HELPING YOU TO:
transform a hit–and–run lesson into a coherent scheme of work
position stepping–stones to learning in your programme
use progression to improve even good material – like 'The Real Game'
make these improvements in an existing programme
design a programme from scratch

▶ INFORMATION   ▶ RESOURCES   ▶ ACTIVITIES   ▶ THEORY   ▶ SUPPORT   ▶ REVIEW   ▶ QUALITY

ASK

THE CONNEXIONS TEAM
DIRECT & CHALLENGE
HELP & MONITOR
ENCOURAGE & INFORM
GUIDE & EVALUATE
SUPPORT & REVIEW

THE INDIVIDUAL
THINK
ORGANISE
WORK
DECIDE
DO!

SENSING Gather Information & Ideas

SIFTING Analyse, Sort & Match Results

what are we going to do
about careers?

FOCUSING Discuss & Develop Ideas

CONNEXIONS LIBRARY
INTE...
EXPERIENCE of WORK
OTHER PEOPLE

UNDERSTANDING Review Progress, Consolidate Life Skills

GROUP WORK

progression

stepping-stones to learning

TALK TO PEERS,
TEACHERS, CGA's
PARENT, CARER...

Bill Law
The Career-learning Café

THINK, WORK...
VOLUNTEER!

connexions
Essex, Southend & Thurrock
with
The **Career-learning NETWORK**
www.hihohiho.com

PLAN
For the Future

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

PRO-2
progression
stepping-stones to learning

PRO-2 is part of a series of practical guides to...

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

All in careers work. The underpinning thinking for PRO-2 is set out in:

CPI-2: 'what are we going to do about careers? - the processes'

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

The Career-learning Café
www.hihohiho.com

The 'opportunity-role-self' analysis, set out in CPI-1, helps you to see what your programme should cover. But that analysis can't do everything that is needed. You also need to know about the order in which learning develops. This is because you need to be able to plan...

- ■ where - in any part of your programme - you would start;
- ■ how to develop the learning through well-phased stages;
- ■ when you and your learners know that enough has been done.

learning-coverage and process

These are issues for how you design learning for any area of coverage. They are answered by saying how you enable learners to move from one piece of learning to the next - the learning stepping-stones. This is progression, and it is most usefully set out as a process.

Process and coverage are different ways of examining curriculum. Both are necessary but they are distinct. An analysis of coverage cannot help you with progression. You can examine why this is so in CPI-2.

Progression sets out a sequence for each piece of learning - moving by manageable stages from a starting point to a point where the learning is complete. That process moves through 'learning verbs'. While coverage is often described by nouns, learning process is usually described by verbs.

words for coverage	**words for process**
plenty of nouns here	plenty of verbs here
opportunity	find out
self	enquire
role	compare
people	map
places	prioritise
change	probe
similarities & differences	explain
surprises	anticipate

the secret life of the reforming coordinator (SlotReCo)

! *Learning verbs are the same words I use to talk about learning method - but, of course, they would be, wouldn't they!*

learning as a basis action

CPI-2 sets out the stepping-stones as a story. In that story career-learning unfolds in four stages - leading to action which is going to be fulfilling and sustainable.

the SeSiFU progression

Se:	**sensing**	Learners need, most basically, to find things out - so that they can get enough to go on concerning what is happening in their own lives, in the world of work and citizenship, and in what people - in their various life roles - do about that.
Si:	**sifting**	They need, as learning develops, to compare things in this growing collection of information, noticing links, changes and surprises and using these patterns to put what they know into useful order - making a developing mind-map of what is going on.
F:	**focusing**	At some stage they need a basis for probing what is important from their own point-of-view - they may need to do this on the way things are in their own lives, among other people who influence them, and in the world of opportunity.
U:	**understanding**	In the end they need to know how these things work, so that they can work out past causes of present effects and present causes of future effects - this is the basis for any fulfilling and sustainable action.

As learners move on, beyond the sensing stage, they are no longer taking in new information. They are - instead - sorting it out, prioritising it and finding in it the basis for their own action. At the end of that process the information is not what they have been given, but what they have made of it.

The end-point of a progression is that learners will know what to do about what they are learning. The end-point of effective progression is that learner action will be sustainable and fulfilling. Where that happens CPI-2 calls it 'due process'.

! the SlotReCo
This explodes the myth that 'if you tell them, then they Know' - and it helps to explain why how-you-learn is at least as important as what-you-learn.

career-learning space

Each of the four process stages applies to all three areas of coverage. So your programme has at least two dimensions – coverage and process. Together they create a career-learning space, where you can write elements of what you want to cover - as columns. But - in each row, and for each column - you can also write elements of learning process.

The career-learning space below has been filled with coverage nouns, and each one is given a learning verb. These are just examples: your programme analysis will, and should, use its own nouns and verbs. But a complete account of curriculum needs both parts-of-speech - showing both what learners learn, and how they learn it.

coverage

	OPPORTUNITY structures, changes & probabilities	ROLE settings, relationships & tasks	SELF identity, experience & change
SENSE gather information & impressions	find out about work places	enquire into relationships	examine differences
SIFT put things into useful order	classify qualifications	mind-map life's decisions	compare motivations
FOCUS identify what is significant	probe work places	reflect on people's conflicts	prioritise values
UNDERSTAND explain & anticipate	try out work skills	foresee life's roles	explain surprises

processes

CPI-1 examines coverage, CPI-2 examines process. When you come to design or a develop any part of your programme, it is useful to use the resulting four-by-four space *. You may find that writing useful process verbs is more challenging than getting the appropriate coverage nouns. The following pages of PRO-2 will give you more help in writing curriculum with the most useful learning verbs.

*   You can work on this activity by yourself. But, here and below, the activities will evoke useful discussion with team members – comparing, explaining and adapting different responses.

!   the SlotReCo
I know that all learning is both process and coverage; but it is mistake to try to get every kind of coverage with only a few kinds of process.

finding the verbs

The learning verbs on PRO-2 pages 1 & 3 are just possibilities; there are many others. The most general verbs appear below on the left.
On the right are more specific verbs. Use the spaces to underline and write in learning verbs which apply to your work. You can do this
for a particular piece of curriculum, and on a monthly basis, and for your overall programme.

reviewing progression

general statements   underline where the review applies : in a scheme / last month / overall

	general statements	write in other verbs	specific verbs
sensing	*gather images, impressions & information*	write in other verbs	enquire / find / listen / look-up meet / read / see / question
	tell stories, make lists, diagrams & maps		draw / say / record review / write
sifting	*make comparisons, find patterns, form constructs, put things into useful order*	write in other verbs	arrange / chart / compare / count group / list / map / measure
	use concepts and definitions & build mind-maps		calculate / clarify / estimate mind-map / organise
focusing	*see things from learners' own points-of-view & express their own inner life*	write in other verbs	consider / highlight / prioritise share / take on board
	acknowledge points-of-view & see how different people see things		appreciate / probe select / study
understanding	*explain past causes of present effects & see how what happens-in-their-lives has causes*	write in other verbs	assess / argue / assert / convince criticise / re-consider
	anticipate future effects of present causes & see how what they do has effects		adapt / design / develop / experiment imagine / invent / plan / try-out

The more concentrated this review is on a particular scheme, the tougher the test of how fully you are engaging the learning verbs.

the SlotReCo
! These learning verbs... aren't they the thinking skills? - what learners do to find out what is going on, and to work out what they are going to do about it.

why would you do this?

The rest of PRO-2 shows you how to improve SeSiFU progression in a scheme of work.   The thinking is important because it...

■	**diagnoses curriculum**	When learners will not move-on in their learning it is often because they have not yet covered enough of the basic ground.
■	**supports coherence**	Progression means a continuous and coherent learning sequence, not a collection of hit-and-run and disconnected lessons.
■	**enables action**	Process is necessary to building a basis for sustainable action – the concept is not just *any* process but due process - which takes people though useful learning, in manageable order.

the point of progression

The question is, then, are you paying enough attention to progression, so that...?

		✓	✗
sensing	...learners can get enough to go on?	☐	☐
	...gather new images, impressions & make new encounters?	☐	☐
	...deepen knowledge of opportunity, self & role?	☐	☐
sifting	...learners can sort their learning into useful order?	☐	☐
	...work with what they've found, examining it, making comparisons, finding patterns?	☐	☐
	...embed their learning so they'll remember it for future use?	☐	☐
focusing	...learners can say 'what is important to me'?	☐	☐
	...see what attracts me, & why that point-of-view is different from other people's?	☐	☐
	...develop their own priorities – as a basis for probing and questioning knowledge?	☐	☐
understanding	...learners can work out how things work?	☐	☐
	...explain why things are like this – in the world & in their own lives?	☐	☐
	...work out how any of these things can be changed?	☐	☐

the SlotReCo

! This helps to explain why some learners get stuck; they are trying to take on too much too soon - my National Curriculum subject teaching is progressive in this way, and learning for real life roles is as demanding as anything in the National Curriculum.
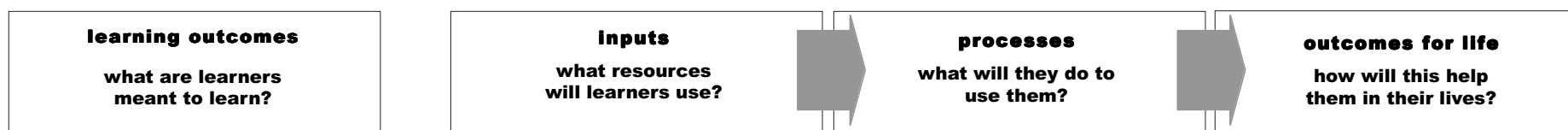
a design-frame for progression

SeSiFU-progression helps you to design curriculum. It also helps you to make optimal use of published curriculum material. There are a lot of good ideas in, for example, 'The Real Game'. But its designers could never know what you know about your learners' needs - particularly as they relate to the progression issues you examined on PRO-2 page 5.

And so the following pages set out a design-frame. It poses four basic questions for curriculum:

- ■ **learning outcome**   what are learners meant to learn?
- ■ **inputs**   what resources will they use?
- ■ **processes** *   what will they do to use them?
- ■ **outcomes for life** **   how will this help them in their lives?

Laid-out for your use, the frame gives you - on the right - three column heads. This is where your creativity and understanding take over, so that the learning outcomes are turned into something dynamic and workable.

The input-process-outcome (I-P-O) columns are the critical design elements for progression. They are dynamically linked, with the process question at the centre; it is here that the SeSiFU verbs become part of the teaching-and-learning method, saying what learners do to transform the inputs into useful outcomes.

learning outcomes	**inputs**	**processes**	**outcomes for life**
what are learners meant to learn?	**what resources will learners use?**	**what will they do to use them?**	**how will this help them in their lives?**

On the following page the design-frame is applied to an activity in 'The Real Game' - showing the key features of that activity.   The activity it describes might work well enough with your learners; but it might not. And, in PRO-2, we are considering the possibility that it might not because there is not enough attention to progression.   So the following pages will use SeSiFU to say what might be done about that.

* This is what PRO-2 is about, it is where the SeSiFU verbs become part of teaching-and-learning method.
** Talking about outcomes-for-life is called 'a life-role marker'. CPI-1 explains why, and PRO-1 has further practical help.

the SlotReCo

! It's hard to see how any sort of serious work can be done on the basis of short widely-separated lessons - learners need more space and continuation.

using the design-frame

A DfES Framework sets out the sought-for learning outcomes for your work. One of these learning outcomes is selected for the 'Thumbs-Up...' activity in 'The Real Game'. It is included in the left-hand panel in the scheme below. The panel also contains what The Real Game itself suggests for this topic.

scheme of work for *The Real Game*'s 'The Thumbs-up...'

learning outcome what are learners meant to learn?	inputs what resources will they use?	processes what will they do to use the resources?	outcomes for life * how will this help the them in their lives?
CEG Framework learners can identify, select and use a wide range of careers information, and distinguish between objectivity and bias specifically for this topic 1. be able to explore the relationship between personality and satisfaction in a work role 2. understand how job satisfaction relates to interests and aptitudes 3. analyse the pros-and-cons of all occupations 4. demonstrate knowledge of the guiding principle 'follow your heart' 5. able to define 'aptitude', 'attitude', 'job satisfaction' & 'work environment'	RG 'thumbs-up-thumbs-down' worksheet — listing 26 characteristics of a job (e.g. 'full time', 'office based') with places to tick characteristics of a particular job and to write a list of preferred jobs profiles for 40 jobs (e.g. 'entrepreneur', 'biologist' & 'machine operator') describing the job, its income, qualifications and training, skills, working hours, with 'a day in the life of' and the CLCI code classroom teacher to manage worksheets and conduct open discussion 80-100 minutes	assign each student a job profile and explain that there are enjoyable and not-enjoyable things in work and that different people like different things learners tick the worksheet - on what they like and dislike about this job and an ideal job, they list what would fit their ideal job they search through other worksheets — talking about what they have found and looking for one or more ideal jobs discuss the issues... > say what surprised them > link jobs to personality, aptitude, interests, etc. > notice how they can be suited to more than one job > think about jobs that might suit them	nothing yet about why learners would be doing this

*   This does not appear in 'The Real Game', but PRO-1 shows how you why and how you can move from learning outcomes to a relevant range of outcomes for life.

!   the SlotReCo
Too rushed! - this is not all that there is to do here, it cuts too many corners - asking learners to do too much with too-little time and space.

what the design-frame can do for progression

Much as your learners might enjoy the 'Thumbs-Up' activity, it may not offer all that they need. The fun they have is in the classroom, but what really counts is what happens in their lives.   So you may agree with our reforming careers coordinator (at the foot of this page).

If you do, this part of 'The Real Game' would need to be put into progressive order. For that you need the four process stages, and a way of getting them into the design frame. Both sets of issues are set out again here - this time from the learner's point-of-view...

progression		**design**	
■ **sensing**	have I got enough to go on?		
■ **sifting**	how do I get this sorted?	■ **inputs**	what have you got for us?
■ **focusing**	what do I need most to look at?	■ **processes**	what are we going to do here-and-now?
■ **understanding**	and how do I know what to do about it?	■ **outcomes-for-life**	and, anyway, why are we doing this at all?

This SeSiFU progression is for your flexible and thoughtful use. It is not always necessary to labour every stage. Sometimes learners are in a position to 'nod-and-skip' parts of it, once they've been reminded about how they have already got hold of that part. Then they will be ready to move on. In these cases, to hold them back would be to bore them. But not to let learners have the time they need on progression would be to confuse them - which may ensure that they never bother to think much about it again.

Any degree of progression almost always means that just one lesson will not do the job. And that means that you need a scheme of work. A scheme of work takes learners through a lesson-by-lesson sequence, where learners can see how each piece of learning leads to the next. An example of a scheme of work, using this design frame, is set out on PRO-2 pages 10-13.

It's unlikely you have time to write out a complete scheme for every bit of your programme. You may not need to. But it will help where you need to....

✓

tune-up an existing programme	
design a programme from scratch	
give colleagues information they need on what they will deliver	
show management that your programme is money well spent	
tell stakeholders - like local families - what you're doing for them and their people	

!   the SlotReCo

Now wait a minute!... 6 things: 1. my learners find it easier to start-up talk about work if they can recognise it from local experience; 2. they need more time and help in usefully being able to say what their own priorities are - and might be; 3. in doing that, it helps them a lot to have a chance to compare what they think and feel with others; 4. there are other important criteria for assigning priority to work, not included here; 5. learners often need a chance to go away and talk this over with their own people and groups - before they set things down in any kind of final form; 6. it is all going to need more than 80-100 minutes

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. Progession issues...

have I got enough to go on?

how do I get this sorted ?

what do I most need to look at?

how do I know what to do now?

..and design-frame issues...

what have you got for us?

what are we going to do here and now ?

and, anyway, why are we doing this ?

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

the SlotReCo

! I can't design-from-scratch more than once-in-a-while, but I can *see* how I might need to slot in 'bridging' activities, *before* or *after* existing lessons - a bit more 'to go on' up-front, or a bit more follow-up working out 'what to do about it'.

turning a lesson into a progressive scheme-of-work

scheme of work for *The Real Game*'s 'The Thumbs-up...'
1. mainly for sensing

learning outcomes *	inputs	processes	outcomes for life
what are learners meant to learn?	**what resources will learners use?**	**how will they use them?**	**how will this help them in their lives?**
CEG Framework	*copies of local or national paper (or trade journals) and the career data-base*	*in small groups, learners list all the work they can find in different sections of the local paper*	*where?*
identify, select and use a wide range of careers information and distinguish between objectivity and bias			*as a job-seeker, at home...*
	RG 'Thumbs-up...' worksheets and profiles	*individually investigate job titles in the data base and on RG profiles*	*who?*
specifically for this phase			*...with your family or partner...*
	group-work contact with each other	*in discussion*	
> in gathering information and impressions, able to assess when they have enough to go on		*> list reasons for liking and not liking different work*	*what?*
	teacher to run small-group work and discussion	*> say what a person needs to know about a job*	*...it will help you*
> able to express what they believe and value concerning working life - constructively drawing on information and impressions of working life			*> to be able to show them what you find in the press and on the data-base,*
	45 minutes of lesson time	*individually*	*> and to talk with them about what you want and why you want it*
		> list 5 job-titles of special interest	
	moveable desks and chairs	*> write one more thing they would like to know about each*	
		> add these items to RG worksheet	

* You won't find some of the learning outcomes, listed in this column, here and on pages 10-13, in either the CEG Framework or 'The Real Game'. There is planned CPI-project material on 'targets, outcomes and frameworks' which will explain why these other learning outcomes are also important.

the SlotReCo

! This is not just helping learners to 'find things out', it is helping them to get to grips with the way in which they can go on finding things out - 'learning to learn'.

scheme of work developed from *The Real Game*'s 'The Thumbs-up...'
2. mainly for sifting

learning outcomes	inputs	processes	outcomes for life
what are learners meant to learn?	**what resources will learners use?**	**how will they use them?**	**how will this help them in their lives?**

other-than-CEG-Framework learning outcome > able to use different ways for sorting ideas about work into useful order; and > able to developing useful bases for making comparisons between opportunities specifically able to organise information about work on the basis of 'near-and-far', 'what sort of place you would be living', 'travel needs' and 'travel costs'	large wall sketch-map of the neighbourhood (district/region/ country/world) map -making and worksheet design material and equipment as before, except 90 minutes of lesson time	reminder of where we've got to and that learners each has preferred work titles in active groups > each makes part of a wall map > put own work titles on whole map and add information from the d-base and RG profiles. in talk groups, compare > what it's important to know > what they already know > what they need to know individually > list important questions > redesign the RG worksheet to take account of them > select 3 job titles for further investigation	where? > as a family man/woman at home - but with neighbourhood (regional/ country-wide/world-wide) possibilities to take into account... who? ...with your loved ones, who depend on you for a living... what? ...you need to be able find out where different sorts of work are, what that means for you and for the people you care most about

the SlotReCo

! Really got to think about what information sources and map to use - can't use the same resources with all classes (wait a minute... could geography colleagues help out here?) - the sources and maps must look as though they have something to do with the learners.

scheme of work developed from *The Real Game*'s 'The Thumbs-up...'
3. mainly for focusing

learning outcomes	inputs	processes	outcomes for life
what are learners meant to learn?	**what resources will learners use?**	**how will they use them?**	**how will this help them in their lives?**

other-than-CEG Framework learning outcome *> know how to identify – among the influences and pressures on them - which they will probe* *> be able to say why they will do so* *specifically* *> in making decisions, face up to who and what they are each paying attention to* *> be able to say why*	*teacher to offer individual support on the tasks* *take-away help sheet explaining the individual task in detail* *progress-file sheets* *as before* *45 minutes of lesson time* *some homework*	*reminder of where we've got to, and that each learner has special job titles.* *in groups* *> each speaks up for most-preferred job* *> compare different people's accounts of pros-and-cons on each* *individually (finish at home)* *> select one job title for probing* *> copy & paste related ads, data-base info and RG profile into file* *> make a story (words and/or pictures) of how the idea came to them, and of who has said what about it* *> list three things that persuade them that this is a good plan* *> list three things that could get in the way*	*where?* *as a worker - with your career decision made - and a couple of years into a new position in the world...* *who?* *... where you are* *> working with new people, and* *> still have your family and friends all wanting or needing to know how you're doing in your work...* *wha?t* *...you need to be able* *> to show yourself - and those other people - that you have given yourself the best shot that you could* *> to say what that now means to you*

the SlotReCo

! *Somebody please tell me when I will find time to develop this - and the other parts of such a progression - and to make it work in my timetable? - it is not going to happen all at once - but, at least, this helps me form some kind of strategy to work to - but all I can do now is find a place to make a start.*

scheme of work developed from *The Real Game*'s 'The Thumbs-up…'
4. mainly for understanding

| learning outcomes

what are learners meant
to learn? | inputs

what resources
will learners use? | processes

how will they
use them? | outcomes for life

how will this help
them in their lives? |
|---|---|---|---|
| CEG Framework

understand the purpose of interviews and select and present personal information to make targeted applications

specifically
> see how past and present experience influences future success
> anticipate the consequences of their own and other people's action
> be ready to deal with the consequences | learners ready to work with each other in small groups

one extra copy of each student's progress-file sheet on their own preferred job-title

personal adviser

Your own helpsheets on:
> 'Interview FAQs you should know about'
> 'How to Look Good in Interviews'

as before, but 90 minutes of classroom time | say where we've got to, and ask what they've done about the special job title they identified

in threes (each needs the others' p-file sheets)
> conduct three - one for each - selection interviews, each student in turn is 'job seeker', 'selector' and 'observer'
> personal adviser circulates - offering support, suggestions and feedback

review
> 'observers' say how 'job seeker' did well
> personal adviser adds to this
> review helpsheets
> say how 'job seekers' did well
> say what needs to be added to sheets

individually list what would make my interview work better
> three things for me - the 'job seeker'
> three for the 'selector' | where?
…as a job seeker in a selection interview

who?
…the selector needs to find out whether you're going to be worth your wages and your training for this work…

what
…so you need to find out as much as you can about :
> how the interviewer's head works
> how to look as good as you can
> what you need to know about the opportunity
…before you are asked to make a commitment. |

the SlotReCo

! A scheme like this offers students a coherent, serious and useful set of learning tasks. It also helps me to show pshe (and maybe geography!) teachers how it fits with both this work and their work.

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 **PLA:** targets, outcomes & frameworks	**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

connexions
Essex, Southend & Thurrock