



Framework for Aspirations

Outline for career and educational progression

Objectives: To help students to

- acquire the skills needed to investigate the world of work analyse information in relation to themselves and to make informed decisions.
- employ the strategies to successfully secure their goals.
- equip them with effective learning and study techniques
- acquire the knowledge, attitudes and interpersonal skills to help them to understand themselves and others.
- acquire the skills to make effective decisions, set targets and more effective transitions.
- recognise the respective values of: available sources of advice and guidance; networking, and negotiating.
- show the values of self knowledge, initiative, enterprise as well as effective management of transition and change.

Grade 9/Year 10: laying the foundation for career management skills

Self awareness	Personal reflection: attitude towards learning, abilities, school performance, interests, social skills, and emerging values. Personal disposition: ambition, responsibility, organisation and commitment. Exploring possible occupational family influence on direction: e.g. arts, finance; religion, military; technology etc. Consideration of desired life styles and values. (Pioneer from 2010) Start to identify and develop positive attitudes to natural skills and talents, the future, and the world of work.
Study skills	How to maximise independent study and work more effectively and efficiently: note taking, mind mapping, using an agenda and homework techniques etc (Prospero and Toolkit for Learning on Step One website)
Profession awareness	What is work? Start to relate school subjects to jobs, exploring career path; interviewing parents and friends Identifying sources of information, occupational handbooks – internet. Introduction to parents about the guidance programme at the school
Decision making	Choices, implications and consequences of career and educational choices; gathering facts and data, prioritising, matrixing.
Transition skills	Managing change and transition: an introduction to saying “good bye” and “staying in touch”. Preparing for High School or Secondary school.

Grade 10/Year 11: Building on the foundation

Self awareness	Assessment: initial matching of interests, values, abilities and personality. Using grades, impartial and objective sources to identify potential aspirations and choices. (Euro/InterQuest with possible Step One support) Personal disposition: self reflection and understanding of confidence, motivation, and maturity. Awareness of attitude, interpersonal and communication skills.
Study skills	Evaluating learning and study styles. (Prospero) Organisational skills: Managing homework, meeting deadlines. Skimming and screening text, concentration and memorisation techniques (Toolkit for Learning)
Profession awareness	Potential occupational direction: relating outcomes of assessments to occupational requirements. (Euro/InterQuest with possible Step One support) Continuation of previous year's work re. awareness of university courses, subject requirements for different countries, occupational trends, the job market, using internet, directories etc. (Step One website) Attending career day . Informing parents about today's requirements, university options, career paths etc. (interpretation of Euro/InterQuest)
Decision making	Real practice of choices and consequences: subject choices for next year/grade; higher education and consequences of decisions with respect to possible career paths. (Euro/InterQuest) Personal disposition consequences of choices e.g. work load, sacrificing subjects; keeping hobbies as pastimes not careers etc. Identifying opportunities to enhance college or university entry: working on leadership skills, MUN, speech and debate, ecological projects etc
Transition skills	Managing change: awareness of emotional intelligence (MindWise) Focussing on: determination, independence, motivation and goal setting. Utilising reliable sources of advice and guidance.

Grade 11: Constructing the future.

Self awareness	Awareness of personal development and attitude towards learning, confidence and motivation Assessments: revisiting assessments in light of current courses, abilities, creativity, interest, performance and motivation. Grades: realistic appraisal of school performance and potential in relationship to world of work, level and understanding of self, degree of self reliance. (Euro/InterQuest) Target setting.
Study skills	Planning, critical thinking, revising learning and study techniques etc Organising and storing essays, portfolio's, etc (Portalio)
Profession awareness	Possible career direction: greater focus and direction on selected job requirements, values and life styles. Interviewing students at university as well as people in certain professions (En Route) Internships, work shadowing, contacts with professional bodies, networking. Attending career day and visits from universities.

Decision making	Growth of understanding of implications of choices and decisions e.g. academic progression, portfolio's, realistic post school requirements etc. Selection process i.e. obtaining objective information and facts, actual experience, prioritising and matrixing for post school destinations. Encouraging parents to introduce their son or daughter to talk to people in different professional fields
Transition skills	Research of universities using internet, email, phone etc. Developing organisational skills and using tools to manage all the information (Portolio) Identifying preferences: country, environment, educational system etc (En Route) Utilising sources of advice and guidance. (Step One website)

Grade 12: Launching the future

Self awareness	Reflecting on maturity, academic strengths and potential, ambition and motivation, values, personal disposition and desired life styles. Awareness of changes in previous career aspirations. (Euro/InterQuest) Identifying personal drive and awareness of personality issues. (Spotlight+ Step One support) Commitment to achieve; adjusting approaches to meet requirements or re-evaluated desired destinations. Target setting.
Study skills	Awareness of preference for: group work, individually learning, problem based learning, hands-on learning at college or university etc.
Profession awareness	Researching academic courses. Reassessing possible aspirations and directions against post school applications to ensure appropriate direction and requirements are met. (Euro/InterQuest+ Step One website) Attending career day and visits from universities.
Decision making	Choices and decisions on post school opportunities and requirements. Shorter and longer term goal setting. Possibility of a gap year (Time Out)
Transition skills	Preparation for leaving home, campus life, living on your own. (MindWise) Intense application of organisational skills to manage transition from school to post school within context of academic and other demands. (Portolio) Application, CV/resume writing and interview skills. Utilising sources of information, advice and guidance. (Step One website) Using initiative, enterprise and self determination. Effective networking Discussing with parents the impact of leaving home for them as well as their son or daughter and their possible role in this.