



Bill Law's

# career-learning café

supporting careers education, guidance, pshe, personal and economic well-being, citizenship and Connexions - all aspects of careers work

last update - 10th April 2008



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probe deeper

*partnerships for learning*

*in the new curriculum*

the memory

Bill Law and what we should not forget

The Career-learning CAFÉ

moving on

new and useful ideas for building the future

new:

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at

'Career Learning Between Old and New Learning'

at the League University 24/04/08.

new:

[The iCeGS Interrogation](#)

find out why, although it doesn't feature Matt Damon, its brain-rattling

recent:

[careers education and guidance – out of the box](#)

could we be boxed in by our own mindsets? - & if we were, how would we know? - try the self-analysis - & wonder about some of our most valued beliefs & hopes.

recent:

[relocating careers work in curriculum](#)

there was never a time when people more needed to know what is going on in working life - & to be able to work out what to do about it - we know we can't do much to enable them through tick-box methods & cut-&-paste learning - so how can we do better?

recent:

[CPI – a coverage-processes-influences model for contemporary careers work](#)

a one-page intro to the DOTS-extension CPI model - how coverage means balancing work roles with other roles - how process means learning for sustainable action - & how influences means negotiating social-&-emotional pressures.

other recent:

[career-learning narratives](#)

[telling, showing & mapping](#)

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backed up by:

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NORTHAMPTONSHIRE

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The Career-learning NETWORK  
...as far as your imagination and competence allow you...!

[make your comments and suggestions on the Café and its programme](#)

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can't find it / broken link / won't download / tell Bill - we'll get it to you as an attachment

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## learning for well-being

*'Education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work.  
In particular, we need to be prepared to engage - as individuals, workers, and citizens - with economic social and cultural change. This includes the continued globalisation of the economy and society - with new work and leisure patterns, and with the rapid expansion of communication technologies.'*

This declaration introduced the 2007 National Curriculum. The Qualifications and Curriculum Authority (QCA) goes on to spell out the aims for your students:

>	<b>successful learners...</b>	...who enjoy learning, make progress and achieve;
>	<b>confident individuals...</b>	...who are able to live safe, healthy and fulfilling lives;
>	<b>responsible citizens...</b>	...who make a positive contribution to society.

This is an acknowledgement of the importance of what is done by teachers in personal-social-and-health-education (pshe), in careers-education, in education-for-citizenship and in religious-education. The QCA now brings all of these commitments into sharper focus. The phrase for that focus is 'education for well-being'.

Well-being in curriculum is not a welfare measure, it is a learning programme. Neither is it the demeaning, touchy-feely indulgence that some allege; these days learning for sustainable living is as demanding as any learning. The QCA sees this learning as calling for the expertise and rigour of the whole curriculum. And the new curriculum is framed so that, in principle, it is possible for your students to learn something useful to their lives in every subject. That means setting up cross-curricular partnerships-for-learning. And the authority has cleared enough space in the curriculum for teachers across-the-board to engage in those partnerships.

We shouldn't jump to conclusions about how this is best done. It needs careful coordination. We are used to having coordinators for pshe and careers. But the partnerships they set up were supplementary, not integral, to mainstream curriculum. The new arrangements need a new kind of integration - calling for a new kind of coordination.

As the table (following page) shows, there is a lot to coordinate. The partnerships will attract the interested attention of 'academic' teachers who are in command of their subjects and ready to take on the challenge. Learning for well-being needs teachers who are able to fire up their students' curiosity concerning what is going on in the 'rapidly changing world in which we live and work' - and concerning what anybody can do about it.

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## coordinating the action

	thought and action	page
<b>taking account of the backstory</b>	<b>global realities:</b> tracing the impact of global commerce, its digital technologies and their consequences for cultural and environmental change	1
	<b>cultural realities:</b> appreciating how these developments work out in people's lives, and how they are changing the way your students learn	
	<b>post-code realities:</b> seeing how the trends work out in your locality - and what this is doing to your students' access to opportunity	
<b>enabling the action</b>	<b>team-development:</b> engaging formal and informal helpers on the team - with support and training	4
	<b>network-development:</b> developing partnerships-for-learning - drawing on a range of expertise and experience, from IAG, mentoring, the local community and the business-world	
	<b>scheme-development:</b> designing progressive learning programmes - featuring appropriate class-work, project work and personalised learning	
<b>setting down the progress</b>	<b>assessment:</b> developing processes which show learning outcomes - but also show how they transfer into use in students' lives	9
	<b>research:</b> designing appropriate monitoring and enquiry procedures - for both accountability and programme-improvement purposes	
<b>probing the thinking</b>	<b>policy pointers:</b> taking account of policy guidance, expectations and support	12
	<b>underpinning ideas:</b> signposting the links between research, theory and practice	
	<b>action priorities:</b> developing philosophical and ethical commitments to this work	
<b>administering the back-up</b>	getting organised for day-to-running of the work, the use of information-technology, the services of librarians and the maintenance of the budget.	work in progress

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## who this is for and what it can do

There is a lot to do. It will need the management skills of more than one person. There is a coordinating role for at least one of each of the following:

- > teacher-qualified curriculum managers;
- > qualified community-based advisers;
- > experts in information technology and librarianship;
- > experienced administrators and accounts managers.

In most schools and colleges some of these people need to be in roles on a level with middle-management - in touch with both overall policy and on-the-ground action:

This pack examines the work set out on the previous page. There is a map of how it does this on the following page. The pack comes in two parts - each working with the other:

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### **an animated PowerPoint (ppt)**

[www.hihohiho.com/magazine/mkngtwork/caffrmwrk.ppt](http://www.hihohiho.com/magazine/mkngtwork/caffrmwrk.ppt)

- > helps you work with actual and potential partners - on the tasks you are all taking on
- > shows you how to run the animation - in the 'notes' section of the ppt file

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### **this handbook in portable-document-format (pdf)**

[www.hihohiho.com/magazine/mkngtwork/caffrmwrk.pdf](http://www.hihohiho.com/magazine/mkngtwork/caffrmwrk.pdf)

- > gives you a run-down on the thinking and practice needed for each task
- > show how this is set up in the ppt slides

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Where you are working with groups it is a good idea to print the handouts one-to-a-page: (1) the design of some need that space; (2) some can be used as planning formats; and (3) some can be used for feedback to you on what actual and potential team-members see in this work.

The aim of the pack is to make thinking practical and practice thoughtful. It is, then, a professional handbook - it will not give you step-by-step guide to doing this work. No education programme can be scripted in that 'cookbook' way.

Instead the pack sets out a series of ways of examining your students' situations. It offers frameworks-for-thinking about how to do this work. It raises issues, suggests criteria for effectiveness and points to key concepts in working that out. It also points to where you can find more help. But it can't work unless you use your autonomous professionalism and creativity to make things work in the way your students need them to work.

finding what you need

a run down on this aspect of the work - pointing out what is featured on the ppt slide

a statement of the issues raised by this area of the work - and why they are worth taking on

an account of the practical implications

backstory

### take account of global realities

**the impact of globalisation on education**

**what this is about:** Globalisation is reaching us in three waves:

- > → Changing global conditions stoke up the demand for employability, flexibility and enterprise. Teachers are called-on to improve student performance on all three counts.
- > → All activity has a carbon footprint, and increasing world-wide activity puts us all at risk. Students need to know how that is happening and what they can usefully do about it.
- > → A 'third-wave' effect is complicating what we need to do about the other two. The technologies which make the financing and logistics of globalisation possible are the same technologies which give us digital media. And these are reshaping the way your students learn.

Digital media include camera-phones, net-based social-networking, game-boxes and customised tv. These are not just trivia and pass-times, they carry messages: beliefs about how things are, values about what and who is worth consideration, and expectations about who is in a position to do what.

The digital media are interactive. People now use them to say what they believe, what they want, and what they have a right to expect. It's what we mean by the term 'Web 2.0'.

**the issues:** People use the net to get into touch with people like themselves -- creating social and cultural enclaves. Enclaves are zones where beliefs, values and expectations are shared. They are comfort zones for people who share them; but they also make us strangers to the people who don't. This is a social fragmenting, and not a mind-broadening, effect. People can be trapped by social networking just as surely as they can be trapped in a village or in a ghetto.

**why you would bother:** Global change means that there are more-and-more things going on that your students need to understand. And cultural change means that there are more ways finding out what is going on and working out what they can do about it. If they are changing the way they learn, we must change the way we help them.

**the difference these ideas make:** We enable learning for well-being when we:

- > → use what students already believe, value and expect as starting points for new learning;
- > → give 'Curriculum 2.0' the same kind of interactivity as 'Web 2.0';
- > → enable students to scrutinise, probe and interrogate what they find - wherever they find it.

**key concepts - where does this locate our work in relation to...**

- competitiveness / guidance-selection / qualifications
- developing world / sustainability / threatened species
- cultural baggage / cultural capital / learning process / quality-of-life / stereotypes

**backstory**

### take account of global realities

enterprise, impact and learning:

<b>economic</b>	we are competing in global markets
<b>environmental</b>	global expansion increases our carbon footprint
<b>cultural</b>	global technology shapes beliefs, values and expectations

**links in the pack:**

- take account of culture → page 03
- provide for process → page 10
- look af again at well-being → page 25

**other links:**

- 'out of the box' → [www.hihohiho.com/underpinning/cafculture.pdf](http://www.hihohiho.com/underpinning/cafculture.pdf)

Page Break

The Career-learning NETWORK - → www.hihohiho.com → page 2

ideas worth probing in your development work

a picture of the ppt slide - as it looks on completion of the animation

signposts to where these ideas are examined in more detail

both the ppt and the pdf are available to you and your partners free-of-charge, at the urls given on the previous page

as you see this is work in progress - get updated by e-mailing 'yes' to <bill@hihohiho.com>

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## the backstory

<b>global realities:</b> their influence on the way we live now	>	take account of global realities - economic, environmental and cultural	2
<b>cultural realities:</b> how people are changing the way they learn	>	take account of culture - beliefs, values and expectations	3
<b>post-code realities:</b> locality, fragmentation and unfairness	>	understanding people's starting points - in like-with-like social groups	work in progress
	>	take account of locality - its economies, cultures and expectations	work in progress

## backstory take account of global realities

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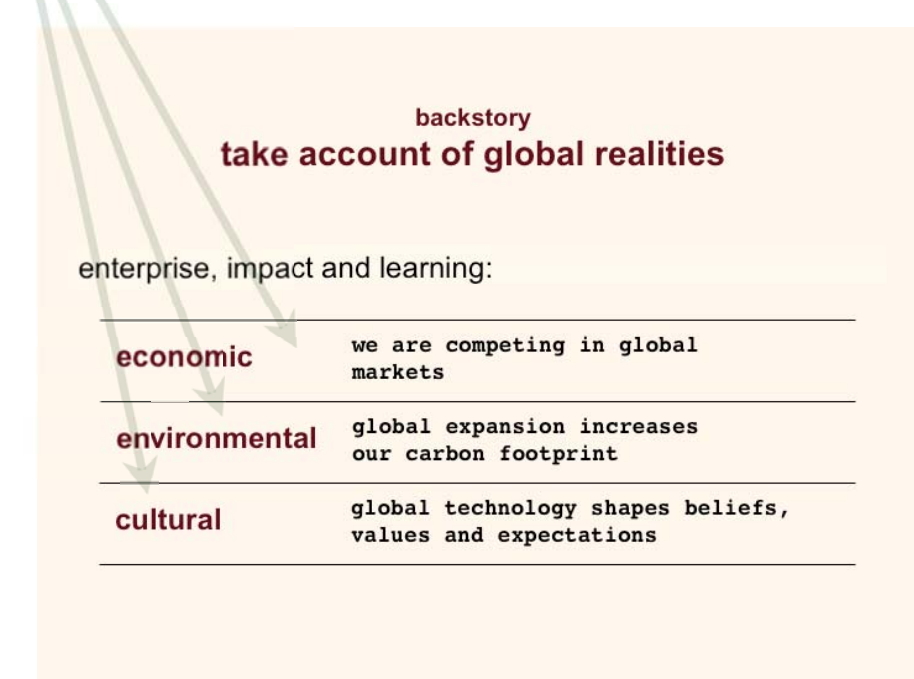
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links in the pack:

take account of culture  
provide for process  
look af again at well-being

page 03  
page 08  
page 15

other links:

'out of the box'

[www.hihohiho.com/underpinning/cafculture.pdf](http://www.hihohiho.com/underpinning/cafculture.pdf)

## backstory take account of culture

### changing learning in a changing culture

**what this is about:** A culture is gathered from the group where you spend most time, feel most comfortable, and share most enjoyment. It becomes a shared way of seeing things. The slide suggests how that sharing impacts well-being:

1. **beliefs:** say how things are, and what can be done about them - often told as stories, for example in humour and music;
2. **values:** speak of what is thought to be important - worth acquiring, worth listening to, thought of as 'insider' stuff;
3. **expectations:** set out what is thought possible and who can be expected to do what – often stereotypes about what 'outsiders' can't do, contrasted with what the group-members can do.

Anything learned can re-learned - often by engaging with new people. A new group can make a big difference to how people see things.

But where cultures are acquired over time - as they are in families and neighbourhoods - they can be deeply embedded. So much so, that the beliefs, values and expectations feel like unassailable truths. When that happens culture has set up habits-of-mind which are as deep-laid as anything we list under the heading 'self awareness'.

**the issues.** Every community - whether 'élite' or 'ordinary' - has its culture. This is sometimes called 'cultural capital' – as if it were a coinage, to be cashed in for access to opportunity. But it can seem like 'cultural baggage' – as if it were stuff that's holding you back. Moving-on in life is often a process of holding-on to cultural capital, and letting-go of cultural baggage.

**why you would bother:** When we engage with students and clients, we engage with their background cultures. They position everything we say and do in relation to those beliefs, values and expectations. If we are not aware of that, we risk being sidelined – an outsider, not worth paying attention to.

**the difference these ideas make:** We enable learning for well-being when we:

- > establish starting points which takes account of our students' ways of seeing;
- > acquaint students with new ways of seeing, by introducing them to people and groups the-likes-of-whom they've never met before;
- > enable students to see that however they move on, they could do something different – maybe something which, until now, they've never considered.

### key concepts - where does this locate our work in relation to...

- allegiances / attachments / habits-of-mind / media / news / encounters
- attitudes / celebrity / interests / leisure / sport / values / new groups
- class / gender / holding-on / letting-go / pressures / poverty / ethnicity

### the backstory take account of culture

looking for what drives the people we seek to help:

**beliefs** - images, impressions and stories that they...  
think are most real;  
download for themselves and text to others;  
talk about a lot with each other.

**values** - social, commercial, religious and sporting commitments in their...  
icons, tattoos and dress;  
people they pay most attention to;  
what they spend time, money and energy in getting.

**expectations** - possible identities in possible futures that they...  
feel to be most likely;  
are most comfortable with;  
invest energy to make happen.

### links in the pack:

understand people's starting points  
take account of locality  
take account of experience

work in progress  
work in progress  
page 13

### other links:

'learning from experience' [www.hihohiho.com/underpinning/caffutures.pdf](http://www.hihohiho.com/underpinning/caffutures.pdf)



## enabling the action

<b>team development:</b> engaging and supporting team members	> develop teams, schemes, and networks for well-being - seeing how each needs all	work in progress
	> make the QCA framework work - supporting learning for well-being	5
<b>network development:</b> developing partnerships-for-learning	> cover the possibilities - developing partnerships for learning	6
	> point to possibilities - locating who can take on what	7
	> map the network - maintaining boundaries and developing links	work in progress
<b>scheme development:</b> designing learning programmes	> provide for process - enabling people for finding and trusting knowledge	8
	> plan for progression - supporting students from starting-points to bases for action	work in progress
	> write a scheme of work - working from resources to outcomes	work in progress
	> structure the timetable - finding space and time for sustainable learning	work in progress
	use narrative - using fewer lists to tick and more stories to probe	work in progress

## team development make the QCA proposals work

### firing-up students for learning

**what this is about:** Student well-being is a major theme in the British Qualifications and Curriculum Council (QCA) current ideas for the secondary-school curriculum. It argues that students shall find their classrooms to be useful in their lives. Well-being is not just a welfare provision - it is learning project,

This is a major adjustment of policy. Curriculum policy has been about 'driving-up-standards' - learning for competitive achievement. We now have a second theme - 'learning-for-life'. Not only high standards, but also useful relevance.

The slide shows how the QCA well-being framework, locates 'career-management' as part of 'economic well-being' - itself located in 'personal social, health and economic education' (pshe). Economic well-being links 'working' to 'spending'. The slide also shows how these aspects of well-being are linked to all areas of well-being.

The QCA frames curriculum so that all teachers can participate in cross-curricular activity. And when it comes to doing something about diet, or injustice, or career, or shopping, or family or the environment - then the 'academic' curriculum can help with well-being. In all these ways people need to know more about the maths of probability, the science of causes-and-effects, the history of origins, the geography of distribution, the literature of experience and the beliefs in what has value.

And so this aspect of QCA thinking will attract the interested attention of any teacher who is in command of her subject, is looking for a challenge, and can fire-up students for learning.

**the issues.** Setting economic well-being in a spectrum of learning for life re-locates what we have called 'pshe'. It calls up issues for whether anybody can learn for (say) career management without - at the same time - thinking about what that means for managing all other aspects of their well-being. It also calls up issues for whether we should be trying to do this without calling on the expertise of academic curriculum.

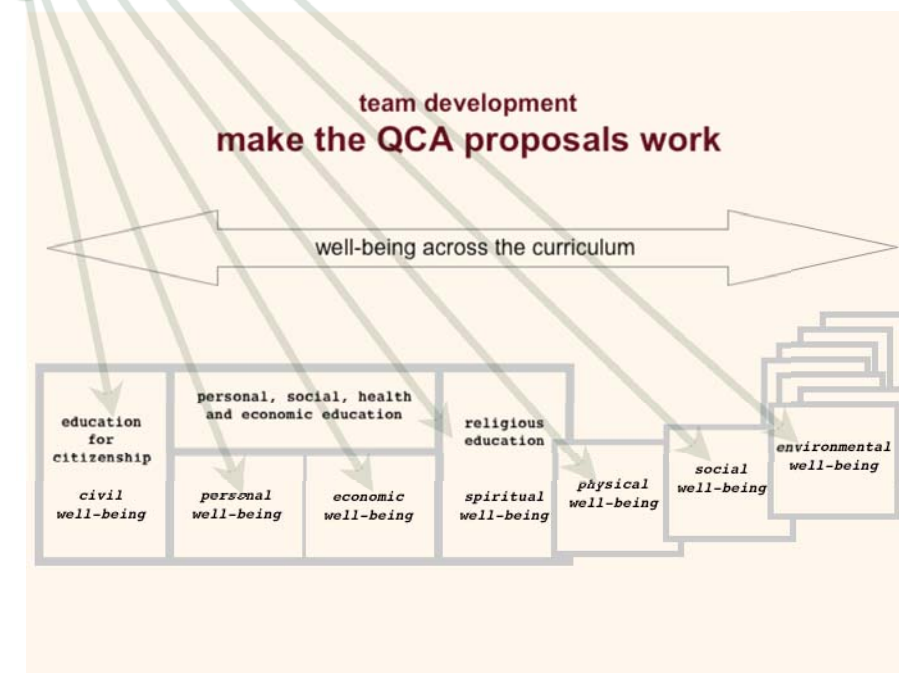
**why you would bother:** The National Curriculum is being redesigned to take account of the two most fundamental questions in your students' lives: 'what is going on' and 'what can I do about it?'. There was never a time when those questions were more urgent.

**the difference these ideas make:** We enable learning for well-being when we:

- > are in command of our material and can apply it to life;
- > can engage students in finding out what they need to know;
- > can fire-up student's imagination of how they can use this learning.

### key concepts - where does this locate our work in relation to...

- consumer / householder / investor / neighbour / volunteer / voter
- activist / colleague / neighbour / partner / volunteer
- consumer / employee / lover / partner / parent
- believer / celebrant / disciple / guru / worshipper
- applicant / consumer / debtor / employee / entrepreneur / investor / worker
- brother-sister / daughter-son / friend / lover / partner / parent
- activist / candidate / neighbour / volunteer / voter



### links in the pack:

- cover the possibilities
- enable transfer-of-learning
- sharpen your sense of direction

page 06  
page 10  
page 18

### other links:

QCA [curriculum.qca.org.uk/key-stages-3-and-4/aims/index.aspx](http://curriculum.qca.org.uk/key-stages-3-and-4/aims/index.aspx)

## network development cover the possibilities

### looking for locations, pushing boundaries

**what this is about:** The slide sets out learning possibilities for well-being. That does not mean trying to do everything - no school or college does that. But it does mean appreciating potential - locating what you are doing now and seeing how you can move forward. The slide signposts possibilities - organised on two dimensions:

- > **settings** for learning - expanding upward;
- > **activities** for learning - developing onward.

'Partnerships for learning' - at the top of the slide - needs set-aside hours, days or weeks of activity. In that space students can, in one scheme, learn in class groups, small groups, both in and out of school or college, on practical tasks, and in personalised learning. Each of these possibilities also comes somewhere among the other settings - all of which are necessary back-up. Partnerships bring them together. Most schools do some of this in experience-of-work programmes. But there are many other uses of long-slot partnerships.

**the issues.** You are working with strong dynamics: the drive is upward and onward but the pressure is downward and to the left:

1. **hassle pressure:** comes from moving upwards, becoming more visible, with more people to engage and inform - low-profile work is easier;
2. **resources pressure:** comes from moving onward, needing more human and material resources - low-cost work is easier.

'Be practical' can mean 'don't take on too much'. It can also mean 'be ineffectual'. Low-profile and low-cost are easier to accommodate - but, if they don't work, they are truly impractical.

A handout of the slide is a mapping device. Partners look for what they are doing well (coded red) can do better (amber) and might then go on to initiate (green). The coding signposts routes - clues to what next to consolidate and what to start-up.

**why you would bother:** Your students need you to look at all the possibilities. The bottom-left provides you with successes that pave the way to upward-and-onward expansion. That means more pathways from more student starting points - and into richer learning stories. It makes it more likely that all your students will actively engage.

**the difference these ideas make:** We enable learning for well-being when we:

- > make room for students and helpers to work as partners;
- > think about cost-effectiveness rather than just-cost;
- > build manageable successes into ambitious expansion and development.

### key concepts - where does this locate our work in relation to...

- pushing boundaries / winning credibility / stakeholder interests / public relations
- common ground / good-will / team-building
- low-profile / low-cost / ineffective / false economy / small successes



### links in the pack:

- |  |                  |
|--|------------------|
| making QCA proposals work                    | page 05          |
| write a scheme-of-work                       | work in progress |
| structure the timetable                      | work in progress |
| understand life-role relevance in curriculum | work in progress |
| make it brain-friendly                       | page 15          |
| work on the basic questions                  | page 17          |
| sharpen your sense of direction              | page 18          |

### other links:

- 'relocating careers work in curriculum'
- [www.hihohiho.com/moving%20on/cafcurriculum.pdf](http://www.hihohiho.com/moving%20on/cafcurriculum.pdf)

## network development point to possibilities

### finding and following the energy

**what this is about:** This slide supports your partners in translating an idea into a basis for action...

*...can you work with these ideas?...*  
*...and, if you can, how can you do that?...*

This is transfer-of-learning - the thinking is set out, in relation to student-learning, later in the pack.

On this slide, the light-grey text in the three panels sets out:

- > **key ideas** - reminders of the sort of thinking that seems important;
- > **priorities** - about why these ideas are worth pursuing;
- > **action** - areas of the curriculum where people are ready to get involved;

As a coordinator you need to know all this. Ideas for action come alive only when partners use them. You can use a handout-size copy of the slide as format to get responses. The light-grey phrases are 'nudges'. Your people will overwrite them with how they see the ideas, and what they can do about them.

You need to know what stirs up useful energy for the work.

Different potential partners will recognise different aspects of this work. Knowing that will tell you what you need to know about who is in a position to help with what. It will help you shape partnerships for learning.

**the issues.** You don't need everybody to buy-into this. Teachers and helpers have their own priorities. And well-being is not the only priority for education. There are, then, no preferred answers to the cues on the slide. You need to know people's genuine responses - and to find who has energy for what.

Even among those who commit, people will have their own ideas about why this is useful. You and those partners need to find common ground - ideas in terms that make sense to both them and you.

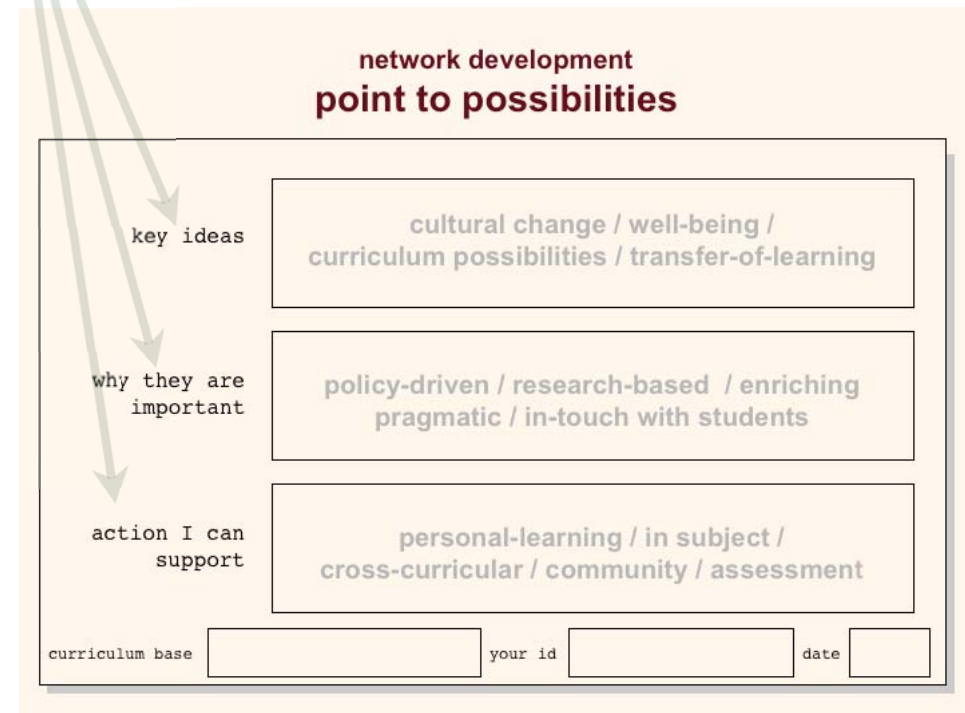
**why you would bother:** It is their energy which will make this work. You need people who will commit their expertise and experience to making it work.

**the difference these ideas make:** We enable learning for well-being when we find people who have:

- > useful expertise or experience;
- > can see the value in this work;
- > are in position to give it priority.

### key concepts - where does this locate our work in relation to...

- bases for action / curriculum areas
- common ground / energy / priorities
- learning settings / in a position to help



### links in the pack:

- make the QCA proposals work
- cover the possibilities
- enable transfer-of-learning
- look again at well-being
- work on the basic questions

- page 05
- page 06
- page 10
- page 15
- page 17

## scheme development provide for process

### enabling students to take control of their own learning

**what this is about:** Two key elements in programme design are: (1) *what* you mean your students to learn; and (2) *how* they best learn it. The first is coverage, the second is process.

Process is expressed in verbs - such as how students 'see', 'hear' and 'read'. Tick-box methods and cut-and-paste learning are limited to processes like this. Useful learning needs activity - where students are 'finding', 'questioning', 'explaining' and 'trying out'. The slide examines all of these process from four different perspectives:

1. **learning to learn:** how students become aware of their own learning processes - working on both what they know and why they can trust it;
2. **establishing links:** how they take one piece of learning with another, and shape it into useful sense - working with both formal and informal sources;
3. **making progress:** how they follow a learning journey, from starting points to where they can explain how things got like this - and on to where they can suggest what can be done about them, a basis for action;
4. **transferring learning:** how they anticipate ways in which they will use the learning in their lives - and appreciate that living means learning.

None of this means just taking in more information - process means getting that knowledge into useful shape.

**the issues.** In a changing world, students need to take charge of learning processes for themselves. This means not only knowing *what* they learn, but knowing *how* they learn - so that they can go on learning. Taking control of learning in this way means that students are not just consumers of what we produce but partners with us in its production. The right-hand column, in the slide, points to how students become their own narrators, researchers, theorists - and how they do this for any role they occupy, life-long and life-wide.

**why you would bother:** How to enable learning process is one of the most pressing tasks for contemporary curriculum. And learning for well-being is as complex, layered and dynamic as any of this. If students do not gain control of learning for life, then this work can have no usefulness to them. Which means it is not working.

**the difference these ideas make:** We enable learning for well-being when we are partners with students in:

- > engaging active teaching-and-learning methods;
- > engaging a range of resources – from both curriculum and community;
- > pointing students not just to *what* they know but *why* they would believe it.

key concepts - where does this locate our work in relation to...

- active learning / not tick-box teaching / not cut-and-paste learning
- visits -in / visits-out / enquiry projects / media / task projects / life-wide
- schemes / lessons / long-slots / learning progression / set-aside timetable
- learning-reminders of life / life-reminders of learning / life-roles / life-long

<b>scheme development provide for process</b>		
students as partners in how to learn...		
process	engagement	student role
<b>learning-to-learn</b>	<ul style="list-style-type: none"> <li>&gt; get into a learning frame-of-mind</li> <li>&gt; find out / sort out / check out / work out</li> <li>&gt; probe what's going on &amp; what to do about it</li> </ul>	narrator
<b>establishing links</b>	<ul style="list-style-type: none"> <li>&gt; cross boundaries – find expertise &amp; experience</li> <li>&gt; compare learning – from curriculum &amp; community</li> <li>&gt; question ideas – other people's &amp; their own</li> </ul>	researcher
<b>making progress</b>	<ul style="list-style-type: none"> <li>&gt; move-on in a step-by-step progression</li> <li>&gt; enough to go on / points-of-view / causes-&amp;-effects</li> <li>&gt; find bases for action</li> </ul>	theorist
<b>transferring learning</b>	<ul style="list-style-type: none"> <li>&gt; anticipate how to use this learning in life</li> <li>&gt; rehearse markers to embed &amp; remind</li> <li>&gt; get fired-up for learning as a resource for living</li> </ul>	social civil domestic neighbourhood religious work

#### links in the pack:

- |   |                  |
|---|------------------|
| cover the possibilities                             | page 06          |
| plan for progression                                | work in progress |
| set markers for outcomes                            | work in progress |
| enable transfer-of-learning                         | page 07          |
| understand life-role-related learning in curriculum | work in progress |

#### other links:

- 'relocating careers work in curriculum'  
[www.hihohiho.com/moving%20on/cafcurriculum.pdf](http://www.hihohiho.com/moving%20on/cafcurriculum.pdf)

## setting down the progress

	> set markers for outcomes - not just what students know but how they will use it	work in progress
<b>assessment:</b> learning outcomes and outcomes of learning	> enable transfer-of-learning - learned here used somewhere else	10
	> support action planning - using narrative-based assessment	work in progress
<b>research:</b> monitoring and evaluation	> enquire and evaluate - both into impact and for improvement	11

assessment  
**enable transfer-of-learning**

**learning outcomes and outcomes of learning**

**what this is about:** Transfer-of-learning is taking what is learned in one place and using it somewhere else. This is more than a learning-outcome, it is a true outcome-of-learning. To get that momentum the learning must remind students of their lives, so that their lives remind them of their learning. And that needs working on.

The slide sets out a format for working on it. It moves, left-to-right, from a learning setting, through its impact on the student, to where that will make a difference to what she does in life. That envisaged outcome of learning is in the third panel.

The light-grey text offers 'nudges' to what might be said about this. Students overwrite this with their own view of it. But the third panel asks for specific and concrete links to life - 'when I use what I've learned here...'

- > **a location** - 'where will I be?'...
- > **a relationship** - 'who will I be with?'...
- > **a task** - 'what will I be taking on?'.

Getting transfer needs this sort of detail. It establishes clear markers - not vague you'll-thank-me-for-this-one-day gestures. Students need the clarity. You can use a handout, printed from the slide, as an assessment tool. A student sets down how she can use this learning - simple or complex, but clear on 'where', 'who' and 'what'.

**the issues.** This is not a follow-up survey on students, it is an *imagined* outcome. But it is practical: we know that the more concrete the markers the more likely the transfer. And the more settings a student can foresee in this way, the greater her hold on life. This is the most important aspect of learning processes for well-being.

**why you would bother:** Transfer-of-learning is an absolute requirement for learning for well-being. If learning in our programmes is not making a difference to how students live their lives, then what we are doing is simply not working.

But it has another use: it helps teachers to see the meaning students give to what they learn with us. It helps you to shape your learning to be more recognisable relevant to your students' lives. And, incidentally, that increases students motivation for learning.

**the difference these ideas make:** We enable learning for well-being when we:

- > show how 'academic' learning is linked to present and future life;
- > enable the links to be specific to each student's present and future life;
- > engage students in a rehearsal of what it might be like to use the learning in these ways.

**key concepts - where does this locate our work in relation to...**

- life-role-related learning / imagination / markers for transfer
- stimulation / engagement
- active learning / varied learning

**assessment**  
**enable transfer-of-learning**

**why this learning is important to me**

what I learned	why I remember it	how I will use it
something from...	because it was...	in my life...
a whole-group class	funny	where I will be
a small group	interesting	who I will be with
a class visit or visitor	useful	what I will be taking on
an out-of-class project	surprising	
personal learning	upsetting	
lesson/scheme/project <input style="width: 80px;" type="text"/>	your id <input style="width: 80px;" type="text"/>	date <input style="width: 80px;" type="text"/>

**links in the pack:**

- cover the possibilities
- write a scheme of work
- set markers for-outcomes
- understand life-role-related learning in curriculum

- page 06
- work in progress
- work in progress
- work in progress

'earning respect for learning'  
[www.hihohiho.com/magazine/mkngtwork/PRApdfs/cafcur1.pdf](http://www.hihohiho.com/magazine/mkngtwork/PRApdfs/cafcur1.pdf)

# research enquire and evaluate

## research questions and stakeholder interests

**what this is about:** The slide sets out (left-to-right) questions about how we are getting on. The questions apply both to face-to-face and to curriculum work. They are questions that we all informally pose to ourselves and to each other. Some of the answers come from assessing students' progress. But assessment is about how well they are doing. And an observation that they are doing well - or not - does not, by itself, indicate how we are doing. For that we need other enquiries. Professionals may do it to gain a qualification, but - with or without a masters degree - we need to know how we are getting on. And so, somewhere in this mix of formal and informal questioning, your partners are engaged in enquiry. Some of the themes which come out of this are reflected in the phrases in the framework panel. They voice the terms in which questions are posed. Different partners are posing different questions - there is a useful discussion to be had about why each is important.

But other people have an interest in these questions. Stakeholders include academics engaged in a research-and-theory discourse. Policy-makers and managers have value-for-money interests. Students, their families, and community groups need to know how well your work is contributing to their well-being. While you and your partners need to know how you can make it contribute more.

**the issues.** Some of these enquiries (more to the left) are summative - they sum-up what a programme is offering. Some (more to the right) are formative - they form a basis for practical improvement. The dynamics of each are different: summative enquiry puts pressure on the team to look good; formative enquiry needs the team to face up to its own difficulties and disappointments. It's hard to do both in one take.

A further issue: knowing how a programme works is especially important for people most in need. It calls for diagnostic research, showing what works, and for whom. The key questions are why our work works better for some groups than for others.

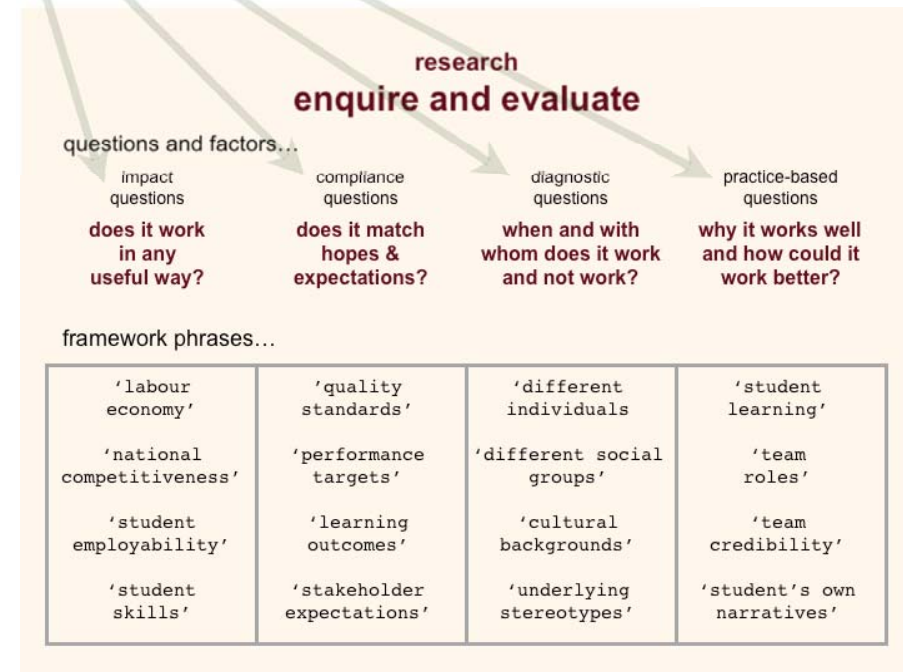
**why you would bother:** This enquiry agenda must not be wholly taken-over by academic and summative interests. The point of research is not just to hold the work to account, it is to change it. And, if we are to have research-based practice, we must have practice-based research. This means involving you and your partners.

**the difference these ideas make:** We do useful research when we:

- > involve partners in setting up enquiry and take evidence from everybody in a position to know what is going on;
- > 'report' in terms pointing to its usefulness for further programme-development;
- > make 'findings' available in packages - each tailored to the questions posed by particular partner- and stakeholder-groups..

## key concepts - where does this locate our work in relation to...

- who gains what / from what / from whom / concerning what / why and how
- individual needs / user groups / self-critique / formative / hard-to-reach
- markets / policy / satisfaction
- assessment / look good / summative



### links in the pack:

- take account of culture
- cover the possibilities
- enable transfer-of-learning
- work on the basic questions

- page 03
- page 06
- page 06
- page 17



## probing the thinking

<b>policy pointers:</b> requirements, expectation, support	> work with <i>Youth Matters</i> and the QCA reforms - being strong on networks and curriculum	work in progress
	> appreciate learning from experience - using both labour-market information and labour-market experience	13
	> understand <i>Life-role relevance in curriculum</i> - students learning for 'being where?', 'with whom?' and 'taking on what?'	work in progress
<b>underpinning ideas:</b> descriptions, explanations, signposts	> create brain-friendly programmes - for knowing 'that', knowing 'how', but also knowing 'why'	14
	> look again at well-being - seeing how people now manage their lives	15
	> enable learning for well-being - engaging the 'coverage', the 'influences' and the 'processes' of learning	work in progress
	> unpack the aims - unpacking metaphorical ways-of-seeing well-being	16
	> work on the basic questions - examining the 'knowledge', and how it both helps and hinders well-being	17
<b>action priorities:</b> theoretical and ethical bases for this work	> sharpen a sense of direction - examining what sort of partnerships-for-learning students now need	18
	> be imaginative - drawing on 'quick-fizz' but also 'slow-burn' creativity	work in progress

## underpinning ideas take account of experience

### expertise, experience and help

**what this is about:** The slide examines three ways of looking at well-being. All apply to all of well-being - with regard to health, money, career, politics, environment - even love-life, This whole spectrum calls up - left-to-right - three ways of knowing:

1. **how things develop:** expert knowledge of the facts, factors and trends which affect how people gain access to opportunities for well-being;
2. **how things are experienced:** how students inwardly experience those external realities - thoughts-and-feelings and managing a response;
3. **how we can help:** how what we do and say can bring useful and effective learning to that interaction.

Learning for well-being is not like much of the curriculum: students are learning for well-being long before we appear on their scene. And that experience has already proven a powerful teacher. Some can do well enough without our help. In any event, what we 'teach' is modified what they 'know'. It is one of the reasons why there is never an exact correspondence between teaching and learning - least of all in learning for well-being.

And so the experience of managing well-being rates its own sphere of understanding. In career terms there is not just 'labour-market information' (LMI) there is also 'labour-market experience' (LME). Knowledge of LMI facts-and-factors is not enough: There is no simple path from that kind expertise to what we say and do to help: We must, on that a route, take account of LME - how students experience and manage things.

**the issues.** Learning to manage a life is different from 'academic' learning. It is not just learning that things are so, it is learning what can be done about it. And that is what students learn from their own and other people's experience. Some is picked up from the net. Some may mislead. But, on matters like this, people may be more likely to pay attention to experience than to expertise. Recounted experience is more powerful than explained analysis. That doesn't make narrative more credible, but it does make it harder to ignore - by our students and by us.

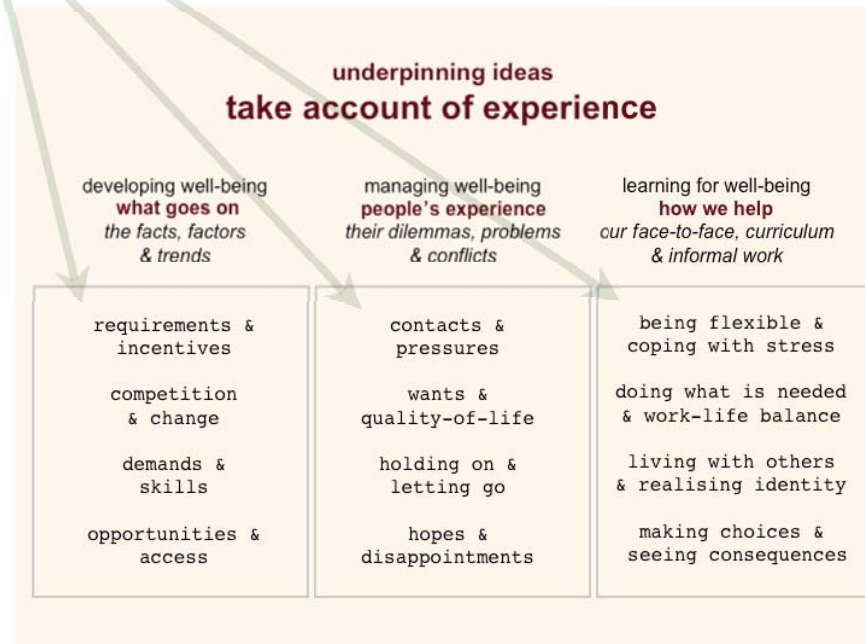
**why you would bother:** And so it is critical that we do not by-pass experience. Students need to examine more than impartial information and reliable assessment. If they are to use learning in their lives, then the learning must relate to that experience. And experience is never just about one aspect of well-being - it is life-wide.

**the difference these ideas make:** We enable learning for well-being when we:

- > make room for them to recount their own and other's experience;
- > see how what they learn from experience modifies what they learn from us;
- > know how to make experience a starting point - but not a finishing point.

### key concepts - where does this locate our work in relation to...

- knowing-what / knowing-how / negotiation / moving on / life-wide
- feelings / attachments / allegiances / credibility / trust / LME / narrative
- expertise / impartial / reality / reliable / assessment / information / skill / LMI



### links in the pack:

- |                             |                  |
|-----------------------------|------------------|
| take account of culture     | page 03          |
| use narrative               | work in progress |
| enable transfer-of-learning | page 10          |
| make it brain-friendly      | page 14          |
| look again at well-being    | page 15          |

### other links:

- |                             |  |
|-----------------------------|--|
| 'learning from experience'  | <a href="http://www.hihohiho.com/underpinning/caffutures.pdf">www.hihohiho.com/underpinning/caffutures.pdf</a>                 |
| 'narratives for well-being' | <a href="http://www.hihohiho.com/magazine/mkngtwork/cafnarrative.pdf">www.hihohiho.com/magazine/mkngtwork/cafnarrative.pdf</a> |

## underpinning ideas make it brain-friendly

### getting timetable credibility

**what this is about:** The slide compares curriculum and brain processes. There are notable parallels. On the left, the slide sets out three kinds of timetable-slots: (1) 'academic' slots are mainstream and for assessment; (2) 'skill' slots are not always vocational – they include technology, crafts, sports and music; (3) 'personal-and-social' slots are usually short and often marginal (pshe).

But learning for well-being needs all three timetables. It draws its expertise from academic learning - such as science, economics, psychology and sociology. And it has clear links with skill learning – some aspects of well-being are seen as branches of vocational work.

The slide shows, left-to-right, how the brain works in parallel ways:

1. **academic:** These subjects draw on **semantic** memory - 'knowing that' things are so. It can be pretty short-term, unless people make a special effort to absorb, retain and recall it – or unless they continue to use it.
2. **skills:** This learning draws on **procedural** memory - 'knowing how' to do things. The most basic parts are so deeply embedded by practice that they become part of who we are. But the drive to use them calls on another brain area.
3. **personal-and-social:** That other area gives us feeling-laden **episodic** memory - of experience infused with good and bad feelings. It sequences, events, maps links, and signposts significant episodes. Most long-term memories are episodic stories - usually because we have feelings about them.

**the issues.** Although subjects get more credibility by being examinable, assessment does not make learning more memorable - or more likely to be used. Indeed, linking learning to an exam may make it more likely to be discarded when the exam is done with. Accounts of experience are more likely to be remembered; but they are more difficult to examine. Episodic learning also needs more time and space. Curriculum structures can, then, work against what is most significant - and most memorable.

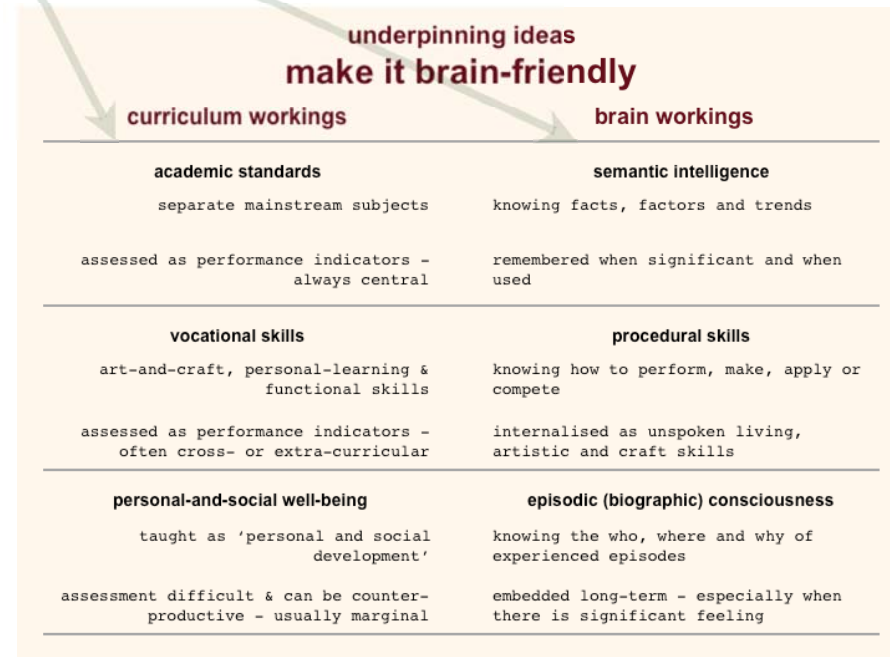
**why you would bother:** Pshe lacks curriculum space. Brain working helps us better to see what we need to do, and to argue a case for more space.

**the difference it makes:** We enable learning for well-being when we draw on the effectiveness of episodic learning - which needs:

- > credibly to point to its experience-based usefulness;
- > to expand its use of active learning - which can be engaged as stories;
- > to engage and critically to examine a wider range of experience.

### key concepts - where does this locate our work in relation to...

- a network / noticing / remembering / embedding / recalling / surviving / thriving / useful / complex / know that / know how / know why
- reproducing / pattern-seeking / multiple inputs / maximal engagement / credible / payoff / interest / relevance



### links in the pack:

enable transfer-of-learning	page 06
take account of experience	page 13
work on the basic questions	page 17
sharpen your sense of direction	page 18

### other links:

- 'narratives for well-being'  
[www.hihohiho.com/magazine/mkngtwork/cafnarrative.pdf](http://www.hihohiho.com/magazine/mkngtwork/cafnarrative.pdf)
- 'relocating careers work in curriculum'  
[www.hihohiho.com/moving%20on/cafcriculum.pdf](http://www.hihohiho.com/moving%20on/cafcriculum.pdf)

## underpinning ideas look again at well-being

### how is access to well-being changing?

**what this is about:** The main facts, factors and trends for well-being are much as they always were. But the experience is changing - as it is, for example, in being a consumer, a believer, a citizen and a worker:

1. **continuing:** people's upbringing and background has an increasingly significant effect on what they do;
2. **social:** local and neighbourhood pressures can easily entrap a person into a narrow range of possibilities;
3. **informal:** people are increasingly distrustful of élites which claim exclusive expertise - they put more trust in informal experience;
4. **pressurised:** persuasion is cleverly spun - in the interests of groups whose interests are not fully declared;
5. **conflicted:** in a changing world letting-go of the reassuringly familiar, and moving-on to the unanticipated new, can be deeply challenging;
6. **life-wide:** some traditional life-priorities, for example the importance of working life, are getting re-positioned behind other priorities, such as a consumer;
7. **life-long:** in many different ways it is harder to envisage life-long commitment to activities - or to people;
8. **changing:** the all-pervasive global dynamics of economic, cultural and environmental change are hard enough to understand, let alone to cope with.

**the issues.** All of these developments influence well-being. People learn a great deal informally, from a widening range of sources - not always trustworthy. Helping people to understand the way this influences their lives takes time. It is knowledge that must be built up in carefully-designed stages. It will not come from tick-box teaching and cut-and-paste learning - squeezed to the edge of timetable.

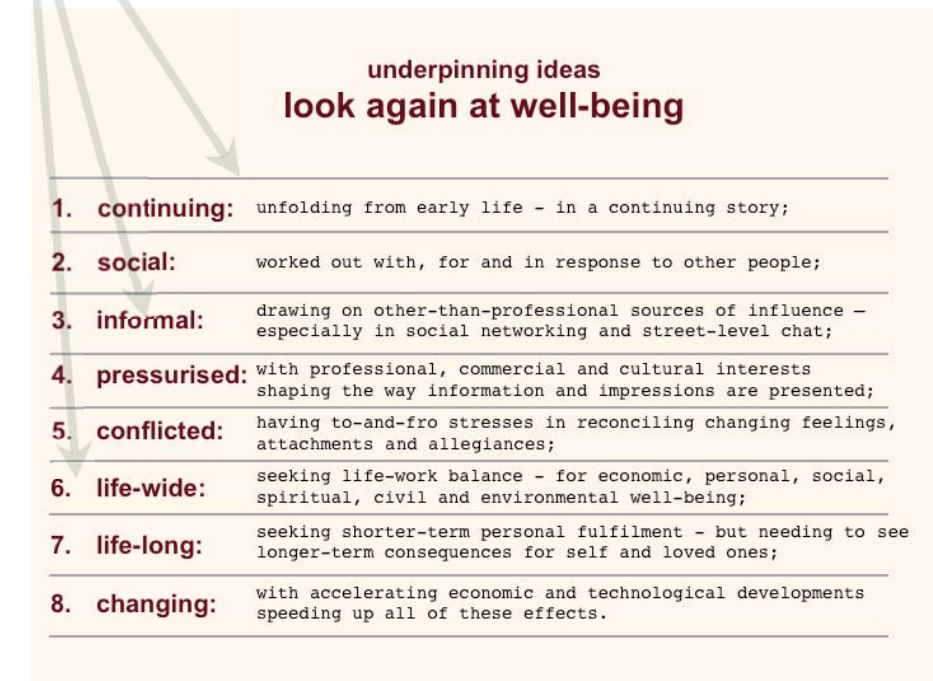
**why you would bother:** There is a big equal-opportunities challenge here. Some people are used to dealing with this kind of complexity, abstraction and influence. Others have learned to cope with concrete realities - in the neighbourhood and on the street. These eight trends therefore play out least well for the people who most need our help.

**the difference it makes:** We enable learning for well-being when we:

- > help with the processes of learning, working not just on *what* students find out but on *how* they know they can trust it;
- > work with people work on their own priorities - not as workers, partners, consumers, friends and in all their life-wide roles;
- > enable students to see things in new ways, so they recognise alternatives to what they have become used to - with wider horizons and higher aspirations.

### key concepts - where does this locate our work in relation to...

- narrative / experience / mentors / social contacts
- personal influence / group influence / life priorities
- backstory / economic change / social change / neighbourhood change / environmental change / life-threatening change



### links in the pack:

- take account of culture page 03
- take account of experience page 13

### other links:

- 'out of the box' [www.hihohiho.com/underpinning/cafculture.pdf](http://www.hihohiho.com/underpinning/cafculture.pdf)

## action priorities unpack the aims

### questioning metaphors

**what this is about:** The slide sets out two metaphors for well-being. Metaphors are ways of seeing. It is easy enough to see career as a 'race'. And what people do about diet, consumer goods, family and politics can also be thought of as for looking good - in a competition, with winners and losers. Learning for career is sometimes set up as though positioning for competitive advantage is the dominant aim.

But no aspect of well-being need be thought of in these terms; and for some there are other important ways of seeing - volunteering, neighbourliness, the developing world and the environment are more usefully seen as calling us on a 'journey'. The main task is then to set off, with your eyes open, and a willingness to wonder where else you might be able to go. Learning for well-being then educates people to move on, in terms that serve their own exploratory - and changing - purposes.

Metaphors are used to sort out our thinking. It is hard to think about some aspects of our work without drawing on metaphors. But we are not always aware that this is what we are doing. And there are groups whose interests need certain metaphors to be smuggled into our thinking.

**the issues.** The 'race' is real enough: We coach and empower people to search assiduously, to link self to demand, to look good, and to be ready for the challenge. But the 'journey' is no-less real: We educate and enable people to look around and to find sustainable living - for them and for those they care about.

The five-point scale, in the slide-centre, suggests that using one metaphor does not mean abandoning the other. Different programmes need different degrees of emphasis on different ways of seeing.

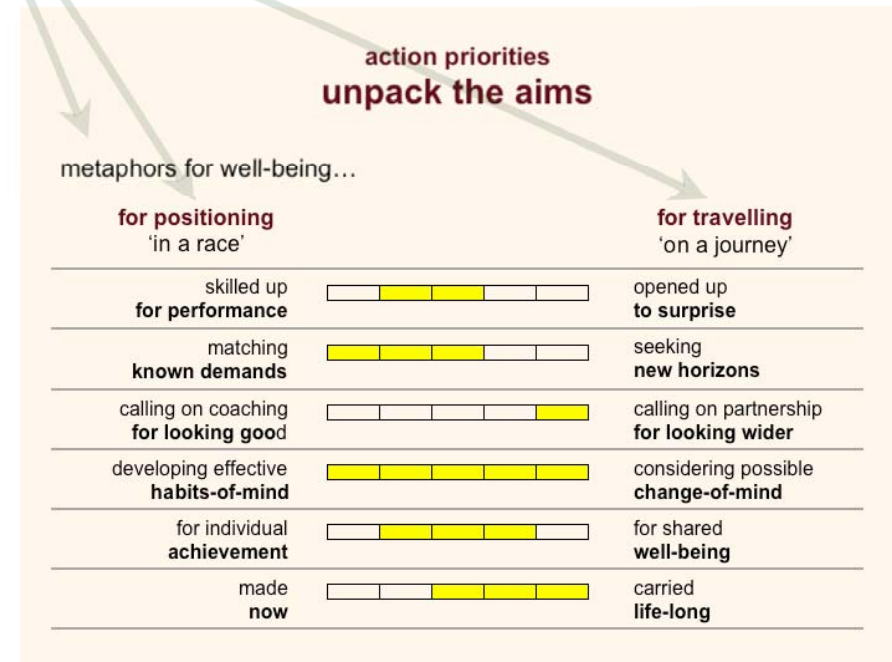
**why you would bother:** Where metaphors go unquestioned they can be used to smuggle other people's assumptions into what we do. But students depend on us to rise above such ready-made assumptions. One of the most practical things we can do is, mercilessly, to probe other people's convenient metaphors. And to enable our clients and students to do the same.

**the difference these ideas make:** We enable learning for well-being when we:

- > take control of our own thinking;
- > enable our students to take control of theirs;
- > can flexible move between different ways of seeing.

### key concepts - where does this locate our work in relation to...

- horizon / detour / direction / companions / move on
- winners / losers / compete / coaching / fast track / getting ahead / trophies
- related metaphors: delivery / commodity / partnership / membership



### links in the pack:

take account of culture

page 03

### other links:

'changing metaphors for careers work'

[www.hihohiho.com/magazine/features/cafmetaphor.html](http://www.hihohiho.com/magazine/features/cafmetaphor.html)

'narratives for well-being'

[www.hihohiho.com/magazine/mkngtwork/cafnarrative.pdf](http://www.hihohiho.com/magazine/mkngtwork/cafnarrative.pdf)

action priorities  
work on the basic questions

re-thinking aims

**what this is about:** The slide looks again at what people need to learn in the contemporary world. It sets out three key features for well-being in today's world:

1. **needed knowledge:** People have always needed to know about what is going on - in their own being and in the world around them. In any situation where real causes must have discernable effects we need to be able to share those answers with others. It is what we mean by 'valid assessment' and 'impartial information'. When it comes to well-being - from diet to the biosphere - those kinds of answers were never more needed, nor more urgent:
2. **entrenched knowledge:** People increasingly learn informally from 'people-like-us' - people who are found in the media and in the neighbourhood. That sharing is shared beliefs - about who is in a position to do what, say in politics or in career. But people are seeing those possibilities from inside up-close-and-familiar enclaves. It is not that this is necessarily wrong - it may work very well for the life that produces it. But it can be limiting for any other kind of life. So where things get entrenched into habits-of-mind they entrap: origin can predict destiny. Knowing what, among these familiar and unfamiliar beliefs, to hold-on to and what to let-go is critical to learning for well-being.
3. **knowledge for control:** People need to learn how to find things out for themselves. They need to do that because of the rate of change - what is up-to-date today can be out-of-date tomorrow. That is certainly so for learning for health, career and consumer concerns. But we also need to get a grip on how much of what we do is shaped by feelings - our own and other people's. Both informal and - at times - even 'informed' sources can use manipulative spin. Learning for action in the contemporary world means taking your own control of how you find things out.

**the issues.** The slide's right-hand column points to how we always need to think about **coverage** of identity and opportunity. But students are increasingly being wound-up by **influences** - in both of feelings and relationships. And all that dynamic and layered complexity means that your students need to take charge of the **processes** that manage change and make change happen.

**why you would bother:** New demands on learning require new frameworks for working out how we can best help.

**the difference these ideas make:** We enable learning for well-being when we:

- > keep thinking and practice informed by changing conditions;
- > partner students to inform and develop this backstory for themselves;
- > develop programmes with time and space seriously to work through all these layers of learning.

key concepts - where does this locate our work in relation to...

- backstory / economic change / social change / environmental change/
- inner cities / neighbourhoods / villages / on-line communities / stratification
- impartial / valid / interrogate / scrutinise / probe

action priorities  
work on the basic questions

for knowledge in the contemporary world...

asking	about what	CPI focus
<p><b>what's going on?</b></p>	<ul style="list-style-type: none"> <li>&gt; knowing both identity and opportunity</li> <li>&gt; which can be widely shared with others</li> <li>&gt; for what was never more needed or urgent</li> </ul>	<p><b>coverage:</b> what and who your students need to know</p>
<p><b>who's in a position to do what?</b></p>	<ul style="list-style-type: none"> <li>&gt; working from how-I-see-&amp;-feel things</li> <li>&gt; which is shared with some others</li> <li>&gt; for holding on and letting go</li> </ul>	<p><b>influences:</b> what &amp; who your students pay attention to</p>
<p><b>what can I do about it?</b></p>	<ul style="list-style-type: none"> <li>&gt; knowing how to find out &amp; be sure</li> <li>&gt; which takes on feelings &amp; pressure</li> <li>&gt; for managing change &amp; gaining control</li> </ul>	<p><b>processes:</b> how and why your students take command</p>

links in the pack:

- take account of global realities page 01
- take account of culture page 02
- enquire and evaluate page 11
- take account of experience page 13

other links:

- 'relocating careers work in curriculum' www.hihohiho.com/moving%20on/cafcriculum.pdf

## action priorities sharpen your sense of direction

### restructuring timetable

**what this is about:** Enabling well-being responds to a range of developments and draws on a range of thinking. This pack alerts you to how your work needs to take each of those ideas with the rest. If you are not confused then you are simply not paying attention.

The slide looks at what sort of future effects we need to get from these present causes. This is not some wishy-washy vision; it is a sharp sense of direction - towards 'partnerships-for-learning'. The slide sets out key features. They resonate with QCA ideas for integrating learning for well-being with mainstream curriculum. But they do it through a series of well-timed restructurings of timetable:

1. **a well-located timetable:** creates shared set-aside slots, where students, academic teachers, community partners and well-being specialists work in partnership;
2. **time and space for sustainable learning:** With room enough for students and helpers to share in active-learning processes;
3. **making links to community expertise and experience:** drawing on the authority of both professional expertise and informal experience;
4. **maintaining both high standards and life-role relevance:** calling on able and committed experts, but people who can fire-up students for gathering and using learning;
5. **building tight teams:** based on small and effective teams, assembled task-by-task, of people in command of what they know and looking for a challenge.

**the issues.** Learning for well-being links subject-to-subject and curriculum-to-community. There are two ways: (1) this kind of integration and (2) other suggestions for infusion. Infusion seeks to link well-being to all teachers - applying each their own subject, as and when they can. It does not work. But integration is not infusion - it does not invade subjects, it restructures timetable. It is not cheap, but it is effective.

**why you would bother:** This is a departure from past trends - where we sought to make the best use of available resources. Integration works towards organising needed resources for necessary work. From where most of us are now we will not realise this in one leap. But the test of each new thing we can do is 'how far does it move us towards achieving one or more of the five key features for partnership?'.

**the difference these ideas make:** They require on-going effort. And we enable learning for well-being when we engage:

- > team development – so that people are equipped and supported;
- > scheme development - so that programmes are useful and effective;
- > network development - so that links are made in curriculum and community.

### key concepts - where does this locate our work in relation to...

- scheme / frequency / tasks / time / space
- active / practice / probing / not tick-box / not cut-and-paste
- expertise / academics / informal / mentors / experience
- integration / not infusion / useful / relevance / life roles
- credible / committed / engaging / inspiring

### action priorities sharpen your sense of direction

enabling contemporary well-being moves towards partnerships for learning:

1. **well-located in timetable:**  
a series of set-aside long-slots to accommodate a well-managed scheme of work;
2. **with time and space for sustainable learning:**  
enough room for student to examine, probe, recognise, practice, adapt and revisit;
3. **making links to community expertise and experience:**  
authentic and useful contacts in the neighbourhood and the wider world;
4. **maintaining both high standards and life-role relevance:**  
setting out credible knowledge which also enables learning for student well-being;
5. **building tight teams:**  
drawing on a small teams of people each engaged for their commitment and ability in a scheme of work.

### links in the pack:

make the QCA proposals work  
cover the possibilities

page 05  
page 06

### other links:

QCA [curriculum.qca.org.uk/key-stages-3-and-4/aims/index.aspx](http://curriculum.qca.org.uk/key-stages-3-and-4/aims/index.aspx)  
'relocating careers work in curriculum'  
[www.hihohiho.com/moving%20on/cafcriculum.pdf](http://www.hihohiho.com/moving%20on/cafcriculum.pdf)