Career Learning and Development

A Framework for Schools

Contents

SECTION 1: Introduction

1.1 Aim of the Framework

The Framework is intended to be a referral point for schools to help professionals involved in the delivery of career education and career guidance. It aims to support the planning, design and delivery of career education and career guidance in line with the requirements of the Education Act (1988) to "ensure the supply and the co-ordination 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" (12 (f), p. C1174).

The framework re-affirms the objectives of the National Curriculum Framework for All (Ministry of Education, 2012) and the Career Guidance Policy for Schools (Ministry of Education, Youth & Employment, 2007). The aim is to ensure that learners have an understanding of the work environment, career options and pathways as a foundation for vocational education and training, further education, employment and life-long learning.

1.2 Objectives of the Framework

The Framework aims:

- To support the efforts of various professionals working in the career guidance field;

- To achieve better co-ordination between Personal Social and Career Development (PSCD) teachers, subject teachers and career guidance practitioners;

- To evaluate and improve the quality of career education and career guidance in schools;

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

1.3 Intended target audience of the Framework

The framework is based on the belief that when different professionals work together in an integrated way, there is a greater opportunity for a whole school approach to career learning.

This document has been developed specifically for the following:

- Education Officers (Career Guidance)

- Education Officers (Personal, Social and Career Development)

- Career Guidance Practitioners

  - Principal Education Support Practitioners (Career Advisors)

  - Senior Education Support Practitioners (Career Advisors)

  - Education Support Practitioners (Career Advisors)

  - Career Guidance Teachers

  - Guidance Teachers

- Personal, Social and Career Development Teachers

And also for:

  - Senior Leadership Teams

  - Education Officers

  - Subject Teachers

SECTION 2: Context

2.1. Introduction

The growing complexity of the world of work and the increasing opportunities in post-secondary education and training, demand better access to quality career education and career guidance. Today, learners need to learn how to search for and evaluate different sources of information so as to map out education, training and employment routes that fit their interests, skills, competences, qualifications and evolving labour market opportunities. They also need to learn to use different digital platforms to find, learn about and apply for careers or jobs.

The Council of the European Union Resolutions passed in 2004 and 2008, highlight the need for strong guidance services throughout the life course. The aim is to equip citizens with the skills to manage their learning, careers, transitions between and within education, training and work. The Resolutions consider the acquisition of the skills (specifically referred to as career management skills) that are needed to manage a career, as an important priority for guidance services.

2.2. Career Learning and Development

Career Management Skills (CMS) is the term used to describe the skills, attributes, attitudes and knowledge that individuals require in order to manage their career. Despite difficulties in developing a shared understanding of CMS amongst European countries, there seems to be agreement about what constitutes a career management skills curriculum (Sultana, 2012). Locally the preferred terminology is 'career learning and development', which emphasises the developmental aspect of career learning. Accordingly, this term will be used throughout the document.

Most of the themes related to career learning and development taught in schools involve learning competences that support decision-making learning, opportunity awareness, transition learning and self-awareness (Law & Watts 1977, Law 1996). Different frameworks are in use in other countries:

- U.S.A: National Career Development Guidelines (National Occupational Information Coordinating Committee, 1989)

- Canada: Blueprint for Life/Work Designs (National Life/Work Centre, n.d.)

- Australia: Australian Blueprint for Career Development (Ministerial Council on Education, Employment, Training and Youth Affairs, 2010)

- Scotland: Developing the Young Workforce: Career Education Standard 3-18 (Skills Development Scotland, 2015).

All these frameworks focus on the following three main themes:

1. Personal management or self-development

2. Career exploration or learning and work exploration

3. Career management or life/work design.

The main focus of career learning and development is that of helping learners understand themselves and the environment in which they live, whilst providing learners with opportunities outside the school context, so they are better equipped to decide on their education, training and/or work pathways.

CMS or career learning and development is not intended to prepare learners and young persons for specific jobs or careers (Sultana, 2012). It is best viewed as a lifelong process rather than a single event. The concept of career learning assumes that individual learners can influence their career and that skills, knowledge, values and attitudes towards work can be acquired through learning and through personal experience (Neary & Dodd, 2016). These components can be developed within a classroom context through career learning or/and through career guidance programmes and services which cater for different individual learners. Sultana (2012) points out that schools should also acknowledge that learners, through their everyday experiences outside, may already possess a range of skills, attitudes and values towards the world of work and learning. These may possibly have been acquired from work experiences, helping their families with work, voluntary work, informal curriculum and others. The aim is to help learners take cognition of what they already know and to build on that in self-reflective ways.

2.3 Career Education and Career Guidance

Schools in Malta offer a developmental career education programme as part of the Personal, Social and Career Development Learning Outcome Framework (DLAP, 2015). This career education programme promotes deeper knowledge of the self, critical reflection about the world of work, awareness of opportunities for learning and training and the development of a range of career management skills that are often learnt experientially. Although career education is a timetabled subject within PSCD, it is also infused in other subjects, both in the primary and secondary years.

As indicated in the 'Career Guidance Policy and Strategy for Compulsory Schooling in Malta' (Ministry of Education, Youth & Employment, 2007), work-related components are part of the formal curriculum in a number of subjects within the primary and secondary school curriculum. Besides this, all subjects (even if often indirectly) seek to develop the necessary skills, competences and attitudes necessary for the learners to function in the world of work and in the community. In addition to learning the technical aspects of subjects which are indispensable tools in today's knowledge based society, learners need to be exposed to employability skills, such as creativity, problem solving, decision-making, ICT skills, teamwork, communication and co-operation skills, amongst others. Such skills form part of the repertoire of the needed transferable skills and competences in today's dynamic work environment.

Schools and colleges also offer the service of career guidance. 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 to manage their careers" (OECD, 2004, p. 19). Career guidance includes the implementation of a developmental career guidance programme. This helps learners understand themselves in terms of their abilities, interests and aspirations. Programmes include transition exercises, choice of option subjects, organisation of career orientation visits, career fairs, career exposure experiences at various places of work, talks and visits related to post-secondary education. Other initiatives address the needs of specific target groups such as learners with disability and early school leavers, amongst others.

Career education and guidance place an emphasis on teaching learners not only for the world of work "where the emphasis is more technocratic in orientation, by stressing adaptation and coping to the world as it is" but also about the world of work with the aim of "instilling an emancipatory impulse in learners and educating them into a desire for a world of work as it should and could be" (Sultana, 2018, p. 55). Thus it allows learners to critically reflect on dimensions related to the self, to gender issues, to different choices available and future career and work options.

Career education and career guidance activities complement each other. As Law (1996) states "a single programme of work can integrate them into a whole, each supplying mutually supporting contributions" (p. 210). Table 1 outlines where lies the main focus in career education and career guidance. However, distinctions between the two are not so clear-cut and some activities do overlap. The relationship is dynamic and in constant re-negotiation.

Criteria	Career Education	Career Guidance
Contact	In groups, using group processes	Requires individual or small group work, using group/inter-personal processes
Relevance	Emphasis is on learning in a group	Emphasis is on learning relevant to the individual and the group
Basis	Programme planned in advance	Negotiable not necessarily known in advance
Development	Movement from 'basic' to 'advanced' material	Client or group dictate progress
Outcome	Acquisition of skills, knowledge and attitudes	Client or group dictate progress

Table 1. Distinctions between career education and career guidance
(Adapted from Law, 1996)

SECTION 3: Areas of Learning and Competence

3.1 Current scenario

The framework is based on different international models (cited previously) but reflects the needs of Maltese schools. The framework being proposed takes into account the subject focus ' Career Exploration and Planning' within a broader PSCD Learning Outcomes Syllabus and other learning outcomes established in various subjects. All these focus on the development of skills and competences, the acquisition of knowledge and information and attitudinal change. This framework also takes into account the career guidance programmes and services currently being implemented in schools.

3.2 A Learner-Centred Approach

Providing the right space where learners can gain understanding, knowledge, skills and competences is very important. A learner centred technique empowers learners to take control of their learning, take responsibility for their decisions and understand themselves better. (Pool and Sewell, 2007; Moon, 2004; Golemann, 1998; Griffen, 1992) Thus, through reflection and evaluation learners make better sense of what they have learnt, link new knowledge with previous knowledge, question previously taken for granted assumptions and thus accommodate new ideas and beliefs.

The Experiential Learning Cycle (ELC) Kolb, (1984) is adopted by PSCD teachers and career guidance practitioners during their activities and interventions with learners. Kolb's learning cycle (Figure 1), offers the right pedagogical and methodological tool, since learning is acquired from the learners' own experiences. In Kolb's own words, "Learning is the process whereby knowledge is created through the transformation of experience" (p. 38). These experiences can be real or simulated through activities such as role plays, brainstorming exercises, case scenarios and others (Camilleri, Caruana, Falzon & Muscat, 2012).
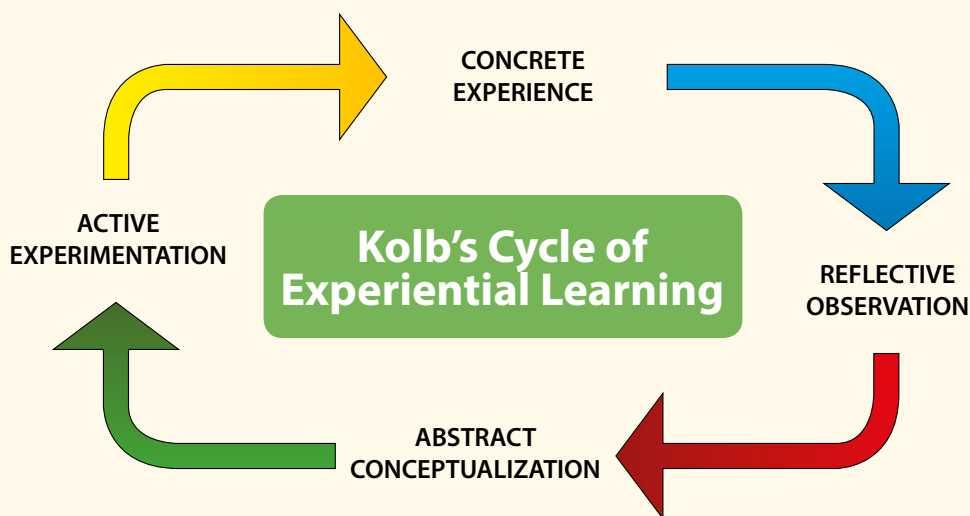

Figure 1. Kolb's Cycle of Experiential Learning (Kolb, 1984)

3.3 The Learning Cycle

The career learning competences listed in the framework are not sequential or by level as learning and understanding do not proceed in a linear manner. Career learning and development is a lifetime process of interaction between the individual and the context. These interactions will shape the learners' mastery of knowledge and learning, skills, competences and attitudes in different ways and at different times in their lives. Hooley et al. (2013) state that the development of levels risks:

1. creating "an imagined journey of development" (p. 9)

2. can be demotivating for learners if the identified levels are either too easy or too hard to attain and

3. may be difficult to identify if prescribed levels are insufficient.

Hooley et al. (2013) suggest an alternative approach which moves away from the question of "when should it be learnt" to "where are career management skills learnt?" (p. 9). This shows that learning about careers takes place in various contexts - at home, at school, in the community, in the workplace and during periods of unemployment amongst others. This does not imply a hierarchy of competences but that learning is "more contingent and contextual" (p. 9).

3.4 The Learning Context

This framework will address compulsory education in Malta. In this case, PSCD teachers, subject teachers and career guidance practitioners must use their professional knowledge and expertise to develop and adapt material that caters for the needs of their learners. In the Maltese context, compulsory education is divided as follows:

Year 3 - 6 Primary School Years

Year 7 – 8 Middle School Years

Year 9 – 11 Secondary School Years

The developmental phase of each learner depends upon one's year group, academic abilities, one's family circumstances, and one's opportunities and experiences in the development of career learning competences. These important factors need to be kept in mind by PSCD teachers, subject teachers and career guidance practitioners when carrying out career learning and development initiatives and interventions that target the different abilities of the learners within each year group – hence making sure that the diverse learners' needs are catered for. Apart from this, they also need to make sure that the latter are challenging and stimulate the learners' interests.

3.5 Areas of Learning

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

- PERSONAL EXPLORATION & MANAGEMENT COMPETENCES

    1. Develop a positive self-concept through appreciation of self.

    2. Develop interpersonal skills.

    3. Develop and grow throughout life.

- 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.

- 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.

3.6 The career learning competences across the 3 learning phases

Area of Learning: Personal exploration and management competences

Personnel	PSCD Teachers, Career Guidance Practitioners, Subject teachers, Others
Methodology	Whole class learning, one-to-one sessions, group learning, non-formal learning, others

1. Develop a positive self-concept through appreciation of self

a) Identify and describe things they are good at and express positive qualities about themselves

b) Recognise their weaknesses and how to cope and improve on their weaknesses

c) Recognise that the way they see and value themselves affects self-confidence, self-esteem, self-worth and behaviour

d) Understand responsibility for their own actions and behaviour and how this can influence their life choices

e) Identify the challenges related to change and transitions and set targets for themselves

2. Develop interpersonal skills

a) Foster a positive attitude towards teamwork and work collaboratively in groups

b) Identify and demonstrate appropriate effective communication skills when working with others

c) Understand that they have an influence on what other people do, think and feel and that other people effect what they do, think and feel

d) Negotiate and contribute to making decisions within a group

e) Evaluate the effectiveness of and choose social/other media networks to achieve personal and career goals

3. Develop and grow throughout life

a) Participate in a range of activities inside and outside school to enhance their personal, cognitive and social skills

b) Reflect on their problem solving and decision making styles and employ strategies for growth

c) Identify people and places where they can seek help, support and guidance

d) Describe personal strengths and resources which can be used during times of change and transition

e) Develop an understanding of their future aspirations and identify ways how to achieve such aspirations

Area of Learning: Learning exploration and management competences

Personnel	PSCD Teachers, Career Guidance Practitioners, Subject Teachers, Others
Methodology	Whole class learning, one-to-one sessions, group learning, non-formal learning, others

1. Develop effective learning strategies

a) Identify their learning styles and develop a learning strategy

b) Develop an understanding of good time management skills and how they can plan a balanced timetabled study programme

c) Employ effective strategies when taking formative and summative assessment

d) Reflect on their learning styles and how these might influence their goals and aspirations

e) Recognise the importance of lifelong learning to achieve their educational and career goals

2. Understand the relationship between school performance and future choices

a) Develop an understanding of how their education and training achievement effects their available options regarding courses/programmes, workplace training and/or entry into work

b) Identify and understand that there is a wide variety of options (subjects, careers and work) that they can explore and are available to them

c) Choose subjects in line with their own interests, abilities and aspirations

d) Take informed decisions related to post-secondary educational opportunities and/or work

e) Identify people and places where they can seek help, support and guidance relating to learning and seek help when necessary

3. Make educational choices in line with personal aspirations

a) Develop an understanding of their own career goals and use them for future planning

b) Develop an understanding of how different kinds of work/careers require different combinations of skills and knowledge

c) Recognise and explore the link between formal and non-formal education and different career paths

d) Choose subjects or training opportunities in line with specific post-secondary education entry requirements

e) Develop an understanding of the skills needed for post-secondary education and/or work and preparedness for transition

Area of Learning: Career exploration and management competences

Personnel	PSCD Teachers, Career Guidance Practitioners, Subject Teachers, Others
Methodology	Whole class learning, one-to-one sessions, group learning, non-formal learning, others

1. Find and use career related information appropriately

a) Know where and how to access reliable career information

b) Know how to interpret, evaluate and use reliable career information

c) Know how to use technology (e.g. social media, websites, career tests, etc.) to find resources that support their career knowledge and development

d) Devise and implement a career plan using appropriate and accurate career-related information

e) Evaluate and reflect on the importance of career related activities (e.g. work place visits, career fairs, career lessons, career exposure experiences, etc.)

2. Develop a critical understanding of the world of work

a) Develop an understanding of the advantages and disadvantages of various work alternatives (e.g. voluntary work, full-time/part-time employment or self-employment options)

b) Understand how work contributes to their needs and to the local and wider community

c) Develop an understanding of the value of work ethics, the rights, duties and responsibilities of the employer and employee

d) Become aware of and challenge stereotypes, biases and discriminatory attitudes and behaviours that can limit individuals' career choices or work opportunities

e) Explore and develop a critical stance towards non-traditional life scenarios, the notions of decent work versus precarious work and other work scenarios

3. Link decision making to career/life roles

a) Understand the career decision making process and the importance of making informed decisions

b) Develop job seeking skills to find and maintain work (e.g. CV writing, interview skills, portfolio, job application letter, etc.)

c) Develop an understanding of work, work/life balance and the notion of leisure

d) Create and engage in work/voluntary experiences (e.g. at home, at school, at work and/or in the community) that build on their personal qualities and their transferable skills

e) Engage in decision making that suits their needs and values and supports their career goals

SECTION 4: Benchmarks for effective Career Learning and Development

4.1 Introduction

The aim of this section is to assist service providers to reflect and evaluate their work. This framework adopts a 'reflective practitioner' approach. The notion of a 'reflective practitioner' was coined by Schön (1983). He refers to the practice by which professionals become aware of their implicit knowledge base and learn from their experience. Schön talks about the importance of 'reflection in action' and 'reflection on action'. 'Reflection in action' is when the practitioner takes time to reflect on behaviour or activity as it happens. 'Reflection on action' happens after a specific activity takes place. The practitioners analyse and evaluate the situation to bring about improvement in the delivery and management of different activities and programmes, in this case related to career learning and development. Sultana (2018) states that "becoming a 'reflective practitioner' involves creating a habit, structure, or routine around reflecting on experiences before, during and after one's engagement in specific contexts" (p. 128). This is further elaborated in Figure 2 below:
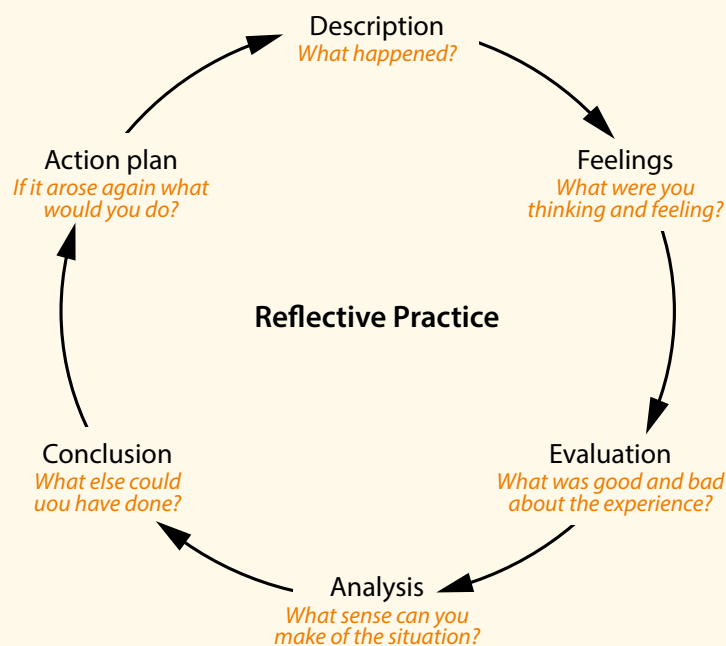

Figure 2. The 'reflective practice' cycle (Sultana, 2018)

The four categories that schools should reflect and evaluate upon are:

- The Career Education Programme
- The Career Guidance Programme
- The Whole School Approach to Career Learning and Development
- The roles and responsibilities of Teachers and Career Guidance Practitioners

Schools should regularly review these four categories to ensure that quality of career provision is maintained. The four categories, which will be described below, need to work in tandem to produce the desired outcomes.

Each of these categories are divided into elements. These in turn have statements of evidence that further describe the element.

The evidence is not designed to be a set of tasks that need to be done but an indicator that the element is being applied.

The elements and the evidence are not hierarchical – they all need to be addressed to achieve improved outcomes.

The Framework provides PSCD teachers, subject teachers, careers guidance practitioners and senior leadership teams with a practical tool for self-assessing careers provision in schools and colleges and develop action plans for improvement.

4.2 Benchmark Summary

Career Education Programme	Career Guidance Programme	Whole School Approach to Career Learning & Development	The Roles & Responsibilities of 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 learning and development programme.	Roles, responsibilities and accountability of those delivering the career learning programme are defined and reviewed.
Career Learning is part of a career learning and developmental curriculum.	Competences are developed in learners to equip them for decisions on school and post-secondary 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 the curricular career education programme.	Different and multiple opportunities are offered to learners with different abilities.	Career Guidance practitioners, PSCD teachers and subject teachers are encouraged to develop competences required to deliver quality career education and career guidance.	Networks inside and outside the school are fostered and supported.
Competences are developed in learners 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 guidance practitioners and the career learning and development programme.	Teachers and career guidance practitioners address the needs of individual learners.
Career information is accurate, current, relevant and accessible.	Evaluation of the Career Guidance Programme is in place.	Evaluation of the Career Learning and Development Programme is in place.	Teachers and career guidance practitioners address the needs of different stakeholders.

4.3 Benchmarks for career learning and development

1. Career Education Programme

Element	Evidence
The place of Career learning and development in the context of education and employment is understood and enhanced.	1.1 National policies relating to career learning and development are given their due importance 1.2 Different learning outcomes related to career learning and development are given their due importance 1.3 Different stakeholders are aware of the purpose of career learning and development
Career learning is part of career learning and developmental curriculum.	2.1 Learning outcomes related to career education taught through the curriculum across all levels of compulsory education are given their due importance 2.2 Key elements of career learning and development are linked so that learners do not encounter gaps or duplications 2.3 Learners work through a sequential and developmental programme
Adequate time and resources are dedicated to the implementation of the curricular career education programme.	3.1 Time is allocated to career education lessons 3.2 Different resources are allocated to the delivery of career education lessons (e.g. printing resources, physical resources) 3.3 Teachers collaborate with career guidance practitioners in the delivery of the career learning and development programme
Competences are developed in learners to equip them for deciding on school and post-secondary or post-school options	4.1 Learners are provided with opportunities to make well informed decisions and challenge stereotypical thinking 4.2 Learners are provided with opportunities to explore and identify their strengths, aptitudes and skills 4.3 Learners are provided with sessions to develop the appropriate skills to present themselves for interviews, prepare a CV and a career portfolio
Career information is accurate, current, relevant and accessible.	5.1 A range of reliable media is accessed to gather career information 5.2 Information can be accessed by learners with a range of different abilities and skills 5.3 Information is checked for accuracy and currency before being disseminated

2. Career Guidance Programme

Element	Evidence
Career information is accurate, current, relevant and accessible.	1.1 A range of reliable media is accessed to gather career information 1.2 Information can be accessed by learners with a range of different abilities and skills 1.3 Information is checked for accuracy and currency before being disseminated
Competences are developed in learners to equip them for deciding on school and post-secondary options in line with the lifelong strategy framework.	2.1 Learners have the opportunity of at least three one-to-one encounters with the career guidance practitioners during their compulsory schooling 2.2 Learners' capacity for independent exploration and decision making is developed 2.3 The different educational pathways are presented as valid and valued options to learners
Different and multiple opportunities are offered to learners with different abilities.	3.1 Learners have access to different career related activities 3.2 Learners have various opportunities for meaningful encounters with an employer (e.g. through work-place visits, career exposure experiences, etc.) 3.3 Learners are provided with opportunities to assess their learning through the keeping of a Reflective Journal, self and peer assessment, etc.
Different stakeholders (including parents or caregivers) have access to information about subject options, training and work opportunities.	4.1 Promotion and ease of access to relevant services and information including, amongst others school/college website/social media platforms 4.2 Transition talks are held regularly and when the need arises 4.3 Information talks and individual meetings are held on a regular basis and on demand
Evaluation of the career guidance programme is in place.	5.1 The career guidance programme is regularly evaluated 5.2 This evaluation framework is used to analyse the impact and effectiveness of the career guidance programme 5.3 Feedback from different stakeholders including learners and parents/caregivers is collected to evaluate the effectiveness of the career guidance programme

3. Whole School Approach to Career Learning and Development

Element	Evidence
The college has a comprehensive and structured career learning and development programme.	1.1 The career learning and development programme is part of the staff development plan of the school 1.2 Different stakeholders are aware of the purpose of the career learning and development programme in the school 1.3 Different stakeholders (including past pupils or parents/caregivers) are encouraged to contribute to the career learning and development programme in the school
The college has an appropriately trained person or persons responsible for the development and implementation of the career learning and development programme.	2.1 All appointed career guidance staff (including PSCD teachers) are professionally qualified and trained to carry out the duties required of them 2.2 All career guidance practitioners (including PSCD and subject teachers) are encouraged to undertake regular training offered 2.3 External career guidance practitioners are monitored by the school career guidance practitioners so as to ensure effective interventions
Career guidance practitioners, PSCD teachers and subject teachers are encouraged to develop competences required to deliver quality career education and career guidance.	3.1 Career guidance practitioners, PSCD teachers and subject teachers undertake specific and relevant training 3.2 Career guidance practitioners and PSCD teachers attend relevant seminars with the support of the school 3.3 Career guidance practitioners and PSCD teachers have different links with the different educational institutions, the community and the employers
Work environment maximises the effectiveness of career guidance practitioners and the career learning and development programme.	4.1 A dedicated career space is appropriate and has the necessary facilities 4.2 Working space is user friendly and accessible to all learners (including learners with special needs) and other stakeholders 4.3 Adequate support is offered to teachers and career guidance practitioners implementing the career learning and development programme
Evaluation of the career learning and development programme is in place.	5.1 The career learning and development programme is regularly evaluated 5.2 An evaluation framework is used to analyse the impact and effectiveness of the careers programme 5.3 Feedback from different stakeholders including learners and parents/caregivers is collected to evaluate the effectiveness of the careers programme

4. The Roles and Responsibilities of Teachers and Career Guidance Practitioners

Element	Evidence
Roles, responsibilities and accountability of those delivering the career learning programme are defined and reviewed.	1.1 Position descriptions and role statements are defined and accessible 1.2 Learning outcomes for the different learning activities within the career learning and development programme are specified and accessible 1.3 Monitoring is carried out by the Education Officers and the Senior Leadership Team
Career guidance practitioners have the necessary qualifications to carry out career related work and keep themselves updated with latest trends and opportunities.	2.1 All appointed career staff (including teachers) are professionally qualified and trained to carry out the duties required of them 2.2 Career guidance practitioners attend relevant seminars with the support of the school 2.3 External career advisors or personnel invited to schools are monitored by the school career guidance practitioners so as to ensure a quality intervention
Networks inside the school and outside the school are fostered and supported.	3.1 Career guidance practitioners have different links with the different educational institutions, the community and employers 3.2 Career guidance practitioners organise different activities and learning opportunities for the different stakeholders (including parents and caregivers) 3.3 Career guidance practitioners work and collaborate with different stakeholders in the school to ensure effectiveness of the career programme
Teachers and career guidance practitioners address the needs of individual learners.	4.1 One-to-one interventions are an integral part of the career learning and development programme 4.2 The career learning and development programme is adapted and modified according to the needs of individual classes, groups and learners 4.3 Different teaching methodologies and practices are used including the use of information technology and social media to ensure that all learners are catered for
Address the needs of different stakeholders.	5.1 Records are kept of individual or group interventions 5.2 Learners are encouraged to be active agents and access and take ownership of their career journey 5.3 Learners and parents/caregivers are given feedback on the progression in learning in relation to career learning

4.4 Action Plan

Once appropriate reflection is undertaken on the different categories, it is important that simple and achievable action plans are put into practice in order to improve the effectiveness of the career learning and development programme in the schools and colleges.

This sample action plan can help teachers, career guidance practitioners and senior management teams to outline areas for improvement.

Sample Action Plan

Name of category to be improved: e.g. Work environment maximises the effectiveness of career guidance practitioners and the programme.

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

SECTION 5: Conclusion

The aims of the framework can only be achieved if there is collaboration between the different stakeholders involved in the career learning and developmental programme. Schools are therefore encouraged to adopt this framework so as to ensure a more effective and coordinated approach towards career learning and development.

Appendix

Career education

Programmes and activities of learning to help people to develop the skills necessary to manage their career and life pathway. These include accessing and making effective use of career information and guidance.

(ELGPN Glossary, 2014, p. 14)

Career guidance

A range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.

NB. Career guidance is defined in the same way as lifelong guidance

(Council of the European Union, 2008)

Career (learning and) development

The lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future.

In the context of this document the term career learning and development refers to all the career learning undertaken by the learner during PSCD, other subjects (who teach work-related topics) and career guidance interventions besides other initiatives organised at school level.

(ELGPN Glossary, 2014, p. 14)

Career Advisors

Career advisors assist people to explore, pursue and attain their career goals.

COMMENT: Career advisors/counsellors have normally received professional training and possess a recognised professional qualification. Synonym for career counsellor and guidance counsellor.

Source: UNESCO (2002 as cited in ELGPN Glossary, 2014, p.11).

Career Guidance Teachers

Career Guidance Teachers co-ordinate the career orientation visits to workplaces and Post-Secondary Institutions, co-ordinate with national entities/associations the one-week career exposure experiences at the place of work and support the colleges which fall under their remit.

Guidance Teachers

Guidance Teachers teach a subject and also have guidance responsibilities helping learners on two levels, namely with personal difficulties and to make choices about education, training and employment besides supporting the latter during the transition from one educational phase to another.

Career Guidance Practitioners

Career Guidance Practitioners is the general term used to include all guidance practitioners (such as career advisors, career guidance teachers, guidance teachers, etc.) who assist individuals to explore, pursue and attain their career goals.

Education Officers (Career Guidance/PSCD)

Education Officers develop, monitor and evaluate the career development programmes within schools and colleges in order to enhance the provision of career education and career guidance in compulsory schooling.

Personal, Social and Career Development (PSCD)

PSCD is a compulsory subject offered to learners from Year 3 to Year 11 which provides learners with the opportunity to develop the knowledge, skills and attitudes in relation to their personal, social and career development.

References

Camilleri, S., Caruana, A., Falzon, R. & Muscat, M. (2012). The promotion of emotional literacy through Personal and Social Development: the Maltese experience. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development,* 30:1, 19-37.

Council of the European Union. (2004). *Strengthening Policies, Systems and Practices on Guidance throughout Life.* Retrieved from http://register.consilium.europa.eu/doc/srv?l=EN&f=ST%209286%202004%20INIT

Council of the European Union. (2008). *Better Integrating Lifelong Guidance into Lifelong Learning Strategies.* 2905th Education, Youth and Culture Council meeting, Brussels, 21 November 2008. Retrieved from https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ%3AC%3A2008%3A319%3A0004%3A0007%3AEN%3APDF

Directorate for Learning and assessment programmes. (2015). *Personal, Social and Career Development Learning Outcome syllabus.* Retrieved from https://curriculumcms.gov.mt/en/syllabi_as_from_sept_2018/Pages/year_07_08_new_syllabi.aspx

European Lifelong Guidance Policy Network. (2014). *Lifelong Guidance Policy Development: Glossary.* Kirjapaino Kari. Retrieved from file:///C:/Users/Schools_home/Desktop/Framework%20for%20PSCD%20&%20Career%20Guidance/ELGPN%20Glossary.pdf

Goleman, D. (1998). *Working with emotional intelligence.* Bloomsbury Publishing.

Griffin, C. (1992). Absorbing experiential learning. In Mulligan, J. and Griffin, C. (eds), *Empowerment Through Experiential Learning: Explorations of Good Practice.* Kogan Page.

Hooley, T., Watts, A. G., Sultana, R. G., & Neary, S. (2013). The 'Blueprint' framework for career management skills: a critical exploration. *British Journal of Guidance & Counselling,* 41(2), 117-131.

Kolb, D.A. (1984). *Experiential learning.* Prentice Hall.

Law, B. (1996). Career education in a curriculum in Watts , A.G. Law, B., Kileen. J., Kidd, J.M. & Hawthorn, R. *Rethinking Careers Education and Guidance: Theory, Policy and Practice* (p. 210-232). Routledge.

Law, B. & Watts, A. G. (1977). *Schools, Careers and Community: A study of some approaches to careers education in schools.* Church Information Office.

Ministerial Council on Education, Employment, Training and Youth Affairs. (2010). *Australian blueprint for career development.* MCEETYA.

Ministry of Education, Youth and Employment. (2007). *A Career Guidance Policy and Strategy for Compulsory Schooling in Malta.* Salesian Press.

Ministry of Education. (2012). *The National Curriculum Framework for all.* Salesian Press.

Moon, A.J. (2004). *A handbook of reflective and experiential learning—theory and practice.* Routledge Falmer.

National Life/Work Centre. (n.d.). *Blueprint for lifework designs. National Life/Work Centre.* Retrieved from https://www.lifework.ca/lifework/blueprint.html

National Occupational Information Coordinating Committee. (1989). *National career development guidelines.* NOICC.

Neary, S. and Dodd, V. (2016). *'Understanding career management skills: findings from the first phase of the CMS LEADER project'.* University of Derby.

Organisation for Economic Co-Operation and Development. (2004). *Career Guidance and Public Policy: Bridging the Gap.* Retrieved from https://www.oecd.org/education/innovation-education/34050171.pdf

Pool, L. D., & Sewell, P. (2007). *The key to employability: developing a practical model of graduate employability.* Education+ Training.

Quality in Careers Standard. (2017). *Good Career Guidance and how this relates to the Quality in Careers Standard.* Retrieved from http://www.qualityincareers.org.uk/documents/good-career-guidance-and-the-quality-in-careers-standard.pdf

Schon, D. (1983). *The reflective practitioner: How professions think in action.* Basic Books.

Skills Development Scotland. (2015). *Developing the Young Workforce: Career Education Standard (3-18).* Retrieved from www.educationscotland.gov.uk/developingtheyoungworkforce

Sultana, R. G. (2012). Learning career management skills in Europe: a critical review. *Journal of Education and Work,* 25(2), 225-248.

Sultana, R. G. (2018). *Enchancing the quality of career guidance in secondary schools: A Handbook.* Pluriversum.

Education Act. (Act XXIV of 1988). Retrieved from: http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lp&itemid=29255&l=1

The Careers and Enterprise Company. (2018). *The Gatsby Benchmark Toolkit - Practical signposting tools for schools.* Retrieved from file:///C:/Users/Schools_home/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Gatsby_Benchmark_Toolkit_FINAL%20(1).pdf