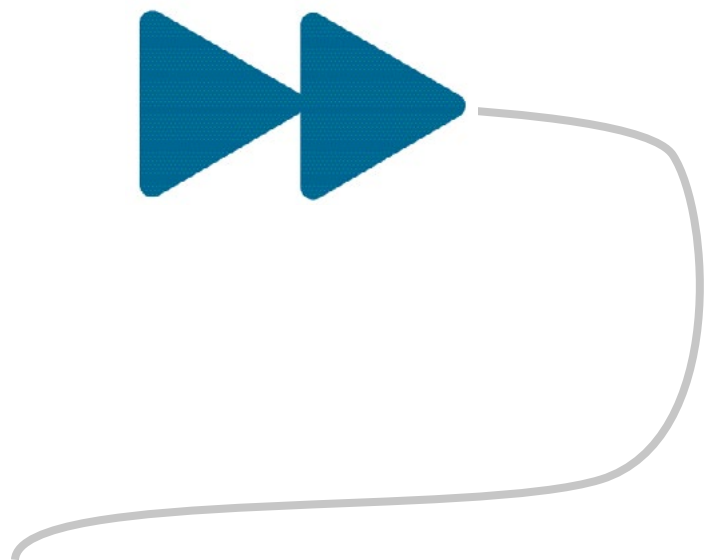


Linking Careers to the Curriculum:

A guide to engaging
students and supporting
progress by embedding
teaching in the context of
the world of work



This guide has been written to support colleagues in engaging curriculum teachers and employers in co-creating high quality teaching and learning resources that are embedded in the context of the world of work. The model is based on a pilot project undertaken by the Careers and Enterprise Company in partnership with Academies Enterprise Trust and Cornerstone Employers.

The Careers and Enterprise Company have recognised three categories of approaches to Gatsby Benchmark 4 - Linking Curriculum Learning to Career.

Foundation Approach	Highlighting the relevance of subject learning to future careers and opportunities
Developing Approach	Making links from curriculum to careers
Expert Approach	Embedding curriculum learning in the context of the world of work



When considering the Gatsby Benchmark 4 requirement that “all teachers link curriculum learning with careers”, there are different levels of depth of which careers may be linked and this guide aims to show scope and possibilities:

Linking Curriculum Learning to Careers		
Foundation	Highlight	<p>Teachers highlight the links between their subject, skills and careers to help students engage with the learning content</p> <p><u>My Learning, My Future</u> Guides offer comprehensive resource and support for teachers of over 20 subjects with Highlighting the relevance of their subject to future careers and opportunities</p>
Careers Across the Curriculum	Connected to	<p>Teachers contextualise elements of the curriculum to help students see the application of learning and how this is connected to careers</p> <p>The ‘<u>Meaningful Learning Experiences Toolkit</u>’ from Forum Talent Potential enables teaching professionals to create meaningful learning experiences linked to curriculum topics in partnership with employers</p>
	Embedded within	<p>Engage students and support progress by embedding curriculum teaching points in the context of the world of work</p> <p>This Guide focuses on the ‘Embedded within’ element of ‘Linking Curriculum Learning to Careers’. We recommend that this guide is read in conjunction with the “<u>Careers in the Curriculum: KS3/4 Curriculum Resources</u>” produced by teachers from Academies Enterprise Trust, who worked with a range of employers to construct 24 lesson resources across 6 different subject areas in 2021.</p>

Within the project there was a facilitator from Academies Enterprise trust who oversaw the Teacher Briefing and facilitated the Employer Briefing, the Collaboration Meeting and the final Review Meeting.

1	Strategic Planning
2	Teacher Briefing
3	Employer Briefing
4	Collaboration Meeting
5	Resource Creation
6	Review Meeting
7	Sign-off and Roll Out
8	Implementation and Feedback



Facilitation is key. This work means people committing precious time and meetings need to be as streamlined as possible. In each meeting it is essential that everyone understands the purpose of the project and of the meeting, that all contributions are valued and that all runs to time.

Checkpoint 1: Strategic Planning

- Establish your Project Purpose, Meeting and Communications Structure and Timeframe in Advance
- Be clear about your intent, implementation plan and desired impact

This was the intent, implementation plan and desired impact of the Academies Enterprise Trust project:

Pilot Project Aim

To engage students and support progress by embedding curriculum teaching points in the context of the world of work

Pilot Project Benchmark 4 Outcome

To highlight the relevance of the subject to future careers and opportunities

Pilot Project Student Outcome

To recognise (and demonstrate) how the skills and qualities that you have demonstrated in school will help to make you more employable in the future

The above three things remain consistent across the entire approach (regardless of subject, year group etc)

Pilot Project Lesson Definition

Each 'lesson' is broken down into a particular curriculum objective (determined by the content that must be covered in the curriculum) and a careers learning objective. Whilst the curriculum objective will differ for each lesson / year group, the careers learning objective is consistent across all lessons and year groups throughout the entire project and remains unchanged - regardless of the curriculum objective. A 'lesson' may include several hours worth of content and serve as more of a series of lessons that can be delivered over a week, fortnight or half term.



“Our priority was to ensure the development of high quality teaching and learning resources that were written by teachers and for teachers linked to curriculum.”

Pilot Project Intent

Develop high quality KS3 & KS4 curriculum resources embedded within the world of work, allowing curriculum staff to engage students and support progress while delivering curriculum outcomes at pace

Pilot Project Output

- A series of 24 lessons and associated lesson resources (Y7-10 in English, Geography, History, Modern Foreign Languages, Mathematics and Science) that contextualise curriculum learning objective(s) within the world of work, highlighting the relevance of the subject to future careers and opportunities



Checkpoint 2: Teacher briefing (subject teacher engagement)

- Identify a subject area that you wish to focus on
- Identify and engage subject experts (teachers who are specialists in teaching that subject area)
- Nominate and agree a lead subject expert
- This subject expert will be the practitioner who will now take this work forward. They will liaise with the employer at the employer briefing, refine ideas around each objective into a final idea with the employer and will author the final suite of lesson resources
- Ensure that the lead subject expert has sufficient time and support to create high quality resources within the given timeframe
- Use the CEC Resource Directory
- Find examples where subject learning has been linked to careers elsewhere
- Deliver a 'Teacher Briefing'



“These resources are engaging and haven’t lost or diluted any of the Maths elements. They are not a bolt on to the Maths curriculum and offer a way of delivering this Maths content in a highly engaging way.”

Deborah McCarthy, Regional Curriculum Leader

Teacher Briefing

Purpose of Project:

To engage and support students in learning by placing teaching points in the context of the world of work

Purpose of Meeting (Teacher Briefing):

To identify curriculum objectives that could be delivered using the context of the world of work and prepare for the collaboration meeting

Expected Outcomes (Teacher Briefing):

- Identify curriculum objectives that we will focus on
- Understand and articulate the requirements and issues that underpin delivery of each objective
- Capture this information ready to share with employers alongside some of our initial ideas

Agenda (Teacher Briefing):

Overview of BM4, Project Overview, Purpose and Timelines

Curriculum Discussion - Initial thinking around specific teaching elements and required outcomes

Idea generation / discussion

Information required for the employer briefing

Teacher Briefing Key Steps: - Review the Curriculum

- Ask teachers to reflect on their subject curriculum and delivery of objectives in each year group.
- Which aspects pose particular challenges?
- What do students struggle to engage with?
- Where could the context of an employer potentially add value?
 - Identify an objective (in each year group) that teachers would like to focus on.
- Be purposeful in this identification by reminding teachers about Checkpoint 1 and the intent of this work Ensure that curriculum objectives remain the primary focus
 - Discuss each identified objective
- Which aspects of the curriculum does it link to?
- What is the issue teachers generally have when teaching this objective?
- What challenges do students typically face when studying this objective?
 - Generate initial ideas
- Create an interactive mind mapping tool (we used Jamboard) and ask teachers to brainstorm ideas they have relating to each objective?
- What could an employer input to enhance the delivery (and achievement) of this objective?
- What would be useful in helping students to connect the value of this learning to how it is applied in the world of work?
- What careers input could be useful?
- Allow time for people to populate the interactive mind mapping tool (i.e., Jamboard) in the meeting and for up to 48hrs after the meeting
- Make teachers aware that this information will be shared with an employer at the employer briefing
 - Collate ideas
- Gather all of the above together on a common template (one per objective)

Specific Teaching Points

The English curriculum resources that were created by Academies Enterprise Trust curriculum teachers and expert teams in partnership with Tesco, were built around engaging and supporting students in learning by placing the following curriculum teaching points in the context of the world of work:

- To understand the importance of planning (i.e. essay, story, article)
- To understand the purpose of drafting and redrafting written work to a high standard
- To read unfamiliar texts with confidence
- To identify key information in texts
- To explain a writer's use of language and structure (in a range of text types) and their specific effect on readers
- To evaluate a writer's methods when reading an unfamiliar text

Checkpoint 3: Employer briefing (Initial employer engagement)



- Use The Careers and Enterprise Company Enterprise Advisor and Cornerstone Employer Network to identify an employer who may be interested in supporting this work
- Send the employer contact an email with a short outline brief (see Appendix 1) and the proposed dates. It is crucial to get the dates into everyone's diary as soon as possible.
- The biggest hook for the employer is that their input is contained in the 3 meetings and that the subject experts will produce all the age-appropriate lessons. Make sure you let the employer know how many schools, special schools or colleges are in your network will make use of the resources so they can see the impact.
- If the employer has questions before they want to commit to the briefing, have a quick call and ensure that whoever is the decision maker at the employer or who would need to sign off on materials being used is either on the call or consulted. Its particularly important to get marketing/brand/comms involved at this point.
- Invite the employer to an employer briefing, where they will have the opportunity to find out more about the project, the process, expectations, commitment and timeframes. Ask the employer to identify up to 5 staff who would be willing to support this work and ask the lead contact to invite those individuals to the employer briefing
- Deliver a 1 hour employer briefing (virtually or in person)
- Host an Employer Briefing

As a Cornerstone Employer we are committed to helping young people understand how the subjects they study at school link to future career opportunities and build their employability skills. We were delighted to be part of the Gatsby Benchmark 4 pilot working alongside expert subject leaders for English to help them create and deliver high quality resources that put teaching and learning in the context of the world of work.

Samantha Sullivan Pre-employability and Partnership Manager - Tesco

What to consider before approaching an employer,

These suggestions may be used as a basis for a Memorandum of Understanding:

- Date Stamp/Annual Review
- Use of Logo/Branding
- Sign Off Process
- Marketing Plan
- Measuring Use/Metrics
- Impact Measurement



Employer Briefing Key Steps:

- **Overview of project, purpose and timelines:**

Share with the employer what a finished resource could look like to help them visualise the end product.

Encourage the employer to share their memories of the subject when they were at school or college.

Share the overview of the subject's Curriculum Programme of Study and the purpose and aims of the subject

- **Set context of each lesson and ideas generation:**

Share each lesson objective with the employer and talk them through the objective, it's link to the curriculum, issues that teachers want to address and aspects that students traditionally struggle with. Relate these back to the employers memories of being a child and studying the subject at school

Draw any parallels and emphasise what collectively you are trying to achieve together

As you are presenting and talking through the issues around each objective, share the mindmap ideas containing the ideas from teachers.

Ask the employer representatives to begin to add their initial ideas around each objective

Discuss these ideas and invite the employer representatives to elaborate on their thoughts and allow them to ask any clarifying questions. Explain that these questions (and the mindmap) will be shared back with the lead subject expert and form the basis of the collaboration meeting

- **Repeat this process for each objective**

- **Preparing for the collaboration meeting:**

Encourage the employer to continue to populate the mindmapping tool for the next 48hrs

End the meeting by agreeing that the employer will attend the collaboration meeting, where they will meet the lead subject expert and refine these ideas into a final idea for each lesson

Employer Briefing

Purpose of Project:

To engage and support students in learning by placing teaching points in the context of the world of work

Purpose of Meeting (Employer Briefing):

To understand project and prepare for collaboration meeting

Expected Outcomes (Employer Briefing):

- Understand who you will be working with and how this fits with purpose, overview and timeline of project
- Understand and think about subject (English)
- Understand and prepare for collaboration session on the specific teaching elements

Agenda (Employer Briefing):

- Overview of BM4, Project Overview, Purpose and Timelines
- Memories of English & Subject Overview
- Initial thinking around specific teaching elements and outcomes
- Collaboration Meeting Update and Questions

Checkpoint 4: Collaboration meeting (Teacher and employer idea refinement and agreement)

Bring the lead employer representative, employer colleagues, the lead subject expert/teacher and a careers leader together for 1 hour 30 minutes for a collaboration meeting

The collaborative meeting should be purposeful and a session where colleagues discuss the great ideas already generated (by teacher and employer) and develop these collaboratively, addressing any queries about the exact requirements of each lesson, reaching final decisions about the exact input needed from the employer and agreeing subsequent actions and next steps for resource creation

The overall aim of the collaborative meeting is to ensure that the lead subject expert (the teacher authoring the resources) leaves the meeting knowing what they are creating for each lesson, what will be provided by the employer to support this (and by when) and who they will be working with at the employer for each lesson

The most important people in this meeting therefore are the teacher / subject expert and colleagues from the employer. It is their voices that should be heard most in this meeting

Recap the purpose of the project to ensure that everyone has a shared understanding of what is required. Allow everyone to introduce themselves

Collaboration Meeting

Purpose of Collaboration Meeting

To ensure curriculum staff are ready to produce resources

Expected outcomes from collaboration meeting

Shared understanding of outcomes

Generation sharing and development of ideas

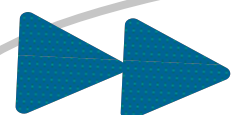
Deciding on final ideas for each lesson/objective

Named contacts for each lesson

Resource author ready to create lesson resources

Agenda (Collaboration Meeting):

- Who's here
- Purpose and expected outcomes
- Idea generation, development and decision
- Establish contact links between author resource and employer
- Agree actions and next steps
- Confirm date for review meeting





Collaboration Meeting Key Steps:

- **Employer context**

Invite the employer to provide a brief 5 minute overview of their organisation, their function, aims and values. The lead representative from the employer will also outline why this work is important to their organisation and will say a little bit about the potential synergy they felt between some of the identified objectives and the challenges and opportunities to provide the exciting context / application for children's learning.

- **Subject Expert/Teacher context**

Hand over to the lead subject expert/teacher, who will now lead the remainder of the meeting with support and steering from the facilitator where required. The facilitator role is critical here to keep the meeting moving and to positively frame and galvanise thinking.

The lead subject expert/teacher will recap the curriculum objective for the lesson and will summarise the issue to be addressed and the important teaching points. They will then invite the employer to briefly detail ideas they have had relating to potential input (using the ideas on the shared mind mapping tool) to help facilitate and prompt discussion). Discussion will then take place (between employer and subject expert) around refining the ideas into the deliverable final idea. The subject expert will use discussion prompts and clarifying questions such as 'how about...?', 'could we consider providing...?' 'this could work in the classroom if...?' to support refinement of ideas. The final idea will be agreed alongside what will potentially be provided by the employer to facilitate this (documents, video clips, summaries of processes etc). A named link, for the subject expert / resource author to liaise with at the employer (in relation to this particular lesson objective, will be established and shared

- **Summary and agreement**

Recap the agreed final idea and summarise this in an email to the named employer contact and the subject author

- **Next steps**

Repeat this process for each objective - allowing approximately 15 minutes per objective

The collaboration meeting helped all our EKFB colleagues to understand the what students were having difficulties engaging with. The teachers put everything into context and made it easy for us to find examples of how our work relates to the curriculum. At the end of the meeting we all knew the next steps and were excited to see the lessons develop.”

Paddy Patterson,
Skills, Employment & Education Manager,
Eiffage Kier Ferroviaal BAM JV

Top Tips for an Effective Collaboration Meeting:

- Ensure that all contributors have had access to and have been contributing to the interactive mind mapping tool
- Facilitator to oversee all introductions
- Make sure lead subject experts/teachers are ready to lead each teaching point and to tease out mor details from ideas shared on the mind mapping tool
- Encourage contributing participants to keep their cameras on if the meeting is virtual
- Facilitators must keep everyone to time and share plan at start of meeting so that contributors are clear on time available to work on each teaching point.

Once all objectives have been discussed and ideas refined. Recap the agreed next steps for information exchange for each of the lessons and agree who will be providing what, by when and to whom (information from the employer will go directly to the subject expert creating the resource so that they can construct it effectively. A summary will be shared with everyone by email to recap this

Challenge: When developing the model, we found establishing and sharing the teaching points for Science with employers more difficult to process and share with employers. We recommend a slightly longer run-in time for employers where the teaching points are very specific to complex elements of the national curriculum. Regrettably, the employer linked to Science also withdrew after the collaboration meeting during the resource creation stage due to external business pressures.

Solution: We encouraged the teaching staff team to continue to develop high quality teaching and learning resources 'uncoupled' from the original context provided by the employer. This meant that the Science resources are connected to the curriculum rather than embedded within the context of careers and the world of work. The Science teaching team contextualised elements of the curriculum to help students see the application of learning and how this is connected to careers



Checkpoint 5: Resource creation

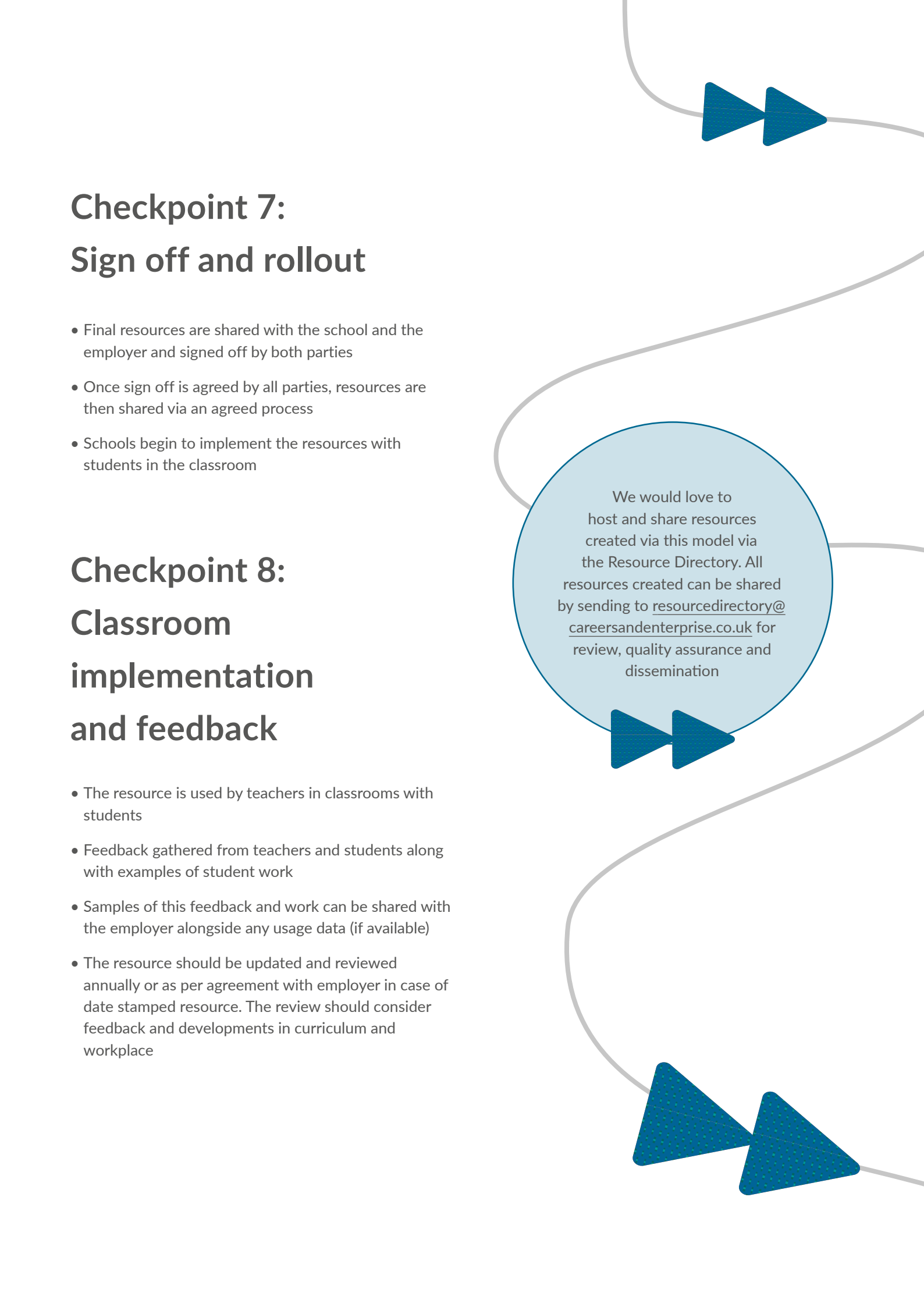
- The lead subject teacher has ongoing follow up conversations and information exchanges with the nominated lead employer contact for each objective via email, telephone or virtual meet (ensuring lead point of contact for the project from the employer is copied in for awareness).
- The employer shares the agreed resources, examples, video clips, documents, processes etc with the lead subject teacher so that they can produce the lesson resource.
- The lesson resource comprises of a consistent lesson plan template and a consistent lesson slide deck. Both the lesson plan and slide deck contain teacher notes to guide teachers on how to deliver the resource. All supporting lesson resources (such as worksheets) are also provided as part of the lesson file
- Resources are created so that they can be edited locally, giving teachers flexibility around implementation in their own contexts and can thus be differentiated to different students' needs and delivery timeframes
- Resources are part tested in the classroom with teachers and shared with teachers from the original subject expert group for comment as part of the feedback and development process
- The lead subject expert teacher maps the resources against the 8 essential skills outlined in the Skills Builder Framework and provides links to the Skills Builder website should teachers wish to provide additional learning activities around particular skills. The Skills Builder logos are incorporated into the lesson slides and links included in the teacher notes as part of the lesson plan



Checkpoint 6: Resource showcase and review meeting

- Recap the purpose, intent, aims and objectives of the project
- Subject teacher shares an overview of the resources produced for each lesson. Teacher starts by emphasising the curriculum objective for the lesson, then the careers learning objective and then takes the employer through the content that has been created, learning tasks and supporting resources. This is most effective when the teacher uses the lesson slides and the supporting resources to showcase how the lesson will be delivered in practice
- Allow 1 hour for the review meeting, with approximately 10mins of showcase of each resource and 5 minutes of feedback
- If any adjustments need to be made, particularly in light of employer feedback, these should be made within 48 hours





Checkpoint 7: Sign off and rollout

- Final resources are shared with the school and the employer and signed off by both parties
- Once sign off is agreed by all parties, resources are then shared via an agreed process
- Schools begin to implement the resources with students in the classroom

Checkpoint 8: Classroom implementation and feedback

- The resource is used by teachers in classrooms with students
- Feedback gathered from teachers and students along with examples of student work
- Samples of this feedback and work can be shared with the employer alongside any usage data (if available)
- The resource should be updated and reviewed annually or as per agreement with employer in case of date stamped resource. The review should consider feedback and developments in curriculum and workplace

We would love to host and share resources created via this model via the Resource Directory. All resources created can be shared by sending to resourcedirectory@careersandenterprise.co.uk for review, quality assurance and dissemination

My Learning, My Future

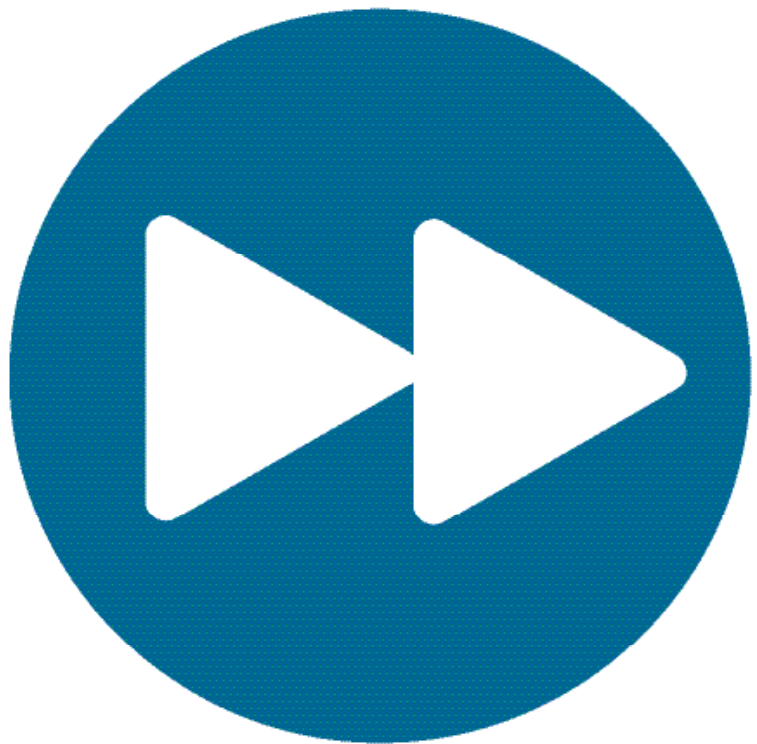
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If you have any questions about this guide, contact us at:

education@careersandenterprise.co.uk

Learn more about My Learning, My Future by visiting the Resource Directory [here](#).



The Careers & Enterprise Company
2-7 Clerkenwell Green
Clerkenwell
London EC1R 0DE

careersandenterprise.co.uk

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