

PRO 1

relevance

HELPING YOU TO:
work on a credible answer to 'why do we need to learn this?'
work with life-roles that your learners will recognise
sharpen the relevance of even good material – like 'The Real Game'
make these improvements in an existing programme
design a programme from scratch

*what are we going to do
about careers?*

relevance

earning respect for learning

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with

The Career-learning NETWORK

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**what are we going to do
about careers?**

PRO-1

**relevance
earning respect for learning**

PRO-1 is part of a series of practical guides to...

PRO:	programme-development
ORG:	organisation-development
HUM:	human-resource-development

The underpinning thinking for PRO-1 is set out in:

CPI-1: 'what are we going to do about careers? - the coverage'

A list of what is available is on the last page of this document. All is free-of-charge from:

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This section of the pack is on one of the most pressing issues for your work. Much depends on how you deal with it. It is expressed in one of the most frequently-asked classroom questions...

...‘why are we doing this?’...

earning respect

It is a big question, and a fair one: we ask learners to invest time and energy in what they do with us, and they need to know whether the investment is worthwhile. Even if they don't ask you, they are sure to ask themselves. And, if we mean to earn their respect and attention, learners need to see a point in what we offer.

We can say that the point is in tests or exams. But a good many learners need more of an incentive than jumping through other people's hoops. We can also try to grab their attention with bells-and-whistles. But our work deserves a better justification than 'Wow! it's such fun!' - which, in any event, some learners see as 'mickey-mouse'.

Learning for careers work and citizenship can do better than that. It can offer useful and durable gains to learners. You are working on something that will interest learners because it is learning for life.

Your own experience of academic learning may have taught you that formally-assessed learning does not invariably turn out to be useful - or even remembered - after the exam has been taken. And, for many learners, not making links between what-we-do and what-they-do is a good way to lose respect. Those learners are, often enough, the ones who most need the kind of help we can offer.

A key concept for relevance is 'life role'. CPI-1 explains why. The obvious relevance for careers work relates to the roles of 'worker', 'student', 'trainee' and 'job seeker'. But moving-on in life means doing something for, or with, or in-response-to, other people. And so the roles of 'son' or 'daughter' and 'friend' are also relevant to career development; as are 'partner', 'parent', 'consumer' and 'grandparent'. And - in ways that CPI-1 explains - 'neighbour', 'voter', 'volunteer' and 'citizen' also come into play (PRO-1 page 6 suggests the range).

Your learners are in some of these roles now, and sooner-or-later, they will be in pretty-well all of them. There are also aspirational roles - like 'celebrity' and 'entrepreneur' - which could do with a bit of learning-attention. We ought to be able to make getting to grips with what people do about their life-roles both interesting and useful.

This section shows you how you might do that. It relates what learners need to learn in order to know what they are going to do in any of these roles. It means that, when the big question comes up, you have a convincing answer.

the secret life of the reforming coordinator (the SlotReCo)



Careers work and citizenship help people live more fulfilled lives; if I can't justify what I do in those terms, then - whatever grades they get - I can't claim real effectiveness.

key concepts for relevance

There are three key concepts underpinning relevance:

concepts for relevance

- | | |
|--------------------------------|---|
| 1. life-role | suggests an answer to the question 'why are we doing this', it replies that learners learn in order to get on with their life roles - and to do that effectively and with fulfilment; |
| 2. outcomes-for-life | while a learning-outcome speaks of what can be learned here-and-now as a student, an outcome-for-life goes further, setting a marker which points to other roles in which it can be used; |
| 3. transfer-of-learning | is the realisation of that possibility, where learning is used not just in being a student, but in another role - at some other place, with other people, on another task. |

Take learning about letter-writing. It is a literature-form, it is a cluster of communication-skills, and it is a form of creative self-expression. A learner can take examinations and pass tests in all three. But letter-writing is also one of the ways in which we make our lives more like the way we want them. That is different from seeking an academic achievement or even just taking the pleasure in studying. It is making learning life-role-relevant. It means that a person can use letter writing as a...

...*'job seeker'*...

...*'citizen'*...

...*'lover'*.

Classroom assessment may be necessary, but it is certainly not a sufficient end-point for careers work. If your work is working, then learners will recognise relevance, transfer learning and realise outcomes-for-life. Doing well in tests or examinations guarantees nothing. There's much more to play for.

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This is a radical departure from an 'academic' curriculum: the end-point of successful learning is not 'assessment' but 'use'.

working with life roles

There are special conditions for transfer of learning. Careers work must cultivate them. And this is where life-roles come in.

A life-role describes what a person does in a social position. Roles give people their stake in community. Not to have a role is - sometimes quite seriously - to feel that one has no place.

That is because role express so much of what goes on in our lives. CPI-1 sets out three elements of role which are particularly critical to your work:

what role speaks of

1.	being where?	a role indicates a position - such as friend 'on the streets', mother 'in the home', or volunteer at the 'demonstration';
2.	with whom?	there are other people in partner roles - such as worker with 'manager', mother with 'daughter', or volunteer with 'neighbour';
3.	doing what?	a role involves action - a 'task' to be done, 'work' to be completed, or a 'capacity' to be realised - like 'reliable' worker, a 'caring' mother or a 'brave' volunteer.

In role there is always a task; but there is also a social setting and there are different kinds of relationships. The idea of role shows how a person is not just doing something; she or he is doing it with, for, and in response to others. This is not just about a wholly-independent individual taking free-standing action. In each case it is happening in a particular position. And, as CPI-1 explains, what a person thinks, feels and does changes with changing roles.

All of this is critical to enabling transfer-of-learning. In order to transfer learning, learners need clear indications - of where they will be, who they will be with, and what they will need to do. If those markers are not linked to the learning then - when that time comes - it is much less likely that learners will remember the learning, let alone recognise its relevance or actually use it.

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Big talking points here: it all starts with teacher credibility; but the bottom line is whether and how learning actually helps anyone.

why would you do this?

The remainder of PRO-1 helps you identify life-role-related learning. It gives you practice in establishing useful outcome-for-life markers. This will be useful to you if any of the following gains are important to your work.

what is the point of life-role-related learning? *

helping your learners

1.	embeds their learning	<input checked="" type="checkbox"/>
2.	engages them	<input type="checkbox"/>
3.	enables transfer-of-learning	<input type="checkbox"/>
4.	lays life-long foundation for learning	<input type="checkbox"/>
5.	gives learning a point	<input type="checkbox"/>
6.	motivates learners	<input type="checkbox"/>
7.	helps learners to appreciate life in wider ways	<input type="checkbox"/>
8.	acknowledges real-life issues	<input type="checkbox"/>

extending your professionalism

9.	increases your credibility with learners	<input type="checkbox"/>
10.	links to other areas of relevant learning - such as citizenship	<input type="checkbox"/>
11.	helps you develop the uses of narrative in learning	<input type="checkbox"/>
12.	locates you at a leading-edge in curriculum thinking	<input type="checkbox"/>
13.	applies across the curriculum	<input type="checkbox"/>

helping your programme

14.	identifies clear markers to programme usefulness	<input type="checkbox"/>
15.	is a key to identifying useful learning resources	<input type="checkbox"/>
16.	is a key to identifying effective learning methods	<input type="checkbox"/>

for policy

17.	promotes social inclusion	<input type="checkbox"/>
18.	more roles increase learner's stake in society	<input type="checkbox"/>

* You can work on this activity by yourself. But, here and below, these activities will provoke a lot of useful discussion when you consider them with team members – comparing, explaining and adapting different responses.

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! 'Life roles' sounds like a never-ending list to me; how far should I look, beyond the roles most obviously targetted by careers work - 'student', 'job-seeker' and worker'?

looking for life-role relevance

A first step is to map the life roles in which your programme might enable learners. They will be roles that you can mention when you answer the big question. And so they must conjure recognisable pictures of your learners in their lives - now and in the future.

scanning life-roles

Which of these roles would it be useful to consider in your work? Add other life roles you know you should take into account. Rate how far any of these roles should - or should not - be represented in the programme:

indications:

never: delete

occasionally: underline

frequently: double

regularly: treble

brother / sister

celebrity

citizen

consumer

criminal

debtor

exam candidate

friend

grandparent

householder

investor

job-seeker

lover

manager

outsider

partner

parent

pensioner

senior citizen

son / daughter

student

worker

volunteer

other roles to take into account

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I wonder if there is anything here which would attract learner interest in that bit of my programme which is currently rather sad?

making a mark for learning

Relevance means that learners will be reminded of their learning while they are engaged in their lives. And that means, first, that learners must be reminded of their lives while they are learning. Getting those links firmly embedded means establishing clear markers for where the learning can be used, and to do that while learners are learning.

Talk of a role offers three clear markers: (1) being in a particular place; (2) with other people; (3) doing something.

markers for relevance

1.	where you can use this learning	e.g. 'in your family', 'on the street', 'at a workplace';
2.	who is there with you	e.g. 'the adults-at-home', 'street mates', 'colleagues';
3.	what you can do about it	e.g. 'helping out', 'standing up for your own ideas', 'planning for the future'.

PRO-1 page 7 gives more examples. The more learners can recognise the markers, the greater the chance that - when the time comes - the learning will be remembered and used.

And so, the more you talk with your learners about it the better. The following page suggests a framework ^{*}.



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This is how a 'learning-outcome' becomes an 'outcome-for-life' - an outcome that really does 'come out'!

- ^{*} The framework on the following page is printed in 'handout' form. It asks people how they see the usefulness of learning. The question can be asked of a whole programme, of a segment, or of a single lesson or scheme.

The operative part of the framework is at the top - 'places', 'people' and 'tasks'. The term 'role' - at the bottom - contains these ideas in one word. But you may not need to use it with your students. Unless, that is, you intend to do more work on the idea of role - as suggested by the role-analysis in CPI-1.

It can also be used with colleagues to consider just how wide-ranging the life-role-relevance of a programme should be.

what can this learning do for you?

underline all the phrases that apply

you will be where?	with who?	doing what?
like...	like...	like...
clubbing guidance interview home	bank official fellow citizen	finding things out meeting people looking good
info centre selection interview	colleague supplier customer	disagreeing meeting a challenge
polling booth school / college shop	family friend	explaining things deciding solving a problem
on the street study	money-lender neighbour partner	looking ahead saying what I can do
workplace voluntary-workplace	personal adviser politician	saying what I want enjoying keeping quiet
	recruiter shop worker teacher	surviving helping people
		negotiating earning respect explaining myself
at other places...	in relation to other people...	with other things to do...

and so, in which of your life roles can this learning prove useful?

like...	brother / sister	celebrity	citizen	consumer	criminal
	debtor	friend	exam candidate	grandparent	
	householder	investor	job-seeker	lover	manager
	outsider	partner	parent	pensioner	
	senior citizen	son / daughter	student	worker	volunteer
in other life roles...					

relevance - key feature of programme design

It won't help repeatedly to use the format on PRO-1 page 7. It is useful mainly as a framework for thinking - yours and your learners'. With a little practice, both you and they will get into the habit of looking for answers to the big question - 'why are we doing this?'.

Such thinking becomes second-nature. It means that a teacher will start-up each learning sequence by getting clear with the learners about why it's going to be worth their effort. And they will close by asking whether and how it can help learners in their lives. You can adapt the format on page 7 for both purposes.

But life-role-relevance can do more. Knowing how learners are to use this learning in their lives give you important clues to how to design the programme.

thinking about programme design

- | | |
|-----------------------|--|
| ■ relevance * | The basic thinking is for knowing how learners are to use their learning in their lives, suggesting how you can give learning outcomes life-role markers - so that learners will remember and use that learning. |
| ■ resources ** | But that life-role relevance will also give you a clue about what resources you can use in the learning activity - knowing where it is to be used will suggest, for example, whether a visitor, and-or 'The Real Game', and-or a video of last night's local news would be useful. |
| ■ method *** | And, if you know what resources learners will use in the 'classroom', and also where-and-how they are going to use it in their lives, then your thinking can move to how are you going to enable learners to draw on those resources to reach that outcome-for-life. |

* this is what PRO-1 is about - CPI-1 explains why.

** resources are the programme 'input' - you'll find a menu of resources on PRO-1 page 13.

*** method is the process in your programme - you'll find a repertoire of methods on PRO-1 page 14.

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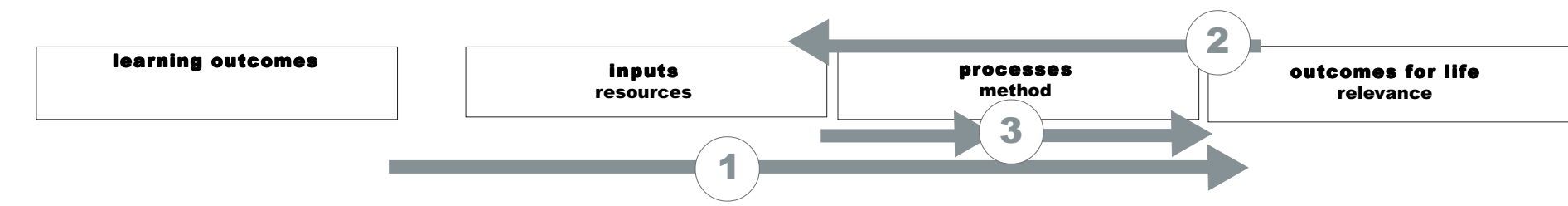


Using activities like the one on the last page will be also a good way of getting better to know our learners - especially the ones we don't understand so well.

design-frame for relevance

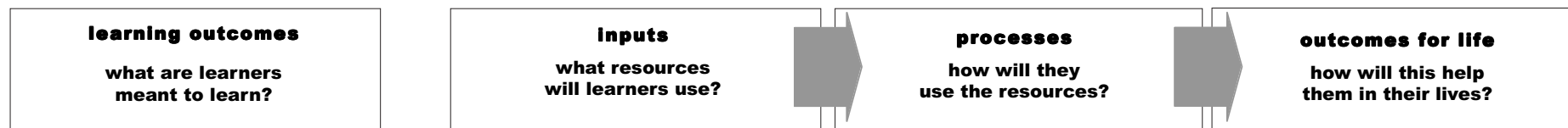
The thinking ON PRO-1 page 8 builds a design-frame for your programme. Its dynamics are set out below in three stages: (1) learning outcomes need markers to relevance; (2) those markers suggests what sort of resources will be useful; (3) you move your learners from that input to that outcome-for-life, by designing process activities which help them to use these sources to achieve this usefulness.

design-frame dynamics



A learning outcome is the starting point for design, but the input-processes-outcome columns are the critical design elements. This is where you think creatively. It is where you get relevance and make things interesting. At the centre is the process question - where the SeSiFU verbs * come into play as learning method.

design-frame structure



On the following page the design-frame is applied to 'The Real Game' - showing the key features of one activity. The activity it describes might work well enough; but it might not. And, in PRO-1, we are considering the possibility that even 'The Real Game' can be improved - by paying more attention to where, with whom, and how the learning will be used.

* The SeSiFU learning verbs are explained in CPI-2. Examples are included in PRO-1 page 14, and full explanations of their use are set out in PRO-2.

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! This thinking is radically different from the sort of thinking that goes into working towards assessments, exams and targets - could be a reform-in-the-making here.

programme design for 'The Real Game'

The DiES Framework for careers education and guidance sets out the expected learning outcomes. One of these is included in the left-hand panel in this scheme of work. But you need more specific focus for a particular piece of work. The left-hand panel therefore also contains what 'The Real Game' suggests for the topic 'The Dream'.

scheme for *The Real Game's* 'The Dream'

learning outcomes what are learners expected to learn?	Inputs what resources will learners draw on?	processes how will learners draw on the resources?	outcomes for life how will this help learners in their lives?
<p>CEG Framework</p> <p>Use self-assessments and career-related questionnaires to help identify and set short- and medium-term goals, and career- and learning-targets</p> <p>specifically for this topic:</p> <ol style="list-style-type: none">1. identify an 'ideal' life style;2. apply decision-making skills;3. recognise and talk about what an adult needs;4. define useful terms like 'accommodation', 'estimate', 'leisure', 'life-style', 'mortgage', etc.	<p>RG 'wish-list' portraying images of accommodation (e.g. studio-loft & 3-bed semi), transport (e.g. SUV & bus), consumer goods (e.g. quad-bike & horse), and leisure activities (e.g. sports & hobbies) with estimates of costs</p> <p>learner folder with inserts for linking jobs (e.g. to 'skills', 'income' & 'costs') and spaces for 'ideal job', and 'a day in the life'</p> <p>classroom</p> <p>teacher to manage worksheets and discussion</p> <p>30-40 minutes.</p>	<p>discuss how people spend money and get a work-life balance</p> <p>learners list their own 'dreams', each makes own montage of images to take home to discuss with family and to put in personal folder</p> <p>learners...</p> <ul style="list-style-type: none">> discuss and compare their choices> consider whether education will help> review new words they've learned> say how this would affect how they spend their time> consider how attainable their dreams are> say what is most essential to them and why	<p>nothing yet about why learners would be doing this</p>

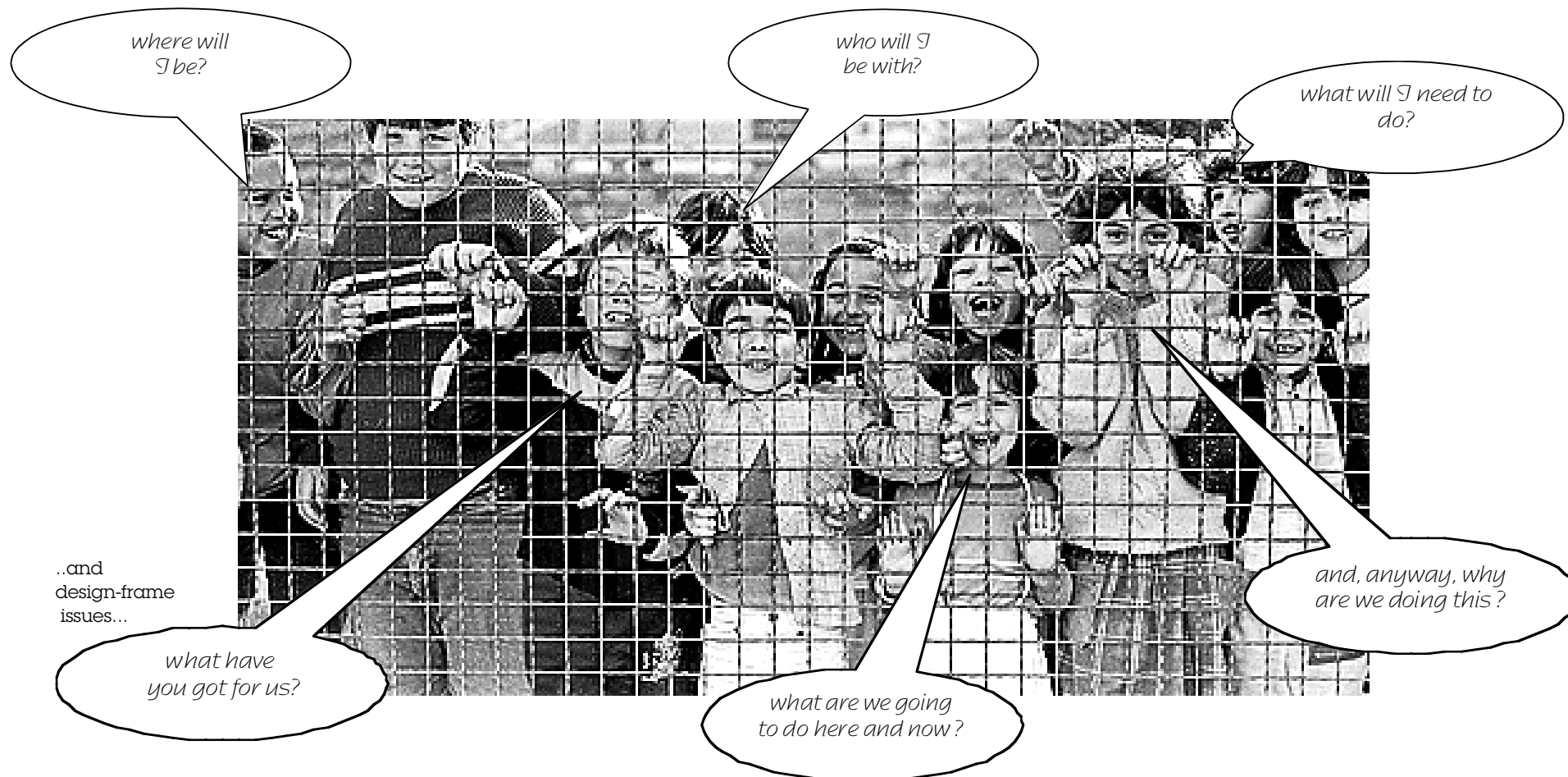


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'The Real Game' doesn't say what the 'outcome for life' is going to be; working that out should get more learner attention, and that would give me clues about what to bring in as inputs and how better to manage processes.

who needs a design frame?

This is not a doddle; it is professional thinking, with your learners in mind. There are a lot of issues at stake for them. Outcome-for-life issues...



The following page illustrates what a "Thumbs up" scheme might look like, where these issues needed to be thoroughly addressed.

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I can't design-from-scratch more than once-in-a-while, but I can see how I might need to tune-up existing lessons - with more chances to recognise relevance and by bringing in appropriate resources.

relevance in programme design

There may already be enough 'fun' in 'The Dream' to keep learners interested. But you need also to be sure that they will remember the learning, and - when its time comes - use it. That may need no more than a slight 'tuning up' - as it gets here - by imagining where, with whom and how they will use the learning. The creativity starts with outcomes-for-life.

revised scheme for *The Real Game's* 'The Dream'

learning outcomes what are learners expected to learn?	Inputs what resources will learners draw on?	processes how will learners draw on the resources?	outcomes for life how will this help learners in their lives?
<p>CEG framework</p> <p>use self-assessments and career-related questionnaires to help identify and set short- and medium-term goals, and career- and learning-targets</p> <p>specifically for this topic:</p> <ol style="list-style-type: none"> 1. identify an 'ideal' life style; 2. apply decision-making skills; 3. recognise and talk about what an adult needs; 4. define useful terms like 'accommodation', 'estimate', 'leisure', 'life-style', 'mortgage', etc. 	<p>story segment (handout, OHP or video) with recognisable 'hero' in a difficult conversation with friends about career plans</p> <p>RG 'wish-list' portraying images of accommodation (e.g. studio-loft & 3-bed semi), transport (e.g. SUV & bus), consumer goods (e.g. quad-bike & horse), and leisure activities (e.g. sports & hobbies) with estimates of cost</p> <p>your own 'Working-life Words' list of definitions</p> <p>learner folder with inserts for linking jobs (e.g. to 'skills', 'income' & 'costs') and spaces for 'ideal job', and 'a day in the life</p> <p>classroom</p> <p>teacher to manage worksheets and discussion</p> <p>30-40 minutes</p>	<p>together...</p> <p>meet the 'hero' and discuss what is challenging in the scene</p> <p>in groups...</p> <p>> ask questions about what - right now - they might mean to do ('a dream') and why</p> <p>> talk about 'hard questions we've been asked about careers' - like the hero in the story</p> <p>together...</p> <p>> find agreements and disagreement about 'the hardest questions of all'</p> <p>> as they do this, highlight working-life words which could be useful - consulting the list</p> <p>individually...</p> <p>> write their own dialogue about 'the dream' - 'the hardest question and how I answer it' - using at least one of the 'working-life words' learned today</p> <p>> write 'one thing about this dream I really need to be sure about'</p> <p>> add the dialogue and the thing-to-find-out about to their folder</p>	<p>where?</p> <p>...in the pub and on the street...</p> <p>who?</p> <p>...friends you know well will ask you about your plans...</p> <p>what?</p> <p>...it will help you to keep respect by being able to say what you want - and why you want it and how you can be so sure.</p>

So, once you've got in mind a relevant use for the learning outcome, you will be able to see what resources your learners will need to call on, and how the processes need to be managed - to turn those resources into that outcome for your learner's lives.



I can't do this for every bit of 'The Real Game' - but I can do it for lesson that currently 'sag' a bit.

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improving your resource base - the menu

what have you got? and what do you now need to get?

**got
this ✓** **get
this ✓****people
we can call upon**

teacher as classroom manager - making the process work
 teacher as expert - with special knowledge of the subject
 learners - bringing different ways of looking at things
 visiting mentors & coaches - bringing a range of real experience
 visiting experts – with expert knowledge of what happens

**material
we can buy or fashion**

material we've bought in – like 'The Real Game', The Progress File, other packs, audio-vis & software
 material we adapt and use – like newspapers, maps, videos - of news, 'soaps' & other useful cuts
 material we create – such as work-sheets & guides

**locations
we can use**

classroom - our own specialist room, or where we are timetabled
 libraries and information centres
 adaptable spaces – such as the hall, theatre, gym & outside
 places for visits and experience – settings where people live and work

**time
we can allocate**

enough time - over the year
 time in useful block lengths – so that we can arrange a half-day, a day, or a week, when needed
 time at the right time – so that help comes not too soon, and not too late, in our learner's lives

**ideas
to carry our work forward**

from material - giving ideas for how it can be better
 from staff-development – where we've found useful ideas for action
 from evaluation – finding out how things happened before, so we know what to do next
 from theory – why things work the way they do & what we can do to make them work better

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I can start now by collecting material and contacts that looks potentially useful - creating my own local 'creative resource bank for careers work'.

widening classroom methods - the repertoire
moving from the familiar to the more involving

	learning verbs	examples	1 - frequent 2 - occasional 3 - not enough
receiving	attend consider / listen list / look / meet / read receive / see / watch	demonstrations – including ‘how-to-do-this...’ instruction lectures – including talks by visiting speakers media presentations – including audio & video question-and-answer discussion – including ‘what-do-you-mean-by-that...?’ exchange with teacher or visitor	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
finding	ask / calculate / encounter enquire / locate / look-up investigate / measure / research review / survey / question	enquiries – including research, experiment and survey programmed learning – including computer-based learning and the use of self-study guides gaming – where the game embeds a solution to be found by the players review discussion – including ‘why-did-it-happen-like-that?’ review of people’s solutions and decisions	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
using	adapt / arrange / classify / create experiment / explain / imagine invent / map / mind-map / persuade plan / prioritise / select / sort / try	planning discussion – where the issue is ‘how-will-we-do-this?’ role-plays and simulations – where learners act out positions in significant situations school-based projects – such as running a class newspaper community-linked projects - including the experience of work, young-enterprise & volunteering	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
telling	act-out / cartoon / chart communicate / draw / narrate record / say / set down story-board / tell / write	reporting experience - disclosing what happened – including accounts of visits & projects reflective discussion - including ‘you-seem-to-feel-that...’ voicing of experience self-assessment e.g. in portfolio work or Progress Files evaluation - offering feedback to teachers & other helpers	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>



Don’t ask ‘is it traditional?’ or ‘is it progressive?’ - just ask ‘what does a person need to do in order to learn this?’.

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project map

	the thinking	programme development	organisation development	human-resource development
new thinking	CPI-a: getting to know CPI	DVT: finding the best next thing to do	DVT: making it happen	HUM-1: diagnosing career-learning needs - interactive 'game'
on coverage	CPI-1: the coverage - opportunity, role and self	PRO-1: relevance – earning respect for learning PRO-3: targets, outcomes & frame-works	PLA: enabling access to information	PLA: working with 'academic' subjects PLA: working with stakeholders
on processes	CPI-2: the processes – learning verbs	PRO-2: progression – stepping stones to learning DVT: planning for progression DVT: developing profiles PLA: enabling learning-to-learn	PLA: scheduling & timetabling options	PLA: working with mentors, coaches & other volunteer helpers
on influences	CPI-3: the influences – inner life and other people	DVT: uses of narrative DVT: learning needs & face-to-face work PLA: improvement - materials & methods PLA: experience-based learning	DVT: community networks for learning needs PLA: building a team PLA: leading a team	DVT: diagnosing career learning needs - backup material PLA: getting to grips with careers-work priorities - backup material PLA: investigating learner needs and wants
thinking ahead	CPI-z: why we now need a new model	PLA: a design-frame for curriculum	DVT: planning your action PLA: evaluation - finding the value in your work	HUM-2: getting to grips with careers-work priorities - interactive 'game'



material prefixed 'CPI', 'PRO', 'ORG' & 'HUM' is available now
 'DVT' is in development, with a version available now
 'PLA' is in development or planned
 all free-of-charge at www.hihohiho.com in 'moving on'



material prefixed 'CPI', 'PRO', 'HUM' and 'ORG' is supported by EST Connexions