

WE3 Continuum – Additional Resources

Compiled by DJ Turner Consultancy, March 2020

Additional Resources for the WE3 Continuum and Activities

This document is a compilation of additional resources, guidance and articles which Dave Turner provided in support of the WE3 Continuum and Activities – a resource he developed for Toi EDA, the Eastern Bay of Plenty Regional Economic Development Agency, after running workshops in that region in late 2019.

INDEX

- The Case for Career Conversations and Reimagining work – Page 3**
- Helpful Hints for work Inspiration Employers – In more Detail – Page 7**
- Career Search Session Plans and Resources – Page 21**
- Motivated by Choice Programme – Merseyside – Page 57**
- Pittwater High School Young Person Led Career Expo 2016 – Page 64**
- New Models of Work Experience Alternatives to the Placement – Page 66**
- Service Clubs and Changemakers – Programmes and Resources – Page 70**

THE CASE FOR CAREER CONVERSATIONS AND RE-IMAGINING WORK EXPERIENCE

Three recent Employer Led initiatives from the UK clearly indicate that there is a need, and great value, in developing the concept of career conversations and in re-imagining (or diversifying dependence upon) work experience placements.

1. The “Employer and Education Taskforce Research – “It’s who you meet that stops you from becoming a NEET”. The research reveals that a young adult (19 – 24), who can recall four or more interactions with an employer whilst at school, is five more times less likely to be unemployed at this point in time. The Taskforce is a NGO which has emerged from the previous governments Centre for Education and Business Excellence. Strongly supported by the Confederation of British Industry (CBI) large employers and education peak bodies, the Taskforce is making an impact on British opinion and policy. The same Taskforce has also researched work experience for young people, and determined that it is the social capital (familiarly, mutual understanding, trust, clarity of expectation) generated between employers and young people that is a more significant return, than the development of human capital (i.e. the skills and knowledge of the individual young person developed by the student whilst on placement).

At the same time, the “Learning to Work” campaign of the British Chartered Institute of Personnel and Development (CIPD) is seeking to engage HR professionals within business to work with schools. It proposes that employers not only develop the employability of young people, but also encourage their businesses to create more “youth friendly pathways” and a culture” that facilitates youth transition. CIPD has produced a discussion paper (May 2012) on this two pronged strategy, called “Engaging Employers in Tackling Youth Unemployment” and in that paper refers to, and supports the research findings of City and Guilds that young people feel that “the most useful advice on employment and careers comes from a (young person) visit to an employer”.

Thirdly, Business in The Community (a business member NGO) continues to develop the Work Inspiration (WI) campaign; an employer driven program to re-imagine work experience. Whilst work experience has been largely perceived as being about testing a particular job, and developing work skills, WI is seen by business champions as enabling young people to

- 1) Reflect upon their aspirations and values – **All About Me**
- 2) Explore a range of jobs and tasks – **Behind the Scenes**
- 3) Discover how employers have developed and/or navigated their career – **Careers Happen.**

These (boldly printed) three core insights of WI, combine to shape a program that is able to offer students a range of “career conversations”. In fact all three of the above mentioned employer led initiatives are suggesting that the new “centrepiece” of both career development and education – industry links is a career conversation, rather than a work placement.

There are a number of immediate and practical challenges that are also pushing many companies to re-imagine work experience. They include

- The ever-increasing demand for quality placements from schools, job network providers, youth services, colleges, universities, etc
- Internal company structures that no longer lend themselves to a placement i.e. staff not using a particular space or desk, home based workers

- Privacy and legal requirements to access IT systems and data
- Organisations using team based structures, not having individuals working to a clearly defined hierarchy i.e. who is the supervisor of a placement?
- Employees becoming concerned that the placement has become stale and tired, and they are challenged to find work tasks that are real, satisfying for the student and above “base-entry”
- New models and ideas are being designed/tested that have revitalised the “old product” of the placement, and are an attractive option to those companies who know about them e.g. Work Inspiration (UK and now Australia), Try-a-Trade and WOW (Australia) and the young person led program of career education Career Search. They offer choice to the employer, especially when he/she may not be in a position to support a quality placement
- Public policy wanting to emphasise the importance of post 16 pathway placements whilst pre 16 work experience is seen to be more about “career exploration” e.g. the UK Wolf Report.

However it is somewhat difficult to move the debate forward, without a replacement or alternative vehicle to the placement. Career conversations offer that vehicle. British companies are ready to re-imagine work experience and career conversations are seen as an important way forward. Clearly there are indications that Australian employers are also ready to engage in such a debate (a debate recommended by the **Business Education Roundtable**).

2. What Are Career Conversations

They are dialogue between a young person at school and an employer representative (manager, employee and apprentice). Students can participate in a number of career conversation thereby exploring a range of occupations and career development stories (of adults in the workforce). These career conversations can happen from primary school onwards, but they are particularly valuable before, and just as the student is making their transition from school to work.

Quality career conversations are developed through interactive models of communication, such as active listening, two way communication, review and feedback. Models that combine rich tasks, where the young person and adult are doing something active together are particularly helpful. Models that enable the students to reflect upon their conversations and relay their conclusions to others, are also important. The best way to retain information, insights and learning is to “teach it” i.e. to relay it onto others. Industry – education link programs can be structured so they more fully promote such quality conversations.

GTA has already begun work on defining what is a **quality** career conversation. **It is about dialogue, then student reflection, and then young people making the connection between what they have discovered (information/insights) to their own career plans and aspirations. Learning to do this will continue to be at the very heart of the career development process, and it is lifelong!!**

Clearly every young person should be supported to enter a range of career conversations with an employer (employee, apprentice etc) thereby exposing them to a range of occupations and career stories. Any education – industry link/partnership activity could be reviewed and refined in order to build its capacity to offer students quality career conversations. There is a need to develop models/programs that combine rich tasks and quality conversations and thereby “reach out and touch” less confident, articulate and mature young people. The Try-a-Trade program and its creative mix of “hands-on” activities and alongside, informal discussions with a “tradie” is an excellent example of such a model. Models and programs that enable students to acquire, internalise and then relay onto others their career conversation insights are also important. Some mentoring programs will also offer young people the chance to enter a “deep” career conversation with that

adult. However the answer is not simply “putting speakers in schools”. Too many speakers “talking to” a class room of students, rather than schools and employers developing “one-to-one or small group conversations” followed by reflection and feedback are unlikely to generate quality career conversations.

The career conversation concept may offer the various champions of career development programs a common bond; a means of uniting agencies who are promoting various programs/products (that often are competing for funding) in one change movement.

Career conversations may offer Australia a means to not only “re-imagine work experience, but more generally, to develop a future for career development programs in schools. Certainly, it has profound implications for the design of the NTC Foundation level. However it is **vital** that employers play a key and strategic role in these developments. As has been the case in the UK, Australia needs to tap the creativity, resources and strategic thinking of business/employers, and encourage them to have ownership over the agenda. If Australia can do this, it may also help educational jurisdictions to make clearer strategic sense of the use of the placement. GTA senses that the way forward is to cherish the extended and quality placement post 16 (likely to be a **pathway placement**), and therefore successfully free-up demand being placed upon employers for placements. Replacing the pre 16 placement with a set of career conversations (perhaps with the exception of the placement that enables a very “at risk” student to work and learn with a nurturing group of adults in order to rekindle their motivation to learn) may assist our goal to expand and enhance post 16 pathway placements.

WHAT DOES A CAREER CONVERSATION LOOK LIKE?

1. A Career Conversation is dialogue between students (generally working as pairs) with an employer/ee (or self-employed person) volunteer (using downtime within their organisation).

2. It starts with the students visiting the workplace of the volunteer employer/ee and asking them questions about their career story and journey from leaving school to now. The students note key points – career decisions, choices made and sources of help/inspiration to that volunteer.
3. The Career Conversation should take about 45 minutes, if with one volunteer, or 60 minutes with two. Two thirds of this time period will be dedicated to listening and documenting the career story of the volunteer. One third will be dedicated to the two students explaining their career hopes/aspirations. The volunteer will respond with interest to this, and perhaps offer a couple of tips about how the students may progress their career direction and plans. This two-way interaction ensures that the Career Conversation is true dialogue, and not just a one-way career talk to the student pair.
4. The students return to school and then prepare a career journey chart or poster that visually depicts the journey and career story of the volunteer (like an outline or narrative) – a chart/poster that they will send back to the volunteer with a note of appreciation. The note of appreciation should emphasise what they, the students learnt, and encourage the volunteer to repeat the exercise with another student pair.
5. The preparation of the career chart/poster will provide the two students with a great opportunity to distil information to offer their peers. The teacher creates space and facilitates process so all their participating students share their Career Conversation learning and experience. After all, the best way to learn something is to teach it, and it builds peer support/solidarity within the class. What a great model for a VET class, where 20 students can learn about the career development of at least 10 employers/ees working in the industry that is the same as their VET provision.

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“Thanks to the work of many career development professionals over the last 30 years”

**For Official Work Inspiration Pilots – As Work in Progress
(Freely available after pilots)**

List of Content

1. TWO WAY COMMUNICATION 9

2. ALONGSIDE AN ACTIVITY 9

3. LEARNING RETAINED BY YOUNG PEOPLE..... 9

4. USING “MOMENTS OF STRENGTH” 9

5. BRIEFING EMPLOYEES BEFORE THE CONVERSATIONS TAKE PLACE..... 10

6. ASSURING THEM OF YOUR INTEREST 10

7. USING DIGITAL TECHNOLOGY 10

8. WORKING STUDENTS IN PAIRS AND TEAMS..... 11

9. IMAGINE TOGETHER – “FOR EXAMPLE, ADDING A FUTURES DIMENSION” 11

10. PROCEED WITH, AND INCORPORATE QUESTIONS 11

11. ACKNOWLEDGE AND PRAISE THEIR QUESTIONS 12

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Introduction

Some of these eleven points simply state the obvious, and may only be useful as a kind of checklist – please speed read!! Others may offer an insight that is new to you, or one you may have overlooked or even undervalued – I hope they are helpful to your preparation for Work Inspiration pilots and the associated career conversations with students.

1. Two way communication

- If you have prepared for the conversation, you can concentrate more on what the young person feels, and needs from you. Be clear about your own “story”, the key messages that you would like to relay, and the insights you have acquired.
- Dialogue and nearly all effective conversations require that the two or more people listen as well as talk to each other – listen carefully to the questions, ideas and concerns of the young person, as well as “telling your story”.
- Be aware of the students confidence levels – non verbal signs are helpful e.g. pose, eye contact, often conversing with two students at the same time can boost their confidence.
- Be open and honest, yet ensure that you do not become directional or even judgemental – remember you are not the independent/impartial careers guidance professional. The purpose of the conversation is to share experiences and insights, not to give direct advice.

2. Alongside an activity

- Many teenage (even adult) **males** and some young women more effectively communicate by exchanging ideas and stories whilst “doing” an activity together e.g. watching the footy, working on a trade or craft project – often positioned alongside each other, not directly opposite.
- The informal and often poignant conversation can occur in a break, or at the end of the activity in common e.g. lunch break and an informal toolbox discussion, on the way home from an event, even between overs at the test cricket!
- Try-a-Trade programs offer a wonderful opportunity for students to have such effective career conversations with tradies/apprentices who are leading the activity and who are in a role of coaching/skills transfer.

3. Learning retained by young people

- Check out (occasionally) whether they have understood what you have just said, gently ask them to pick out the key point (not too often) and invite them to “have a think about that” – short breaks of silence are good for reflection.
- A silent break, when communicating with a pair, can mean that you give them time to together work out what you said, and then feedback to you.
- Check out whether your career conversations are part of a school – employer program which encourages students to reflect upon your communication with employers, and then apply their insights to their own career, learning and pathway plans e.g. Career Search; young person led career exploration projects.
- Encourage the students to **present** what they feel they have gained/learnt to each other, even to you, or your colleagues and/or to their teachers. The **best** way to **retain** information and learning is to teach it!!

4. Using “moments of strength”

- A great way to engage with young people is at a point when they feel strong, confident even proud of an activity/project that they have completed. If the students are involved in a school career exploration or community benefit project, perhaps you could listen to them present what they have

done and learnt, and then follow up by acknowledging their effort and then debrief. This debrief could then naturally lead into a career conversation with the student(s). You could relate the skills and attitudes that have been useful in your career development to the student and qualities that they clearly used in their project e.g. perseverance, effective communication etc.

- Conversely, be aware of “moment of weakness” – some students (many of the “at risk”) have chaotic home and personal lives. Just be sensitive to a possible/current drama/stress related incident that may mean the student is finding it difficult to concentrate, let alone listen and absorb your insights.
- Always remember, many young people will feel more confident and able to engage if they work with you in pairs – buzzing off each other and having the strength of numbers!!

5. Briefing employees before the conversations take place

- Not only help your staff to be clear about their story, key messages and ideas beforehand, but please ask them to reflect upon what, now and in the past has “inspired them” regards the kind of work they do. Reflect upon what has happened throughout their career – how has it evolved? The attached British Telecom Work Inspiration questions may be helpful as they indicate the kind of questions WI students are likely to ask.
- Please brief your staff about the WI program, its aims and the three insights, well before the program – explain why they as adults in work, are important to students learning and career development, and why your organisation has made a commitment to WI.
- Helpful things for a staff member who is to engage in WI career conversations to reflect upon include **1. My uniqueness** – what do I value, aspire to, believe in about my work? **2. My capabilities** – what am I good at – relay to the student in a gently way? **3. My learning** – what have I learnt about careers and work over the years? **4. My likes** – what do I like most and least about my job? **5. My helpers** – who has been helpful to me, early in my career and along the way e.g. boss, mentor, workmate? **6. My future** – what do I need to do and learn to get to where I want to go in my career i.e. where do I want to be in 10 years? **7. Is it a job, a passion, even vocation** or purely a way of earning – has that view changed over time?

6. Assuring them of your interest

- I guess that this has been covered already, but it is so important to reiterate that you as an adult at work “have much to offer”, but you must also get over to the student that you are interested in them, their ideas and questions. You can gain a great deal out of your participation e.g. validation of your working life, feel good and quiet pride, learning about young people (great as a parent, relative and supervisor).
- Young people value information and insights from an “employer”. When surveyed, they generally state that employers are a **most** important source. You have the potential to impress and influence – be careful with that power and remember you are relaying your story, but **not** giving direction, or professional guidance. That should be the responsibility of a qualified career development professional i.e. adviser.
- You can become more independent and impartial in your communication, if you think of yourself as a member of an industry or “guild” rather than purely as a representative of your own business or organisation. It may be in the broader interest of plumbing, retail or medicine for you to offer career conversations, rather than as a particular company, shop or doctor surgery – another way of defining the common good!
- Be yourself, be open and be generous – value them, as well as your own story!

7. Using Digital Technology

- Young people of this generation are so “techno-savvy” and they like to use technology. Perhaps alarmingly to parents and some older teachers etc, they may seem to be more confident in their communication when using a video camera or a computer (easier for them) than participating in “face-to-face or traditional verbal interviewing.
- We have found that two young people interviewing an adult with a digital camera/video, and then editing and then presenting what they learnt on video, may be a more effective tool for them to take-in and retain insights, than a traditional interview and presentation. Be open to this idea – for some young people it may be the best way to facilitate a truly effective career conversation.
- Career conversations can be electronic in character – they can occur through social media i.e. Facebook, via emails or even Skype. Although WI favours direct and face-to-face contact, be open to alternatives.

8. Working students in pairs and teams

- There have been a series of references to this idea in previous hints!! Traditionally work experience placements and the conversations that occur within the placement have been with **one** student in that one workplace. Work Inspiration represents a far more flexible approach, and can incorporate the idea of young people working in pairs and teams.
- British Telecom (UK) is a champion of Work Inspiration and they have reflected upon the pros/cons of working with students in teams/pairs versus the individual approach. The pros far outweighed the cons; even though “being together in pairs/teams “may mean the students are a little more likely to play”. The benefits of improved confidence in the young people to explore, question and test, and the capacity for the pair/team to work on a talk or a progress report/presentation when you the employer are called away to an urgent phone call, are just two of such benefits. For more information on this, go to the attached, one page sheet called the “pros and cons of a team approach”.

9. Imagine together – “For example, adding a futures dimension”

- Talking of “play”, which can often be a great tool for learning, reminds WI of the potential of including a “futures dimension” into your career conversations with students.
- Is there room in your career conversation for some time to be spent “imagining” what your own role/job/vocation will look like in 2050 and what does that mean for you and/or for a young person in that role (at that point in time). Can you and the student spend a little time talking about “changes” in our society (technology, environmental, labour market, globalization etc) that may impact upon **your career and their pathway**. This creates space for you and the student to imagine, play and be creative together. There may be no right answer, but the dialogue will generate some shared exploration/thinking.

10. Proceed with, and incorporate questions

- Before you tell your story, tell them that you are pleased to be involved, and that you have been looking forward to the interview/conversation.
- If they start to stumble with their questions, ask them about what they like to do – hobbies, over the weekend, favourite studies at school, job interest and **acknowledge**.
- You may start your story with a slightly embarrassing and funny, and/or poignant story of when you “messed-up” or made a mistake in your career – get a laugh, and assure them everyone makes mistakes, but you learn from them.
- A good starting point is about your first part time job or work experience – tell them what it was like, and then ask them about theirs!
- When having a career conversation with a pair/team of students, you may pick out which one is more confident, ask him/her questions and then gradually bring the less confident student into the conversation.

11. Acknowledge and praise their questions

- Simply take every opportunity possible to affirm the students' efforts to come, to have the conversation and to learn – especially as they may have organised it.
- When they do ask a good question – say, “good question”!
- When they answer one of your questions or comment upon your ideas, take the time to say – “great stuff”.
- Remain sincere – not praise, but encouragement if their questions or comments are unhelpful and frivolous.
- At the end of the interview/conversation – congratulate them and ask them how they will use, and/or how they will share the information and insights gained with other young people! Promote the idea of relaying their learning to others i.e. the best way to learn is to teach it!!
- Feel free to offer follow-up to the students, may be by email or Skype, if they need to check out something and/or get additional information.

ATTACHMENT ONE: PROS AND CONS OF A TEAM APPROACH

“Engaging a pair or team of students in Work Inspiration – rather than an exclusive reliance on the individual placement”

The following thoughts emerged out of a reflective exercise with Mick Keay and Dave Turner. These thoughts were informed by recent meetings (over the previous 3 days) with British Telecom, BiTC and WI companies McDonalds, Whitbread, Barclays Bank, Capgemini and BT.

PROS OF THE APPROACH:

1. Young people are more relaxed and less fearful of being close and interacting with a stranger i.e. employees
2. When our supervising/coaching staff are called away to a phone-call/urgent matter, they can ask the pair/team to work through a reflective exercise or a pre-organised team project
3. It can help the less articulate and more troubled (usually male) who says “nothing” or offers a “don’t know” response to questions, if they are twinned with a more articulate peer.
4. Great value when the culture of the two or more students is so different to that of our employees e.g. language, race, faith and class. It can be comforting and feels “safer”, both for the students and the employee.
5. Gives a “new” meaning to “pre-placement preparation”. If a school works closely with us, they can use intensive and engaging team building activities (pre-placement) e.g. Paintballing that is shaped to strengthen the performance of the pairs/teams on placement. It is a little strange to develop their pre-placement team building activities, and then place all those targeted students on an individual placement.
6. Makes sense when a one week WI programme is run within various sites – that is with different departments, centres or even with other smaller employers. The group can disperse into pairs /teams and then come back and share their findings.
7. Makes a great deal of sense for some of our BT sites and those of many IT consultancy, design, media companies; where the work culture is team and project based, and/or where staff don not work at a set desk/site and are not supervised one to one e.g. Capgemini (IT)
8. Could be a very **efficient** approach – nearly same investment, but only requiring 50% of the placements and/or demanding little more effort for our company to deliver.

CONS OF THE APPROACH:

1. It can create the confidence for the students to become “more cheeky and rowdy” – need school to contract pre-WI
2. If more than two, one of the team may get away with doing “stuff-all” on placement
3. Needs careful matching of pairs/teams by the school
4. difficult in some micro-businesses and “tightly spaced” sites.



Insight 3 “Careers Happen”

Career Journey Questions

Career journeys are different for everyone, talking to people who have already started theirs, will help you understand the best plans to make and avoid some of the pitfalls others have made along the way.

1. What did you want to do when you left school?

2. What was your first work experience or job

3. What effect did this have on your chosen career path?

4. If you did not enjoy your first Work Experience or job, do you think it was still a useful experience and why?

5. At what stage in your career did you start to recognise where your skills and talents lay?

6. What did you do to develop these skills and talents further?

7. How important are Mentors to young people starting out on their careers?

8. What do you think makes a good mentor?

9. What do you consider to have been your "lucky break", which helped you in your chosen career path?

10. What decisions in your early career do you regret making and why?

11. Where are you in relation to what you wanted or expected to be doing at this stage in your career



12. What is your next career step and how are you going to achieve it?

13. What advice would you give to young people starting their career journey

Try this questionnaire on a number of people you know have worked, everyone's experience is different.

CAREER SEARCH SESSION PLAN AND RESOURCES

INDEX OF RESOURCES

SESSION 2

1. The Career Search Program
2. Career Search Projects Are!
3. What Career Search projects DO?
4. Examples of Transition Team Projects (UK)
5. Educational and Careers Value of Career Search
6. The TLC Skills Developed by Young People

SESSION 3

7. Feedback from the Pilot Program (Teachers and Students)
8. Timetabling options for Career Search
9. Learning about Peer Support and Interdependence
10. Placing Peer Support into Context
11. Continuum of Young Person Centred Approaches for Vocational Learning
12. Key Expectations of the Emerging World of Work
13. Career Search Projects – A Vehicle for Enterprise Education
14. Career Search: Ownership over projects means....

SESSION 4

15. At the Heart of the Facilitator's Role
16. Career Search Facilitator
17. Exemplar Schedule for the Program
18. Role of Employers and Post Compulsory Providers

SESSION 7

19. Strategies to Support Young People to Make Contact
20. A Cluster of Schools – Piloting for the First Time
21. Support and Resources Available to Pilot Schools
22. Evaluation of Career Search by the Students

SESSION 8

23. Next Steps
24. Evaluation of the Training Day

THE CAREER SEARCH PROGRAM

“Young people surfing their options of work and learning”

- A program of vocational learning and transition support for schools in the..... involving, which enables young people to take the lead in gathering and sharing information about post compulsory options and career choices.
- Young people become both the learners and teachers of an active careers education program and develop the TLC (teamwork, leadership and communication) skills that are so essential to managing their own transition and to supporting each other in their transition (peer support).
- Facilitated by teachers and adults (employers and post compulsory providers), young people design and manage their own team based Career Search projects.
- These student led projects enables young people to explore post compulsory options and connect them to providers, whilst they can benefit from the support of their school in exploring their learning and career goals.
- The information and insights gained by the young people will inform the career and transition support process offered by Youth JET and assist the young people in developing their learning and transition plans.

CAREER SEARCH PROJECTS ARE!

Teams of young people who design and manage projects that explore post compulsory options of work and learning, gather information about various pathways and then relay the insights gained, to their peers.

Career Search Projects are self managed teams of young people who lead

- an exploration into their “sense of vocation” and the values that underpin career choice
- an investigation into their choices of post compulsory education, training and employment
- the presentation of information and insights (about those choices) to their peers
- their own TLC skill development (facilitated by teachers) in terms of the career management, life and employability skills of

Teamwork

Leadership

Communication

- a process of peer support in which young people are actively supporting each other in the transition from compulsory to post compulsory provision and in their transition from adolescence to adulthood.

WHAT CAREER SEARCH PROJECTS DO?

Career Search Projects produce a real outcome. They generate and disseminate information to students. The means by which that information is conveyed will be determined by the young people and will vary according to both in interests of team members and to some degree by the nature of the timetable space exploited by the schools, e.g. English, Enterprise and Industry, Information Technology, Society and Environment, Music and Drama, Geography, and of course school electives and career education programs. Young people decide how they will most effectively share information and insights. For example, information maybe conveyed by

- A written report
- A presentation
- A video
- A pamphlet
- An article in the local media
- A radio interview
- Inclusion on electronic mail
- A photo, graphic or art display, street theatre and play
- A song, jingle or musical production.

EXAMPLES OF TRANSITION TEAM PROJECTS

- A pamphlet on security services and jobs at a football ground.
- A visit to a local newspaper and then a presentation to a class on the work of a journalist and sub editor.
- Photographic display on the career opportunities and routes into the army.
- A video of the day in the life of a first year University student.
- What training is available to students with low grades.
- Display about jobs working with animals.
- Part time work for school students - what is available and do FE colleges value it as real work experience.
- Production of laminated sheets showing job roles in leisure centres and the qualifications and qualities of the incumbent.
- A ring binder file showing how to get to various training schemes regarding working with children.
- Checking out careers in the performing arts - produced two story boards and leaflets.
- What jobs are available and what qualifications are needed in the local shopping centre and in the premises of a large local employer.
- A dance depicting the importance of personal skills in developing a career.
- Working in the dark - jobs for young women in engineering.
- Job applications in road building, tyre fitting.
- A report to young people about how your careers officer can help.

6.

B8453

CAREER SEARCH PILOT (2005)

(South Australia)

TOPICS STUDENTS SELECTED

- Psychology
- SACE verses IB pathway
- Game Testing – Game Making
- Fashion
- Carpenter
- Primary Teacher
- How to get rich
- How to start a business
- Skate Boarding
- Beauty Therapist
- Physiotherapy
- Forensic Science
- Music
- Veterinarian
- Modelling
- Speech Therapy
- Counselling
- Aged Care
- Real Estate
- Funeral Industry
- Boxing
- Tourism
- Social Work
- Fashion Design
- GP
- Animation
- Solicitor
- Teaching
- Central Market Jobs
- Sport and Recreation
- Retail
- Hair and Beauty
- Chef

**EDUCATIONAL AND CAREERS VALUE OF
CAREER SEARCH**

- TLC skills – for life, learning and work (core skills, employability skills)
- Developing student’s capacity for research and lifelong learning.
- Learning Culture in the Classroom – teaching each other and retain learning.
- Motivation to engage, learn and take responsibility to support each other.
- An active community based and vocational learning (enterprise education, career education) program which engages young people with their community (including employers).
- Integrates Career Education into the Formal Curriculum – various options for timetable space.
- Easing the Transition – gaining insights and information, checking out options and various providers, exploring the culture of post-compulsory learning, careers libraries used.
- Prepare for Emerging World of Work – characterized by change, teams meeting targets, contract culture, innovation and creativity.
- Reorientating post-compulsory providers and employers to the vocational aspirations and needs (information) of young people about to leave school and/or compulsory education.
- Equally relevant to academic and/or vocationally inclined (VET) students.

THE TLC SKILLS DEVELOPED BY YOUNG PEOPLE

“as they design and manage their Career Search projects”

- **Teamwork**

1. Getting on with others, working to a common goal, seeking out help and advice.
2. Helping each other, sorting out differences and using each other's strengths.
3. Building each other up, not putting each other down and dealing with stress and shared challenge.

- **Leadership**

4. Organising and planning their projects, thinking about the next step.
5. Being responsible; doing what they have agreed to do.
6. Making decisions and solving problems.
7. Influencing others, negotiating, dealing with those in authority.
8. Taking more responsibility for my own learning.

- **Communication**

9. Talking to others, listening and gathering information, understanding each other.
10. Taking instructions and giving clear directions.
11. Using the telephone, writing letters, emails.
12. Making presentations – sharing information and insights.

FEEDBACK FROM STUDENTS AND TEACHERS**CAREER SEARCH PILOT (2006)****FEEDBACK FROM STUDENTS****1. What was good?**

- Freedom, trust and respect accorded due to young person led.
- Choice – topic and team.
- Proving we could do things ourselves.
- Learning to rely and cooperate with peers.
- Take control and share information.
- Learning outside the classroom.
- Being creative and taking the lead in solving problems.

2. What could be improved?

- Clearer explanation of what a Career Search project is – without directing what we do i.e. a clear set of guidelines.
- More time to complete the presentation.
- Knowing about a budget.
- Knowing to whom we are going to present our information and how – knowing more about the celebration event beforehand.
- Being clearer with project team mates about expectations and meeting responsibilities.
- Being clear about assessment criteria – is it the TLC skills and/or the quality of the information we gather.

One note of caution – this feedback came from 14 representatives of students who completed Career Search. We do not have feedback from 15 – 25 young people (about 10% of total cohort) who did not complete their projects and/or felt that they wanted to drop-out of the program.

EARLY FEEDBACK FROM TEACHERS

1. What was good?

1. Great to see young people take the lead, use their initiative.
2. Students enjoyed the experience and learning about careers from their age group.
3. More honest, engaged way of gathering information about careers than many Expos.
4. Meets the KLAs of the SACSA framework.
5. Can be used in a range of subjects and years and settings.
6. Good “adult learning” model.
7. Some excellent results from less “academically able” and more at risk.
8. Great to hear “youth voice” – the preparation session (for 14 students) went really well.
9. Working as a cluster – sharing ideas (as teachers as well as the students).

2. What could be improved?

1. Need to develop strategies to engage the “most at risk” and those not “well intentioned” – perhaps more lead-up activity/preparation.
2. Need more time for Career Search – perhaps a semester (especially if we do lead-up activities).
3. Need more preparation time (from introducing the concept to point of implementation) – we were rushed.
4. Workshop all young people about expectations/guidelines of Career Search.
5. Be clearer about milestones in the process of young person led project work.
6. Take care of logistical issues before we start i.e. budget, (help students know what they can access) and permission forms and public liability/insurance issues.
7. We need to have more people to see/hear the student displays/presentations if we are to use the big careers market event as a wind-up to the project i.e. students from other schools, more interested adults, parents etc.
8. Need to better resource the program – especially as a pilot (first year/time in a school) and be sure we really can learn from it.

TIMETABLE OPTIONS FOR CAREER SEARCH

“Examples from Australia and the UK – years 10-12”

- English
- Enterprise and Industry
- Society and Environment
- Music and Drama
- Geography
- Design and Technology
- VET
- Careers Elective
- Community Studies

“Depending upon the targeted students, Career Search can take from 12-20 weeks to schedule”

LEARNING ABOUT PEER SUPPORT AND INTERDEPENDENCE

“Peer support; and empowering source of transition support”

- Young people who participate in the Career Search program form teams and design and manage their own Career Search project. They must work together and rely upon each other to achieve an objective that is shared within the team.
- The teacher facilitates these young person led projects and he/she helps team members to appreciate both the benefits and challenges of supporting each other. The facilitator constructively highlights all opportunities for team members to affirm the contributions of members to achieving the team goal. He/she is building an individual "esprit de corps" and some sense of solidarity.
- The young people experience the joys and tribulations of being interdependent. They are encouraged to give and to take support from each other, as well as interacting with adults in their community. The young people are also encouraged to share information and insights about future options; helping each other to gather careers information and manage their transition.
- Generating peer support and interdependence are qualities expected of an adult. In our society, an interdependent adult is able to offer and receive praise, recognition, empathy, love, affection and personal support, whether that be at home, in the community or in the world of work. Young people aged 15-17 are beginning their transition to adulthood (their rites of passage) and it is appropriate for schools and communities to support young people through the early stages of this process of change and development.
- Peer support is about young people who play, learn and work together, taking some collective responsibility for themselves through generating both practical (in this case careers education) and emotional support. Peer support programs live and breathe the principles of young people making decisions together and working to achieve a common goal.
- Peer support is young people of the same social cohort and/or peer group learning and working together in order to create opportunities of mutual benefit that will assist their achieving a shared goal. Such an objective can be to support each in their project endeavours and by sharing their information and insights, but it also can lead to young people helping each other to make more effective transitions and or to navigate pathways. These opportunities can include:
 - the acquisition and sharing of information, knowledge, contacts;
 - the exploration of possible destinations and pathways;
 - the development of motivation and personal support for individuals within the peer group, so they can meet challenges and make a more effective transition;
 - affirmation within the peer group which can advance a sense of belonging, emotional wellbeing and connectedness ie using peer power as a positive force to build self-esteem and boost confidence;
 - sharing thoughts, beliefs and values relevant to the clarification of a "sense of vocation" by young people.

Peer Support in Context

Peer support should be placed in context with the backing and protection of parents, family and carers. It should also be connected to sources of assistance from the community and from professionals ie teachers, youthworkers, welfare workers etc. In the Career Search Model, young people are positively engaged with their peers, with adults from the community and with professionals. The teacher is at the very heart of this professional support, for they are facilitating the teams as they encourage peer support.

The facilitator manages the learning process and is responsible for ensuring that structured reflection captures the experiential learning. However, the taking of such responsibility should not occur in isolation from the guarantee of professional or community support. Sadly, one reason for developing peer support, is that we cannot assume that such professional and community support will always be available, let alone be acceptable to some young people. For some young people who distrust adults and who are separated from services, the only form of real and sustainable support is from their peers.

Peer Support and the most at risk:

Due to past neglect and abuse, some young people feel separated from adults (including their own families) and they do not trust them. They feel marginal to, or even excluded from mainstream youth services. Even though they may receive financial support from the State and some personal support from welfare professionals, they may prefer to confide in and embrace the advice and support of the "street" including their fellow gang members and/or homeless mates, fellow drug addicts or even pushers. They believe that professional workers disappear when funding ceases. Volunteer workers, including mentors, may not always have the credibility, skills and depth of understanding to deal with such angry and damaged young adults. Peer support is important to some vulnerable young people, but it is not always positive or empowering. It is the responsibility of the facilitator to work with those structures of power and influence and seek to "turn them round" into a more positive force.

In general terms, peer support tends to be a more effective way of working with those young people who:

- want to learn by being active within their community (learning beyond the classroom);
- are of senior secondary school age or above (mid Year 10 onwards);
- have some idea of what they would like to explore in terms of options and choices (to confirm or reject);
- feel that they want to take greater control over their future and rites of passage by exercising their increasing assertiveness and maturity.

Promoting the Value of Peer Support:

The Nurture Assumption : Judith Rich Harris

Judith Rich Harris (in her book, *The Nurture Assumption*) argues that adults overestimate the impact of adults on young people and underestimate the power of peer influence. Harris, an American

RESOURCE 9 cont.

Psychologist, has received a great deal of acclaim for her book (including the formal endorsement by the American Psychology Association) even though she challenges a dominant paradigm of psychotherapy held by many professionals over the last 30 years. "They are in a culture that has as one of its cherished myths, the belief that parents have the power to turn their children into happy and successful adults, or to mess of up lives very badly" (p 327). This is the **nurture assumption**.

The Nurture Assumption also highlights the importance of intervention in the teenage and adolescent years. Although Harris fully applauds positive parenting and pre-teen interventions by teachers and other professionals, she still argues for the need for particular interventions in the teenage years. "Adolescence is when choices get made, they are sorting themselves out into groups and defining themselves and changing directions" (p 286). "Adolescence is when people acquire the patterns of behaviour and the inner thoughts and feelings that accompany these patterns, that will serve them for the rest of their lives. (p 287). Harris makes a strong case for special consideration of the teenage years and its significance to young people developing their sense of vocation. The issues do not get resolved by early intervention alone.

With respect to young people "at risk" at being involved in violence and crime, she argues that "they may need a stable peer group more than the need for families" (p 317). Although much of this particular risk factor is due to genetics (personality group characterised by impulsive behaviour, quick to get angry, seeking out danger and having difficulty establishing and maintaining relationships) she feels that it is the neighbourhood that rears the young criminal, rather than the criminal history of the father.

The neighbourhood, in the teenage years, maybe influenced by local and dominant adult role models, but more powerful are the peers. "If the peer group's culture differs from the parents, the peer group always wins" (p 358).

Judith Rich Harris and the contents of her book "The Nurture Assumption" make a compelling case for the vital contribution of peer support to any major initiative that is assisting teenagers/adolescents to determine their pathways, vocation, lifestyle choices and transitions to adulthood. Her hypotheses pose serious questions to any program that places an over-reliance or even exclusive dependency upon intervention by parents, adult mentors or professional advisers.

Harris recommends certain ways in which teachers and other professionals can assist young people in their transition to adulthood. They are best summarised as being:

1. Support young people in groups as well as working and advising them as individuals. "Successful programs must modify the behaviour and attitudes of a group of children; they must remain in contact with each other so they can continue to think of themselves as a group". (p 253). "A teacher's job is to unite students by giving them a common goal" (p 263); "a brave corps with a secret mission" (p 324). The teacher needs to bond peers to take up a positive challenge and generate peer support and to create a culture where high expectations are contagious. This may mean mixing students rather than streaming them in terms of their motivation and skills.

RESOURCE 9 cont.

2. Place much greater emphasis upon working the peer group rather than changing the parents' behaviour. Reconsider the power and influence of adults; "Groupness motivates them to be different from the generation of their parents and teachers" (p 271).
3. Influence key leaders in the peer group, help them to define their community "who is us" and "who is them" and support team leaders and the whole group to define a mission, image and direction.
4. Affirm rather than embarrass or put down young people in their peer group and/or more importantly, facilitate a situation where young people are affirmed by each other. Do not run a divide and conquer strategy. A less confident and unmotivated student may join activity that is led by a more confident and assertive peer who has higher status. He/she may find acceptance by making a contribution to that activity and this will boost self-esteem. "Self-esteem in general ... the kind that travels well is a function of our status in the group. Low status in the peer group, if it continues for long, leaves permanent marks on the personality" (p 340).
5. Do not totally reject the intended impact of the nurture assumption ... it does no harm and much of what is learnt at home is retained, especially when it agrees with what other young people have learnt and believe. When the peer group agrees with the aspiration and values of the parent and when any difference is tolerated, it is generally healthy.

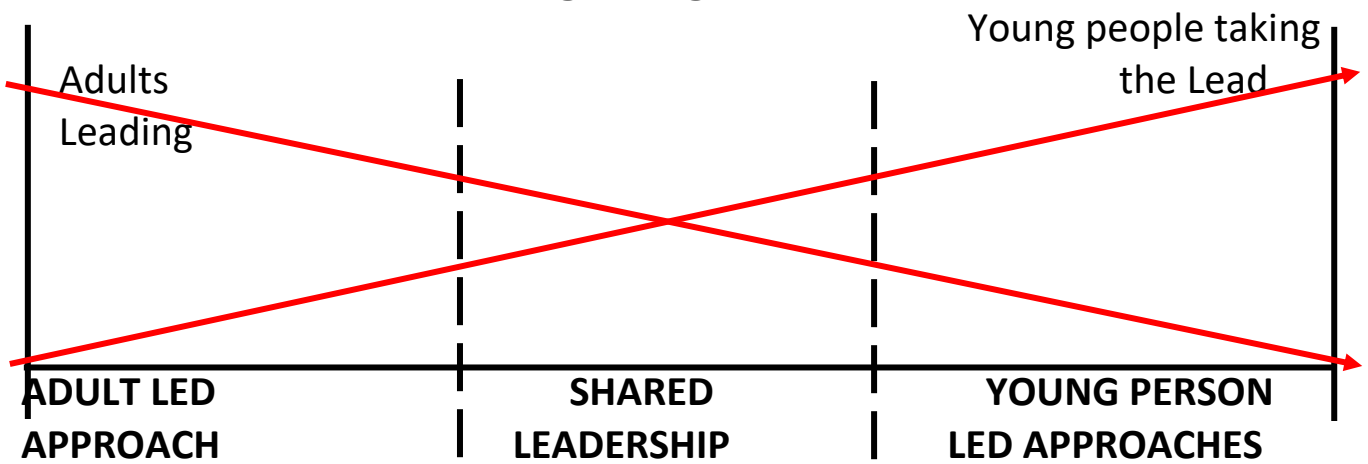
PLACING PEER SUPPORT INTO CONTEXT

“We are not talking about young people miraculously taking responsibility for all their transition support – but we are not wanting to overlook or underestimate the vital role young people can play in supporting each other – especially when peer support is put into context with assistance received from adults. If we seek to empower young people to grow from an adolescent to an adult, we must model that belief by encouraging young people to take greater responsibility for each other, as they move from compulsory (< 16 years) education to post compulsory options (16-18).”

Career Search is a vehicle for highlighting peer support – but it must be put into context with family, professional and community support for young people in transition.

CONTINUUM OF YOUNG PERSON CENTRED APPROACHES FOR VOCATIONAL LEARNING

“A full range of good practice”



**FROM
CHILD
(12yrs)**

TOWARDS EMPOWERMENT →

**TO
ADULTHOOD
(18yrs)**

**FROM
DEPENDENCY**

→

**TO
INTERDEPENDENCE**

**FROM GUIDED
DISCOVERY
(Protection within
boundaries
Boundaries)**

→

MATURITY

**YOUNG PEOPLE
SHOWING THE WAY
(Pushing the
and adults facilitating)**

**KEY EXPECTATIONS OF THE EMERGING
WORLD OF WORK**

- Consistently deal with transitions.
- Fit in with various teams and cultures.
- Make an effective entry and exit.
- Design and manage work (alone or with others).
- Create work rather than wait for opportunities to present themselves.
- Mindset to take control over career development.
- A vocation, to avoid “the mercenary” factor.
- Influence and change the context – initiative, enterprise the key.

Dealing with the realities of a knowledge based economy; demanding creativity, innovation and the capacity to deal with the contract culture and its associated uncertainty – developing the Future Skills as identified by the UK thinktank Demos.

CAREER SEARCH PROJECTS

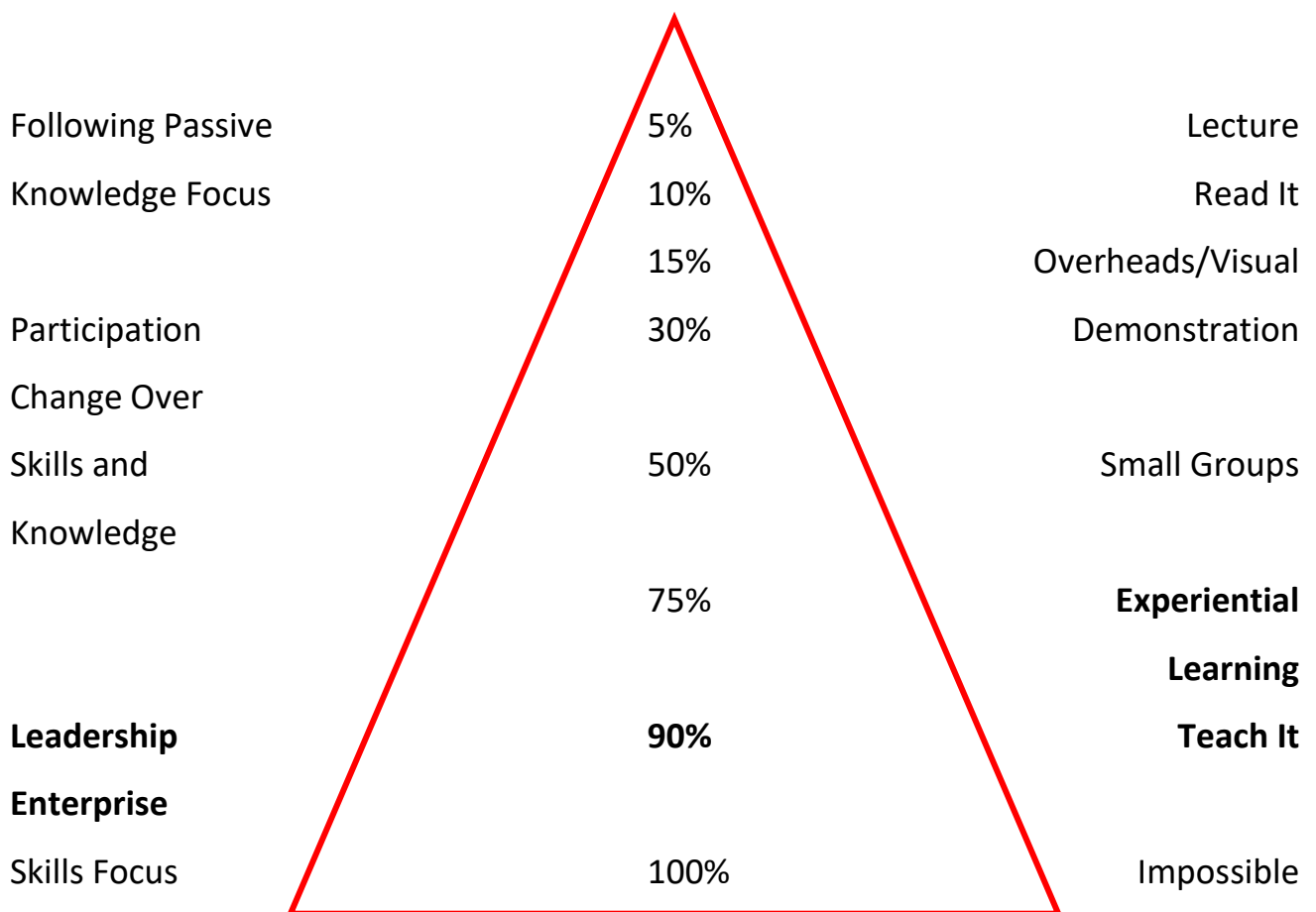
“A Vehicle of Enterprise Education”

ENTERPRISE EDUCATION

- Ownership over activity by the participants: they lead.
- Design and manage a real project.
- Develops organizational and teamwork capability.
- Use and develop enterprising skills – the skills to make something happen.
- Experience making things happen (make a difference and deal with change).
- Promote notion of being proactive, using initiative, being creative.
- Greater responsibility for own learning.
- Networking and connecting resources to create opportunities.

CAREER SEARCH: OWNERSHIP OVER PROJECTS MEANS RETENTION OF LEARNING

I Read and Forget, I See and Remember, I Do and Understand



Thanks to Research Materials and Prof. Tim Brighouse, University of Keele (UK) (Information based on research undertaken in Maine, USA).

AT THE HEART OF THE FACILITATOR'S ROLE

1. A commitment to supporting young people to take the lead and to voice their ideas, values and opinions and then translate them into positive action.
2. A willingness to let young people learn from their successes and mistakes. Support but without taking the 'risk factor' out of the experience.
3. A belief that the process and the skill development is more important than the product.
4. Whilst young people lead the action, the facilitator ensures there are opportunities to review the learning and for young people to see the relevance to achieving their personal goals.
5. Be perceived by the young people as a believer in their project, their ideas and their aspirations.
6. Show enthusiasm for their project activity and be around the place when they ask for support and advice. Always be willing to promote the 'fun factor'.
7. Some principles of facilitation:
 - ◇ guide without directing (what they decide or how it is organised)
 - ◇ prompt without persuading (suggest, and then give them the space to decide)
 - ◇ praise without bribing (encourage, cajole, but do not buy their commitment by pushing personal loyalty to you or imposed rewards)
 - ◇ respond without instigating (show respect and support by responding to their requirements without initiating courses of action)
 - ◇ advise without controlling (lots of opinions and alternatives from which they can choose/decide)
 - ◇ build team power without losing individualism (encourage teamwork yet look out for the feelings of individuals – especially the more vulnerable)
 - ◇ review without imposing (use natural opportunities to enable the team to review progress and learning, without stopping the natural flow of the project)

CAREER SEARCH FACILITATOR

The Facilitator is generally a teacher, but may also be a youth worker or a YPP worker who is working with teachers from your school. They could even be a secondee from the local business community, from local government or a youth organization. Their role is to;

1. Explain the vision of Career Search to young people and outline the rights and responsibilities of project participants.
2. Assist young people to determine what careers information they would like to explore, their own learning needs and their career/personal aspirations.
3. Help young people to form teams and generate project ideas – exemplars and the use of resource people. Be clear about limits/boundaries – safely, legality, ethical issues.
4. Access young people to information and resources, including resource people who can offer expertise, equipment and facilities.
5. Care about the individuals in the program – trust builds and concerns and vulnerabilities are raised.
6. Support the teams to develop their project proposal and then endorse it (before it goes to the relevant person for approval).
7. Once approved, support young people in the implementation of their project (both investigations and presentations). Set up milestones, review sessions and log books/journals.
8. Facilitate regular review sessions with the project team (young people) so they can both review the progress of their project and reflect upon their own learning. Particular attention will be given to the use and development of personal and enterprising skills: the TLC skills essential to the design and management of a Career Search project.
9. When the opportunity arises, assist project participants in developing these TLC skills (but intervention follows the action and is responsive to need and the request for help from the young people).
10. Intervene to assist those who really are in need of extra help – but remember learning from mistakes is valuable. Please: wherever possible do not rescue or take over – Leadership is in the hands of the young people.
11. Help the group to consider ethical issues raised by their project participation, eg accuracy and bias of information, impact on other groups.
12. Work with the students to ensure the learning and achievements of project participants are recognized and celebrated, whether the project occurs within or outside the formal curriculum.

EXEMPLAR SCHEDULE FOR THE PROGRAM

“A 10-12 week program for a mainstream class – requiring one or two contact lessons per week, but it does depend upon the ability/confidence levels of the young people”

WEEK 1	Introduce Young People to Program
WEEKS 2-3	Young People Form Teams and Create Project Ideas
<i>Milestone 1</i>	Approve Projects and Support Those Lagging
*WEEKS 4-8	Project Teams Investigate
<i>Milestone 2</i>	Ready for Dissemination? Or extra work to catch up
WEEKS 9-11	Prepare presentation of information and prepare for celebration event
*Also Week 11	Two representatives to develop a Youth Statement
<i>Milestone 3</i>	Presentations for Celebration Event Ready?
WEEK 12	Cluster Celebration Event

*Can be reduced to 4-6 weeks with more able/mature students.

ROLE OF EMPLOYERS AND POST COMPULSORY PROVIDERS

- They are being asked to **respond** to the enquiries of the teams of young people by providing information and insights into what they both, expect from and offer, young people eg skills, behaviour, attitude, qualifications etc.
- Wherever possible, they will be encouraged to meet the relevant team (face to face) and/or provide a site visit and/or access Career Search team members to relevant workers, trainees, apprentices, students (that the team can interview).
- They are busy, but may respond positively to Career Search project teams because:
 - ❖ talented and interested young people will become a “sought after” resource i.e. skill shortages;
 - ❖ providers are keen to recruit students/trainees and the “word of mouth” is powerful;
 - ❖ many are parents, or siblings of young people and/or caring citizens who will be impressed with young people taking the initiative and learning about pathways;
 - ❖ informed workers/students make wise choices and this reduces waste, turnover and increases productivity.
- **What can you do to encourage them to respond positively?**

STRATEGIES TO SUPPORT YOUNG PEOPLE TO MAKE CONTACT WITH EMPLOYERS AND TRAINING PROVIDERS

- Telephone, email, fax trials or practice sessions
- Use of yellow pages
- Family and neighbourhood contacts/network
- Contact VET/Career Coordinator
- Work experience providers
- Local Business Enterprise Centres
- Introductory letter from Youth JET/School to employers
- Letter to parents
- Access websites – My Future
- Some “friendly employers” in reserve for less skilled/confident who are making the effort (not too much rescuing please!!)
- Teachers networks
- Lions, Apex, Rotary etc – great networks

“The balance is to skill young people without doing it for them – they learn from success, challenge and even mistakes”.



A CLUSTER OF SCHOOLS - PILOTING FOR THE FIRST TIME

The pilot work in the UK has been undertaken by various clusters of schools. No matter how proven the concept, doing it for the first time is viewed by teachers as a pilot experience.

- Teachers wanted support - breakdown isolation.
- Share learning and lessons learnt.
- Make it more significant for senior management - external relations.
- Created an opportunity for cross - school celebration - students enjoyed this aspect of the 'pilot'.
- It gave the concept both a 'real chance' and a 'real test';
 - various school cultures
 - various strategies for embedding.
- Much better, in terms of documenting and disseminating the concept in practice.
- An attractive springboard for external funding.

Experienced Teachers committed to active/experimental learning still found that Transition Teams required one extra step - facilitate student managed action - Second Time Round - relaxed.

SUPPORT AND RESOURCES AVAILABLE TO PILOT SCHOOLS

- Support of Youth JET.
- Information, support and training materials from Dave Turner, who developed the UK Transition Team Program 1996-2004 and facilitated the 2006 Career Search pilot.
- PD day and planning session (when?).
- Two Review sessions for teachers (a cluster that releases collegiate support).
- Support from Youth JET for the young person led Careers Symposium (2007).
- Promotion of the program to employer networks.
- Small project venture fund for student led Career Search projects.
- Monitoring of the program so lessons learnt are captured and shared.

EVALUATION OF CAREER SEARCH BY THE STUDENTS

1. In my opinion, I have developed my TLC skills by being involved in the Career Search Program to this extent.

Teamwork

Not at all			A Little		A Fair Bit	A Lot		A Great Deal		
0	1	2	3	4	5	6	7	8	9	10

Leadership

Not at all			A Little		A Fair Bit	A Lot		A Great Deal		
0	1	2	3	4	5	6	7	8	9	10

Communication

Not at all			A Little		A Fair Bit	A Lot		A Great Deal		
0	1	2	3	4	5	6	7	8	9	10

2. In my opinion, I have gathered useful information and insights into what kind of career direction and future pathways I am interested/not interested.

Not at all			A Little		A Fair Bit	A Lot		A Great Deal		
0	1	2	3	4	5	6	7	8	9	10

3. In my opinion, I have learnt how I can support and be supported by my friends and classmates in exploring options for career and post compulsory pathways.

Not at all			A Little		A Fair Bit	A Lot		A Great Deal		
0	1	2	3	4	5	6	7	8	9	10

4. I now feel more confident about dealing with my transition from compulsory school to post compulsory options of education, training and/or employment.

Not at all			A Little		A Fair Bit	A Lot		A Great Deal		
0	1	2	3	4	5	6	7	8	9	10

NEXT STEPS

- Read through the materials and discuss with relevant colleagues, the concept and value of the young person led nature of the Career Search Projects and the role of facilitator to your school.
- If you decide to go ahead ensure that you have some support in your school – a “fellow” facilitator; senior management.
- Timetable space, clarity about both milestones and the group of students that I will work with – generally mixed ability and year 10 or year 11.
- Determine how your school (with help of Youth JET) will inform employers and providers about the forthcoming project requests/exploration (without doing it for the students).
- Do you want to do a baseline evaluation or just use the evaluation sheet (resource 22) at the end of the program?
- Plan how you will introduce the program to young people in year 1 – group discussion, guest speaker about the relevance of the TLC skills.
- Ideas on how you will facilitate students forming their teams and deciding upon their projects
 - ❖ window display of career interests
 - ❖ friendship groups.
- Participate in the forthcoming planning session.

CAREER SEARCH

EVALUATION OF TODAY'S TRAINING EVENT

1. Name of Participant.....

2. Name of School.....

3. Role in School.....

4. Overall Scoring of the Value of the Workshop

1. I rate the value and relevance of the event to my school as:
(Please tick the appropriate box)

1 2 3 4 5 6 7 8 9 10

Little Value

Great Value

2. I rate the value and relevance of the event to my role as:

1 2 3 4 5 6 7 8 9 10

Little Value

Great Value

3. I enjoyed/was engaged in the training day:

1 2 3 4 5 6 7 8 9 10
Not at all Absolutely

5. Did the Workshop achieve its aims?

1. Provide information and insights into the Career Search program – purpose, structure, ethos and history

1 2 3 4 5 6 7 8 9 10
Not at all Totally

2. Develop process and management strategies to facilitate the program.

1 2 3 4 5 6 7 8 9 10
Not at all Totally

3. Identify resources required to implement.

1 2 3 4 5 6 7 8 9 10
Not at all Totally

4. Opportunities to discuss and refine the approach to meet local needs.

1 2 3 4 5 6 7 8 9 10
Not at all Totally

5. Plan a possible schedule for the program.

1 2 3 4 5 6 7 8 9 10
Not at all Totally

6. Enjoy and learn from each other.

1 2 3 4 5 6 7 8 9 10
Not at all Totally

6. Any comments about the usefulness of the resources.

.....
.....
.....
.....

7. My key learning points from today.

.....
.....
.....
.....

8. Any Professional Development needs that spring to mind as a result of today?

.....
.....
.....

9. Any other comments about today's event – eg how could it be improved? What did you find most and least helpful?

.....
.....
.....

MOTIVATED BY CHOICE - EXTRACT:

PART B: Peer Support Programs (UK) Directly Relating to the Priorities of Connexions "and Evidence that it works"

4. MOTIVATED BY CHOICE ("At Risk")

Motivated by Choice is a Merseyside initiative that has been operating for 6 years and has worked with at least 25 schools in the region. Most of these schools (including pupil referral units) and the vast majority of young people involved (now in excess of 1,200 young people) are located in communities facing serious challenges of social exclusion. The program is targeted to young people who have been identified by their school as being "significantly at risk", vocationally confused and/or lacking on confidence and self esteem. It is fair to state that the program has worked for a number of years with seriously low under achievers attending some of the schools (and units) that are at the lower (even lowest) end of the national "league ladders".

Motivated by Choice has been funded by various sources eg Single Regeneration Budget, DFEE, Merseyside TEC. **The leadership of the program has been in the hands of an effective partnership** of Merseyside TEC, local schools, local employers, the RAF/St Helens Rugby League Club and CCDU (Leeds University). Local education authorities, careers services, Compacts, Newstart and the new Learning Mentor program have also made significant contributions.

4.1 What is this Program about?

Motivated by Choice is both a structured programme and an empowering process of developing the self-esteem, personal responsibility and self-management of the young person. Simultaneously, the project generates peer support between young people who share the challenges of being vocationally confused or being at risk of underachieving or even disaffection.

Motivated by Choice is targeted at young people (key stage 4) as they are making the transition from compulsory education to a world of choice and even greater uncertainty. Whilst the underpinning process focuses on developing the key skills, employability and enterprising qualities of the individual, this work related curriculum programme moves through five phases that build up to student led team projects. In managing these projects, young people not only explore career and learning options and pathways, but ensure that their findings and information are shared amongst their peers.

4.2 THE 5 PHASES

(i) INDUCTION EVENT - a one day event at which students are informed about:

- ✓ the nature of the 5 phased programme and what will be expected
 - ✓ the benefits that they could accrue from participating in the programme
 - ✓ the realities of the local labour market and the range of post compulsory provision.
- (ii) INDUSTRIAL VISITS** - a series of visits by students to the premises of local employers and training suppliers. Organised by adults, (the TEC, EBP) and led by teachers, the students have the opportunity to observe people at work, listen to presentations about employers' expectations of young people, and also interact with employees and discuss their experience and learning at work.
- (iii) AWAY DAY SKILLS WORKSHOPS** -Teamwork, Leadership and Communication (TLC):
- ✓ A one-day workshop, held at an external venue, (usually an RAF base or at St Helens Rugby League Club) where students are informed of the importance of the TLC skills in relation to work and learning. Students experience simulations in which they use the skills and are debriefed by the RAF workshop leader. The students are then introduced to the concept of Choice Club Projects and are encouraged to consider how such projects can help them ease their transition from school into post compulsory education, training or employment.
 - ✓ The Away Day culminates in the young people working in small groups that are facilitated by an adult other than a teacher so the students can prepare and deliver a presentation. The presentation, to the entire workshop (and an invited feedback panel), focuses on what they feel they have learnt through their participation in the day.
- (iv) CHOICE CLUB PROJECTS** - Self selected and self managed teams of young people who design and lead their own investigations into the world of post compulsory options and pathways (built upon the Transition Teams Model). Teams are facilitated by an adult who supports members to run their own projects and review their learning. Particular attention is paid to the use and development of the 12 enterprising skills:

The 12 Enterprising Skills

1. Assessing strengths and weaknesses
2. Seeking information and advice
3. Making decisions
4. Planning time and energy
5. Carrying through an agreed responsibility
6. Negotiating successfully

7. Dealing with people in power and authority
8. Solving problems
9. Resolving conflict
10. Coping with stress and tension
11. Evaluating own performance
12. Communicating verbally.

Having organised and conducted their visits and having acquired information from various providers or employers, the teams then decide how they will share their careers information with their peers. This may be via presentations, tapes, reports, videos, posters, pamphlets etc. The student led teams take responsibility for supporting each other by sharing their experiences and learning.

- (v) **CELEBRATION EVENT** -The project culminates in a Celebration Event where students from one school or a cluster of schools display information they have collected and compiled through their Choice Club Projects. Students are encouraged to reflect upon their learning by reviewing the overall program and by sharing their thoughts about what they have achieved and learnt. This event is generally held at an external venue and a number of guests are invited to attend, listen, and view the displays. Students play a leading role in any formal presentations on the day.

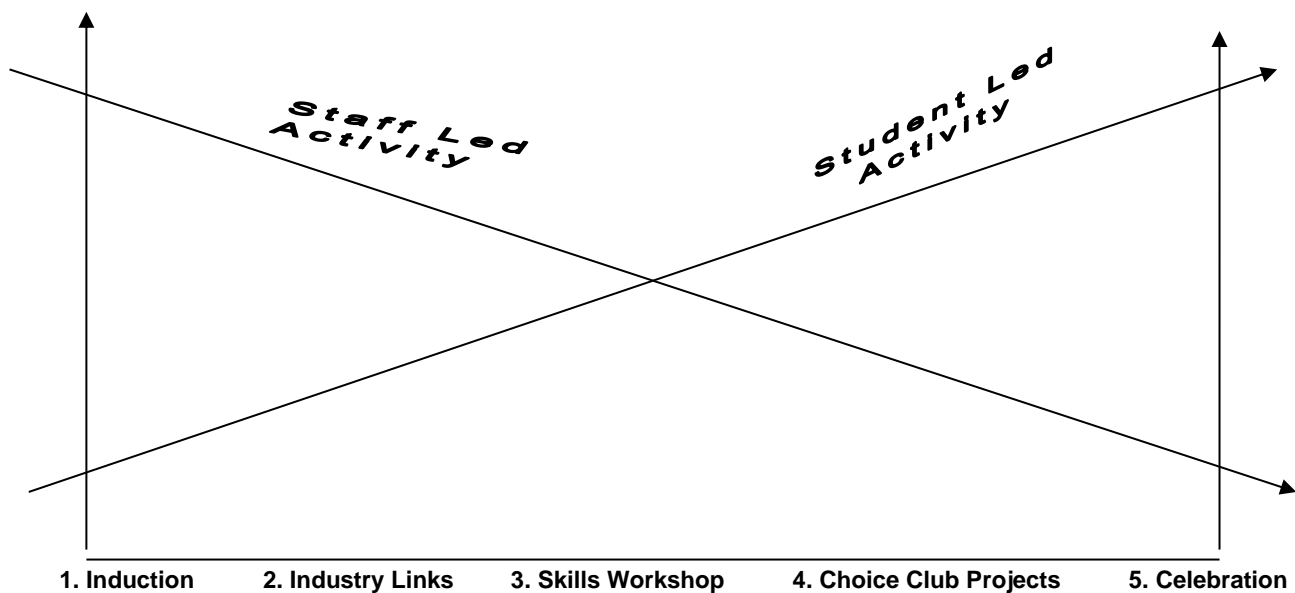
Certificates are presented to all students who have completed the 5 phase program.

4.3. SUMMARY

In Summary, **Motivated by Choice** has developed a step by step structure and process:

MOTIVATED BY CHOICE - THE UNDERPINNING PROCESS

"Empowering young people to take responsibility and support each other"



PROGRESSION THROUGH THE FIVE PHASES OF MOTIVATED BY CHOICE

5 ORIGINS AND HISTORY OF MOTIVATED BY CHOICE

5.1 Background

Six years of research and development by Merseyside TEC, CCDU Training Consultancy, The Royal Air Force and the 25 Merseyside secondary schools (teachers and students) who have jointly developed the program has resulted in the present structure and process of the Motivated by Choice programme. The word "partnership" can be over-used as it can often describe what is a brief joint venture or temporary liaison, but Motivated by Choice is the result of a long term partnership, characterised by teamwork, a shared understanding, and a commitment to common goals.

5.2 Generating Motivation through Peer Support

Motivation is generated by providing personal attention to young people and by ensuring there is a sensitive balance of challenge and support available to the targeted students. The partners

have combined their expertise in order to support young people through a structure and process that:

- ✓ informs them about the expectations and opportunities of the world of work;
- ✓ enables them to not only develop their personal skills but to appreciate their relevance to participation in the world of work and life long learning;
- ✓ invites them to take responsibility and exercise leadership for the design and management of their own real projects, which research the world of post-compulsory provision;
- ✓ supports them to share their information and understandings with their peers - to build peer support through the transition from compulsory education to post compulsory options;
- ✓ celebrates their achievements and recognises their learning.

Although the culture and strong emphasis of the program is about generating peer support (C), it uses a well constructed mix of profession, community and peer support (ABC). In the first 3 phases, teachers and some adult volunteers (including local employers) provide direction, professional advice and support to individuals and groups of young people. This continues through phase 4 (young person led projects) but the support changes in nature and becomes more facilitative of and responsive to young people's initiatives.

5.3 Phase 4

In Phase 4, the professional adviser or community mentor/role model (including employers) responds to the leadership of young people and the teacher facilitates the activities and initiatives of young people who are working and learning in their peer group. Members of the same social cohort or class work in small teams. They have chosen their team mates on the basis of friendship and/or complimentary career interests/aspirations.

Choice Club projects are young person led. Young people decide what they will investigate, they organise the visits, they identify and pose their questions. Employers, training providers, colleges and youth services respond to their requests and leadership. Community support takes on a style and culture that is markedly different to that of a role model or mentor. The teacher (**and more recently, some of the newly appointed learning mentors**) facilitate the projects to ensure that the learning is captured, and to ensure that constructive emotional, feedback and affirmation is shared between team members.

Once the project investigations are complete, the young people decide how they will present and share their information and insights with their peers eg pamphlets, posters, presentations, display boards and not to overlook the most important informal discussion. The wider peer group or class/year cohort becomes a medium for meaningful discussion and consideration of career destinations.

It is important to note that Motivated by Choice has proved to be an extremely attractive program for a number of Merseyside "Learning Mentors" pilots. They were placed in their role (that of a personal adviser) and quickly appreciated that they and young people from their school who were categorised as being "at risk" could benefit from becoming involved in an activity based program that incorporated all three elements of the ABC framework, and which deliberately moved through an empowerment curve leading to peer support (C). Learning mentors use this program as a means of building authentic and natural relationships with the individuals (members of the very target group) that they have been employed to case manage, broker, advise, counsel and refer.

6. EVIDENCE THAT IT WORKS

Internal Evaluations of 1995/96 and 1996/97 Programs

- 67% of all participants improved their motivation to learn
- Improvement in attendance recorded by schools at more than 60% and a dramatic reduction in the number of conduct cards and detentions handed out to participants (95/96)
- 82% of participants felt that they had improved their ability to work in teams and gain/give each other support
- the teachers working on the 95/96 project in three inner-city schools determined that:
 - 100% of students had developed teamwork and peer support
 - 90% made more informed choices about themselves
 - nearly all students achieved their Compact goals.

External Evaluation 1997/98 (of a DfEE Demonstration Project carried out by CSCS)

The 97/98 program involved one Special School, one PRU and 8 secondary schools (140 pupils were targeted as they were deemed to be underachieving or in danger of not fulfilling their potential):

- "the program was seen to provide positive changes in pupils attitudes, confidence and skills";
- "students were quite willing to use their own time (phase 4) they felt it was their own work and for them, it was unlike school work";

- "students felt entitled to relate, adult to adult, to people who responded positively to help them understand their world of work, adult responsibilities and career routes";
- "staff spoke on the unexpected way that students had taken on tasks and responsibilities in a most mature manner"
- "the sense of working with others, in a team, to produce a quality display/exploration which would be seen by others was a powerful motivator";
- "Pupils spoke very positively about the way the teaching staff gave advice and support without seeming to direct or take over the work".

7. Evidence of Weaknesses/Challenges

- Need to develop a more comprehensive and effective means of evaluating skill development and accreditation of key skills – although some excellent evidence at Dovecott PRU; (accreditation via ASDAN);
- The immaturity of some students (especially boys) to fully benefit from the process – yet schools receive requests from such students to do it again – in year 11. Year 10 is not the best point of intervention for all participating students. Significant success has been realised at the PRU and Special School by running the project in Year 11, or by secondary schools repeating the experience for certain "most at risk" students in Year 11;
- The time and skill demands placed upon facilitators – although this could be overcome by the allocation of learning mentors/Personal Advisers who have a designated role regarding transition and pathways;

The need for the culture of a school to reflect the **empowerment curve** of Motivated by Choice; for instance in some cases the development of young people moving from the middle into senior secondary years and seeking to become more interdependent and proactive young adults can be "squashed" by more traditional forces in that same school.

PITTWATER HIGH SCHOOL YOUNG PERSON LED CAREER EXPO 2016

Pittwater High is a comprehensive and co-educational school with approximately 1000 students and 85 staff, located in Mona Vale at the northern end of Sydney's northern Beaches. Generally the families are from higher socio-economic groups, with some from lower social groups.

The Transition Adviser, who is also the Head Teacher of Secondary Studies and Vocational Education, convinced the school to allow the Career Adviser to facilitate a Career Expo that featured the research and displays of 240 Year 10 students (60 teams).

On a Friday morning, 250 Year 9 students came to the Expo (based in the multi-purpose centre) and visited the displays that were designed and organised by the Year 10 students. The Year 10 students selected their own teams and decided which career they would research. Over a 12 week period, student teams used one timetabled career lesson per fortnight to do their research and prepare their display. The career adviser gave these lessons to the classes and led the overall development of the project (supported by the Transition Adviser). Congrats to both!! Given that it was only one or two teachers supporting 240 students, there was an opportunity, even a need for the student teams themselves to take responsibility for their project work and displays.

The career lessons had Wi-Fi in the classroom and computer printing facilities available to the students. All their research was done either electronically or by visiting people within the school. For example, the marine biology team visited Ag Sciences and were able to organise for a number of sea creatures to be made available on the day of the Expo; sea creatures placed in a clear bucket so they were on display.

Obviously, students did a lot of work outside those lessons. In the last week, there was a fair bit of panic by team members who were chasing the Career Adviser and other staff for logistical assistance – photocopying, printing etc.

There were some reticent teachers who were concerned that this Expo would use up timetable space. However, the History and Social Science teachers who attended the Expo (acting as supervisors), are now strong supporters. In addition, the Year 10 Commerce teacher has approached the Career Adviser with an offer that the Year 10 Commerce students of 2017 would organise and promote next year's event – still leaving decision making to the student teams with respect to their career choice and the design of their displays.

Accreditation for Year 10 students occurred through students receiving votes from the Year 9 students and also the supervising teachers on the content and appeal of their displays. Each Year 9 student had a voting slip and had to vote for their top 3. Many prizes in the form of canteen vouchers were given out after the event.

Everyone agreed that it was an exciting event. A few students who were absent on the day of the Career Expo have stated how disappointed they were not to attend (word had got around). Year 10 students feel that their participation in the event helped them to:

- Learn about a range of jobs whilst learning more about their own choice
- Better communicate with other students, both co-team members and also the Year 9s. Students commented on how much they learnt about their chosen career especially when they had to explain it to the Year 9 students visiting their display; (the best way to learn something is to teach it!)

- Being organised – a number of groups left planning to the last minute and now realise the consequences of doing so.

Examples of Projects on Display

Each project team were given a table and space for their display. Nearly all of the displays included either colourful posters, PowerPoint presentations, or brochures.

1. The Zoology group – eye catching display of toy animals
2. Marine Biology – a clear bucket full of sea creatures such as yabbies on display
3. Bakery – food on the trestle table for Year 9 students to sample, quizzes for students to answer and free donuts
4. Florist – wonderful 3-D display using tables and chairs to make an arch, and flowers displayed on that arch
5. Cartoonist – showing Year 9 students how to draw a cartoon
6. Film makeup/special effects – the team members wore blooded gore, scar and gunshot wounds as they presented their information to students
7. Garbologist – placed a rubbish bin and rubbish at their display and invited students to take contents in and out
8. Taxidermy – you can imagine; stuffed animals!

Reflections

Yes, the more confident and high achieving students did well, although some learnt that you can't leave everything to the last minute. The low achieving students enjoyed their participation but needed more support if they were to learn significant things about a possible career. The garbologists loved their display but didn't necessarily deeply research the conditions and opportunities for that career. The surprising group were the quiet, almost timid boys who really did have a passion for matters relating to zoology and marine biology. They thrived, and built a lot of confidence and skills out of presenting their displays.

Yes there was a lot of buzz, not only in the event but in the school afterwards. The performance of the students and their leadership impressed teachers and school leaders, and advanced the cause of giving young people the chance to take the lead and innovate.

Teachers were delighted by the enthusiastic response from Year 9 students to the Career Expo. It's a great model for work exposure and exploration.

NEW MODELS OF WORK EXPERIENCE ALTERNATIVES TO THE PLACEMENT

“Could we use an additional model of work experience to the placement?”

Dave Turner, *Changemakers*

A pilot project in the North East, being managed by Changemakers, is setting out to develop a model 'Complementing the Placement'

Changemakers is a national charity that works in partnership with secondary schools and youth organisations to support young people in the design and management of their own community projects. This approach to active citizenship enables young people to develop their enterprising skills whilst they are engaged not only in developing their community, but also in exploring their own values, beliefs and aspirations. Young people can build upon their interests and concerns by making a positive contribution to the shape of that community through their action projects.

Changemakers is presently working closely with a small number of schools in the North East of England to develop the Changemakers approach to community involvement one stage further, in order that we might create a new and exciting model of work experience. This pilot project is funded by DfEE.

The aims of the Pilot Project, Complementing the Placement, are to:

- Test a model of work experience which reflects the realities of enterprise and the contract culture of work (self-employment, consultancy, short-term projects, piecemeal, etc).
- Focus the attention of young people who are engaged in citizenship activity on their experience of creating and managing a real piece of work in their community.

- enable these young people to review their project experience and learning with a person who has the career, vocation or job in which they have an interest (with particular attention to the checklist of 12 enterprising skills and eight employability qualities listed in the box below).
- Involve respondents from the world of work, ie employers, employees

and, in particular self-employed people and contract workers, in this innovative approach to work experience.

- Expand the number and range of work experience opportunities for young people.

How It Works

School-based facilitators (who are already trained and are part of the Changemakers North

The enterprising skills required to design, manage and review Changemakers projects

- Assess strengths and weaknesses
- Seek information and advice
- Make decisions
- Plan time and energy
- Carry through an agreed responsibility
- Negotiation
- Dealing with power and authority
- Problem solving
- Resolving conflict
- Cope with stress and tension
- Evaluating one's performance
- Communication – verbal, non-verbal and written

Eight Employability Qualities (for the Changing World of Work)

1. Teamwork
2. Reliability and self-discipline
3. Determined attitude to work and to making a contribution
4. Confidence and consideration in dealing with people
5. Learning from others and teaching others
6. Taking the initiative and creating opportunities for others and for one's own career development
7. Understanding the rules and limits, yet knowing how and when to challenge
8. Dealing with uncertainty, transitions and change

East network) support young people to design and manage their own community projects within or external to the formal curriculum) as part of their school-based programme.

These young people are invited to review their learning with support of the facilitator) and prepare a presentation about what they have achieved and learnt to a relevant respondent from the world of work (a person who they have identified).

A teacher contacts the respondents from the various fields of work nominated by the young people participating in this additional dimension to their Changemakers project. He/she asks the respondents to engage in a self-assessment on the culture and character of their career or job (supervision styles, expectations regarding being enterprising, cultural audit, attitudes to learning and standards). Changemakers has developed a pilot 'cultural audit' for this purpose.

The young people make their presentation, the respondent listens, reflects, and then relates their own experience of work to the project experience of the young people – 'a reality check'.

The teacher then facilitates a more general careers education discussion between the young people and the respondents – routes and pathways, qualifications, contacts, expectations for the careers and jobs being discussed.

Early Findings

- Young people who have a clear idea of their career aspirations enjoy reviewing their Changemakers project achievements and learning in order to make a presentation to someone who has the job or career

A CASE STUDY at the King Edward VI School, Morpeth, Northumberland

Year 11 PSE Students: Jennifer East, Katie Cooper and Sally Ross

Changemakers Project: a three-day cake stall raising awareness and funds for a local 'Cyrenian' operation for the homeless

Presentation of project work to Careers Respondents for Complementing the Placement

Jennifer East, chosen area of work, Law - a CPS Solicitor and a General Practice Solicitor

Katie Cooper and Sally Ross, chosen area of work, Nursing – a District Nurse

The Project

"We realised that homelessness was a growth problem after reading about it in a national magazine and originally we thought about raising money for a national charity. Then we thought it might be a good idea to focus on a smaller charity in our area because we could visit and find out a bit more about it. We looked through the Yellow Pages until we came across the local Cyrenian operation and we rang and asked them if we could visit to learn about their work. We decided that the best way we could help them was to raise money through doing something that we enjoyed – baking cakes!

"We negotiated with our headteacher for permission to run a stall at school every break time for three days and then set about persuading people to give us the ingredients for the cakes. We didn't have a lot of time to do the preparation and had to rely on each other a lot to get the work done. It was easiest to divide up the tasks. It was important to us to have time to meet and discuss how things were going. One of the problems that we had was when someone was absent on one of the days that we were selling the cakes but luckily she had already made the cakes for that day and was able to send them in.

"We also had to publicise the event and we put posters up everywhere to let everyone know what we were doing. We were pleased with the way we managed our project and we raised £35.60."

The Presentation

The girls were well prepared for the presentation stage, with:

- photographs and leaflets about their project
- examples of written work – letters, faxes, memos and notes
- written explanation about their ideas and the planning stages
- a short speech to be given by all of them identifying the skills that they used to run their project
- identification of key decisions that they had made
- identification of the outcomes from their project
- a brief evaluation about how they felt they had done and things that they had learnt for themselves.

Career Responses

Initially the girls had wanted to run a large coffee-morning event but they made the decision to contain their project to a more manageable size so that they didn't become overwhelmed by the task when they were already committed to a lot of exam work. The career respondents were impressed at the girl's ability to recognise their limitations and their decision to put on instead three small cake-stall events during break and lunchtimes at school over three days.

At the end of their presentation the career respondents began to pinpoint things that had been quickly touched upon – eg "we raised £35.60". The key to their success had been good organisation team work and good communication. These were absolutely vital skills in the world of work. If you want to negotiate for something it's important to know what you want to say and accept that the people on the other side may not agree!

The girls were praised for the way that they had prepared themselves – with the limited amount of time (ten weeks) to run a project.

Their ability to seek information and advice was highlighted when researching their project, in particular the way they had gone out to the shelter to see for themselves what it was like.

The group were amazed at how many of the skills they had used were able to be transferred in the world of work.



Scott Scanlon, a Year 11 pupil at King Edward VI School, Morpeth, Northumberland, making a presentation on his project to his respondent, Michael Crouth of the Northumberland Federation of YMCA.

in which they are interested.

- Young people feel good, proud and even strong as they present to the respondents, for their community project is clear evidence of their commitment and learning.
- It can be a far more exciting and rewarding experience than being 'placed' in a normal work experience position (especially when a significant number of placements offer limited challenge).
- The 'reality check' goes well and young people are surprised to find out how much of what they have learnt through their community project is directly relevant to achieving their career ambitions.
- Respondents enjoy listening to the presentations of young people and then feeding back information about their own career or job and most would be prepared to do it again.

- Respondents who are not able to offer quality placements can find the time to participate in this model of work experience. They also learn more about their own career/job by undertaking the cultural audit and responding to interested young people.
- Teachers learn more about their students, they make new external contacts and they gain further insights into the world of work.
- There are excellent opportunities for formally recognising the learning of young people who have managed and reviewed their projects and then made a presentation (Key skills, NRA/Progress File, National Skills Profile (RSA), World/Skill Power, ASDAN).

Problems/Objectives

This model of work experience requires a considerable investment of front-loaded 'resources', ie time and energy, to build up a database of respondents from a whole range of career areas, and get

the review process right.

Other issues are that:

- Presentations and review sessions may need to occur outside normal school hours.
- The cultural audit needs to be 'simple to do' yet not superficial. Respondents must come prepared to respond accurately and at a meaningful level.
- This is not for all the young people who are involved in Changemakers. It tends to best suit Year 11, 12, 13 students who are ready to explore a particular career or interest.
- This model complements the placement, it does not replace it and it must be seen in that light.

Potential Contribution of Careers Service

The potential contribution of the Careers Service could be to:

- Find respondents and help them do the cultural audit.
- Facilitate the presentations and review sessions.
- Help facilitate Changemakers projects in the school (especially when they involve relevant target groups, ie disaffected).
- Relate the learning that emerges from the 'Changemakers-work experience' process to a broader careers education programme.

Conclusion

Changemakers believes that young people need a broader range of work experience options (in terms of culture and content) than can be met by the placement. The world of work is changing. Workers are no longer simply placed in a paid and secure position. They are increasingly expected

to work in teams that use initiative, and function with limited supervision. Many young people will experience a mixed portfolio of work, which incorporates the contract culture rather than remaining in one or more 'traditional jobs'.

Anyway, there are not enough quality placements to meet the demand and we need new models to engage the many interested employers (small businesses, self-employed, contract workers) who generally cannot offer a supervised placement of quality to young people.

For a copy of the report on the pilot project 'Complimenting the Placement', please contact Lynne Allison, Changemakers, on 01707 263080.

SERVICE CLUBS AND CHANGEMAKERS

“Supporting Young People to Build Community and to
Develop their Employability”

An exciting and new way for service clubs to work with schools

EXTRACTS FROM THE MISSION STATEMENTS OF SERVICE CLUBS

- APEX** “To develop by example a more intelligent and aggressive citizenship and building better communities”.
- LIONS** “To promote the principle of good government and citizenship and encourage service-minded people to serve their community without personal financial reward”.
- SOROPTIMIST** “Allows you to meet women from all walks of life, with different skills, who are all dedicated to make a difference”.
- ROTARACT** “To develop knowledge and understanding of the needs, problems and opportunities in the community and provide opportunities for personal and group activities to serve the community”.
- ROTARY** “To foster the ideal of service as a basis of worthy enterprise and the application of the ideal of service in personal, business and community life”.

CHANGEMAKERS is a “not for profit” organization that enables young people to not only make a difference and build community but also to develop their spirit of enterprise and service.

CHANGEMAKERS works with schools and other learning centres to support young people to form their teams and to design and manage their own community benefit projects. Through participation in such young person led action, young people gain valuable knowledge, skills and understandings for their personal, community and working lives.

CHANGEMAKERS BUILDS PARTNERSHIPS BETWEEN SCHOOLS, YOUNG PEOPLE AND SERVICE CLUBS TO

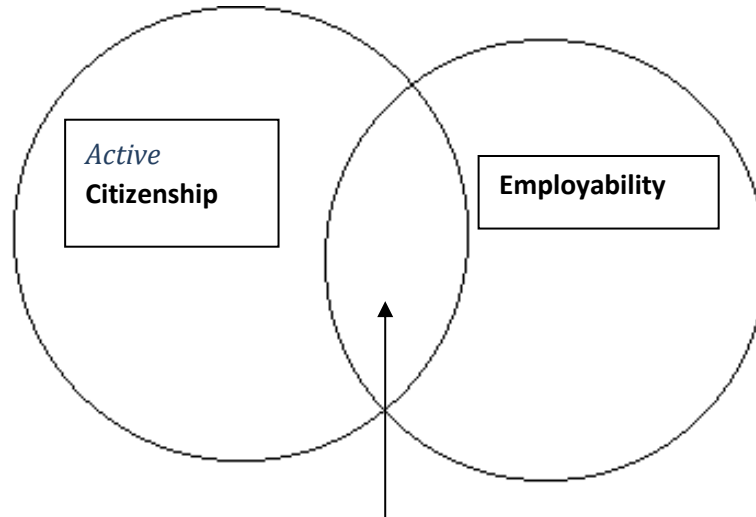
- Affirm and celebrate the engagement of young people in their community and recognize their learning which occurs whilst they are shaping their community
- Support the creativity, initiative and enterprise of young people
- Offer the young people who have led their community benefit projects a special opportunity to consider the relevance of what they have achieved and learnt to realizing their goals of

CITIZENSHIP AND EMPLOYABILITY.

CHANGEMAKERS EXPERIENCE

IS ABOUT

YOUNG PEOPLE EXPERIENCING



and developing their enterprising skills

These skills are important skills for life and work.

1. Working effectively in a team.
2. Assessing strengths and weaknesses.
3. Seeking information and advice.
4. Making decisions.
5. Planning time and energy.
6. Carry through responsibilities.
7. Developing negotiation skills.
8. Dealing with people in power and authority.
9. Solving problems.
10. Resolving conflict.
11. Coping with stress and tension.
12. Evaluating your own performance.
13. Using communication skills to give and take feedback.
14. Developing presentation skills.

CHANGEMAKERS WISHES TO INVOLVE SERVICE CLUBS IN THE FOLLOWING WAYS

- ◆ By offering your club a concrete, time efficient and creative role in the important and last phase of a Changemakers program.

That is: To respond to a request from a school or other learning centre to help recruit and brief adult respondents from community and the world of work. These respondents will review and celebrate the achievements of young Changemakers and discuss the relevance of their learning to community and working life.

This is about: Tapping into the contacts, expertise and experience of your members so they can respond effectively to young people.

WORKING IN PARTNERSHIP WITH A SCHOOL and/or

- ◆ By inviting your club to take a rather more conceptual and challenging role which is to create a local Changemakers program with schools, colleges and/or with other centres for learning and youth support.

That is: To take the initiative and contact Changemakers for information and advice on how your Service Club may go about enthusing local schools and/or youth agencies to initiate a local Changemakers program.

This is about: Employing the energy and drive of your club so local young people have the opportunity to participate in such a worthwhile program.

WORKING TO CREATE A PARTNERSHIP

If your Service Club decides to take this second and more challenging option, please contact Changemakers for further information. This document and the attached resource materials only cover the role of a Service Club who responds to a request from a school to partner the review phase of a local Changemakers program. But please don't be "put off" as Changemakers will respond. Perhaps your club might organize a forum for staff of all local school, colleges and training schemes to meet with Changemakers and consider future possibilities.

WHAT IS A CHANGEMAKERS PROGRAM

1. young people (generally aged 15-24) are supported by a school, college or other centre to design and manage their own community benefit projects which translate their values, ideas and aspirations into positive community action. Young people are not handed briefs for projects, they define what they mean by community and develop their own initiatives.

As a significant percentage of the young people who will be involved in school based programs are either young (in years 10) or considered as being at risk of dropping out of learning early,

this support includes the school providing a number of phased “lead-up” activities that incrementally builds the skills and confidence of the young people.

2. Adults facilitate the teams of young people who are designing and managing their own community benefit projects. The facilitator (a teacher, youth worker, college tutor) supports teams of young people and ensures that they have the opportunity to:
 - Identify the enterprising and personal skills that they are using and developing in their project;
 - Seek developmental activity on these skills from their facilitator (as and when that skilling is required);
 - Review their progress and learning whilst they design and manage their project;
 - Celebrate their activities and have their learning recognized and accredited.
3. The community affirms the achievements and learning of the young people by responding to the young peoples presentations and then by reviewing their project experience. The respondent is able to help the young person(s) to consider the relevance of these enterprising and personal skills to their aspirations of citizenship and employability.

THIS LAST PHASE IS “A PERFECT FIT” FOR SERVICE CLUBS

EXAMPLES OF THE CHANGEMAKERS APPROACH

- Three year 10 students share a passion for animal welfare and in particular the care and training of dogs. They negotiate with a local dog obedience centre to hold a fete at their school (on a Saturday morning) to raise money for that centre. The centre and an associated club agree to hold a display of dog obedience which is the centrepiece of the fete. The young people organize for various community organizations to conduct stalls and activities at the fete. The project raises eight hundred dollars.

The students decide to present their achievements and learning to two adults who have the careers in which they are interested. A community nurse and a travel agent listen to their story and discuss the relevance of the planning, teamwork and communication skills used and developed by the three students as they organized the fete (taken from the experiences of the Working Community program based in the western suburbs of Melbourne). Accreditation is awarded by the school through year 10 Society and Environment.

- Three year 11 students decide to repair curtains at a local youth campsite which is frequently used by the local indigenous community. They seek permission to undertake the project but experience some difficulty. However their determination wins out and they gain the support of the local Rotary Club to access funds which can ensure that the curtains are replaced.

The young women decide to review their project with an elder of their community and a member of the local Rotary Club who is a real estate agent. They are praised for their communication skills and perseverance as well as their commitment to improve their community (taken from the experience of the Community Dreaming program based in western rural Victoria). Accreditation is given through the Industry and Enterprise module (VET; year 11). Working Community and Community Dreaming are two phased models of the Changemakers approach.

- Two year 11 boys are strong Newcastle United (UK) football supporters. They are concerned about racist comments made by fellow supporters of black players. They negotiate with this premiership team to develop a poster with all the faces (black and white) of the team. Under the
- photographs\prints they create a slogan of “Football is more than Black and White” a clever slogan given the colours of this famous team (same as Collingwood AFL club).

One of the two students is keen to be a neurosurgeon whilst the other wishes to work as an estate manager or park warden. The two lads present their project to a neurosurgeon and estate manager and discuss the relevance of the enterprising skills they have developed to those two careers – problem solving, negotiation, keeping accurate records. Accreditation occurs through year 11 Personal and Social Education (taken from the experiences of Changemakers in the UK).

WHY THE CONTRIBUTION OF A SERVICE CLUB IS SO IMPORTANT

1. Schools and other youth learning centres will be able to support students to design and manage their own community projects with some support from Changemakers. They will construct lead-up and phased activity to develop the skills and confidence of younger and/or less skilled young people, so that they can participate.
2. Schools will find it challenging to identify and orientate a significant number of respondents from the world of work and community organizations to review their students learning and to discuss the relevance of the enterprising skills that students have developed to work and/or community life.

This challenge can feel particularly daunting if a school staff person is hoping to recruit a range of respondents that have the kind of work and life experience that is directly relevant to the vocational interests of various project teams or individual team members. If one teacher is facilitating a class of thirty year 10 students who have divided themselves into 7-8 project teams, the facilitator will need assistance to find adult respondents for all these groups. In a perfect scenario, there is a need to find a respondent who has the career, job or vocation which matches one or more of those participating students.

3. Service Clubs are well placed to recruit and brief a whole range of adult respondents from various occupations. Working in partnership with the school, a Service Club can tap into its members networks and identify relevant respondents. This enables the school based facilitator to concentrate his\her efforts on supporting the young people to review their learning (around the 14 enterprising skills) and to prepare their presentations to the adult respondents.

4. By combining expertise and effort, the school and Service Club have created a “real” reason for the Changemakers to review their learning. In order to present their project to an adult respondent, the young Changemakers must:
 - Reflect upon their project experience and identify how they used and developed the enterprising skills;
 - Appreciate that the process of leading a real project is a valuable learning experience in which they can support each other to take action and capture the learning. This is at the very heart of lifelong learning;
 - Develop their evaluation and presentation skills – as they prepare and deliver their presentation;
 - Consider how such skills and experiences are relevant to the world of work and to community development.
5. Not only is this task manageable, but it perfectly fits the culture and mission of Service Clubs. Service Clubs are about members designing and managing community action that generates a service or common good. By working in teams, members build a sense of community. Service Club members are experienced in the world of work, economic enterprise and employment. They have wisdom, experience and contacts to offer young people, but they are also keen to encourage and support the leadership and learning of young people.

With respect to the Changemakers approach, Service Club members are able to combine their roles as community builders and experienced employers\employees. As a club, they can be seen to affirm and celebrate the efforts of young people. Their contribution is totally consistent with the priorities and operations of a Service Club; that is to take the initiative to serve others, and to develop projects of community benefit and active citizenship. The key difference in emphasis is that, while young people take such action, they are learning and developing the very same skills that many employers highly value; that is a set of generic personal and employability skills.

Changemakers offers a new way for employers to engage with schools and to develop the work readiness and employability of young people. This approach complements the work placement. As we are all aware, the demand for work experience is placing pressure on the supply of quality placements. We need to develop new and enterprising models to connect young people and employers.

THE REVIEW SESSIONS CAN ALSO BECOME A CELEBRATION EVENT

“A Further Contribution from a Service Club”

- ◆ A Service Club and School(s) who are working in partnership to develop the Changemakers review sessions that have been outlined in this report, may decide to hold a celebration event that publicly recognizes the achievements and learning of young Changemakers.
- ◆ Such a celebration event may enable parents, friends and community leaders to join the young people, their facilitators and the Service Club members (who responded to the young person led presentations) to acknowledge all contributors to the Changemakers program.
- ◆ A Service Club may choose to accept one or more of the following responsibilities.

1. Host the celebration event – working in partnership with the young people and school based facilitators, they may plan and promote such an event – on a different day or perhaps during the evening after all the reviews have occurred.
Such an event may incorporate:
 - Project displays of various young person led project teams;
 - A young persons statement about the program – created by a representative small group of the young participants;
 - A panel of respondents and facilitators informing the audience of the value and learning generated by the program;
 - The awarding of certificates to young people.
2. Produce certificates of achievement that can be awarded to all students and to the respondents. Students may wish to include them in their portfolio\profile. Changemakers may also be able to contribute; for example, a quality plaque for the School and Service Club that could be presented at the event.
3. Organize local media coverage of the event. Local papers and radio, community and school newsletters could be invited to attend, and to interview both the young people and the respondents and then publicly affirm and acknowledge the efforts of all. Such recognition can help to build the confidence and self esteem of the young people. Conversely the energy and achievements of young people are of keen interest to local media.
4. Invite key decision makers and resource holders to the event, so they can talk to both the young people and respondents, and to then consider the value of the Changemakers program to other schools and communities.
5. Organizing such an event could be a collaborative activity between the Service Club and Local Government. Many councils are keen for young people to be engaged in community life and governance and celebrate such an accomplishment.

In summary, most Service Clubs place a high priority on youth. Clubs such as Rotary and Lions have publicly declared youth policies and programs. All clubs are keen to encourage young people to become active citizens, and maybe to even become a future member of a Service Club.

Changemakers believes that the following extracts from the youth policy of Lions summarizes why this young person led program maybe very attractive, and of deep and direct relevance to Service Clubs.

“Youth is in need of considerate guidance, rather than dominating control...to channel youth’s energies and enthusiasm along the paths that awaken potential. If youth are made aware of interdependence and each individuals responsibility to work for the common good, they will come to understand the meaning of the motto “we serve”. Not only that it means individuals fulfilment, but also an example of how individuals, through cooperation can employ the powers of organizations to more effectively act to help meet needs and to advance international understanding”

RESOURCE MATERIALS FOR SERVICE CLUBS

“Responding to the Request of a School to Become a Partner in the Review Phase of a Changemakers Program”

1. CHECKLIST OF ROLE AND RESPONSIBILITIES OF THE SERVICE CLUB

This checklist lays out the various tasks that a School may require a Service Club to undertake, in order that the learning of young Changemakers is reviewed and its relevance to young people achieving their employment and personal goals fully considered.

The Service Club would

Task 1.

Tap the networks of its members and construct a list of adult respondents that are relevant to the vocational aspirations of the young project team members. Respondents can be employers, employees, self employed people or recently retired people, as well as relevant community leaders.

Helpful Hints

- Ask club members who have relevant experience to participate in the reviews.
- Ask club members to contact members of other clubs who may have the relevant experience.
- Contact the local Group Training Organization and/or a TAFE college to nominate employers who have a proud record of training and employing young people in the “Trades” and as trainees or apprentices.
- Ask the Chamber of Commerce and/or Small Business Club to provide names.
- Contact large local employers including companies, local government, hospitals and shopping centres, to identify and refer relevant respondents.
- Develop a resource list of respondents that covers key\common vocational interests\occupations well before you know of the particular interests of the Changemakers participants. This will also be helpful for future programs.
- Once you are informed of the interests of the young Changemakers by the school, (3-4 weeks before the proposed review sessions), work in partnership with the school to recruit the respondents who are of particular relevance.

Task 2.

To organize a briefing process for all respondents, so that they can prepare themselves to effectively listen, respond and enter dialogue with the young Changemakers.

Helpful Hints

- Fully explain the goals of Changemakers to respondents, emphasizing the list of enterprising skills that they have used and developed in their community benefit projects.
- As a Service Club, invite all respondents to reflect upon the culture of your club(s) and its degree of dependence upon members taking the initiative, working in teams and planning\organizing projects (see Resource I).

- Provide respondents with a self assessment tool (see Resource II) which enables them to reflect upon the expectations and culture of their workplace and in particular to the attitude of their organization, profession, career or job to young people; including attitudes to young people exercising their initiative.
- Listen carefully to the School or College\Training facilitator (of Changemakers projects) about the achievements and learning of the young people involved in the local program. Ask questions about the backgrounds and confidence\skill levels of the students or trainees involved. Remember some may be vocationally confused, somewhat alienated from school and learning, whilst others maybe high achievers.
- If time, role play a simulated review session – ask some respondents to be the presenters, whilst others take on the role of respondent. Also go through some refreshing and fun exercises on active listening and reviewing skills.
- Discuss various ways of organizing the actual review sessions with the facilitator (and maybe a couple of confident representatives from the Changemakers cohort) (see Resource III). Ideally one or more of the respondents may also be willing and able to facilitate a small group review session at the actual event.

Task 3.

Match the available respondents to the vocational aspirations of Changemakers Project Teams and/or individual team members. Some young people will wish to present their team's story as a group, but then participate in a review with an individual respondent (usually someone who has the same career as the one in which they have expressed an interest).

Helpful Hints

- More confident young people and/or those Changemakers that are clear about their vocational interests are more likely to wish to review and consider relevance of their learning with an individual who has a relevant career, whilst other young people may want to reflect and enter dialogue in a small group (say of 2-3 respondents and 4-6 young people) which is facilitated by a teacher, youth worker or appropriately skilled Service Club member.
- Take care to match sensitive and patient respondents so they can work with those young Changemakers who are less confident and/or low achievers and/or alienated learners. In this situation, the respondent may need to cautiously probe and solicit information, feelings and reflections from the young people. The good news is that nearly all young Changemakers feel strong pride in their teams project (remember the idea and leadership come from within the peer group and project team). This means that such careful probing will eventually result in an engaged and positive response from the young people.
- Go the extra mile and match a respondent to the key interests of the young person – particularly if the facilitator is confident that the individual has identified a relatively realistic and sincerely felt vocational goal eg the neurosurgeon in Northern England.
- Ensure that all respondents can also provide feedback to the young people about the relevance of both their young person led project work experience and their enterprising skills development, to issues of citizenship, community service (including the everyday life of a Service Club). Respondents should be able to offer this broad feedback as well as discuss relevance of Changemakers to the world of work.

Task 4.

Coordinate the actual times of the review session(s) with the school thereby ensuring that respondents can be available. Letting down the young people by a respondent forgetting or simply not turning up because he/she is busy can have a negative impact upon the young people.

Helpful Hints

- Plan timeslots for the review that are at “user-friendly” for members eg early evening, breakfast sessions or possibly lunchtimes. Schools will cooperate if this means the young people are guaranteed a quality experience of review.
- Have a reserve list of particularly committed respondents who are prepared to “fill-in” if a co-respondent becomes sick or is unavoidably detained.

2. ROLE AND RESPONSIBILITIES OF THE PARTNERING SCHOOL

1. To prepare the young people so they can make their presentation and discuss their achievements with respondents, and to enable young people to fully appreciate how they have used and developed their enterprising skills.
2. To identify the priority vocational interests of each young Changemakers and convey that information to the relevant Service Club, at least three to four weeks before the proposed review session occurs – so the club can identify, recruit and brief respondents of direct relevance.
3. To work with the Service Club to ensure respondents are briefed about the purpose and shape of the review sessions – so they can effectively prepare themselves for the review.
4. To ensure that the Service Club has access to all relevant materials eg self assessment tools for the respondents and associated briefing materials.
5. To facilitate any small group sessions that involve young Changemakers and respondents in dialogue about the relevance of their learning to the world of work and community life.

RESOURCE I.

RELEVANCE OF CHANGEMAKERS TO THE MISSION OF SERVICE CLUBS

This simple tool is designed for the use of Service Club members who have volunteered to be respondents of a Changemakers Review process. It relates the young peoples' experiences of designing and managing their own Changemakers community projects to the "core business" of a Service Club; that is to community building, service and active citizenship.

The checklist enables respondents to reflect upon the purpose and culture of their Service Club and to therefore be more fully prepared to respond to young Changemakers and consider the relevance of their experience to matters of civil society; that is the voluntary contributions of individuals and groups to improve and shape their society for the common good. This notion is at the very heart of the mission of high performance Service Clubs.

Please read through the checklist and score each indicator out of 5. A higher score means that this particular point is highly relevant to the respondents view of the role of Service Clubs and/or good citizenship.

CHARACTERISTICS OF THE CHANGEMAKERS EXPERIENCE FOR YOUNG PEOPLE

Indicating Relevance to the Notion of Citizenship and the Purpose of Service Clubs

SCORE
(out of 5)

- | | | |
|-----|---|--|
| 1. | Young People exploring their Sense of Community, discovering where they feel they belong, with whom they connect, and for whom they care. | |
| 2. | Young People connecting their own personal values to the needs of their community – how they can help develop, (through their projects), the kind of community that they believe is desirable. | |
| 3. | Young People translating their values and community aspirations into practical projects that generate community benefit, using both their own leadership and initiative. | |
| 4. | Young People learning about how their actions must interact and take into account the views of others in their community i.e. learning about compromise, dealing with existing community structures, rules and regulations. | |
| 5. | Young People working collectively with their peers in being determined to make a positive difference by working through barriers, staying focussed and creating positive change. | |
| 6. | Young People understanding how the spirit of service and enterprise (through their young person led project work) can contribute to the future of communities and society. | |
| 7. | Young People learning how to tap resources, support and expertise in their community, thereby building a sense of belonging and collaboration which develops networks and connections for now and for the future. | |
| 8. | Young People having their contributions recognized by the broader community and being valued as an integral part of community. | |
| 9. | Young People beginning to appreciate the role and contribution of volunteering and the voluntary sector to society. | |
| 10. | Young People starting to ask questions and explore how the role of the volunteers in civil society interacts with the role of government (public sector) and business (private sector). | |

Total Score (out of possible 50)

If your score is **30 or above**, then you feel that the Changemakers experience of young people clearly relates to your values and the ideals of Service Clubs regarding active citizenship and community development.

RESOURCE II.

**RELEVANCE OF CHANGEMAKERS TO
THE WORLD OF WORK**

INVITATION TO SERVICE CLUB MEMBERS

To

**Self assess the expectations and culture of your
Workplace, Career, job or Vocation.**

“Prepare yourself to respond to the young Changemakers and to help them to review and consider the relevance of their learning to your working and life experience”.

Please Remember: The young people to whom you will be responding have indicated that they have a career interest in a job, workplace or vocation that is similar to your working life.

COME PREPARED TO RESPOND EFFECTIVELY

***Thanks on behalf of
Changemakers***

CHANGEMAKERS AND SERVICE CLUB TOOLKIT - CULTURAL AUDIT OF YOUR CAREER ROLE/WORKPLACE

1. **Why we ask you to do the audit**

We hope that by doing this cultural audit of your own career role and/or workplace, you will become more fully prepared to help the young people understand how the community project experience and learning of a young Changemaker is relevant to working in a role, job or workplace that is similar to your chosen career.

We also hope that you will find it an interesting and worthwhile experience in its own right. It can be helpful to reflect and determine what are the key values, relationships and forms of behaviour that characterise your career role or workplace. What is really expected of you and other paid workers? What will be expected of young people who come to work with you?

2. **How to do it - The Straight Forward Way**

Just take a little time out to think about your career role and/or workplace. You may want to talk over the questions in the following scorecard with your work colleagues or even read up upon any relevant documents (like mission statement, professional oath, values declarations) of your organisation or vocation.

Please take the time to quickly mark the following scorecard. It should help you to both reflect upon the kind of expectations placed upon people in your career role and/or workplace.

CULTURAL AUDIT SCORECARD

(10 minutes to undertake only)

The following questions have been devised so you can give each a mark out of 10 along a continuum. At each end of the continuum is one “extreme pole or position”. Your job is to work out where your career role and/or workplace is located between these two poles for each of the 20 headings.

A high score will place your response/opinion towards the left side whilst a low score places you to the right. By auditing your career role/workplace, you should get a better idea of how to pass on the realities of your working life to young people. Don't forget, they will have just been through a “young person led” Changemakers community project that will tend to more closely relate to the right hand pole of the continuum. Whether your score is to the left or right does not really matter, for what is more important is that the young people can relate their project experience to the realities of your career experience. Please remember, the most important reason for having the review session with you is to do a “reality check” on their project experience and test its relevance to roles, jobs, careers and workplaces like those that you have experienced.

Please also consider if your answers would be greatly different for various levels and categories of colleagues and paid workers, eg employees, contract workers, self-employed suppliers, associates, bosses and owners.

1. Is Enterprising Behaviour Valued in Your Career, Vocation, Workplace?

1. The Boss is the expert, the authority figure who holds resources and knowledge	1	3	5	7	10	A shared vision/idea of the future is developed so there is a sense that most/all have a stake in the future of the organization.
2. Individuals are expected to ask their supervisor for direction/orders. Mistakes are considered unacceptable; people fear making decisions for themselves	1	3	5	7	10	Individuals are encouraged and supported to solve problems and try out their ideas (allowing for safety etc). Mistakes are (sometimes) tolerated as long as learning occurs
3. People only have contact with customers if the boss or sales/marketing people say it is absolutely necessary	1	3	5	7	10	People are encouraged to have contact with customers to learn from them
4. Teamwork is not seen as being very important	1	3	5	7	10	Teamwork is seen as fundamentally important and people are trained, coached and supported to effectively work in a team
5. Teams (apart from senior management team) do not make decisions	1	3	5	7	10	Teams take the initiative in areas of quality, service, production, innovation and improvement. They are given room to make decisions and self manage their work

2. Style of Supervising People

6. The Boss is the expert, the authority figure who holds resources and knowledge	<hr/> <p>1 3 5 7 10</p>	The Boss is the coach who supports, guides and provides resources to those he/she supervises
7. There is an assumption that employees are difficult, untrustworthy and a cost to the organisation	<hr/> <p>1 3 5 7 10</p>	The Boss views people and employees as wanting to contribute, capable and as an asset to the organisation
8. The workplace is very hierarchical; people tread very carefully when approaching one level of supervision or above	<hr/> <p>1 3 5 7 10</p>	The workplace is more flexible and collaborative. People talk to whom they need to get ideas, support or approval
9. Information is held by those in power and only communicated when really necessary	<hr/> <p>1 3 5 7 10</p>	Information is shared and communication flows are open and regular.
10. Bosses do not want people to take the initiative, just to follow orders and instructions. Supervision is 'close by' all the time. Different ideas are not tolerated.	<hr/> <p>1 3 5 7 10</p>	Bosses want people to use their judgement, initiative and challenge things when necessary. There seems to be tolerance, event acceptance of different ideas/views etc. Supervision is at arm's length

3. Attitudes to Innovation and Learning

<p>11. People are skilled for the job they are presently doing and only then when it is necessary</p>	<hr/> <p>1 3 5 7 10</p>	<p>People are developed for present and future possibilities. Training, coaching and learning is seen as ongoing and important</p>
<p>12. The only one expected to be creative and innovative is the person(s) at the top. Everyone else is to be passive and wait for that innovation to be passed downwards</p>	<hr/> <p>1 3 5 7 10</p>	<p>All people are asked (and supported) to be creative, to be inquisitive, to try new ideas and challenge the way things are. Mechanisms are in place to collect ideas and reward people</p>
<p>13. Little use of technology and distance/self directed learning, the emphasis is purely on attending courses</p>	<hr/> <p>1 3 5 7 10</p>	<p>All people are supported to use technology (home and at work) for learning and communication. Many vehicles for learning are promoted</p>
<p>14. The only “teachers” in the place are the boss, training manager or consultant. One way feedback (downwards) only</p>	<hr/> <p>1 3 5 7 10</p>	<p>Everyone is seen as a teacher and a learner, all (including the bosses) can learn from each other. Feedback given in all directions (360°)</p>
<p>15. Teams do not have a role in innovation and learning, nor in learning from other people/organisations, ie competitors</p>	<hr/> <p>1 3 5 7 10</p>	<p>Teams are a key to creating new ideas, new ways of doing things and they teach</p>

each other via presentations/celebration and benchmarking best practice.

4. Attitudes to Standards

16. Standards and values at work are determined and the responsibility of the boss or owner. Everyone else follows their instructions to the letter.

1 3 5 7 10

Standards and values are discussed by all and are the responsibility of all – and people are supported, developed and rewarded for achieving high standards – consultation with people “doing the job” is the norm.

17. There is little review of performance and opportunity to learn for the next time.

1 3 5 7 10

Teams and individuals review performance against standards (targets and quality of performance) and make improvements.

5. Attitudes to New and Young People

18. Young people are seen as a liability – arrogant, lazy, inexperienced – they need to be moulded into the image of the organization.

1 3 5 7 10

Young people are valued and seen as bringing in new ideas, adding to energy levels.

19. No induction occurs apart from young workers being told what to do and being closely supervised (until they can be trusted).

1 3 5 7 10

There is a serious attempt to induct new\young people to the career\workplace – using briefings, mentoring, social events and sharing views and ideas.

20. The present role of young people in the organization is very limited.

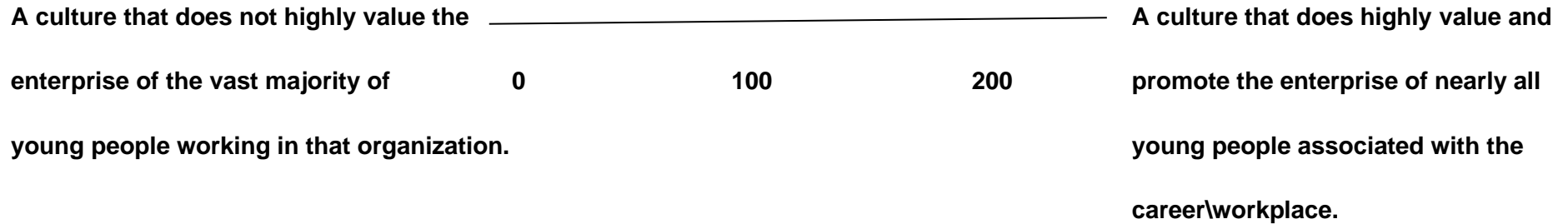
Involving young people – students on placement, new employees, young

1 3 5 7 10

peoples forum; ongoing development available; the workplace values young people!

Now that you have scored your audit – what next?

Please add up your scores out of a maximum total of 200. If your score is less than 100 your work culture tends to be that as characterized by the features on the left hand side or if over 100 to the right. **Consider where your work culture stands overall on the continuum between:**



Knowing where your work culture lies on this continuum should help you to respond to the young people with some added clarity. Please remember, most of them have just been through an experience of Changemakers and young person led project work that tends to equate to the “right hand side culture” and they want a “reality check”. Please remember, your job is to help them analyse the relevance of their Changemakers experience to the realities of the world of paid work. They want to appreciate how relevant their project experience is to your understanding of the world of work. Be sensitive yet be honest about expectations in the “real” world.

RESOURCE III.

POSSIBLE FORMATS FOR A CHANGEMAKERS REVIEW SESSION INVOLVING SERVICE CLUBS

“How a review session between young Changemakers and the respondents who have been coordinated by a Service Club, might work”

BACKGROUND

This review session(s) provides an opportunity for students teams who have completed their self managed community projects to present their achievements and learning (focus on the 14 enterprising skills) to adults (respondents) who have a career or job that is of interest to the team members. Their respondents then provide feedback to the students on the relevance of what they have learnt to that career or job.

The Changemakers facilitator(s) (from the school, college or training scheme) identifies the students' career preferences\interests and then collaborates with the Service Club to identify suitable respondents. The student teams and their facilitator and reflect upon their learning and prepare a team presentation to the respondents. The respondents are asked to prepare themselves by reflecting upon their career\job and identifying the relevance of such skills as teamwork, communication and planning to perform in that vocation or job or workplace. The teams present, and then the respondents reciprocate by entering into dialogue with the students about the relevance of these generic skills to the world of work.

There will be certain occasions when the respondent will reflect upon the young peoples' presentations and more generally relate their experience to the world of work. This is particularly relevant if the young people do not have either a clear career direction or a preferred vocational choice.

Please also remember that these review sessions offer an opportunity for the respondents (who are often Service Club members) to listen to the young Changemakers experience and relate these achievements and learning to the issues of citizenship, community building and the world of Service Clubs (please note the resource I “Relevance of Changemakers to the Service Club Mission”).

PLEASE CONSIDER THESE IMPORTANT POINTS ABOUT THE RESPONDENT'S ROLE IN THIS
REVIEW

1. Come prepared and please do a little homework; think about your career role and/or workplace and the feelings/attitudes that you have to your work. The cultural audit will help you more clearly appreciate the expectations that you and others in your place or field of work have of new people – young employees, future contract workers, self employed suppliers, even future associates, partners and bosses.
2. Be open to the views and feelings of the young people who will present to you – listen carefully, clarify before judging and respond with honesty and care. Give clear information about your view, experiences and knowledge.
3. Be prepared to interact with the young people and discuss future action they can take to develop their employability.
4. Don't be afraid to give advice or your opinion on how the learning that has emerged out of their project involvement can help them to improve their career chances. Ask them for feedback to your ideas.
5. If you want, offer some concrete plan of action to the young people at the end of the session – maybe a follow up session or even a “mock” interview that builds upon the review session (this is optional and not expected).
6. By participating in both the preparation activity (cultural audit) and the session itself, you can further develop skills and understandings that maybe valuable. Can you also learn from your participation?

OPTIONS: VARIOUS FORMATS FOR THE REVIEW SESSION

“Any one or combination of these options may be fit for purpose”

OPTION 1. THE TEAM APPROACH

1. Teams present (one after another) their achievements and learning to the full range of respondents who are participating in the review process. Assuming a class of twenty students have participated, this may result in say 6 presentations of 5 minutes each (30 minutes).
2. The respondents (say about ten, given that some students will have similar vocational interest) will then work in a small group for 30 minutes and compare notes. Three nominated representatives of the respondents would then present a summary of the groups feedback to the twenty students. They might comment upon common themes and students frequent references to certain skills eg teamwork, planning etc and/or to certain other qualities such as patience, perseverance etc.
3. The twenty students would then divide into say 4 groups of 5, each group of students having similar or related vocational interests eg the trades, retail and hospitality, human services, business and marketing etc. The respondents would divide into 4 groups of 2 or 3 and go to the small group with the relevant vocational interest(s).

4. Each small group would be facilitated by a teacher, youth worker or a selected (and fully orientated) member of the Service Club. The small group discussions would focus upon the relevance of the skills to that field of work. This more specific feedback and response from the respondent could be shaped by the following points.
 - General feelings about the young people efforts to design and manage their own community project.
 - Some questions of the young people that help to further clarify their experience and learning.
 - What were the best and most satisfying parts to your project experience?
 - What were the most frustrating parts to your project experience?
 - What single skill do you think you most developed in your project?
 - What were major conflicts in your team? How did you try to resolve them?
 - How do you think your project experience has helped you to develop skills and learning for work?
 - The overall relevance of the enterprising skills to the world of work.
 - A brief explanation of the respondent's career and employment history, including an explanation of how they got started as a young person.
 - An outline of the skills, attributes, behaviour expected of them in their career, job and/or workplace.

5. The small group may then divide into sub groups i.e. pairs of young people with one respondent and they would further discuss the respondent's experience of work. This small group of 3 may be more interactive and consider such issues as:
 - How to get started in a career;
 - Helpful hints at an interview;
 - How you could talk about your project experience in order to impress a potential employer;
 - What could you do next to improve your chances of getting the job\career that you want?

OPTION 2. THE INDIVIDUAL APPROACH

1. There are some review sessions in which many of the young Changemakers will be confident, articulate and also have very clear and realistic understanding of their own career aspirations i.e. they want to be a surgeon, carpenter, professional musician, undertaker, computer programmer, teacher, landscape gardener etc.
2. In this situation, it may be appropriate for each project team to make a presentation to the respondents with the similar career interests. Each team presents separately; say four young people in one team presents to four respondents who have matching vocational interests.
3. At the completion of the presentation, the young people and the respondents divide into 4 x "1 on 1" discussions, that is four pairs who have a very specific conversation about that career and the associated set of expectations and possible pathways. The same questions as used in option 1 could be helpful points to promote dialogue.
4. These review sessions could occur at different times; not all the twenty students and ten respondents would need to be in the same place at the same time. It can be done project by project, over a week or fortnight.
5. In such a 1:1 situation, the student could also bring along their draft CV and/or learning plan and discuss how their project experience and learning could be integrated into its text.

OPTION 3. WORKING WITH THE MOST AT RISK YOUNG PEOPLE

1. The occasional local Changemakers program will have targeted the most at risk students. Schools, colleges or training schemes will use the program to develop the basic personal and work skills of these targeted students. Some of those young people will face serious challenges in terms of developing their literacy and numeracy skills and some will not have a clear or realistic view of their career aspirations, or even worse, feel that they are moving directly from school to unemployment. Yet the development of motivation and engagement by these young people in their Changemakers projects may have been very significant, and represent one of their few successful experiences at school.
2. In such a situation, respondents may need to simply focus upon listening to the presentations, work through the photographic displays or project files of the young people, and then respond in general terms. A very caring and sensitive approach maybe required and the skilled facilitation of any dialogue maybe essential.
3. In such a case, the photographic displays and records of their project experience may be the most important (if only) documentation of their Changemakers experience. A respondent may do well by simply standing alongside one or more young people and go through the photo album or project record with them. Do not necessarily expect to sit down and listen to a formal presentation. If one occurs, it may be brief and yet relatively general in its content. Quickly move out of a role of the “audience” and into a role of an interested friend who enters casual dialogue with the young person(s); dialogue that is affirming. Use the opportunity to ask questions, solicit information and offer informal feedback.
4. Such a review session could be organized in a very informal manner. Respondents might browse around the various project displays, offer positive comments and ask the occasional question. The project teams may then stay in their small groups and one or two respondents would join them. A closer examination of their photographs would occur and the respondents would then informally pose questions. A teacher/facilitator would join most groups.
5. The respondent’s feedback would initially focus upon the citizenship aspects of their project experience and its relevance to the activities of a Service Club. Respondents could briefly chat about one or two of their Service Club projects, highlighting similarities and common challenges.
6. The respondent would then talk about their careers and the relevance of the enterprising skills to those careers. They would point out how the very same skills were used by the young people in their projects. Respondents (with the facilitator’s support) would ask the young people about their hopes for employment and offer them advice about seeking work.
7. With such a target group, the school, college or training scheme may also involve career education teachers or transition broker and pastoral care providers, in the review session. They will help facilitate dialogue between the young people and respondents. They may also use the review as an opportunity for the young people to practice their interviewing skills – asking the respondent to be the prospective employer. The young people could “practice” how they could impress an employer with information about their projects achievement and their experiential learning.

PLEASE NOTE – THE “MOST AT RISK” GROUP REPRESENT A SMALL MINORITY OF YOUNG PEOPLE, AND EVEN THEN, A SIGNIFICANT MINORITY OF THIS GROUP WILL BE PREPARED TO PRESENT AND ENTER FREE-FLOWING DIALOGUE WITH RESPONDENTS. OPTION 3 OFFERS A BACK UP STRATEGY WHEN SO REQUIRED.

WITH ALL THREE OPTIONS SERVICE CLUBS AND SCHOOLS etc NEED TO DECIDE WHETHER TO INTEGRATE THE REVIEWS INTO A CHANGEMAKERS CELEBRATION EVENT OR HOLD THE TWO ACTIVITIES SEPARATELY.

RESOURCE IV.

A DRAFT OF A BRIEFING NOTE FOR POSSIBLE RESPONDENTS

The following briefing note has been written by a school for possible respondents. With some revision, a similar note (and a covering letter) could be sent by a Service Club to any potential respondent.

BRIEFING NOTE

FOR A RESPONDENT WHO MAY REVIEW THE ACHIEVEMENTS AND LEARNING OF YOUNG PEOPLE AND TO CONSIDER THEIR RELEVANCE TO A WORKPLACE, CAREER EXPERIENCE AND/OR VOCATION

A team of young people who have been involved in Changemakers program have asked a respondent to come and listen to their presentations. They wish to discuss if and how their experience of running and taking complete responsibility for a community project is relevant to the kind of career role and workplace that is so familiar to that respondent.

They have asked a particular respondent to attend because they are interested in the kind of career, job role and work that he/she has. What they want to know is whether the enterprising skills that they feel they have developed by creating and managing their project, are relevant to the experience of paid work (whether that be as an employee, contract worker or self employed person).

The presentation and subsequent discussions should take 1-1½ hours and will take the following format:

1. Welcome to you and the young people by the teacher and a brief confirmation of the purpose of the session (5-10 minutes);
2. Presentation by the team of young people about their project (5-15 minutes)
The young people will talk about:
 - A description of their project – what it was and how it contributed to their community;
 - Why they decided to create, plan and manage the project. What achievements and learning did they want to see take place?
 - What the project achieved and where it failed to meet its goals?
 - What they learnt by doing the project – what skills and qualities they developed, what lessons did they learn, how they feel that this learning is relevant to their career hopes?
 - What was different about doing this project compared to the rest of their school experience?
3. The teacher may choose to add a comment or two, but will then invite you, the respondent, to ask questions in order to either clarify any point the young people have made and/or to get further information (5 minutes);
4. Short Break – (10-15 minutes) – in which you can make notes and prepare some comments;

5. Respondent's feedback to the project team (10-15 minutes):
 - Initial response by stating general feelings about the effort of this team of young people to be enterprising, by designing and managing their community project;
 - Description of one's career role and/or workplace – what is it like? What is good and bad? How you got started and why you stayed?
 - What kind of attributes and behaviours are expected in the respondent's workplace and career;
 - How the TLC skills they feel they have developed are relevant to work and the work of others in a particular workplace and/or career.

IMPORTANT POINTS ABOUT THE RESPONDENT'S ROLE IN THIS CHANGEMAKERS REVIEW SESSION

1. Come prepared and please do a little homework; think about your career role and/or workplace and the feelings/attitudes that you have to your work. The cultural audit will help you more clearly appreciate the expectations that you and others in your place or field of work have of new people – young employees, future contract workers, self employed suppliers, even future associates, partners and bosses.
2. Be open to the views and feelings of the young people who will present to you – listen carefully, clarify before judging and respond with honesty and care. Give clear information about your view, experiences and knowledge.
3. Be prepared to interact with the young people and discuss future action they can take to develop their employability.
4. Don't be afraid to give advice or your opinion on how the learning that has emerged out of their project involvement can help them to improve their career chances. Ask them for feedback to your ideas.
5. If you want, offer some concrete plan of action to the young people at the end of the session – maybe a follow up session or even a mock interview that builds upon the review session (this is optional and not seen or expected as essential).
6. By participating in both the preparation activity (cultural audit) and the session itself, you can further develop skills and understandings that maybe valuable. Can you also learn from your participation?

RESOURCE V.

OPPORTUNITIES FOR FOLLOW-UP ACTION

Some Service Clubs and/or individual respondents may wish to follow-up their involvement in the review session by offering further assistance to the young people and their school, college or training centre. Please read through the following checklist of “ideas for further involvement”. If you so wish, tick the boxes that are relevant to you and give the checklist to either the Service Club or school that coordinated your participation in the Changemakers review session.

AS INDIVIDUALS

- 1. I am willing to participate in further review sessions with participants of future Changemakers programs.
- 2. I am willing to provide further support to one, or to a pair of the young people who participated in this years program, by offering
 - Mock interviews
 - Work visit or shadowing
 - Work experience placement
 - Structured work placement
 - School based apprenticeship
- 3. I am willing to visit the school, college and/or training scheme and talk with students about the world of work and the importance of learning – including the relevance of Changemakers and the enterprising skills.
- 4. **OTHER WAYS**.....
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AS A MEMBER OF A SERVICE CLUB

- 5. Encourage and support my Service Club to work in partnership with a school, college or training scheme to coordinate further review sessions of Changemakers programs.

- 6. Develop a resource bank of contacts, facilitators and expertise that can be made available to young people as they design and manage their Changemakers community benefit projects.

- 7. Encourage and support my Service Club to allocate funding to a “Project Venture Fund” that can be accessed by young people. This Fund will cover some of the costs of the community projects incurred by the project teams.

- 8. Establish an annual youth forum where participants of various Changemakers programs in our area can come together and share their project achievements and learning as well as discuss how they can continue their community building and active citizenship.

- 9. Organize a local media conference where young people who have participated in Changemakers can present their views about the value of learning “beyond the classroom” and youth participation in society.

- 10. Encourage and support my club to promote the Changemakers program to other schools, colleges and training schemes.