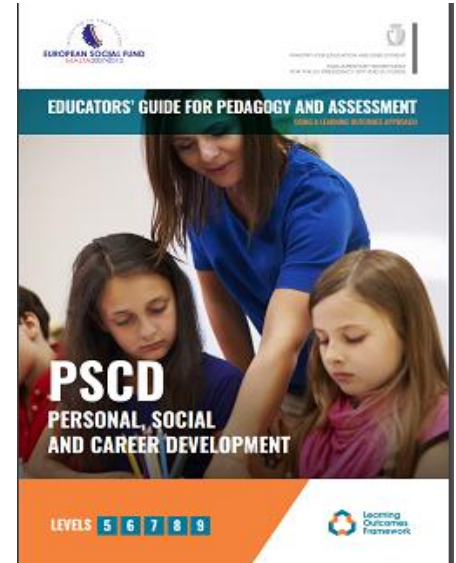
Designation / *Kariga* _____ Date / *Data* _____
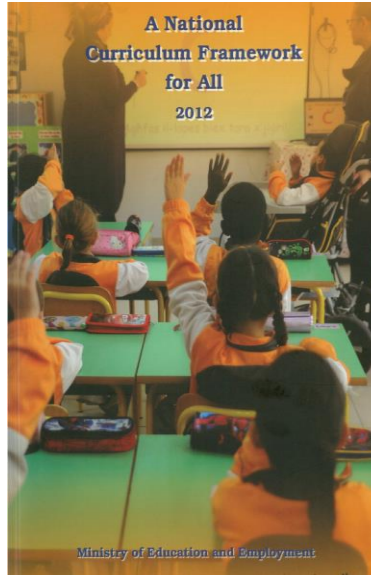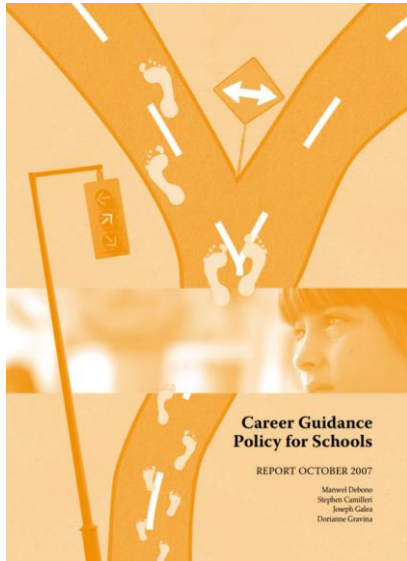
Year 11 Careers/Post-Secondary Education Fair And Talks by employers

Our guiding documents
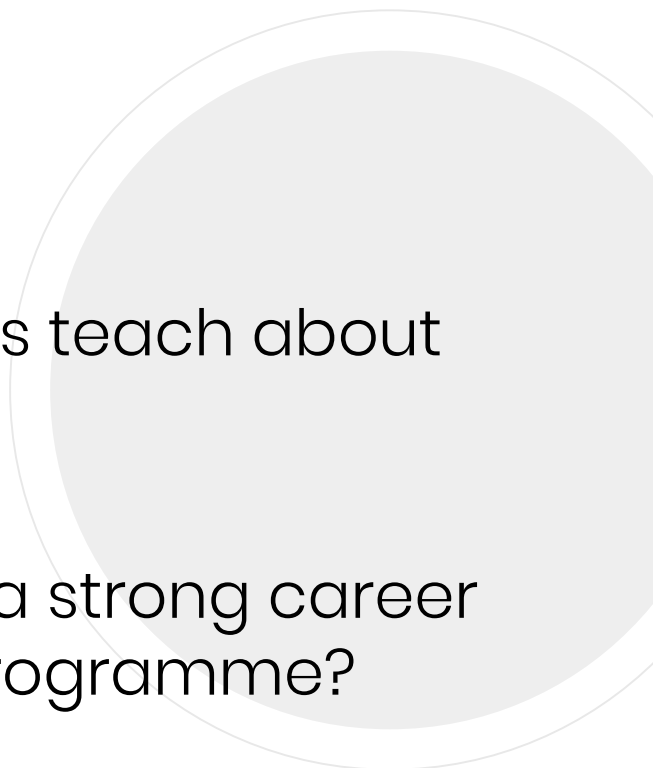
Education Act (1988, 1991)

(f)   ensure the supply and the coordination of career guidance services, including the implementation of programmes with the social partners and civil society aimed at achieving improved school-workplace congruence and assist in the transition stages, including those from school to work;

Career Guidance Policy for Schools
REPORT OCTOBER 2007

Manwel Debono
Stephen Camilleri
Joseph Galea
Dorianne Gravina

A National Curriculum Framework for All 2012

Ministry of Education and Employment

EDUCATORS' GUIDE FOR PEDAGOGY AND ASSESSMENT

PSCD
PERSONAL, SOCIAL AND CAREER DEVELOPMENT

LEVELS 5 6 7 8 9

Reflection

○ Why and when should schools teach about work?

○ Why should schools develop a strong career learning and development programme?

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Why should school teach about work?

- Work is still a central feature of our lives

- Satisfaction at work determines overall fulfilment

- Social commitment to meritocracy: open doors

- Interventions can combat pre-destinations

- Complementing/challenging social learning

- Transition/s to work are no longer linear

- Career pathways are more complex

- Learning about work vs Learning for work

Trends at work

- From manufacturing to services
- From public to private sector employment
- Higher educated workforce but under qualifications
- Do more with less: intensification of work lives
- Shift towards SMEs
- Temporary part-time on the increase
- Slow-down in job turnovers
- Security on the decrease: short-term contracts
- Trade unions losing their power (down by half)
- Impact of globalization has led to increased competition
- Increasing inequalities

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Career Education/Guidance Themes

Your input

Different age groups

Career Education/Guidance Themes

1. Self-awareness
2. Develop positive self-image
3. Communication/interpersonal skills
4. Team work
5. Thinking critically of stereotypes
6. Problem-solving skills
7. Time management
8. Critical/reflecting thinking
9. How to deal with different transitions
10. Identification of occupational groups
11. Understand how values/beliefs impact on self-image
12. Occupational pathways
13. Positive/negative of each career
14. How to organise info to decide
15. How to make an effective search
16. How to write c.v. / resume
17. How to apply for a job

18. Conditions of work
19. Rights and duties of work
20. The importance of trade unions
21. Trends in the labour market
22. Basing decisions on data
22. How to plan in uncertain futures
23. Remaining flexible about futures
24. Become aware of post-secondary opportunities
25. Impact of ICT on work opportunities
26. Qualifications needed to find, keep, change a job
27. Challenges of taking up non-traditional job (gender bender, or new occupation)
28. Impact of academic achievement on selection of subject/course options
29. .....
30. .....
31. .....

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A Career Management Skills Curriculum

What is the Blueprint?

The *Australian Blueprint for Career Development* is a framework for designing, implementing and evaluating career development programs for young people and adults. At its core, the *Blueprint* identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers.

MORE

What are career management competencies?

To do well in today's work environment, people need to be self-reliant managers of their own careers. As well as having the technical skills and abilities needed to work in a particular role, people also need the skills, knowledge and attitudes to make good career moves.

MORE

Who uses the Blueprint?

The *Blueprint* can be used by anyone with an interest in supporting the career development and transitions of others. It is especially useful for organisations where all sorts of learning and development occur. This is where the *Blueprint* has most to offer.

MORE

What is the Blueprint used for?

The *Blueprint* has a number of applications. It is primarily used to design and review career development programs and activities.

MORE

	O opportunity	S self	D decision	T transition
Se sensing				
Si sifting				
F focusing				
U understanding				

Preparing children and young people (3-18) for the world of work

Developing the Young Workforce

Children and young people develop interests, strengths, skills and aspirations through experiences as part of the curriculum and life beyond school. A range of partners support these existing journeys through to-stage and co-delivery and together shape children and young people's achievement of their future and the paths way they follow. Where will these journeys take children and young people and how can YOU contribute?

www.education.scotland.gov.uk/ourcurriculum/developingtheyoungworkforce

BLUEPRINT FOR LIFE/WORK DESIGNS

Promote your Resources, Standards and/or Activities

National Implementation Phase   Friday Apr 01, 2011

What's New?   **FAQs**   **Feedback**   **Français**

The Blueprint for Life/Work Designs

Public and private agencies across Canada use the Blueprint to help youth and adults design, build and manage their careers. For new developments or to subscribe to a free monthly e-Bulletin, see What's New?

Blueprint brand new to you? Why not start with What is the Blueprint? To see if it can help you, see Using the Blueprint. To find Blueprint-coded resources, see Resources. To post resources, activities or standards go to the Blueprinter.

To go directly to Blueprint publications, presentations or research papers, go to Components.

- Home
- What is the Blueprint?
- Using the Blueprint
- Components
- Competencies
- Blueprint Matrix
- Learning Taxonomy
- Action Verbs
- Contacts
- Resources
- Checklists
- Leadership Sessions

OBJECTIVES

To acknowledge and encourage a whole school approach to career learning

To achieve better co-ordination between all involved in the delivery of career learning ……… PSCD teachers, subject teachers and career guidance practitioners

To establish national guidelines for career learning and development in compulsory schooling.

To develop a tool to evaluate and improve the quality of career education and guidance in schools

Whole School Approach

Specifically for the following:

1. Education Officers (Career Guidance)
2. Education Officers (Personal, Social and Career Development)
3. Career Guidance Practitioners
4. Principal Education Support Practitioners (Career Advisors)
5. Senior Education Support Practitioners (Career Advisors)
6. Education Support Practitioners (Career Advisors)
7. Career Guidance Teachers
8. Guidance Teachers
9. Personal, Social and Career Development Teachers

But also for:

Senior Management Teams

Education Officers

Subject Teachers

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3 Areas of Learning

Three areas of learning are identified as facilitating learners' personal, social and career development, namely:

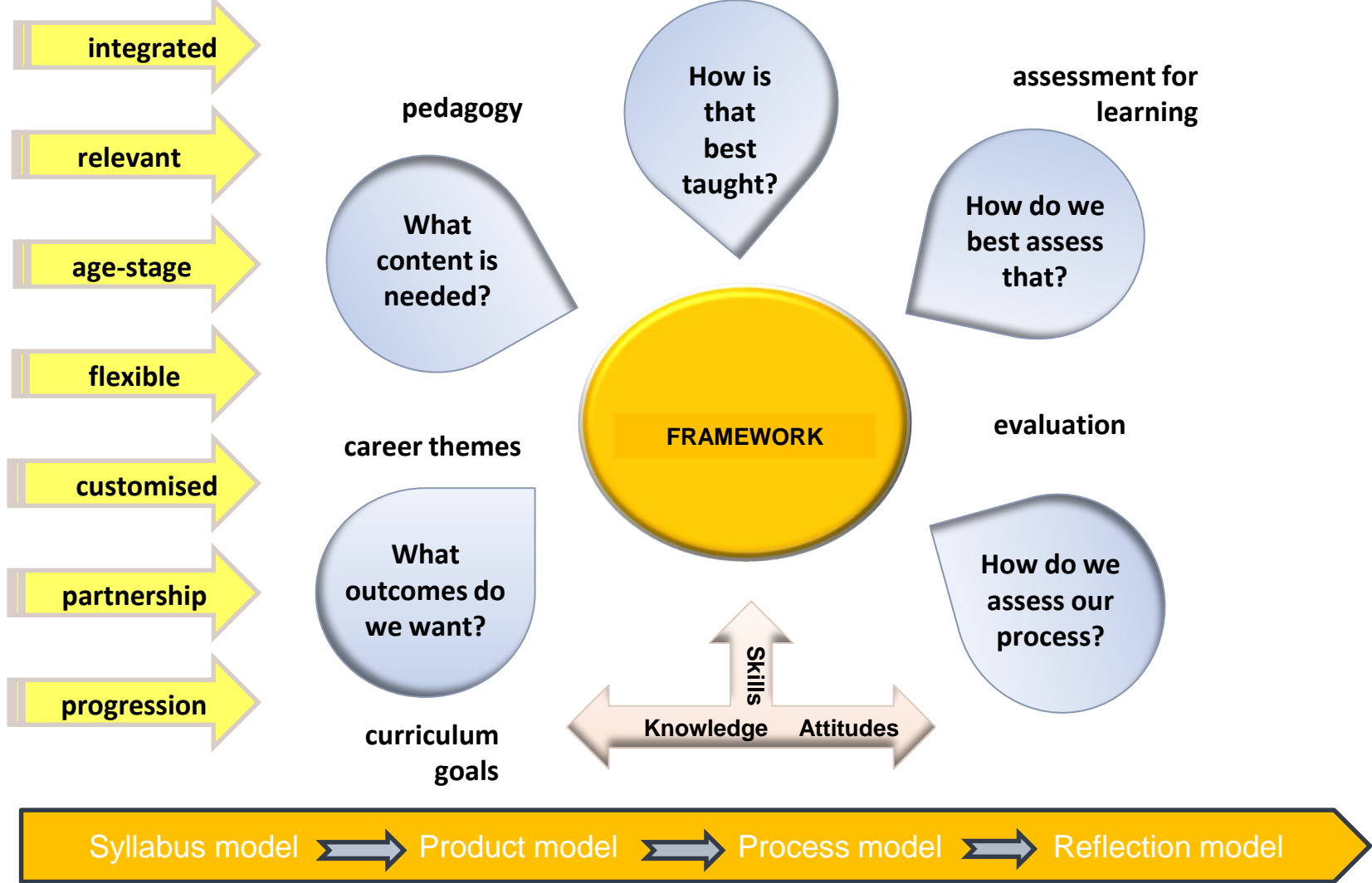| 1. PERSONAL EXPLORATION & MANAGEMENT COMPETENCES: |
| --- |

1. Develop a positive self-concept through appreciation of self. 2. Develop interpersonal skills. 3. Develop and grow throughout life.

2. LEARNING EXPLORATION AND MANAGEMENT COMPETENCES

4. Develop effective learning strategies. 5. Understand the relationship between school performance and future choices. 6. Make educational choices in line with personal aspirations.

3. CAREER EXPLORATION AND MANAGEMENT COMPETENCES

7. Find and use career related information appropriately. 8. Develop a critical understanding of the world of work. 9.   Link decision making to career/life roles.

integrated

relevant

age-stage

flexible

customised

partnership

progression

pedagogy

How is that best taught?

assessment for learning

How do we best assess that?

What content is needed?

FRAMEWORK

evaluation

career themes

What outcomes do we want?

How do we assess our process?

Skills

Knowledge   Attitudes

curriculum goals

Syllabus model ➡ Product model ➡ Process model ➡ Reflection model

The 'reflective practice' cycle

Description
What happened?

Feelings
What were you thinking and feeling?

Evaluation
What was good and bad about the experience?

Analysis
What sense can you make of the situation?

Conclusion
What else could you have done?

Action plan
If it arose again what would you do?

Reflective Practice

Sultana, 2018, p.129

Benchmarks for Reflection

4 categories that need to be reflected upon:

- The Career Guidance Programme
- The Career Guidance Provision
- The Whole School Approach
- PSCD Teachers, Subject Teachers and Career Guidance Practitioners

Action Plan to be undertaken following reflection and evaluation

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Career Education Programme	Career Guidance Provision	Whole school Approach	Teachers and Career Guidance Practitioners
The place of Career learning and development in the context of education and employment is understood and enhanced.	Career information is accurate, current, relevant, and accessible.	**The college has a comprehensive and structured career guidance programme.**	Roles, responsibilities and accountability of those delivering the career learning programme are defined and reviewed
Career Learning is part of a developmental curriculum.	Competences are developed in students to equip them for deciding on school and post-school options in line with the lifelong strategy framework.	**The college has an appropriately trained person or persons responsible for the development and implementation of the career learning and development programme.**	Career guidance practitioners have the necessary qualifications to carry out career related work and keep themselves updated with latest trends and opportunities.
Adequate time and resources are dedicated to the implementation of this programme.	Different and multiple opportunities are offered to different levels of students	**Career Guidance practitioners, PSCD teachers & subject teachers have, and are encouraged to develop, competencies required to deliver quality Career Learning and Career Guidance.**	Networks inside the school and outside the school are fostered and supported.
Competences are developed in students to equip them for deciding on school and post-secondary or post- school options	Different stakeholders (including parents or caregivers) have access to information about subject options, training and work opportunities.	**Work environment maximises the effectiveness of career personnel and the programme.**	Addressing the needs of each student
Career information is	Evaluation of the Career	**Evaluation of the Career Learning**	Addressing the needs of all stakeholders

Sample Action Plan *e.g. improving career information*

Outcomes to be achieved	Actions	Who will do it?	How will it be done?	Additional Resources needed	By When?
e.g. careers information is accurate, current, relevant, and accessible.	e.g. the school website is checked for correct information relating to career learning such as info regarding My Journey, Option Choices, etc.	e.g. career guidance practitioners	e.g. in liaison with ICT officers	e.g. none	e.g. end of term

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Thanks!

👍

Any questions?

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