

Skills and learning

Careers and the world of work

This document highlights those statements or sections in the learning outcomes for careers and the world of work that provide explicit opportunities for

- developing thinking
- developing communication
- developing ICT
- developing number

and promoting

- Curriculum Cymreig and Wales Europe and the world
- personal and social education
- careers and the world of work.

The number and context of such opportunities are for schools to determine within their curriculum overview/curriculum planning.



Developing thinking

Schools should provide opportunities, where appropriate, for learners to develop and apply their thinking across the curriculum through the processes of planning, developing and reflecting.

In careers and the world of work, learners explore, plan, develop and reflect on ideas and information, responding to others as well as to their own work.

In careers and the world of work, opportunities to develop thinking apply throughout the Skills and Range sections of the learning outcomes for Key Stages 3 and 4 and Post-16.



Developing communication

Schools should provide opportunities, where appropriate, for learners to develop and apply their communication skills across the curriculum through the skills of oracy, reading, writing and wider communication.

In careers and the world of work, learners communicate through various means including speaking, listening, reading, writing and the way they take part in activities. They develop these skills through practice with people both within and beyond the immediate learning environment. This is supported by their review of their own work and that of others. In doing this, they learn how to communicate effectively in a range of situations.

In careers and the world of work, opportunities to develop communication apply throughout the Skills and Range sections of the learning outcomes for Key Stages 3 and 4 and Post-16.



Developing ICT

Schools should provide opportunities, where appropriate, for learners to develop and apply their ICT skills across the curriculum by finding, developing, creating and presenting information and ideas and by using a wide range of equipment and software.

In careers and the world of work, learners apply technology to research and to develop knowledge and understanding of careers and work-related matters. They also use it to record and present their work appropriately.

Key Stage 3

Skills

Pupils should be given opportunities to:

6. use ICT to find, check and use relevant information.

Key Stage 4

Skills

Pupils should be given opportunities to:

6. use ICT to find information that is accurate and relevant for a range of purposes.

Post-16

Skills

Pupils should be given opportunities to:

6. use ICT selectively and efficiently to find, develop and synthesise information so that it is fit for purpose.



Developing number

Schools should provide opportunities, where appropriate, for learners to develop and apply their number skills across the curriculum by using mathematical information, calculating, and interpreting and presenting findings.

In careers and the world of work, learners find, explore and analyse data relevant to their needs as potential future employees/employers.

Key Stage 3

Skills

Pupils should be given opportunities to:

5. select and interpret data about learning and career opportunities.

Key Stage 4

Skills

Pupils should be given opportunities to:

5. select, compare and interpret data relevant to their own needs.

Post-16

Skills

Pupils should be given opportunities to:

5. select, compare and interpret data from a variety of situations relevant to their own needs.



Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)

Schools should provide opportunities, where appropriate, for learners aged 7–14 to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole.

Careers and the world of work contributes particularly to economic understanding through its researching of learning, careers and employment opportunities. The changing nature of those opportunities will often also highlight linguistic, historical and environmental matters within the area and further afield.

Key Stage 4

Range

Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:

Seek information

3. examine employment and learning opportunities and trends both locally and further afield.

Post-16

Range

Learners should be able to develop their skills, attitudes and values through a range of contexts. They should have the opportunity to:

Seek information

3. research and evaluate a range of information about careers and the labour market within Wales.



Personal and social education

Schools should provide opportunities, where appropriate, for learners to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

Careers and the world of work contributes to learners' personal and social education through contacts with the world of work and by challenging stereotypes. It also provides opportunities to develop their understanding of social interaction through working with others.

Personal and social education applies throughout the Skills and Range sections of the learning outcomes for Key Stages 3 and 4 and Post-16.



Careers and the world of work

Schools should provide opportunities, where appropriate, for learners aged 11–19 to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life.